21st CCLC 17 Origina

ARTMENT OF EDUCATION
ity Learning Centers FY17 RFA
: November 17, 2016 4:00 EST

CCLC17 ORIGINAL – 158

Check application type - **Must be indicated in order for application to be reviewed**

☐ **New Applicant ($150,000)**

☒ **Continuation Applicant ($100,000)**

☐ **Expansion Applicant ($100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1) Grandview Elementary School **Applicant DUNS #** 07-289-0486
2) District DUNS # 824334880

Fiscal Agent YMCA of Greater Cincinnati	**Co-Applicant** Grandview Elementary School (Bellevue Independent School District)
Mailing Address (street, city zip code) 1105 Elm St. Cincinnati, Ohio 45202	**Mailing Address (street, city zip code)** 219 Center Street Bellevue, Kentucky 41073
Superintendent/Chief Executive Officer Typed Name: Myrita Craig	**Superintendent/Chief Executive Officer Typed Name:** Robb Smith

Project Contact Molly Russell

Agency YMCA of Greater Cincinnati **Telephone No.** 859-261-2980 ext. 650

Fax No. _____ **Email** mrussell@cincinnatiymca.org

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

Fiscal Agent: Superintendent/Chief Executive Officer — Date 11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

Notary Public - Heather Pfaltzgraff — 11/16/16

Co-Applicant: Superintendent/Chief Executive Officer — Date 11/11/16

Notary Public Renee C Fardo

RENEE O. FARDO
NOTARY PUBLIC
ID NO. 557105
MY COMMISSION EXPIRES 5-16-20
STATE AT LARGE, KY.

My commission expires: 5-16-2020 (Notary Seal)

Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.

2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 http://www.ed.gov/policy/elsec/leg/esea02/index.html)

3. The applicant must have a Data Universal Numbering System (DUNS) number.

4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.

5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.

6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.

7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.

8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.

9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.

10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:

- Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
- Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
- Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be $95,000); and
- Provide documentation of completed federal and state report as required.

12. Comply with provisions of Title IX of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2CFR Part 200.

13. Comply with the following acts of Congress:
    a. Single Audit Act of 1984
    b. Civil Rights Act of 1964
    c. Gun-Free Schools Act of 1994
    d. Americans with Disabilities Act 1990
    e. Pro-Children's Act of 1994

14. Comply with the Stevens Amendment.

15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

16. Not utilize any federal funds to lobby Congress or any federal agency.

17. Abide by and remain current on collection of and reporting of data.

18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.

19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

21. Meet the minimum number of hours and days as required under program operations.

22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.

23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.

24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.

25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.

26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.

27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.

28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.

29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** – The grantee agrees to comply with all applicable requirements of all state statutes, federal

laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**

31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:
    A. Provide a high quality program with evidence of academic progress;
    B. Implement the program as described in the application;
    C. Serve number of regular attendee students as stated in the application;
    D. Meet the minimum hours of operations (hrs/days/weeks/summer)
    E. Adhere to assigned assurances;
    F. Submit required reports and documentation in a timely manner;
    G. Use funds in a responsible and appropriate manner;
    H. Resolve a non-compliance audit/monitoring finding;
    I. Submit required data within the given timeframe;
    J. Implement a required Corrective Action Plan

32. **ASSURANCE REGARDING CONTINUATION OF FUNDING** - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**

33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Fiscal Agent Signature and Title **Date**

CEO 11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

11/16/16

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Co-Applicant Signature and Title **Date**

Superintendent 11/11/16

RENEE C. FARDO
NOTARY PUBLIC
ID NO. 231105
MY COMMISSION EXPIRES 5.16.20
STATE AT LARGE, KY.

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

School Principal (school being served) **Date**

11/11/16

School Principal (if more than one school being served) **Date**

Gloria Bicking State at Large
11/27/18 #522294

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21st CCLC Project Summary

Not to exceed three pages

List Program Goals:

1. To improve the academic performance of participating students
2. To support the growth of non-cognitive skills in health and social-emotional development
3. To increase the number of students attending the program (30 days or more)
4. To increase access to high quality afterschool programming
5. To increase awareness of college/career preparation activities
6. To increase engagement and educational opportunities for parents and families

List Program Objectives:

Improved Academic Performance – 1. Students meet academic benchmarks 2. Students each grade level proficiency in Math & Reading 3. Students complete homework assignments

Social/Emotional Development – 1. Student participation in enrichment activities 2. Increased Physical Activity and Wellness Training 3. Increased Social/Emotional interaction and development

Increase Attendance – 1. Students will regularly attend the program 2. Students will increase school day attendance

Increase Access – 1. Students will have access to high quality afterschool program 2. Parents will have access to additional resources

Increase College & Career Awareness – 1. Students will have increased exposure to college and career opportunities 2. Positive role models that encourage students to pursue college

Increased Family Engagement – 1. Increased parent participation in events 2. Increase parent access to Community Support Resources 3. Parents are actively engaged in student learning

Describe the participants to be served by the program: All students enrolled in grades K-5 will be eligible. We expect up to 100 students to participate with an average of 80 to attend on a daily or regular basis. The program will be targeted toward students not performing at grade level proficiency. Participants in the program will reflect the student population, with 97% qualifying for Freed or Reduced lunch.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Low Academic Performance 1. Students meet academic benchmarks 2. Students each grade level proficiency in Math & Reading 3. Students complete homework assignments	Online/Technology Resources (Lexia, Dreambox Family Resource Center	Homework Assistance Tutoring and Academic Assistance Program Literacy programs K-3 Reading Intervention program Parent homework assistance program Literacy Night events	Students below proficiency or below academic benchmarks in grades K-5	KDE School Report Card MAP Scores FRYSC Needs Survey	% of students who meet MAP benchmarks in Reading, Math and Science % of students who test proficient/ distinguished in reading on K-PREP % of students who test proficient/distinguished in math on K-PREP % of parents and teachers that report students are completing their homework

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Non-Cognitive Development 1. Students engage in a variety of enrichment activities 2. Increased Physical Activity and Wellness Training 3. Increased Social/Emotional interaction and development	YMCA fitness staff and programming DESSA social/ emotional curriculum Community arts partners Local museums and educational facilities Family Resource Center School Counselor	Non-traditional physical activities (dance, taekwondo, hiking, climbing, archery, etc) Nutrition education Character Leadership Development Service Learning Programs Fine Arts Programs & Field Trips Conflict Resolution Education Recreational activities and relationship building	All program participants, grades K-5	FRYSC Needs Survey KIP Survey DESSA SWIS (Positive Behavior Interventio n System)	% of students who participate in arts or STEM activities % of students who participate in a service learning event % of students who participate in daily physical activity % of students who test in strength or typical on DESSA % of students who increase their DESSA rating from pre to post tests
Increased Attendance 30 Days or More 1. Students will regularly attend the program 2. Students will increase school day attendance	Family Resource Center Staff relationships with parents	Disguised learning activities Parent Outreach Attendance Incentives	All program participants, grades K-5	Attendance Records (Cayen & School)	# of students that attend program: 30-59 days 60 or more days % of regularly attending students who increase attendance and decrease tardiness
Increased Access 1. Students will have access to high quality afterschool program 2. Parents will have access to additional resources	21st Century funding Program recruitment materials Family Resource Center School admin. staff	Afterschool programming 3-6 (Mon, Tues, Wed) and 2-6 (Wed) Parent Events (educational and literacy) Parent meetings with Resource Co.	All program participants, grades K-5 Parents/Fam ilies of program participants	Attendance Records Family Resource Center Data	# student program attendees % of families requesting assistance who were served

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
Increase College & Career Awareness 1. Students will have increased exposure to college and career opportunities 2. Positive role models that encourage students to pursue college	Local colleges (e.g. Northern Kentucky University, Gateway Community College, Thomas More College) Intentional Staff Local professionals and businesses	College Themed Activities College & Career Activity Fairs Field Trips to college campuses College & Career Preparedness Activities (that emphasize valuable skills need in the job market and encourage students to continue their education)	All program participants, grades K-5	Attendance Records (Cayen)	% of students who participate in regular College & Career activities % of students who participate in a field trip to a local university or campus # of college staff hired
Parental Involvement & Engagement 1. Increased parent participation in school and program events 2. Increase parent access to Community Support Resources 3. Parents are actively engaged in student learning	Family Resource Center Brighton Center	Family Engagement and Literacy Night Activities Support Network referral through the Family Resource Center Parent Education program (homework, alternative parenting skills, etc.)	Parents of all program participants	Attendance Records & Sign-In Sheets FRYSC Needs Survey FRYSC participant data	% of parents who attend two or more events or activities within the program % of families who access family support services referrals through the FRYSC % of families who attend homework help assistance programs for Math, Reading, and Science % of students who report increased assistance on homework from parents on year-end survey

Part One: Need

Compelling Need

Grandview Elementary School is classified as "Needs Improvement" according to the Kentucky Department of Education (KDE). The school's most recent Report Card from KDE shows that the majority of students are performing below or at state averages. 97% of the school's student population qualifies for Free or Reduced Lunch (and 100% of those students qualified free), and Gap scores (which include these students) indicate a high percentage of students at the school are less likely to score Proficient or Distinguished than state averages. The chart below highlights the school's academic challenges:

K-PREP Scores by Combined Performance Levels 2015-2016				
	% Proficient Distinguished		Gap Group % at P & D	
	School	State	School	State
3rd Reading	36.2	53.7	34.1	45.0
3rd Math	25.9	47.7	29.5	38.9
4th Reading	35.2	56.3	27.9	47.2
4th Math	37.0	51.7	32.6	42.4
5th Reading	51.1	58.1	43.2	48.6
5th Math	55.6	56.1	51.4	46.3

As the chart indicates, nearly two-thirds of 3rd grade students are not proficient or distinguished in reading, and nearly three-quarters of 3rd grade students are not proficient in math. Research shows that students not reading at grade level in the 3rd grade are less likely to graduate from high school and math skills are essential for functioning in everyday life and highly valued in the current job market.

Scores have been in decline since the 2013-2014 school year, the last year the school operated with a 21st CCLC afterschool program. The drop is especially noticeable for students in the gap group, those targeted by 21st Century as a group with additional needs.

K-PREP Scores by Combined Performance Levels 2014-2015				
	% Proficient Distinguished		Gap Group % at P & D	
	School	State	School	State
3rd Reading	47.4	54.3	47.5	54.3
3rd Math	56.0	47.5	55.9	47.6
4th Reading	39.2	52.2	39.1	52.2
4th Math	41.3	48.6	41.3	48.6
5th Reading	57.5	55.9	57.4	56.0
5th Math	44.6	50.3	44.7	50.3

Students coming into testing grades are often already performing below grade level expectations in both reading and math. BRIGANCE data for 2016 shows, 62% of

students are Not Ready for Kindergarten (an increase from the previous year at 55.6%). Measures of Academic Progress (MAP) testing data indicates that 27% of kindergarten, 48% of 1st grade, and 60% of 2nd grade students score below average. In math, 50% of kindergarten, 42% of 1st grade and 55% of 2nd grade students score below average.

MAP Score Percentages by Performance Level for Grades 1 and 2

Grade/Subject	Low	Low Average	Average	High Average	High
K Reading	9%	18%	43%	20%	9%
K Math	7%	43%	20%	18%	11%
1st Reading	23%	25%	23%	21%	8%
1st Math	27%	15%	23%	25%	10%
2nd Reading	41%	19%	17%	12%	10%
2nd Math	36%	19%	21%	14%	10%

These scores indicate the necessity for a K-3 remedial reading program to assist students with reading at grade level as they advance out of the primary grades. The 2016 Family Resource and Youth Services Center's (FRYSC) Needs Survey also shows homework help is a high need, with 45% of parent respondents indicating that help with homework is their top concern.

The second area of identified needs relates to opportunities for non-cognitive enrichment activities that support students' healthy growth and social/emotional development. Multiple research studies completed by the Search Institute have shown that the more "developmental assets" that a child has, the less likely they are to engage in negative behaviors and the more likely they are to thrive. "Developmental assets" include, but are not limited to: relationships with positive adult role models; participating in service to others; engaging in creative activities and youth programs; having an internal achievement motivation; and developing decision making skills, cultural competence and a positive view of their future. Intentionally building these assets at an early age will lay the foundation for future success. Because of the lack of transportation in the community, students can often only participate in activities that are within walking

distance, so the school is the best option for accessing enrichment programs. Students are also at significant risk of experiencing unhealthy, negative behaviors. This is true not for just themselves, but also for their parents, relatives and peers. According to data from the Kentucky State Police, the school's county ranks 3rd in Kentucky in overdose deaths at 47.9 per 100,000, and the town of Bellevue has experienced significant increases in the number of property crimes, thefts and assaults over the past five years.

Afterschool activities are needed to support youth's healthy growth as well as social/emotional development. According to the 2014 Carol M. White Physical Education Program Grant (PEP) report, 22% of students engaged in a minimum of 60 minutes of daily physical activity, 58% tested in age appropriate fitness levels, and only 24% of students consumed 2 or more servings of fruit and 3 or more servings of vegetables daily. Physical activity within the confines of the school curriculum only calls for a physical education class on three consecutive days during the 9 day library/arts/physical education rotation. Students at the school are in poor physical and nutritional condition and require additional programs that service these needs.

While this is a continuation grant, the last time the school was serviced by a 21st Century program was in 2014. A key need, therefore, to increase access and attendance is by providing a high quality program for K-5 students moving forward. Regular attendance is also critical to student success. Research has shown that for many low-income students, chronic absence is connect to poor academic performance and graduation rates (Expanded Learning & Afterschool Project).

There is also a need in the school and community for college and career awareness. According to 2010 Census data, 27.4% of the city has a bachelor's degree or higher, and only 48% of the graduates in the district go on to attend college (either full-time or part-time), lower than the state average of 62.2%. 5.6% of district graduates

are indicated as "not successful." Instilling the belief that college or a successful career are achievable goals is essential.

Research shows that parental education is a key indicator of child success, including school readiness, educational achievement, and health-related behaviors including smoking and binge drinking (Child Trends). According to parent survey responses, a majority of families lack the essential resources, knowledge and support to effectively contribute to their children's success. Because of low economic status (98% Free and Reduced), families in the school struggle to provide the basic needs of food, clothing and shelter, leaving little time, money or resources for extended learning, non-traditional physical activities or non-cognitive development outlets. In order to address the needs of each child in the program, we have to work on building up families as well.

Participants

All students in grades K-5 will be eligible to participate. A total of 100 students (31% of 322 student total enrollment) will attend regularly (30 days or more) with 80 attending on a daily basis. We will specifically target Free and Reduced Lunch students who are not at grade level benchmark in MAP testing or below academic proficiency according to their performance on K-PREP. Students of working parents in need of afterschool care and students struggling to complete homework will also be targeted.

Risk Factors

Risk factors will be addressed through the comprehensive array of services that are designed to improve academic performance, as well as to offer key enrichment activities that are increasingly rare. See the chart below for ways the program plans to address potential risk factors:

Need	Risk Factors	Items Addressing Risk Factors
Low Academic Achievement	*Need homework help * Not at grade level in reading entering intermediate grades *Lack of enrichment and networking	• Set daily homework help time • Training for Parents to help with homework • Field trips, college visits, career exploration • Drug and alcohol abuse education • Accessible location

	opportunities *Lifestyle and cultural choices * Transportation * Lack of adequate tutoring time	• Expanded individual and group tutoring sessions • One-To-One reading program • K-3 remedial reading program • STEM activities centered on interactive learning • Disguised learning activities • Access to computer lab and on-line learning • Safe environment
Non-Cognitive Development	*Lack of non-traditional physical fitness outlets *Lack of education in Nutrition *Lack of enrichment Programs *Lack of access to mental health support	• Non-traditional physical education opportunities (archery, hiking, climbing, bowling, skating, etc.) • Nutrition education and cooking classes • Arts enrichment (chorus, painting, music, museum) • Expanded access to the school counselor • FRC referrals and assistance with mental healthcare access • Access to fitness equipment • Service learning projects • Leadership development program
Low Attendance	*Transportation *Work Schedules *Lack of student interest *Program Buy-In	• Option for afterschool care from 3-6 for working parents • Disguised learning activities that are engaging and fun for participants • Attendance Incentives
Lack of Access	*Transportation *No 21st Century program currently in place	• Program offered to all students K-5, with a focus on those students who qualify for Free Lunch • Parent engagement and education programs • Safe, accessible location • No-cost programming
College and Career Readiness	*Educational background of parents and families *Limited financial resources for college *Lack of college mentors *Lack of transportation for field trips to local colleges	• College Themed Activities • College & Career Activity Fairs • Field Trips to college campuses • College & Career Preparedness Activities (that emphasize valuable skills need in the job market and encourage students to continue their education) • College students serve as tutors and staff
Parental Involvement and Engagement	* Working Parents * Lack of child care for student/siblings * Financial Issues * Transportation * Lifestyle and cultural choices * Lack of trust * Drug & alcohol use	• Safe, accessible location • No-cost programming • Parent events that build skills and engage parents • Childcare provided during parent involvement programs • Drug & alcohol abuse education • Expanded access to FRYSC referrals for assistance • Staff/administration/parent interactive sessions • Homework help training

Identified Needs and Expected Outcomes

The chart below summarizes the needs and outcomes and provides an explanation of why the measures were selected.

NEED	OUTCOME & RATIONALE
Low academic achievement • Low percentage of Proficient and distinguished students in both Math and Reading • Students not at grade level benchmark in MAP testing	• 70% of students meet MAP benchmarks: These are a key indicator of academic readiness and success • 60% of participating, targeted students will reach Proficient or Distinguished at year-end K-PREP testing: K-PREP proficiency scores are one indicator of whether students have mastered Kentucky Academic Standards.

• High need for homework assistance for students and parents • High percentage of Students entering kindergarten testing not ready	• 90% of students will complete homework assignments daily - Homework provides students with opportunities to practice key academic skills and for teachers to gauge comprehension.
Non-Cognitive Development • Students lacking physical activity options outside traditional team sports • Students lack the necessary non-cognitive skills (i.e. behaviors related to responsibility, resilience, self-management and decision making) to be successful in school and in life. • Students and families not making healthy choices nutritionally or in terms of mental health.	• 95% of students participate in arts enrichment activities: Youth will have opportunities to explore and develop a variety of talents. These activities will also provide positive outlets for their energy. • 90% of students participate in alternative physical and recreational activities: To combat the high childhood obesity rate and offset the low level of physical activity, the program will increase students' participation in regular physical activity. • 80% of students participate in a service learning activity: empathy, care, respect, and community awareness are key aspects of character development • 85% of students test age appropriate on DESSA assessments: Research has shown that youth with more developmental assets are more likely to be successful in the future • 75% of students demonstrate positive social emotional development: If students do not test in strength or typical category on the DESSA, they should be making improvements towards those goals
Attendance below 30 Days • Students lack current 21st Century program to attend • Working parents need free high quality afterschool programs from 3-6 pm • Lack of understanding on importance of regular attendance	• 100% of targeted students (100) in grades K-5 attend 30 days or more: It is imperative for students to attend regularly in order for them to gain the full benefit of the program. • 85% of students attend more than 60 days: The more time a student spends in the program, the greater their academic achievement and social-emotional development. • Regular attendees demonstrate a 10% increase in attendance and decrease in tardiness: Program attendance should build correlation with school day attendance
Lack of Access • Students lack current 21st Century program to attend • Working parents need high quality afterschool programs from 3-6	• 100 children in grades K-5 served: measures impact • 100% of parents have access to educational activities: increased access to resources for parents as well as students • 100% of families requesting assistance provided with help to address access barriers: ensuring no barriers to access
College and Career Awareness • 48.1% of students in the school district went on to attend college (full-time and part time), lower than the state average • 5.6% of students in the district are considered not successful. • 27% of community has a bachelor's degree	• 95% of students participate in regular College & Career activities: Students need to be exposed to the accessibility of college at a young age • 75% of students participate in a field trip to a local university or campus: in a community with limited transportation, students need opportunities to visit colleges in their area • 100% of students work with a staff member currently enrolled in college: A positive role model will increase CCR awareness and motivate participants to strive for goals, whatever they may be.
Parent Engagement • A majority of parents do not attend student events • Parents lack social and emotional support • Parents need help to help their students and support to ensure student success	• 70% of parents attend two or more events: Parental involvement and support is important for a child's success. • 30% of families attend homework help assistance training: Identified need for parents to assist with homework • 50% of students report increased assistance on homework from parents: use year-end survey to measure success of training • 40% of families request and utilize assistance referrals related to barriers to their child's learning: measures how successful our efforts to connect parents to resources were

School Personnel & Determining Need

The applicant has partnered with the local district for three years for afterschool programming and currently runs a 21st Century program at the high school. Through this partnership, school staff regularly share information related to student needs. In addition, in planning this program, school staff shared and reviewed a broad array of data sources to assess the most critical needs.

Part Two: Quality of Plan

Measurable Goals, Objectives, and Outcomes

Goals	Objectives	Outcomes
To improve the academic performance of participating students	1. Students meet academic benchmarks 2. Students each grade level proficiency in Math & Reading 3. Students complete homework assignments	• 70% of students meet MAP benchmarks • 60% of participating, targeted students will reach Proficient or Distinguished at year-end K-PREP testing • 90% of students will complete homework assignments daily
To support the growth of non-cognitive skills in health and social-emotional development	1. Students engage in a variety of enrichment activities 2. Increased Physical Activity and Wellness Training 3. Increased Social/Emotional interaction and development	• 95% of students participate in arts enrichment activities • 90% of students participate in alternative physical and recreational activities • 80% of students participate in a service learning activity • 85% of students test age appropriate on DESSA assessments • 75% of students demonstrate positive social emotional development
To increase the number of students attending the program (30 days or more)	1. Students will regularly attend the program 2. Students will increase school day attendance	• 100% of targeted students (100) in grades K-5 attend 30 days or more • 85% of students attend more than 60 days • Regular attendees demonstrate a 10% increase in attendance and decrease in tardiness
To increase access to high quality afterschool programming	1. Students will have access to high quality afterschool program 2. Parents will have access to additional resources	• 100 children in grades K-5 served: measures impact • 100% of parents have access to educational activities • 100% of families requesting assistance provided with help to address access barriers
To increase awareness of college/career preparation activities	1. Students will have increased exposure to college and career opportunities 2. Positive role models that encourage students to pursue college	• 95% of students participate in regular College & Career activities • 75% of students participate in a field trip to a local university or campus • 100% of students work with a staff member currently enrolled in college

To increase engagement and educational opportunities for parents and families	1. Increased parent participation in school and program events 2. Increase parent access to Community Support Resources 3. Parents are actively engaged in student learning	• 70% of parents attend two or more events • 30% of families attend homework help assistance training: Identified need for parents to assist with homework • 50% of students report increased assistance on homework from parents: use year-end survey to success of provided training • 40% of families request and utilize assistance referrals related to barriers to their child's learning: measures how successful our efforts to connect parents to resources were

Activities and Services Supporting Goals, Objectives, and Outcomes

The identified program activities are designed to support the goals, objectives and outcomes outlined above. The targeted academic assistance, enrichment and tutoring activities are specifically designed to improve students' academic performance and proficiency. The program will incorporate activities that correlate with the school's curriculum and allow students to explore and practice skills taught in the classroom. This will expand school day learning and improve comprehension, while academic enrichment will make concepts come alive and spark a love of learning.

Enrichment activities will support students' healthy growth and development. For instance, the sports and fitness activities will teach and reinforce habits that lay the foundation for a healthy lifestyle, including eating healthy and being active. Enrichment activities will also be correlated with key developmental assets. For instance, taekwondo teaches self-discipline, sports encourage teamwork, arts foster positive self-expression and Odyssey of the Mind requires resourcefulness.

To ensure high attendance, the program will offer disguised learning through enrichment activities that are both fun and educational, as well as incentives to promote high attendance. Staff will also deliver student and parent surveys to solicit feedback about program offerings.

To increase access, the program will market to families and students to ensure they know the resources available to them. Parents will have access to additional resources through educational programs and the Family Resource Center. The program will also operate during hours that give parents a safe, healthy, and educational space to send their children while they are at work.

Enrichment activities, field trips, and staffing will support a culture of college and career awareness. Students will participate in activities with an intentional college theme or focus. Every day, they will have the opportunities to grow in skills that better prepare them for a future in higher education or a successful career. They will also work with staff, currently attending or will be attending college, who can serve as positive role models. In addition, at least once a semester, the program will offer a field trip to expose children to local colleges and universities in the area.

The goals, objectives and outcomes for parents will be supported by the Family Resource Center and engagement/educational activities. Parent events will provide opportunities for families to be involved in their child's development. The program will also offer educational classes for parent development, focused on topics such as budgeting, accessing technology, healthy eating, helping you child with homework, etc. Partnering with the Family Resource Center will provide increased opportunities for families to utilize supportive services.

Connection between Program and Core Standards

Program activities will be aligned with the school's curriculum and have been designed to support the comprehension of Kentucky Academic Standards. The academic assistance and tutoring components of the program, in particular, will reinforce standards that are being taught in the classroom. During homework help time, teachers can give individualized attention to each student to ensure they are mastering the standards and provide assistance to make sure students do not fall behind. The

academic tools used in the program will also be aligned with the standards. Online resources are research-based, standards-aligned, and offer a personalized learning approach to ensure that each student meets or exceeds their goals. The enrichment activities will also provide opportunities for students to practice the skills and utilize the classroom instruction. For example, one activity could be to build lamps from soda pop cans. Using this activity, instructors can rely heavily on Science standards while having students read directions using reading skills and build the lamp using math skills.

Improving K-3 Reading Proficiency

The program will improve student proficiency in reading by aligning reading and literacy activities with the school's curriculum and incorporating a broad variety of services and activities to address reading proficiency into the program design. The program will prioritize engaging K-3 students who are not meeting reading age level benchmarks (MAPS). These students will be connected with academic intervention services, including tutoring, to work on the specific areas in which they are struggling. In addition, all students will be engaged in a variety of literacy rich activities. Staff will make sure that students comprehend their reading assignments during homework time and are able to complete and understand math assignments. K-3 students will also have access to electronic resources that allow them to practice reading skills.

The program will work with the school and district literacy consultant to utilize current research-based reading intervention strategies and curriculum that are used in the classroom. These include, but are not limited to: Thinking Strategies (a multi-sensory approach to thinking to make students aware of understanding), System 44 (an early intervention that focuses on word study, fluency, comprehension, vocabulary, writing, listening and speaking), Read 180 (focused on phonics, decoding, spelling and fluency), Lexia (a program focused on all literacy Foundational skills), and Accelerated Reader (a computer program that is self-paced and monitors students' comprehension).

These services will be expanded and incorporated into the afterschool program to assist those K-3 readers not at their age level benchmark.

Principles of Effectiveness

The principles of effectiveness were used to guide the development of the program plan and will continue to inform its implementation. First, staff utilized a variety of objective data sources to develop a comprehensive list of the target population's needs. Academically, this included the KDE school report card, as well as MAPs and BRIGANCE data. Staff also reviewed data from the Physical Education Program (PEP) grant. Additional independent sources reviewed include the US Census, CDC, the Annie E. Casey Foundation, Foundation for a Healthy Kentucky, the Kentucky Health Issues Poll, the Child Policy Research Center, the Search Institute, and Child Trends.

Next, staff established key performance measures for each target area. Monitoring relevant outcomes that are specific, measurable and attainable will ensure a high quality program is implemented. To measure performance, the program will incorporate research-based assessments where applicable. For instance, the Devereux Student Strengths Assessment (DESSA) offers a standardized rating scale that assesses social-emotional competencies. This tool supports intervention planning, progress monitoring, and outcome evaluation.

Progress related to these performance outcomes will be measured at set intervals throughout implementation. Finally, the program will utilize research-driven, scientifically-based activities throughout the program. For instance, the academic assistance component will follow the National Center for Quality Afterschool's six principles of quality homework help:

1. *Available for All*: all children participate in 60 minutes of homework help/ academic assistance
2. *Intentional*: time is allotted first thing every day and is targeted at the lesson taught in school
3. *Active Process*: students participate and are engaged

4. *Age-Level Appropriate*: students are divided into grade levels
5. *Supported by Well-Trained Staff*: qualified teachers and trained college students lead the activities
6. *Informed by Ongoing Needs*: student progress is monitored and activities are tailored appropriately.

In addition, technology-based academic assistance, such as Lexia for Reading and Dreambox for math assistance, are all research-based tools that improve academic performance, are aligned with the school's curriculum and meet students' individual learning needs.

Linking Program to School Day

School leaders have been involved in the development of the plan by recommending curriculum and activities, as well as reviewing program plans. Teachers, administration and other school staff will be working with the program and advising on academic aspects of the program to ensure the program connects to school day learning throughout the year. Afterschool staff will meet regularly with classroom teachers concerning individual students and their progress. The Advisory Council will also be informed monthly on student progress and program effectiveness.

In addition to providing students time to complete their homework, the academic assistance and enrichment components of the program will align with the school's curriculum and provide students additional opportunities to practice key skills that they are learning during the school day.

Communicating with School Day Teachers

Program staff will be in regular communication with teachers about what students are working on and how the program can support what students are learning during the day. The site coordinator will be located on site at the school, so they will have access to school day resources and can easily connect with school day teachers to monitor student needs and progress on a daily basis.

Connection between Program and Needs of Students and Families

The afterschool program will coordinate activities and services for students and families that will address the academic, enrichment, health and family engagement needs described above. The chart on the next page summarizes the needs and provides a brief description of the services that will target each area.

Need	Service to be Provided
Low Academic Performance • Low percentage of proficient and distinguished students in math and reading (K-PREP) • Reading: 3rd Grade – 36.2% 4th Grade – 35.2% 5th Grade – 51.1% • Math: 3rd Grade – 25.9% 4th Grade – 37.0% 5th Grade – 55.6% • Below MAP testing baseline for 1-5: 39% below 25th percentile in Math, 48% below 25th percentile in reading • Students and parents cite need for homework help.	• Tutoring, Academic Assistance and Homework Help: Each day will begin with dedicated time focused on improving academic performance. Students will work in grade level groups to complete homework (with teacher supervision and assistance) and individual tutoring will be available for those struggling • Digital Educational Tools: The program will utilize a variety of electronic resources that specifically target Kentucky Academic Standards in math and reading. For instance, Lexia (reading) and Dreambox (Math), which are currently used by the school, will also be available for students during program time. The program will also benefit from the use of 30 iPads, with appropriate educational applications. • STEM Activities: Students will participate in activities such as STLP Club and Lego Robotics. These will reinforce school day learning and provide opportunities for hands-on, project based learning. Math content is also incorporated in the digital educational tools listed above. • Literacy Activities: Designated time will be provided for students to read both individually and in groups. A K-3 remedial reading program will be provided by certified teachers for those students not meeting MAP benchmarks. The local library will serve as a partner in providing literacy activities. There will be a one-to-one reading program. The program will work with parents to engage them in their child's literacy
Student Non-Cognitive Development • Students lack physical activity outlets outside traditional team sports • Students lack the necessary social/emotional skills to be successful in school and in life • 2014/2015 PEP survey indicates that over 60% of students fail to eat healthy meals regularly	• Health and Wellness: Students will receive a healthy snack and meal every day and have opportunities to participate in sports and team games (e.g. soccer, volleyball) and other fitness activities (e.g. dance, yoga). • Creative Arts: Students will choose from activities such as music, cooking, arts and crafts and drama. These activities help students learn new skills and find ways to express themselves in a positive way. • Service Learning: Projects will encourage students to give back to the community and help them learn the importance of civic involvement will be implemented. • Character Education: A core focus of enrichment activities will be to promote positive character development. For instance, all these activities will help instill in the students valuable skills and life lessons such as self-expression, teamwork, self-discipline, cooperation, goal-setting, etc. Staff and volunteers who serve as positive adult role models will demonstrate these values.
Program Attendance (30 Days or More) • Students lack current quality afterschool 21st Century programming • Students need fun engaging programs that expose them to a diversity of skills and experiences and cultivate a love for learning	• Parent Outreach: Staff will work with parents to emphasize the importance of attending both school and the program every day • Disguised Learning: Creative and fun activities that children may not typically find during the school day will be offered to ensure children are engaged and want to come to the program, a key tenant of program attendance. These activities offer opportunities for development growth while allowing kids to express themselves and have fun. For example: Dance – counting and sequence skills are need in order to remember the moves and rhythms incorporated in this fitness activity, challenging students' minds and bodies in a fun and engaging way

• Low attendance has long-term consequences on success in school and beyond	• Incentives: The program will offer non-material incentives to encourage high program attendance, such as the ability to attend field trips based on attendance. The program will also establish a precedent where students must attend the regular school day in order to participate in the program
Lack of Access • Students and families lack access to current quality afterschool 21st Century programming • Working parents need high quality education and development focused afterschool programs	21st Century program funding at the school would provide vulnerable students in need with high quality afterschool programming. To ensure greater access for all, the program will program: • Programming – for students as well as their parents/families • Assistance - to families, in partnership with the Family Resource Center, to address potential barriers: this ensures that students and parents are able to access the program as well as access additional resources through the program
College & Career Awareness • 48.1% of students in the school district went on to attend college (full-time and part time), lower than the state average • 5.6% of students in the district are considered not successful. • 27% of community has a bachelor's degree	• Themed Activities: Students will take part in intentional college & career focused activities, such as a writing activity where students can explain "Why I want to go to college" or "What I want to be when I grow up." • Building Skills: These activities will emphasize valuable skills need in the job market and college, such as math activities that address finance, or Lego activities that highlight engineering • College Field Trips: once a semester, students will visit a local college or university for exposure to higher education • Presentations & Job Shadowing: Students will be able to hear from adults in different careers and have the opportunity to learn more about those careers through field trips (e.g. to the Toyota Manufacturing plant) • Staff Building Awareness: Staff will openly share information about the college they attended, remind students the steps that need to be taken to college, and engage in designated themed College Days • Family Events: the program will use college as a theme for a Family Literacy event and provide resources for parents as well as students to explore expanding their education
Parental Involvement and Engagement • Only 1 in 5 parents attend non-sports related activities • Families lack social and emotional assets • 45% of parents cite homework help as their most critical need	• Family Events: Literacy Nights, Family Scavenger Hunts, Game Nights, Family Dinners, student performances and Parent Learning • Family Literacy and Education: Specific resources/events will be coordinated to engage families in students' learning and help them understand how to support their child's development. For instance families can find training on how to assist students with their homework and will have access to educational activities such as building a budget, accessing technology, and more. • Supportive Service: The program will partner with the Family Resource Center to connect families to services and resources that support their success and offer opportunities for self-improvement

Increasing CCR Awareness

As highlighted in the chart above, there will be substantial emphasis in the program on creating a culture of college and career awareness. High school and college students will serve as mentors and program assistants and serve as positive role models. Connections to the local regional university through tours, university outreach programs, campus activities and programs will reinforce that college is accessible and possible. Hands-on career experiences through presentations by job professionals, field

trips and job shadowing give students real life exposure to a variety of professions. Emphasis will be placed on exposing students to careers involving science, technology, engineering and math as well as those in the manufacturing sectors to be in line with state and local efforts in those fields. Application of these career and educational opportunities will be tied back to academic achievement through emphasis on basic academic skills.

Programs that connect to skills essential for post-secondary education and/or careers will be regular activities in the schedule. Non-cognitive skill development with a focus on social skills, critical thinking and decision-making are included. Application of these career and educational opportunities will be tied back to academic achievement thusly reinforcing the need for students to strive and achieve. Students will also participate in activities with college or career themes, to ensure the program builds a culture in both direct and indirect ways.

Parent engagement events will also include a focus on college preparedness and exposing parents and students to the potential college and careers available to them, and the goals they will need to set to get there.

Staff Recruiting, Retaining, and Professional Development

The program works to recruit, train, and retain high quality staff in order to maintain program consistency and quality. The current Site Director and Site Coordinator both have experience working with the school's students and have established positive relationships with school administration and staff, as well as with key stakeholders in the community. The Site Coordinator will work with the school's principal to hire certified, highly qualified teachers to lead the academic assistance/tutoring component of the kindergarten program. The Site Coordinator will also recruit additional staff to support additional students, through informal networking and formal postings (e.g. local papers, district announcements, online recruiting tools).

Potential staff will be required to have degrees appropriate to the field of specialization (i.e. education) and individuals with prior experience in afterschool programs and/or with the target population will be given preference. Tutoring/homework help positions at the local high school and college will also be advertised. All applicants for these positions will be required to submit resumes and complete interviews.

Ongoing professional development is currently provided to staff members to enhance quality staff and ensure proper grant administration. The same approach will be taken with additional staff added through the expansion grant. This will ensure that they have the knowledge and skills to effectively meet their responsibilities and address student needs. Training will include: Kentucky Academic Standards, school policies and procedures, developmental assets, tutoring techniques, learning styles, diversity, safety, and CPR/First Aid. The Site Coordinator and key staff members will also attend required trainings through KDE. A minimum of 25 hours of training is provided each year to lead staff, including the 18 hours of state approved Continuing Education Units (CEUs) required for child care licensing. Team meetings will be held on a regular basis to ensure established objectives are met and to identify areas for improvement. The Director will conduct periodic site observations, and will also provide feedback on areas of strengths and growth. A plan will be established to help staff grow in the identified areas. A sample professional development schedule includes:

Timeline	Training
April 2017	• Site Coordinator receives orientation, review of job responsibilities and APLUS Cayen system training • Site Coordinator will complete required trainings of applicant organization (CPR, diversity, etc)
May 2017	• Site Coordinator will shadow a current Site Coordinator • Site Coordinator will receive instruction from school staff about state testing
As scheduled by KDE	• Site Director will attend all 21st CCLC required trainings
Bi-monthly	• Site Director will provide informal training through team meetings • Development plans will be created based on the site's performance/progress

Part Three: Project Design

Experience with Implementing Programs

The community partner/applicant serving as the lead agency for the program has extensive experience implementing high-quality out-of-school programs. In fact, it currently serves more than 4,000 students at more than 60 afterschool sites. The applicant has also operated 21st CCLC programs in both Ohio and Kentucky, demonstrating their ability to partner with schools and align afterschool activities with the school's curriculum. The applicant also operates comprehensive summer programs that incorporate education, health and enrichment activities.

The applicant has demonstrated consistent quality and the achievement of established outcomes. In fact, one of the applicant's Kentucky 21st Century programs was recognized as the best afterschool program in the state by KDE in 2007. In addition, the Site Coordinator at one of the applicant's sites was selected by the Afterschool Alliance as staff of the year related to her work with the afterschool program. Furthermore, the applicant/local organization was selected by an independent evaluator as a signature program to be replicated at similar community-based organizations across the country. This selection process was originated by the national governing organization of the applicant, who noted that the applicant rose to the top because it targets multiple aspects of youth development, has demonstrated ongoing positive impact on youth, and is financially sustainable. Additionally, the school has hosted several afterschool programs throughout our history both as a 21st CCLC program and through contracted fee for service programs.

Extent to Which Programs and Services Will Be Provided

Services will be provided Mondays, Tuesday and Thursdays from 3:00 p.m. until 6:00 p.m. and Wednesdays 2:00 p.m. until 6:00 p.m. in order to accommodate early release schedule on those days. The program will provide a snack or optional nutritious

meal, followed by academic and enrichment activities. Activities will be age appropriate and will rotate throughout the year. Students will have the opportunity to select between different enrichment activities on a daily, weekly and monthly basis. Additionally, time will be set aside for individual learning, counseling and assessment opportunities. A sample schedule is as follows:

Time Frame 3:00 to 6:00	Activity (Monday, Tuesday, Thursday)
15 minutes	Assemble and Snack/Meal time
45 minutes	Homework/Academic Assistance/Reading
60 minutes	K-3 Reading Program/Tutoring/Computer Lab/STEM Activities/Academic Enrichment
60 minutes	Physical Activities/Arts Enrichment Programs/

Throughout the academic year, monthly parent/student/staff interactive activities will be presented. Five Literacy Night programs, done in conjunction with the Family Resource Center, will be presented, (August, October, December, February and April). Bi-monthly, a Parent Education program will be presented focusing on Health and Nutrition (September), Family Finance (November), Resource and Asset Building (January), Games and Play (March), Summer Planning for Student Success (May).

Additionally, a 4-week summer program running Monday through Thursday from 9:00 a.m. until 3:00 p.m. will be offered. The program will be designed to bridge the summer learning gap, ensure continued academic assistance for struggling students, provide fun, enriching activities and provide healthy, physical activities. Off-site enrichment activities will also be scheduled to expand students' horizons and provide opportunities they may not otherwise be able to access. The community partner has extensive experience operating summer day camps, which emphasize preventing summer learning loss and incorporating engaging activities that facilitate learning.

Timelines

Date	Activity
June-July 2017	Contracts/agreements with school and community partners reviewed and finalized Recruit and hire Site Coordinator Advisory Council will meet to review implementation plan Communication to students, families, staff and community about the program

	Begin soliciting for sustaining partners and resources
August 2017	Program will inventory/secure appropriate supplies and equipment Site Coordinator will meet with school staff Program documents will be updated Finalize contracts with service providers for enrichment activities Outreach and marketing to the families to encourage early enrollment Recruit additional program staff Ensure all staff have completed required trainings Program will participate in Back to School event for families Literacy Night program (FRC)
September 2017	Begin afterschool services for students Continue to secure additional partners as needed Parent engagement program (Nutrition) Advisory Council Meeting
October 2017	Literacy Night program (FRC)
November 2017	Parent engagement activity (Finance) Thanksgiving Service Learning Project (FRC) Advisory Council Meeting
December 2017	Review mid-year progress toward projected outcomes Literacy Night program Holiday Service Learning Project (FRC)
January 2018	Parent engagement activity (Resource and Asset Building) Advisory Council Meeting
February 2018	Literacy Night program (FRC)
March 2018	Parent engagement activity (Games and Play) Advisory Council Meeting
April 2018	Finalize plans for summer programming Market summer programming to families Literacy Night program (FRC)
May 2018	Enroll students for Summer Program Parent engagement activity (Summer Planning for Student Success) Advisory Council Meeting
June 2018	Summer Program

Identifying Students and Prioritizing Enrollment

All students will be eligible to participate in the program. However, because of the significantly lower rates of proficiency for gap group students, program staff will work with school staff to identify and connect with these students, as well as others who have tested as novice or apprentice in reading and/or math. School staff will also help identify students who are struggling with their current course work and are at a greater risk of not meeting proficiency standards. The Family Resource Coordinator will also help identify students in need of additional support. While the applicant has not reached capacity with similar programs, students not meeting proficiency standards will receive priority if the number of participants has to be limited.

Including Students Enrolled in Private Schools

School district staff currently meets regularly with the local private school as well as homeschooled students and monitor all of their federal programs. The school will share information about the 21st CCLC programs with staff who will then inform private school and homeschool parents during these meetings. The district will also communicate via mailings, community news outlets and local service groups.

Safety and Accessibility

The school will serve as the primary site for the program and features a multipurpose cafeteria/gymnasium, outdoor playgrounds, indoor recreational space (Commons Area) classrooms and two computer labs. The site is secure with controlled access and is ADA compliant and accessible to individuals with disabilities. Staff will be available for English Language Learners and or parents who are illiterate. A ratio of 1:15 will be maintained at all times with qualified staff who are also trained in first aid procedures Staff will also be accessible by cell phone if needed.

The community is less than one square mile in dimensions, so the site is within walking distance. As a result, students will not require transportation. Parents will be required to provide information during registration on how and with whom the student may leave the program each day and all students will be required to be signed out. No student will be allowed to leave the program by any other means unless the Site Coordinator is notified in advance by the parent or legal guardian.

Emergency Drill Timelines

The emergency drill schedule for the afterschool program will mirror that of the requirements for the school in general. Fire drills will be executed on a monthly basis with two of those coming within the first 30 days. Additionally 1 severe weather drill, one earthquake drill and one lockdown drill will be executed each semester within the first 30 days of each semester. Copies of the school emergency plan will be available to all afterschool program employees.

The Facility

The school is a five-story brick structure with a cafeteria/gym/auditorium, a multi-purpose area, 20-plus classrooms, two computer labs, a boiler room and an early childhood learning area. The outside doors are all secured and the front and rear entrances are controlled electronically. The building is surrounded by fencing and has two enclosed play areas. Parking is in the rear of the building.

Transportation

The school is located in a small community, less than one square mile in area, so the main form of transportation for students is walking. They will not require bussing, except for field trips, in which a certified Y staff member would utilize the in-kind service of the YMCA bus. Should students access the Y bus for field trips, the Y will require signed parent permission forms. In addition, to ensure safety, parents will be required to note during registration who may pick up the child, all students are required to sign out, and children K-2 are required to have an older sibling or adult check them out.

Part Four: Collaboration and Partnership

Coordination with Existing Federal, State, and Local Programs

The program will coordinate with additional federal, state and local resources in order to reduce duplication of services, establish a foundation for sustainability and maximize impact on students and families. The community partner will collaborate with existing programs in the district such as Title I, Extended School Services (ESS), the FRYSC (use of staff, programming and assessment and referral programs), school nutrition services (USDA Child and Adult Care Family Program), and counseling services (access to programs, services and staff). Program staff will work with each of these programs to ensure that services are complementary and that resources are being used effectively and efficiently. The program will partner with local government departments, including the health department and city fire and police departments to

provide educational workshops and host enrichment activities for students and families. The program will also partner with a variety of community-based organizations, including Brighton Center, Gateway Community College, SkoolAid, Drug Free Alliance, and the Northern Kentucky Cooperative for Educational Services. These partners may provide regularly scheduled program activities or provide support to a special event hosted by the program.

Meaningful Skill Building Activities for Parents and Families (6)

As highlighted earlier, the program will host monthly parent events throughout the year. Five Literacy Night programs, done in conjunction with the Family Resource Center, will be presented, (August, October, December, February and April). Bi-monthly, a Parent Education program will be presented focusing on Health and Nutrition (September), Family Finance (November), Resource and Asset Building (January), Games and Play (March), Summer Planning for Student Success (May). These will be offered by partnering with a number of organizations, including internally within the community applicant, as well as other community partners, who can bring expert knowledge to the table. For instance, the FRYSC would be invited to host a session on Resource and Asset Building, emphasizing the extensive resources parents and families can access through the program and school. Parents will also have the opportunity to participate in "Helping Your Child Complete their Homework" sessions, a College and Career Fair, and will have access to additional resources through the Family Resource Center.

Diversity of Perspectives

Throughout the development of the program, key staff with the school and community partner have solicited the involvement and input of a diverse group of people. School staff, teachers and administration, as well as parents provided input into the needs of the students and families. The school was also able to provide feedback

from students and families related to what they need and want and what has worked well in the past. Administrative and professional teaching staff as well as staff from our community partner contributed and reviewed relevant data from KDE, MAP Assessments, PEP Survey, DESSA, Program reviews, KIP Survey, FRYSC Parent and Student Survey results, the Afterschool Alliance and assorted community profiles to develop our program plan based on the guidance from the stated Principles of Effectiveness. Once the program is implemented, it will continue to request feedback from diverse groups of constituents and ensure that input is representative of the school population and surrounding community.

Ongoing Support and Collaboration between Applicant and Partners

Ongoing support and collaboration between the school and the community partner/ applicant will ensure successful program implementation. Responsibilities include:

Partner	Responsibilities
Community Partner	Serve as fiscal agent for the grant Hire and supervise program staff and contracted services Develop program curriculum Ensure program meets school's needs Serve on the Advisory Council Market the program within the school and community Provide resources for enrichment activities Implement afterschool and summer program Document and monitor program outcomes Assist with sustainability plan and securing additional funding/resources
School	Identify students and families for the program Provide space for the program to operate and allow program to use school resources Assist with program marketing Coordinate the Advisory Council (linked with the Family Resource Center) Identify student needs and areas of focus Provide student academic data for evaluation Monitor program to ensure effectiveness Leverage existing resources to collaborate with the 21st CCLC Assist with sustainability plan and securing additional funding/resources

Both school personnel and staff from our community partner attended the technical assistance training for this grant and are prepared to partner to deliver an effective and high quality program.

Sustainability Plan

From the onset, program sustainability has been a key focus. Key partners recognize that if this program is to have a long-term impact, it will need continued support and funding. As mentioned previously, the applicant has been operating 21st CCLC programs in both Ohio and Kentucky for over 10 years, sustaining programs after the grant funds end. Developing a broad base of collaboration from the start is critical to the program's continued sustainability. The program will strive to secure new sources of in-kind support and donations, including those from community members, local business, and regional programs benefitting low-income youth. The school will solicit the high school alumni association and the district education foundation for financial support. The applicant will also elicit support through Annual Support Campaign. School and program staff will also collaborate to identify additional grant resources and submit applications. To support the sustainability plan, the partners will establish an early foundation of ongoing communication, coordination and collaboration. Monitoring and reporting outcomes will allow the program to communicate its value and impact to key stakeholders, making the case for ongoing support. Most of the equipment and materials needed for program use have already been purchased during the initial program. As a result, the annual operating costs to sustain the program will be lower.

Advisory Council Plan

The program will primarily utilize the FRYSC Council to serve as the 21st CCLC Advisory Council. This will ensure that both programs complement one another, are aligned with the school's overall goals and reduce duplication providing greater impact. The current counsel includes the principal, school counselor, parents, teachers, Family Resource Center Coordinator, and community members. The Site Coordinator will also serve on this committee as wlll as key members of our community partner. This combined council will meet every other month throughout the school year.

Collaborating and Communicating with Families on Student Needs and Progress

Verbal parent communication concerning the student's growth and development will occur daily during pick-ups. Students will also take home information on specific activities, their links to the Kentucky Academic Standards and the logistics of the activity. Monthly program newsletters and specific information related to each child's individual progress will be distributed. Staff will also connect with parents during the family events. If specific concerns exist, staff will contact parents by phone directly. The program will also connect with parents through Advisory Council meetings and will elicit parent feedback through surveys conducted at the beginning and end of the program.

Disseminating Understandable & Accessible Information to Community

Information about the program will be disseminated to families and the community through newsletters, automated phone calls from the school, community meetings and service groups, print media, and classroom teachers. Program staff will individually reach out to the families of students who have been identified as needing additional support. Presentations to parents will be made during open houses, orientations and parent conferences. Postings will also be made on the school and partner's websites. All communication will be simple and easy to understand. Materials will also be developed and distributed in Spanish for the English Language Learner (ELL) students and their families.

Part Five: Evaluation

Methods for Measuring all Six Goals, Objectives, and Outcomes

1. Define: the goals, objectives, and outcomes, as well as how success is measured and what data will be needed
2. Collect: data and establish a system to do so, both quantitative (e.g. Cayen) and qualitative (e.g. surveys).
3. Analyze: data collected and definitions to determine if objectives are being met
4. Evaluate: program goals, objectives, and outcomes on a regular basis to ensure they are still serving the needs of the school, funders, and community

Data Sources

Overall test scores from MAP and K-PREP testing for those students who are participating in the program will clearly give indications of the impact that the program is having. The DESSA will also demonstrate social/emotional development. The program will utilize attendance data to track how students are participating. The program will also utilize surveys and the annual FRYSC Needs Survey. Additionally, the program will solicit feedback and observational data from teachers, parents and students in the form of surveys, to measure their satisfaction with the program and solicit their recommendations. Furthermore, the program will utilize the Center for Evaluation and Education Policy (CEEP), as well as the Youth Program Quality Assessment (YPQA) to ensure that the implementation of the program meets the highest standards.

How Data Will Be Used for Improvement

The data collected from the various methods and programs will be accumulated and presented to the Advisory Council, the principal and the teachers to be analyzed. Input from all parties will be assimilated into a Program Improvement Report compiled by the Site Director and presented on a semi-annual basis.

MAP and K-PREP scores will be used to continually identify student needs, and determine what areas of focus the program needs to address. The DESSA will be used to identify social/emotional needs and create improvement strategies for individual students testing in the "Need" category. Parent and student surveys will assess how effective the program is at addressing needs and wants and whether staff need to make alterations. For instance, attendance records can be used to identify students with chronic absenteeism who may need additional support. Low attendance in the program can be an early warning sing that intervention is need.

What Will Be Done if Student Progress is Not Made

Program and school staff will review progress at established intervals (quarterly and yearly). Outcomes will be compared to projected targets to determine if adequate

progress is being made. If the program is not demonstrating the expected impact on youth in a particular area, the leadership team will review program activities and make adjustments or changes as needed. For instance, if the evaluation data demonstrates that students are progressing as planned in reading, but not in math, staff will review the activities that are related to math. They will ensure that the activities appropriately align with the curriculum and academic standards. Staff will also likely increase the amount of activities that target math proficiency. Special attention to this objective will then be given at the next review period to ensure that improvements have occurred. Furthermore, if it is determined that a particular student is not making adequate progress, appropriate program staff and teachers meet to develop a plan of action.

Lead Person and System for Collection of Required Data

The Site Coordinator will collect and document all data utilizing the Cayen System. The Site Director will collaborate with the school staff to collect identified academic data. Data will be shared with the Advisory Council to evaluate and review progress periodically. Depending on the results of the evaluation, the Advisory Council will work with program staff to develop a continuous improvement plan. For reporting purposes, the partner will provide the school with a list of regularly attending students and the school will provide all required academic data for those students. In addition, because the Site Coordinator will be on-site daily, including during school hours, staff will have regular conversations about student needs and performance to make adjustments throughout the program period.

Part Six: Budget

Reasonable Costs

All costs are directly related to program needs, activities, and desired results. The budget reflects funds that have been adequately allocated to the different resources,

focus areas, and number of students. With the estimated 100 students to be served, the annual cost per child will be approximately $1,500.00 (including in-kind).

Maintaining Separate Accounting

Each 21st CCLC grant is assigned a unique individual general ledger number to account for all program revenue and expenses. To track employee time, all part-time staff clock in and out at the site and full-time staff who work a percentage of their time with the program keep an administrative time sheet demonstrating how their time is allocated.

Administrative Capacity

The fiscal agent is a large organization with a strong administrative team including human resources and accounting. The applicant employs two staff who are responsible for accounting for all state and federal grant funding. The applicant organization is large enough to cover start-up costs through its existing operating funds and has successfully started new 21st CCLC programs for twelve years.

Sufficient Funds, Sustainability, and Supplanting Compliance

The budget reflects sufficient resources allocated to implement the program in order to achieve the desired outcomes. Funds are adequately allocated to the different resources and focus areas. The budget includes in-kind contributions from the school and community partners, which will lay the foundation for ongoing partnership and sustainability. The fiscal agent for this grant has administered federal and state grants in both Ohio and Kentucky and has consistently adhered to the requirements related to supplanting. The organization has a staff person within the Finance Department that oversees and monitors the government grants to ensure that they are in compliance with budget requirements and specification. More than $140,000 of in-kind contributions (for the first 3 years) from the school and other community partners will be utilized to implement the comprehensive program and establish a framework for achieving sustainability. (The attached budget narrative provides details.)

21st Century Community Learning Centers
Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2017-2018 School Year)		Year Two (2018-2019 School Year)		Year Three (2019-2020 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	72,200		72,200		72,200	
Fringe Benefits	12,467		12,467		12,467	
Travel (program staff)	2,455		1,085		1,085	
Equipment	0.00	42,250	0.00	42,250	0.00	42,250
Supplies/Materials	1,398		2,268		2,268	
Parent/Family Engagement (1%)	1,000		1,000		1,000	
Contractual	2,000		2,500		2,500	
Indirect Cost (See page 17)	8,000		8,000		8,000	
Summer Programming	0.00	1,500	0.00	1,500	0.00	1,500
Transportation (School Year, Summer, Field Trips)	0.00	1,500	0.00	1,500	0.00	1,500
Other (Cell Phone)	480		480		480	
Volunteers ($8.00/hour - in-kind only)	0.00	2,560.00	0.00	2,560.00	0.00	2,560
Yearly Totals Grant and In-Kind Funds	100,000	47,810	100,000	47,810	100,000	47,810

Note: Grants funds cannot be used to purchase facilities or support new construction.

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR 1

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	**$ 72,200.00**

Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week.**

Position	Justification/Comments	Total Annual Salary/Rate	In-Kind	Grant Request
Project Director (PD)	Director: Requesting funding for 25% of total salary (10 Hrs/wk). Balance of salary will be paid from other 21st CCLC funding sources within the Applicant's organization.	48,000.00	0	12,000.00
Site Coordinator (SC)	Will manage day-to-day operations and personnel. 29 hours/week/50 weeks/$15 per hour.	22,000.00	0	22,000.00
Teaching Staff	2 certified teachers at $20/Hr at 8 hours per week over 32 weeks of programming	11,000.00	0	11,000.00
Program Assistants (PA)	4 Program Assistants at $10/Hr at 15 hours per week over 32 weeks	20,000.00	0	20,000.00
Summer Program	2 certified teachers at $20/hr for 3 hrs/day for 20 days. 4 PAs at $10/hr for 120 hours	$7,200.00	0	$7,200.00
Volunteers	Mentoring/Tutors: 8 hrs/week for 32 weeks @ $10/hr	$2,560.00	$2,560	0.00

The Project Director will manage four 21st CCLC programs. Thus, each site will fund 25% of director's salary. The Director has several years of experience directing other 21st Century Programs. Director will oversee the management and operations for the overall program quality. Director will make all decisions about program offerings, final hiring decisions, etc.

Site Coordinator will manage the day to day activities at the site. Coordinator will be responsible for program preparation, program design, staff oversight & entering/reporting required data. Director and School Principal will hire this position.

Certified teachers will handle direct content-area instruction (tutoring) and offerings such as Computer Lab, iPads, Science Activities, etc. Other staff members will each have a group of students for appropriate activities that they are qualified to lead. Staffing Ratios are approximately 1:10 (1 instructor per 10 students).

2. Fringe Benefits	**$ 12,467.00**

List benefit and estimated cost or portion of cost for each staff person employed through the grant.

Position	FICA 7.65%	Worker's Comp 3%	Unemploy. .0075	Health/Dental/Life	Retire. 10%	Total Fringe
Site Director	918.00	360.00	90.00	3,000.00	1,200.00	5,568.00
Site Coordinator	1,683.00	660.00	165.00	0.00	0.00	2,508.00
Other Staff	2,400.00	930.00	240.00	0.00	0.00	3,570.00
Summer Program	551.00	216.00	54.00	0.00	0.00	821.00

3. Travel (Staff) | $ 2,455.00

In state – You must allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $115 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15.

Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.

Meeting	Expense	Total Cost	In- Kind	Request
KDE 2 State-wide/Regional Trainings (Louisville or Richmond). 2 attendees	Mileage: $400 Per Diem: $120	$520	$0	$260
Director's Meeting	Mileage: $100 Per Diem: $30	$130	$0	$65.00
Program Orientation 2 Attendees	Mileage: $200 Per Diem: $60	$260	$0	$130.00
Level 1 – 21st CCLC 2 Attendees	Mileage: $200 Lodging: $460 Per Diem: $120	$980	$0	$490.00
APlus Data Training 2 Attendees	Mileage: $200 Per Diem: $60	$260	$0	$130.00
YPQA Basic, Planning with Data, Various Methods 2 Attendees	Mileage: $200 Per Diem: $60	$260	$0	$130.00
Summer Learning Training 2 Attendees	Mileage: $400 Lodging: $460 Per Diem: $120	$980	$0	$490.00
Multi-State Conference 2 Attendees	Mileage: $400 Lodging: $690 Registration: $250 Per Diem: $180	$1,520	$0	$760.00
TOTALS		**$4910**	**$0**	**$2,455.00**

All mileage except for Multi-State Conference, is based on travel to and from Louisville.
State-Wide Training – 2 attendees, 2 days
Level 1 Training – 2 attendees, 2 days
Summer Learning Training – 2 attendees, 2 days
Multi-State Conference – 2 attendees for 3 days

Cost will be split with other attendees from other 21st CCLC programs within the Applicant's organization.

4. Equipment | $ 0.00

Itemize items and cost of each.

Item	Justification	Total Cost	In-Kind	Total Request
IPAD Cart	Holds 30 IPADS	$2,500	$2,500	0
30 IPADS	Purchased with previous grant	$15,000	$15,000	0
Laptop Computer	Purchased with previous grant	$1,000	$1,000	0
Printer	Provided by FRC	$450	$450	0
Utilities, space	Provided by Board of Ed.	$7,500	$7,500	0
Phys. Ed. Equipment	Purchased through PEP Grant	$15,800	$15,800	0

AS a continuation grant applicant, all necessary equipment has been purchased and/or will be supplied by the school or associated partners.

5. Supplies/Materials	**$1,398.00**
Itemize items and cost of each.	
Program Supplies: Markers/Colored Pencils: $300 Food for cooking club: $600 Games: $200 Books (Emerging Reader Books & Others): $298	
6. Parent/Family Engagement Activities Parenting classes, internet safety classes, collaborate with the Brighton Center's Center for Employment Training to offer career readiness programming as well as college readiness programming such as how to start saving for college, the benefits of attending college, etc.	**$ 1,000.00**
7. Contractual	**$ 2,000.00**
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Skool Aid Classes (Music & Movement, Hip Hop class, Creative classes, Technolgy classes & Wellness classes) $75-$100/class	
8. Indirect (See page 17)	**$ 8,000.00**
Itemize administrative expenses such as phones, postage, advertising, etc. Normal administrative fees charged by YMCA Association Office for program operation is 10%. This includes: Payroll, Human Resources, A/P, A/R, IT Support, preparation of QRRs, background checks, Online trainings, etc. Total Request = $8,000 In-Kind = $2,000	
9. Summer Programming (supplies/materials)	**$ 0.00**
Supplies as needed will be provided by the school and/or partner. Estimated at $1,500 in-kind	
10. Transportation **(School Year, Summer, Field Trips)**	**$**
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
There will be no transportation costs associated with the afterschool program. Summer Program transportation, Total Cost - $1,500, In-Kind - $1,500, Total Request - $0	
11. Other (Specify and Itemize)	**$ 480.00**
Cell phone	
TOTAL REQUESTED =	**$ 100,000.00**

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR 2

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	**$ 72,200.00**

Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week.**

Position	Justification/Comments	Total Annual Salary/Rate	In-Kind	Grant Request
Project Director (PD)	Director: Requesting funding for 25% of total salary (10 Hrs/wk). Balance of salary will be paid from other 21st CCLC funding sources within the Applicant's organization.	48,000.00	0	12,000.00
Site Coordinator (SC)	Will manage day-to-day operations and personnel. 29 hours/week/50 weeks/$15 per hour.	22,000.00	0	22,000.00
Teaching Staff	2 certified teachers at $20/Hr at 8 hours per week over 32 weeks of programming	11,000.00	0	11,000.00
Program Assistants (PA)	4 Program Assistants at $10/Hr at 15 hours per week over 32 weeks	20,000.00	0	20,000.00
Summer Program	2 certified teachers at $20/hr for 3 hrs/day for 20 days. 4 PAs at $10/hr for 120 hours	$7,200.00	0	$7,200.00
Volunteers	Mentoring/Tutors: 8 hrs/week for 32 weeks @ $10/hr	$2,560.00	$2,560	0.00

The Project Director will manage four 21st CCLC programs. Thus, each site will fund 25% of director's salary. The Director has several years of experience directing other 21st Century Programs. Director will oversee the management and operations for the overall program quality. Director will make all decisions about program offerings, final hiring decisions, etc.

Site Coordinator will manage the day to day activities at the site. Coordinator will be responsible for program preparation, program design, staff oversight & entering/reporting required data. Director and School Principal will hire this position.

Certified teachers will handle direct content-area instruction (tutoring) and offerings such as Computer Lab, iPads, Science Activities, etc. Other staff members will each have a group of students for appropriate activities that they are qualified to lead. Staffing Ratios are approximately 1:10 (1 instructor per 10 students).

2. Fringe Benefits	**$ 12,467.00**

List benefit and estimated cost or portion of cost for each staff person employed through the grant.

Position	FICA 7.65%	Worker's Comp 3%	Unemploy. .0075	Health/Dental/Life	Retire. 10%	Total Fringe
Site Director	918.00	360.00	90.00	3,000.00	1,200.00	5,568.00
Site Coordinator	1,683.00	660.00	165.00	0.00	0.00	2,508.00
Other Staff	2,400.00	930.00	240.00	0.00	0.00	3,570.00

Summer Program	551.00	216.00	54.00	0.00	0.00	821.00

3. Travel (Staff) $ 1,085.00

In state – You must allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $115 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15.

Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.

Meeting	Expense	Total Cost	In- Kind	Request
KDE 2 State-wide/Regional Trainings (Louisville or Richmond). 2 attendees	Mileage: $400 Per Diem: $120	$520	$0	$260
Director's Meeting	Mileage: $100 Per Diem: $30	$130	$0	$65.00
Multi-State Conference 2 Attendees	Mileage: $400 Lodging: $690 Registration: $250 Per Diem: $180	$1,520	$0	$760.00
TOTALS		**$2,170**	**$0**	**$1,085**

All mileage except for Multi-State Conference, is based on travel to and from Louisville.
State-Wide Training – 2 attendees, 2 days
Director's Meeting – 1 day
Multi-State Conference – 2 attendees for 3 days

Cost will be split with other attendees from other 21st CCLC programs within the Applicant's organization.

4. Equipment $ 0.00

Itemize items and cost of each.

Item	Justification	Total Cost	In-Kind	Total Request
IPAD Cart	Holds 30 IPADS	$2,500	$2,500	0
30 IPADS	Purchased with previous grant	$15,000	$15,000	0
Laptop Computer	Purchased with previous grant	$1,000	$1,000	0
Printer	Provided by FRC	$450	$450	0
Utilities, space	Provided by Board of Ed.	$7,500	$7,500	0
Phys. Ed. Equipment	Purchased through PEP Grant	$15,800	$15,800	0

AS a continuation grant applicant, all necessary equipment has been purchased and/or will be supplied by the school or associated partners.

5. Supplies/Materials $2,268.00

Itemize items and cost of each.

Program Supplies:
Markers/Colored Pencils: $300
Food for cooking club: $700
Replacement Games: $200
Books (Emerging Reader Books & Others): $300
Legos and other STEM materials: $768.00

In Years 2 & 3, travel will be less, thus leaving additional funds for supplies & materials.

6. Parent/Family Engagement Activities Parenting classes, internet safety classes, collaborate with the Brighton Center's Center for Employment Training to offer career readiness programming as well as college readiness programming such as how to start saving for college, the benefits of attending college, etc.	**$1,000.00**
7. Contractual	**$ 2,500.00**
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Skool Aid Classes (Music & Movement, Hip Hop class, Creative classes, Technolgy classes & Wellness classes) $75-$100/class	
8. Indirect (See page 17)	**$ 8,000.00**
Itemize administrative expenses such as phones, postage, advertising, etc. Normal administrative fees charged by YMCA Association Office for program operation is 10%. This includes: Payroll, Human Resources, A/P, A/R, IT Support, preparation of QRRs, background checks, Online trainings, etc... Total Request = $8,000 In-Kind = $2,000	
9. Summer Programming (supplies/materials)	**$ 0.00**
Supplies as needed will be provided by the school and/or partner. Estimated at $1,500 in-kind	
10. Transportation (School Year, Summer, Field Trips)	**$**
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
There will be no transportation costs associated with the afterschool program. Summer Program transportation, Total Cost - $1,500, In-Kind - $1,500, Total Request - $0	
11. Other (Specify and Itemize)	**$ 480.00**
Cell phone	
TOTAL REQUESTED =	**$ 100,000.00**

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR 3

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	**$ 72,200.00**

Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week.**

Position	Justification/Comments	Total Annual Salary/Rate	In-Kind	Grant Request
Project Director (PD)	Director: Requesting funding for 25% of total salary (10 Hrs/wk). Balance of salary will be paid from other 21st CCLC funding sources within the Applicant's organization.	48,000.00	0	12,000.00
Site Coordinator (SC)	Will manage day-to-day operations and personnel. 29 hours/week/50 weeks/$15 per hour.	22,000.00	0	22,000.00
Teaching Staff	2 certified teachers at $20/Hr at 8 hours per week over 32 weeks of programming	11,000.00	0	11,000.00
Program Assistants (PA)	4 Program Assistants at $10/Hr at 15 hours per week over 32 weeks	20,000.00	0	20,000.00
Summer Program	2 certified teachers at $20/hr for 3 hrs/day for 20 days. 4 PAs at $10/hr for 120 hours	$7,200.00	0	$7,200.00
Volunteers	Mentoring/Tutors: 8 hrs/week for 32 weeks @ $10/hr	$2,560.00	$2,560	0.00

The Project Director will manage four 21st CCLC programs. Thus, each site will fund 25% of director's salary. The Director has several years of experience directing other 21st Century Programs. Director will oversee the management and operations for the overall program quality. Director will make all decisions about program offerings, final hiring decisions, etc.

Site Coordinator will manage the day to day activities at the site. Coordinator will be responsible for program preparation, program design, staff oversight & entering/reporting required data. Director and School Principal will hire this position.

Certified teachers will handle direct content-area instruction (tutoring) and offerings such as Computer Lab, iPads, Science Activities, etc. Other staff members will each have a group of students for appropriate activities that they are qualified to lead. Staffing Ratios are approximately 1:10 (1 instructor per 10 students).

2. Fringe Benefits	**$ 12,467.00**

List benefit and estimated cost or portion of cost for each staff person employed through the grant.

Position	FICA 7.65%	Worker's Comp 3%	Unemploy. .0075	Health/Dental/Life	Retire. 10%	Total Fringe
Site Director	918.00	360.00	90.00	3,000.00	1,200.00	5,568.00
Site Coordinator	1,683.00	660.00	165.00	0.00	0.00	2,508.00
Other Staff	2,400.00	930.00	240.00	0.00	0.00	3,570.00

Summer Program	551.00	216.00	54.00	0.00	0.00	821.00

3. Travel (Staff) $ 1,085.00

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Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.

Meeting	Expense	Total Cost	In- Kind	Request
KDE 2 State-wide/Regional Trainings (Louisville or Richmond). 2 attendees	Mileage: $400 Per Diem: $120	$520	$0	$260
Director's Meeting	Mileage: $100 Per Diem: $30	$130	$0	$65.00
Multi-State Conference 2 Attendees	Mileage: $400 Lodging: $690 Registration: $250 Per Diem: $180	$1,520	$0	$760.00
TOTALS		**$2,170**	**$0**	**$1,085**

All mileage except for Multi-State Conference, is based on travel to and from Louisville.
State-Wide Training – 2 attendees, 2 days
Director's Meeting – 1 day
Multi-State Conference – 2 attendees for 3 days

Cost will be split with other attendees from other 21st CCLC programs within the Applicant's organization.

4. Equipment $ 0.00

Itemize items and cost of each.

Item	Justification	Total Cost	In-Kind	Total Request
IPAD Cart	Holds 30 IPADS	$2,500	$2,500	0
30 IPADS	Purchased with previous grant	$15,000	$15,000	0
Laptop Computer	Purchased with previous grant	$1,000	$1,000	0
Printer	Provided by FRC	$450	$450	0
Utilities, space	Provided by Board of Ed.	$7,500	$7,500	0
Phys. Ed. Equipment	Purchased through PEP Grant	$15,800	$15,800	0

AS a continuation grant applicant, all necessary equipment has been purchased and/or will be supplied by the school or associated partners.

5. Supplies/Materials $2,268.00

Itemize items and cost of each.

Program Supplies:
Markers/Colored Pencils: $300
Food for cooking club: $700
Replacement Games: $200
Books (Emerging Reader Books & Others): $300
Legos and other STEM materials: $768.00

In Years 2 & 3, travel will be less, thus leaving additional funds for supplies & materials.

6. Parent/Family Engagement Activities Parenting classes, internet safety classes, collaborate with the Brighton Center's Center for Employment Training to offer career readiness programming as well as college readiness programming such as how to start saving for college, the benefits of attending college, etc.	**$1,000.00**
7. Contractual	**$ 2,500.00**
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Skool Aid Classes (Music & Movement, Hip Hop class, Creative classes, Technology classes & Wellness classes) $75-$100/class	
8. Indirect (See page 17)	**$ 8,000.00**
Itemize administrative expenses such as phones, postage, advertising, etc. Normal administrative fees charged by YMCA Association Office for program operation is 10%. This includes: Payroll, Human Resources, A/P, A/R, IT Support, preparation of QRRs, background checks, Online trainings, etc... Total Request = $8,000 In-Kind = $2,000	
9. Summer Programming (supplies/materials)	**$ 0.00**
Supplies as needed will be provided by the school and/or partner. Estimated at $1,500 in-kind	
10. Transportation (School Year, Summer, Field Trips)	**$**
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
There will be no transportation costs associated with the afterschool program. Summer Program transportation, Total Cost - $1,500, In-Kind - $1,500, Total Request - $0	
11. Other (Specify and Itemize)	**$ 480.00**
Cell phone	
TOTAL REQUESTED =	**$ 100,000.00**

BUDGET PAGE- New Applicants

PRICE FOR SERVICE:
The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. **Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.**

Original Award Period (Year One) 2017-2018 School Year $150,000 max	Original Award Period (Year Two) 2018-2019 School Year $150,000 max	Original Award Period (Year Three) 2019-2020 School Year $150,000 max	Continuation Funding (Year Four) 2020-2021 School Year $125,000 max	Continuation Funding (Year Five) 2021-2022 School Year $100,000 max
$_____	$_____	$_____	$_____	$_____

BUDGET PAGE- Continuation Applicant or Expansion Applicant

Original Award Period (Year One) 2017-2018 School Year $100,000 max.	Original Award Period (Year Two) – 2018-2019 School Year $100,000 max.	Original Award Period (Year Three) – 2019-2020 School Year $100,000 max.	Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year $95,000	Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year $95,000
$ 100,00.00	$ 100,000.00	$ 100,000.00	$ 95,000.00	$ 95,000.00

Part 7
ATTACHMENTS

21st Century Community Learning Center
Afterschool Program
List of Consortium Members

Organization	Name	Representation
YMCA of Greater Cincinnati	Erin Swift	Campbell County Y, Executive Director
	Molly Russell	Program Director
	TBD	Site Coordinator
Grandview Elementary	Dr. Jenny Cox	Principal, Grandview Elementary
	Rob Sanders	Family Resource Center Coordinator
	Teresa Allen	Counselor, Grandview Elementary
	Heather Young	Teacher
	Shari Stauffer	Teacher
Parents	Drusilla Bricking	Parent
	Christi Schehr	Parent
	Danielle McDonald	Parent
	Tammy Seiter	Parent
Community	Edward Riehl	Mayor, City of Bellevue
	Wayne Turner	Chief of Police, City of Bellevue
	Keith Spoelker	City Administrator, City of Bellevue

JOB DESCRIPTION
21st CCLC Project Director

Position: 21st CCLC Project Director

Timeframe: Approximately 10-13 hrs/week during school year & four weeks in summer

Requirements: Bachelor's degree

Content Area: K-5 curriculum with emphasis on core academic subjects.

Reports To: Executive Director of Branch

General Function: To coordinate and assist in the implementation of methodologies and requirements as outlined in the 21st CCLC, focusing on curricula that will improve academics and nonacademic behaviors in students in the program. This person needs to work successfully with a variety of professionals as the local, state and federal level.

Duties and Responsibilities:

- Coordinate the implementation of research-based academic programming and enrichment programs.
- Supervise Site Supervisor, students & employees in projects related to the 21st CCLC project.
- Oversee and complete the collection of data and other information to fulfill program requirements.
- Establish and maintain records, files, and documentation as required
- Ensure program quality and implementation.
- Assist in the facilitation of meetings with the Advisory Council
- Coordinate and support evaluation needs
- Enable and lead the training of volunteers, staff, and community members as needed.
- Assure accuracy, quality and timeliness of required reports and submitted information
- Prepare, submit, and maintain center payroll, budgets and purchasing.
- Oversee hiring of all program staff
- Perform related duties as assigned

Knowledge and Abilities:

- Experience in curriculum programs
- Experience in collecting, analyzing, and evaluating statistical data.
- Ability to plan and coordinate with multiple partners to provide better services to students
- Ability to express ideas clearly and concisely
- Ability to plan and organize activities independently
- Ability to oversee other employees
- Ability to work collaboratively in a team setting
- Assist with responsible duties for the project
- Communicate effectively both orally and in writing
- Ability to work independently with little direction
- Ability to meet schedules and guidelines

Required Qualifications:

- Bachelor's degree
- Experience working with school aged students
- General technology knowledge and willingness to learn new technology
- Valid Kentucky driver's license

Preferred:

- Valid Kentucky teaching certificate

JOB DESCRIPTION
21st CCLC Site Supervisor

Position: 21st CCLC Site Supervisor

Timeframe: Approximately 20-30 hrs/week during school year & four weeks in summer

Requirements: High School Diploma (prefer some college)
Experience working with after school programs

Content Area: K-5 curriculum with emphasis on core academic subjects.

Reports To: 21st CCLC Project Director

General Function: This position plans and provides direct supervision of the 21st CCLC after school program at site.

Duties and Responsibilities:

- Supervise the operations and maintenance of after school site
- Implement center programs and assist in curriculum development
- Prepare regular reports of center activities, special events and progress of the program
- Contribute to the positive public relations of the program
- Facilitate communication with school day teachers
- Communicate with parents of student participants
- Attend all scheduled 21st Century Advisory Council meetings
- Attend mandatory state and regional trainings for 21st Century programs.
- Complete 21st Century data entry components in accordance with state regulations
- Complete related duties as assigned by Project Director
- Provide Annual Report to Advisory Board

Knowledge and Abilities:

- Developmentally appropriate practices for school age children
- Record-keeping techniques
- Operation of a computer terminal and applications
- Oral and written communication skills
- Establish and maintain effective working relationship with teachers, staff, etc..
- Experience in the coordination of community resources
- Experience in the use of media and community education strategies to increase public awareness; attract community support; reach different populations; and influence community norms.
- Ability to work and organize activities independently
- Demonstrated ability to supervise others

Required Qualifications:

- High school diploma
- Experience working with after school programs
- Valid Kentucky driver's license

Preferred:

- Kenton County Professional Development Hours
- Additional education past high school

JOB DESCRIPTION
21st CCLC Teacher/Tutor

Position: 21st CCLC Teacher/Tutor

Timeframe: 2 – 6 hours/week during school year.
10-16 hours/week for four weeks in summer

Requirements: Bachelor's degree
Valid Kentucky Teaching Certificate

Content Area: K-5 curriculum with emphasis on core academic subjects.

Reports To: 21st CCLC Project Director/Site Supervisor

General Function: This position will provide tutoring and academic assistance services to students.

Duties and Responsibilities:

- Work with Site Coordinator to implement academic assistance and enrichment services
- Provide instruction individually and in groups with students to meet their academic needs
- Manage supplies/materials and organize classroom
- Develop, establish and administer program activities
- Assist students in successfully completing homework and mastering academic skills
- Collaborate with classroom teachers to determine needs of participating students

Knowledge and Abilities:

- Developmentally appropriate practices for school age children
- Record-keeping techniques
- Operation of a computer terminal and applications
- Oral and written communication skills
- Establish and maintain effective working relationship with teachers, staff, etc..
- Understanding of Kentucky Core Academic Standards
- Organizational and group management skills
- Familiarity with school curriculum

Qualifications:

- Bachelor's Degree
- Kentucky Department of Education Certification

Preferred:

- Experience working in an afterschool program

JOB DESCRIPTION
21st CCLC Teaching Assistant

Position: 21st CCLC Teaching Assistant

Timeframe: 2 – 6 hours/week during school year.
10-16 hours/week for four weeks in summer

Reports To: 21st CCLC Project Coordinator/Lead Teacher

General Function: This position will assist in the implementation of program activities.

Duties and Responsibilities:

- Work with Site Coordinator and Teachers to implement academic assistance and enrichment services
- Provide individual instruction to students to meet specific areas of need
- Assist students in successfully completing homework and mastering academic skills
- Guide students in the use of instruction tools (iPad applications, Compass Learning, etc.)
- Support the Teacher/Tutor in helping students meet academic goals

Knowledge and Abilities:

- Skills working with "all" school age children
- Record-keeping techniques
- Operation of a computer terminal and applications
- Oral and written communication skills
- Establish and maintain effective working relationship with teachers, staff, etc..
- Organizational and group management skills

Qualifications:

- High School diploma or current high school student

Preferred:

- Experience working in an afterschool program

Equitable Access and Participation Plan

In accordance with Section 427 of the General Education Provisions Act (GEPA), the 21st Century Community Learning Center will ensure equitable access to and participation in its program. All students will be eligible and encouraged to participate. The program will make provisions to accommodate individuals with special needs and remove barriers to participation. The facility is compliant with all Americans with Disabilities Act (ADA) regulations to ensure access to individuals with physical disabilities. Program staff will work with school staff who are trained to facilitate the needs of students with disabilities. At this time, there is not a need to provide services to students with Limited English Proficiency.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form–LLL, "Disclosure Form to Report Lobbying,", in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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2. DEBARMENT, SUSPENSION, AND OTHERRESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local)transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees , as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by

paragraph (a) that as a condition of employment under the grant, the employee will;
(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [ ] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conduction any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
YMCA of Greater Cincinnati	Grandview 21st CCLC Continuation
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Myrita P. Craig	
SIGNATURE	DATE
Myrita Craig	11/16/16
Notary - Heather Pfaltzgraff	11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL STATE OF OHIO

21st CCLC Organizational Capacity Statement Form

Required only for non-governmental agencies

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. Please include a copy of the following attached immediately behind this page:

- **501 (c)(3) approval;**
- **Agency organizational chart; and**
- **Proven fiduciary responsibility as demonstrated through annual audits. Please attach a copy of most recent audit.**

2. Organizational history and structure including length of existence. Include general information about the governing body.

Since 1853, the YMCA of Greater Cincinnati has been strengthening the foundation of community through youth development, healthy living and social responsibility. The Y operates a 16 branch network with facilities in four counties in Greater Cincinnati and Northern Kentucky. The mission of the Y is to instill Christian principles through programs that build health in spirit, mind and body for all. The Y's current programs include early education, afterschool, summer camp, swimming, youth sports, and fitness. The Y is overseen by a Board of Directors. Each branch also has a Board of Directors that provides support and guidance to the staff and programs.

3. Previous experience with grant funding at the city, state, federal, or private/foundation level.

The YMCA of Greater Cincinnati receives grant funding from federal, state and local entities- both governmental and private foundations. Government funds the Y has received include the Department of Education, US Department of Agriculture, Centers for Disease Control, Department of Juvenile Justice, Jobs and Family Services and more. In fact, the Y receives approximately $7.5 million in grants and contracts each year.

4. Previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school site.

The YMCA of Greater Cincinnati currently operates 65 afterschool programs serving approximately 4,000 youth. Almost 50 of these programs are implemented in partnership with local schools. At each site, the Y ensures that its program aligns with the school's curriculum and supports their educational goals. Also supporting education, the Y operates early education and summer camp programs.

Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21st CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of 21st CCLC grant funding: 2013-2014

Grade Level Served:

☒ **Elementary (K-5)** ☐ **Middle (6-8)** ☐ **High (9-12)** ☒ **Adult Family Members**

Year of Most Recent Center Profile: 2013-2014___

Number of **Regular Participants** from most recent year's APR Center Profile:__111_____

No. of Students participating: _17_ 30-59 days __94_ 60-89 days _____ 90+ days
*Use data from the most recent CCLC Center Profile report

Must include a copy of the most recent Center Profile

Program Effectiveness: *Based on data available, describe the prior grant's success in the following areas:*

This grant was previously run by the Boys & Girls Club of Greater Cincinnati, and the school has since ended its partnership. A letter confirming this has been attached. The below information was contributed by the Boys & Girls Club and reflects the last year of that grant's funding in 2013-2014

Student Improvement (academic, behavioral, social)
During the previous grant cycle (2013-2014), the program experienced high attendance, exceeding its proposed number of students served, and 75% of students attended 30 days or more. Behavioral issues were reduced as the program progressed throughout the year. Target students reduced their behavioral referrals by 50% as recorded by the PBIS team. Academically, 84% of students improved their homework completion, 53% improved their reading grades on MAPS and 56% improved their scores in math. In non-cognitive areas, there was improved cooperation between participants and a reduction in "bullying" reports as compared to the previous year.

Program Improvement (objectives met)
From the outset, the program wanted to see dramatic improvement in homework completion and experienced success. Staff were concerned initially about rules compliance and took steps with the staff to be more consistent and more intentional with our setting and rule enforcement. This lead to greater compliance by the students and fewer behavioral issues. The school asked that more tutoring and homework time be included in the program and that time was expanded by up to 60 minutes each day. This lead to the significant improvements in the reading and math scores by the end of the year

BOYS & GIRLS CLUBS
OF GREATER CINCINNATI

GREAT FUTURES START HERE.

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November 1, 2016

Kentucky Department of Education
300 Sower Blvd.
Frankfort, KY 40601

To Whom It May Concern,

For over 75 years, the Boys & Girls Clubs of Greater Cincinnati have provided well-rounded, quality programming to the kids who need us most in Greater Cincinnati and Northern Kentucky annually in grades K-12. Club members take part in age-appropriate, evidence-based programs in our 12 local sites. Programming is centered on our innovative model known as Graduate, Fit for Life, Ready to Serve. These three pillars focus on key outcomes crucial to successful development in young people – academic success, healthy lifestyles, and good citizenship. Additionally, every Club member receives a free hot, nutritious meal each day.

We are proud of our relationship with Bellevue Independent Schools and Rob Sanders, Family Resource and Youth Services Coordinator at Grandview Elementary. With the support of KDE 21st Century funding, hundreds of underserved youth in that community have received the best in youth development programming. Moving forward, we no longer wish to be a 21st Century co-applicant but will be an active, collaborative partner. Please don't hesitate to contact me at 513-421-8909 x11 with any questions or concerns. Thank you very much for your consideration.

Sincerely,

Brent Seelmeyer
President

600 Dalton Ave. Cincinnati, OH 45203 | P:513.421.8909 | F:513.421.8913 | www.bgcgc.org
A United Way Agency Partner

Kentucky 21st Community Learning Centers Initiative

CEEP
CENTER FOR EVALUATION & EDUCATION POLICY

2013-2014 Center Profile

Boys & Girls Clubs of Greater Cincinnati - Cycle 8 - Grandview ES

Total number of students	Site	Kentucky 21st CCLC ES Sites
APR Year	148	20,985
Academic School Year	126	18,549

NOTE: Please refer to Table 1, on the back of this profile for a description of how a ***grade change, a high grade, and a struggling student*** were determined for your site

2013-2014 Academic School Year Data	ES Site 2013-2014 Frequencies	ES Site 2013-2014 Percentages	Kentucky 21st CCLC ES Sites 2013-2014
Academic Year Participation			
Regular participants (30+ days of attendance)	111	88%	38%
Students attending 30-59 days	17	13%	17%
Students attending 60 or more days	94	75%	21%
Regular participants eligible for free/reduced lunch	103	93%	75%
Regular participants eligible for special education services	3	3%	13%
Program Outcomes for Regular Participants			
Reading grades reported	n=103	93%	
Students who achieved high reading grades in the fall and spring	30	29%	24%
Students who increased their reading grades from the fall to spring	25	24%	27%
Students who decreased their reading grades from the fall to spring	10	10%	11%
Students who maintained their reading grades from the fall to spring	38	37%	39%
Math grades reported	n=103	93%	
Students who achieved high math grades in the fall and spring	17	17%	22%
Students who increased their math grades from the fall to spring	30	29%	28%
Students who decreased their math grades from the fall to spring	20	19%	11%
Students who maintained their math grades from the fall to spring	36	35%	39%
Teacher survey reported results	n=43	39%	
Students who improved homework completion*	**	**	84%
Students who improved their classroom participation*	**	**	82%
Students who improved academically*	**	**	84%
Program Outcomes for Regular Struggling Participants			
Participants struggling in reading in the fall grading period	n=35	34%	
Students who increased their reading grades from the fall to spring	15	43%	53%
Students who decreased their reading grades from the fall to spring	4	11%	6%
Students who maintained their reading grades from the fall to spring	16	46%	41%
Participants struggling in math in the fall grading period	n=39	38%	
Students who increased their math grades from the fall to spring	16	41%	56%
Students who decreased their math grades from the fall to spring	4	10%	5%
Students who maintained their math grades from the fall to spring	19	49%	39%

Program Summary and Abstract Part 1

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) YMCA of Greater Cincinnati	Applicant DUNS# 07-289-0486
"Primary" Contact Person Molly Russell	Title Program Director
District or Organization Name (for contact person) YMCA of Greater Cincinnati	
Mailing Address (for contact person) 1437 S Ft. Thomas Avenue	Phone 859-261-2980 ext. 650
City, State, and Zip Fort Thomas, Kentucky, 41075	Fax 859-572-3063
E-mail (for contact person) mrussell@cincinnatiymca.org	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Robb Smith	District Name: Bellevue Independent School District
Mailing Address 219 Center Street	Phone 859-261-2108
City, State, and Zip Bellevue, Kentucky, 41073	Fax 859-261-1708

Site Information: Complete one box for each site that will provide a 21st CCLC program. **No more than two sites.**

Site Name: Grandview Elementary School	Site Name
Principal Name: Dr. Jenny Cox	Principal Name:
Physical Site Address: 500 Grandview Ave.	Physical Site Address
City, State, and Zip: Bellevue, Kentucky, 41073	City, State, and Zip
Site Contact Person: Molly Russell	Site Contact Person
Site Contact Phone: 859-261-2980 ext.650	Site Contact Phone
Site Contact E-mail: mrussell@cincinnatiymca.org	Site Contact E-mail
Schools to be Served: Grandview Elementary School	Schools to be Served:

Program Summary and Abstract Part 2

A. **List name of each school to be served** in table below. **For each school,** answer columns across the table. Font in this chart may be 8 pt.
B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: •Name of each school •Urban (U), •Rural (R), or •Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					**Proposed # of students** to be served on a **regular basis** from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	***% Free or Reduced Cost Lunch**	***Total school wide enrollment**	
School: Grandview Elementary ☒ U ☐ R ☐ S	K, 1, 2, 3, 4, 5		Bellevue Independent School District	☒Public ☐Private	75.5%	322	100
School: ☐ U ☐ R ☐ S				☐Public ☐Private			

***Must use lunch data as reported to KDE on December 1, 2015**
****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):
☐ Public School
☐ Non-Public School
☒ Community Based Organization
☐ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

YMCA of Greater Cincinnati_____

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?
☒ yes ☐ no

If yes: ☐ Federal ☐ State What date did (or will) award funding conclude: _____/_____ (month/year). ***The organization has multiple 21st CCLC in Ohio and Kentucky. This will be the organization's first funding award with Grandview Elementary.*

SITE SUMMARY AND ABSTRACT Part 1

Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.

Site Name: Grandview Elementary School

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school? _____

If no, why is this site not located in a school building? _____

If no, how will students be transported from school to site location? _____

B. The proposed number of students to be served daily at the site in a school year is: 80

C. The expected number of regular attendees (30 or more days) is: 100
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.

D. The number of adult family members (of students served) this site is proposing to serve: 60

E. Types of adult services to be provided:
☒ activities promoting parental involvement
☐ GED training
☒ activities promoting family literacy
☒ other, describe: Homework assistance training, family finances, Playing games with your child, Nutrition, Building Family Assets and Resources

F. Complete the following table for school year program operations at this site:
KDE requires that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		**Afterschool (Times of Operation)**		**Grand Total #hours/day**
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			3:00 p.m.	6:00 p.m.	3
Tuesday			3:00 p.m.	6:00 p.m.	3
Wednesday			2:00 p.m.	6:00 p.m.	4
Thursday			3:00 p.m.	6:00 p.m.	3
Friday					
Saturday					
Sunday					

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3 hours a day (Mon, Tues, Thurs) 4 hours a day (Wed)	6 hours a day
Total # days/week	4 days per week	4 days per week
Total # of weeks	30	5
First date of operation	09/05/2017	06/ 04/ 2018
Last date of operation	05/19/2018	07/13/ 2018

G. Specify beginning and ending time site is in operation other times of the year (When school is not in session):

	Summer		**Holidays**		**Breaks**		**Other, *Describe****	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	9:00 a.m.	3:00 p.m.						
Tuesday	9:00 a.m.	3:00 p.m.						
Wednesday	9:00 a.m.	3:00 p.m.						
Thursday	9:00 a.m.	3:00 p.m.						
Friday								
Saturday								
Sunday								

CO-APPLICANT AGREEMENT
YMCA of Greater Cincinnati
And
Grandview Elementary School (Bellevue Independent School District)

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati, and co-applicant, Grandview Elementary School (Bellevue Independent School District), to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Community Agency for Lifelong Learning thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:**

- Promote awareness of the program
- Recruit and refer students and families
- Provide space for program operations and allow the program to use school resources as appropriate
- Coordinate Advisory Council in partnership with the Family Resource Center
- Assist in the ongoing identification of student of needs
- Identify and recruit teachers to support the academic assistance component of the program
- Jointly sponsor professional development activities for staff
- Share responsibility for program outcomes and assist with action plan for improvement
- Review and comment on annual 21st Century Community Learning Centers local evaluation for program improvement

It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Grandview Elementary School (Bellevue Independent School District) will be notified immediately to begin the collaboration of services.

Co-Applicant/Partner Signature — Date 11/11/16

Applicant Signature — Date 11/16/16

Notary - Heather Pfaltzgraff

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

RENEE C. FARDO
NOTARY PUBLIC
ID NO. 557105
MY COMMISSION EXPIRES 5-16-20
STATE AT LARGE, KY.

NOTARIAL SEAL
STATE OF OHIO

PARTNER AGREEMENT
YMCA of Greater Cincinnati
And
The City of Bellevue

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati, and co-applicant, Grandview Elementary School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The City of Bellevue thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Bellevue Police Dept.	Parent & Student Education
Bellevue-Dayton Fire Dept.	Parent & Student Education

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, The City of Bellevue will be notified immediately to begin the collaboration of services.**

Scott Spencer, City Administrator — 11/15/2016
Co-Applicant/Partner Signature — Date

Crystal Craig — 11/16/16
Applicant Signature — Date

Notary - Heather Pfaltzgraff — 11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL
STATE OF OHIO

PARTNER AGREEMENT
YMCA of Greater Cincinnati
And
Grandview Family Resource Center

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati, and co-applicant, Grandview Elementary School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Grandview Family Resource Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Parent Education Programs	Entire Program
Student Enrichment Programs	Student Learning
Parent & Child Enrichment Programs & Activities	Parent & Student Learning
Liaison with Teachers	Homework Help Maintain Attendance

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Grandview Family Resource Center will be notified immediately to begin the collaboration of services.**

Co-Applicant/Partner Signature — Date 11/15/2016

Applicant Signature — Date 11/16/16

Notary - Heather Pfaltzgraff 11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL
STATE OF OHIO

PARTNER AGREEMENT
YMCA of Greater Cincinnati
And
Family Nurturing Center

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati, and co-applicant, Grandview Elementary School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Family Nurturing Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Student Education Programs	Student Learning
Student Educational Programs	Parent & Student Learning
Parent & Child Non-Cognizant Assessments and Activities	Attendance Parent & Student Learning Assessment and Referral

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Family Nurturing Center will be notified immediately to begin the collaboration of services.**

Carol Lagin
Co-Applicant/Partner Signature

11/16/16
Date

Applicant Signature

11/16/16
Date

Notary - Heather Pfaltzgraff

11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL
STATE OF OHIO

PARTNER AGREEMENT
YMCA of Greater Cincinnati
And
Skool Aid

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati and co-applicant, Grandview Elementary School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Skool Aid thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Parent Education Programs	Parent Education
Student Enrichment Programs	Student Learning
Parent & Child Enrichment Programs and Activities	Parent & Student Learning
Non-Traditional Physical Education Activities	Non-Cognitive Development

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Skool Aid will be notified immediately to begin the collaboration of services.**

Co-Applicant/Partner Signature — Date 11/15/16

Applicant Signature — Date 11/16/16

Notary - Heather Pfaltzgraff

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL STATE OF OHIO

PARTNER AGREEMENT
YMCA of Greater Cincinnati
And
Boys and Girls Clubs of Greater Cincinnati

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati and co-applicant, Grandview Elementary School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Boys and Girls Club thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Non-Cognitive Educational Programs	Summer Program Student Education
Student Enrichment Programs	Student Learning
Non-Traditional Physical Education Activities	Non-Cognitive Development

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Boys and Girls Club will be notified immediately to begin the collaboration of services.**

Co-Applicant/Partner Signature — Date 11/16/16

Applicant Signature — Date 11/16/16

Notary - Heather Pfaltzgraff 11/16/16

HEATHER PFALTZGRAFF
Notary Public, State of Ohio
My Commission Expires 04-17-2021

NOTARIAL SEAL STATE OF OHIO