

KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers

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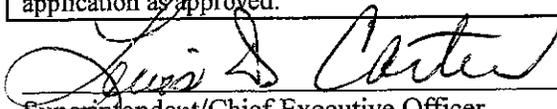
- New Applicant
- Continuation Applicant-21st CCLC Grant Funds are in 5th year or have expired
- X Expansion Applicant –current 21st CCLC grantee

Site(s) to be served by grant (3 sites maximum): **1) Monroe County High School (10-12th Grades)**
 2) _____ 3) _____

Amount Requested for first grant year: \$ 75,000

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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.



 Superintendent/Chief Executive Officer

12-10-10

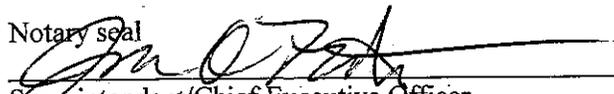
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 Notary Public

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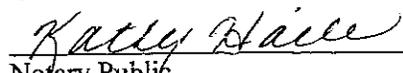
 My commission expires

Notary seal


 Superintendent/Chief Executive Officer

12-10-10

 Date



 Notary Public

3-1-2013

 My commission expires

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Twenty-First Century Community Learning Centers Project Summary

Please limit summary to the space provided here.

<p>List Goal(s).</p>	<ul style="list-style-type: none"> • To improve student achievement and social development through the expansion of the of S.O.A.R. (Success, Opportunities, Achievement, Responsibility), a network of effective out-of-school time programs at Monroe County High School. • To increase students' physical fitness, wellness and health; and to decrease negative behaviors through successful membership and participation in after-school activities. • To enable parents/caregivers to provide the needed academic, social and economic support of their children <ul style="list-style-type: none"> • To increase by 25% the number of students not reaching proficiency in core academic areas • To reduce negative behaviors by 50% and to increase school year attendance by 2% over the prior year. • To reduce by 20% the number of disciplinary infractions as reported by student disciplinary reports • To provide services resulting in 50% of students and families participating in the program on a regular or frequent basis resulting in improved academic and economic situations.
<p>List Objective(s).</p>	

Briefly Describe the Participants Served By Program. Participants are 50 additional Monroe County High School students and their families who are targeted from the population of Monroe County High School, which include 12% with IEPs and three with 504 plans. 64% of MCHS students are at-risk as measured by their qualification for the school lunch program with 41% of students noting that both of their parents did not graduate from high school and 10% noting that neither parent graduated. 85% of students note that they do not feel very comfortable with their parents assisting them with their homework assignments and 68% of parents note that their child does not live with both parents.

All students enrolled in the Monroe County High School will be eligible for the program with this expansion, as the original grant was limited to the Freshman class only. These enrollments will be regardless of special needs status with one-on-one services and other accommodations available in accordance with IEP and 504 plans. Special targeted populations include the 86% of students who noted they were not with their parents between the hours of 3-6 p.m. and those who are deemed at-risk for academic failure based upon grade averages below 70% or scores below proficiency in core academic subjects. In addition, these students logged over 768 discipline infractions with 18% of these listed as "majors" resulting in 227 days of suspension and removal from class. Additionally, gap data show that males are consistently scoring lower than their female counterparts with 58%, 75%, 61% and 48% not reaching proficiency respectively. 63% note they do not have highspeed internet and another 35% noted no internet connection/dial-up.

Addressing these issues thorough provided opportunities and education will be vital to their success in school and life. Plans are to expand the successful SOAR program (which has already logged more than 80 recovered credits and reduced failures by 75% to include the 10th through 12th grade students with the same type services.

Describe Need(s) Program Will Address	Describe How Need(s) Were Determined:	List Key Activities Funded By Grant To Address Need(s)	Identify Expected Outcomes for These Key Activities:
<ul style="list-style-type: none"> Improvement in academic achievement in reading, math, science and social studies Increase the overall physical fitness, wellness and health of participants Character education with emphasis on education and awareness regarding the effects of drug, alcohol and tobacco use and reduction of negatives behaviors resulting in school-day disciplinary infractions More afterschool services to meet the needs of the student population and the families from which they come as over 24% of parents note that they do not have a high school diploma and Census data notes that 42% of Monroe County residents cannot read over a second grade level. 	<ul style="list-style-type: none"> 2010 KCCT scores show students not reaching proficiency levels at rates of 53% (Social Studies); 63% (writing); 58% (math) and 40% (reading). Student surveys noted that students have used: marijuana (12% within the past week), other "drugs" (13%, with 5% using in the past week); cigarettes (32%, with 15% in the past week); and prescription drugs (15%). Foundation for a Healthy Kentucky noting that 48% of Monroe Countians lack adequate physical activity with 37% listed as "obese" compared to 37% and 30% statewide respectively. Students surveys noted usage and at-risk behaviors including over 25% admitting sexual activity in the past and 18% noting activity in the past week and 35% noting they had looked at 'inappropriate' websites. Attendance data notes that the targeted population has consistently lower attendance rates, some months up to 2% lower than their peers. Disciplinary referral forms were tallied and ranked for at-risk behaviors with 768 infractions and 227 days of suspension for this group of students Parent surveys note that 68% of students do not live with both parents while county-wide census and literacy data were used to obtain needs. 	<ul style="list-style-type: none"> Continue implementation of APEX and Learning Through Sports individual computerized software, Daily tutoring/enrichment activities, literacy services, Individualized planning/targeted assistance for student achievement Implementation of specialty clubs and enrichment activities to encourage physical fitness and health and wellness including intramural sports, aerobics and archery. Fitness activities, including Dare to Compare/Fitness Five program with student health monitored throughout the year for participants. Mentoring activities will be implemented with Second Step curriculum used. Extended services such as enrichment activities (arts and crafts, radio/television production, PRIDE/environmental club, etc.) will allow students outlets for involvement during at-risk times of 3-6 p.m. Provide parent workshops on topics including school programs, nutrition and wellness, effective parenting, college and post-secondary preparation. Adult education classes in areas of GED, career skills training, paraprofessional training, etc. Community education classes including community theater and productions to promote family involvement. Family nights on a quarterly basis. 	<ul style="list-style-type: none"> Students academic progress will improve to increase proficiency scores by 25% in core academic areas 50 additional students will enroll in enrichment programs designed to address at-risk behaviors; Negative behaviors will be reduced by 50%; School attendance will increase by 2% over the prior year. Disciplinary infractions will be reduced by 20%; Student attitudinal surveys will show decrease in at-risk behaviors; Parent involvement in school activities will increase by 25%; 30 participants will enroll in community education programs, 15 in GED/Job Readiness Skills classes, 25 in community theater program.
S.O.A.R. - Success, Opportunities, Achievement, Responsibility			Page

NEED: Monroe County currently operates three 21st CCLC programs in its elementary schools, serving over 200 students each day in our rural, low-income community. Last year we added the 9th grade center is the fourth 21CCLC, targeting freshmen during that critical transition year. Here, we request funding to expand that most recent work to include an additional 60 students in programming from grades 10-12. Completing the first year of programming, the overwhelming need for students in grades 10-12 has taxed the original grant due to the number of upper level students coming to the center for assistance in homework and academic tutoring. These relationships have been built with over 100 of these 10-12th grade students from those included in the program last year including 76 students who attended the credit recovery summer program conquering 86 credits in June and July.

By extending the regular school day and continuing to serve students after their transitional freshman year, we will improve students' achievement and successful completion of high school as evidenced already by the school's dropout rate plummeting from 21 in 2009 to none thus far in the school year. School administrators point to the 21CCLC program held during the summer as a huge part of that accomplishment. Students asked about completing summer related that they now have "hope" that they can "do it" or "make it through" their high school career. Many of these students have been targeted by our drop-out prevention coordinator since elementary school but were on the track to drop out due to multiple failures in core content classes. One mother said, "The Summer Program was great, it restored the confidence in Austin to see his ability within himself. This is something that falls through the cracks of a classroom at times. Because of this program Austin recovered 4 credits with the help of one

on one Instructors, this is something I couldn't do. He is now a Senior and doing great with plans to join the Air Force and to continue his education.”

Multiple Sources cited: Of the 444 class members in the 10th-12th grades, over 60% are male with over 12% enrolled in special education. However, the 64% rate of students who qualify as free or reduced for the population is misleading as it realistically is much higher as students do not turn in lunch forms.

Of these students, over 40% of the students surveyed in December 2010 noted that they were not comfortable with their parents helping them with their homework and only 15% felt “somewhat comfortable.” This is understandable due to the high rigor and level of content included in 10th-12th grade classes leading to over 70 students failing these upper level classes last year. 41% of students surveyed had at least one parent who did not graduate from high school with 10% noting that neither parent graduated; students noted that Algebra II and Chemistry were the most difficult classes for them.

In the area of risk-factors, only 14% of our students are with at least one of their parents between the hours of 3 p.m. and 6 p.m. leading to increased opportunities for risky behavior according to Afterschool for All research. In December, all 10th-12th graders completed an online survey with 12% noting they had smoked marijuana within the past week with 4% smoking in the past 24 hours. 13% of students have used “other drugs” with 5% using in the past week and 25% of them participating in sexual activities (with 18% noting it was in the past week and 35% of those being within the past 24 hours). 32% of our students noted they smoke tobacco, with 15% noting they had smoked within the past week. 15% of the students noted they had used prescription

drugs without a doctor's recommendation within the past week and 35% participate in inappropriate on-line activities with over half of those being in the past week.

Students in these grades have also been targeted due to the high % of non-proficiency assessments logged with more than 53% of students not reaching that level in Social Studies, 63% in writing, 58% in math and 40% in reading (KCCT data, 2010). Weekly checks on 10th-12th graders show 80+ students failing at least one core content class, and 35% failing at two or more (12/6/10 report from Infinite Campus).

Through the before- and after-school focus of homework assistance, tutoring and increased connections to these students, student achievement will increase, the need for repeated classes (due to failures) or summer school will decrease and the number of drop outs will continue to stay at a minimum. The enrichment classes will increase students' exposure to other activities and past 21CCLC experience allows us to know this will develop into extra-curricular activities. The implementation of instructor/mentors will provide direct support to targeted students and will also impact these same criteria. The expansion of the program to include content area certified instructors for higher level math and science class will allow increased connections between in- and out-of-school times and also increase students' exposure to the content and decrease classroom failures noted above.

Participant description: Our students suffer from adverse effects from the downturn in the economy to a greater degree as the community was already battling impoverished conditions with constant double-digit unemployment since early 2000. In addition, nearly 500 jobs have been lost locally with over 80% not replaced (Patti Richardson, Economic Development Center Coordinator). With families in our area

struggling financially, cutbacks in family and school spending have hit our students hard with 79% saying they do not participate in afterschool activities and 75% noting that money was the main factor which kept them from participation. However, one main obstacle for our students is the fact that 69% of parents (40% of students) feel uncomfortable with parents helping with homework. The content areas in which many of these students are required to be enrolled in (Algebra II, Geometry, and Chemistry) are rigorous and more involved than most parents are capable of helping with.

Clear connection from needs to program: Principles of Effectiveness charts, p. 13-19

Clear link between identified needs and expected outcomes: Data will be constantly collected on participants, and their non-participating peers, in order to determine the effects of this program. The previous program's data documents that 94% of participants successfully completed their first nine week's core content classes (the remaining 6% have been targeted for intervention). Using rigorous scientific-based research, SOAR will target students who are at-risk for academic failure. Allen and Feyl Chavkin noted in 2004 that "the more intervention students receive, the more likely they will pass the course for which they are receiving intervention."

How program will address risk factors: Quarterly learning checks, ThinkLink reading, math and science assessment results, and benchmark and two follow-up tests for G-MADE (standardized math) and G-RADE (reading) will also be used to help plan and evaluate student progress. The individual student's assignments, testing results and other classroom scores will also be monitored and addressed with interventions. These scores will be documented throughout the year and plans updated for each child. Yearly testing through KCCT will also be used to evaluate final progress of students.

The SOAR program will operate five days per week, three hours per day (2:45 p.m. until 5:45 p.m.) and four hours on Saturday. In addition, a morning session (from 6:30 a.m. until 7:30 a.m.) will also be included for targeted assistance and tutoring.

Each afternoon will begin with attendance, a healthy snack (provided at no cost by our Food Service program), and academic activities. Academic activities and enrichment opportunities will take place five days a week with all services offered to every member of MCHS's student body through this expansion, not just limited to freshmen students. Mornings will begin with attendance and then remediation and tutoring assistance provided at no cost for all students before being dismissed to first period and breakfast sessions. It is estimated that we will add approximately 50 additional students from grades 10-12 to the 40+ that average attending from the Freshman Center already. Using activities such as disc golf, archery, radio and digital photography to recruit students into the program, will be important to address student interest. Below is a list of activities that are offered and/or planned for the future:

Scope of Activities:

Academic components	Planned by certified teachers with retired teachers and community teachers also assisted with instruction. Programs such as APEX and Kids' College will also be utilized.
Enrichment activities	Will be taught by instructors or volunteers who have experience or expertise in the enrichment area. Local artists, engineers and retired teachers have already committed to the activities which will be extended to 10 th -12 th graders. Enrichment activities include chess, drama, dance, painting and woodworking
Practical living and social support	This comes from area nurses, Tompkinsville EMTs, Monroe County Extension, SOAR's partners, and community partners. Examples of these classes include cooking, safety and character education
Technology	Technology is utilized daily through use of ActivBoards, educational software and PowerPoint presentations. Adult learners (through partnership with Adult and Community Education) have classes available in Microsoft Office and GED, ACT and SAT preparation and is taught by instructors and local volunteers

Program implementation timeline:

- **Monthly:** Advisory Council meetings, Formal staff meetings/professional development opportunities; Make needed changes
- **Weekly:** Team meetings (review of previous week/preview next week); Revisit strategies as necessary; impromptu PD/training as needed; Make needed changes
- **February 2011:** Kickoff party/welcome to the program orientation for 10th-12th graders
- **February 2011:** Begin recruitment of students targeted through testing results, parent referrals, teacher referrals
- **March 2011:** CATS prep camps lead by subject area teachers
- **April 2011:** Parent nights held by each subject area leader (collaboration with regular school teachers)
- **May 2011:** John Hopkins Summer training; Complete regular school year programming; Complete planning for summer programming
- **June 2011:** Begin summer credit recovery and enrichment program
- **August 2011-May 2012:** Continue after and before school programming for students with all academic and enrichment activities (students served daily, adults served weekly, family activities monthly) with monthly/quarterly assessments, feedback and progress reports
- **May 2012:** Complete year-end evaluations, complete APR

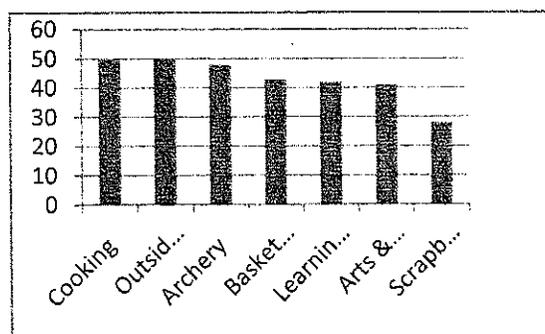
QUALITY: Addressing Senate Bill 1 SOAR will address Senate Bill 1 mandates by including many activities intentionally designed to provide education and post-secondary opportunities, increase students' proficiency in life skills and using a full-community approach to encourage ALL students to reach their goals – whatever they may be. Specifically, credit and unit recovery for those students who have failed (or are in the process of falling behind in core content classes) are in full swing, before school, after school and during an Intervention time in the regular school day. Standardized test preparation including ACT, SAT and PLAN are already in place with coaching sessions held after school which will be expanded to include 10th – 12th graders. Through a partnership with the Barren River Area Development District's Workforce Investment Act, career counseling and resume' writing sessions have begun with our freshman cohorts and will expand to include upperclassmen. Interest inventories are completed through required ILPs and college visits/tours, and college and career fairs, are provided through a partnership with the Kentucky A.H.E.D. grant. Mentoring programs,

with adults and other high school and college-level students, are already in place with the original grant and will be expanded as necessary.

Advisory Council: The SOAR program will be guided through the use of our Advisory Council (listed in full on page 25). The Council will assist with the goal-setting for the program as a whole. The Program Director and Site Coordinator will continue to meet with the Council on a monthly basis as the basic goals and structure are already in place with this successful program. SOAR's Council will continue to include members from our community partners, volunteers and administration of Monroe County High School. In addition, regular school day instructors, parents and students from the program will also still be included in the Council. The "buy-in" and unified vision and program objectives continue to flourish.

High academic standards will continue to be the focus and the norm for this program with daily connections between the regular school day and constant communications between staff members, students and parents/guardians to develop a vital link between home and school. In addition, staff members will be included in District professional development classes and also participate in weekly staff meetings, quarterly county-wide planning meetings and three professional development Saturdays during each year. This past year staff members have logged over 50 hours of PD and have experienced tremendous improvement in program documented with the YPQA assessment required by 21CCLC.

At right, students' interests were surveyed for inclusion in the program and are directly correlated to reading, math, physical fitness



and/or social skills needed by students, evidenced by test data and surveys.

Clearly developed and measurable goals and outcomes are set for participants.

These include both academic and non-cognitive indicators:

SOAR Student Goals and Objectives (Cognitive and Non-cognitive)

Goal 1: To improve student achievement and social development through the expansion of SOAR to include grades 10, 11 and 12
Objective 1.1: To increase by 20% the number of participating students performing at or above proficiency levels in core academic areas as evidenced by ThinkLink testing and KCCT testing.
Objective 1.2: To decrease the number of students failing core content classes by 25% the first year and 10% each year following
Objective 1.3: To increase by 40% the number of extra-curricular opportunities available to all MCHS 10 th through 12 th graders
Goal 2: To increase students' physical fitness, wellness and health; and to decrease negative behaviors through successful membership and participation in after-school activities
Objective 2.1: To reduce by 50% the negative behaviors as reported by student surveys
Objective 2.2: to reduce by 20% the number of disciplinary infractions as reported through disciplinary reports (SWIS)
Goal 3: To address non-cognitive issues which may provide barriers to a child's education
Objective 3.1: To provide healthy snacks and physically --active programming for students after school. Snacks will be provided 100% of days open and physical activity programming provided 50% of days open per week.
Objective 3.2: To provide at least 10 weekly enrichment activities per term for students (ie: archery, Zumba, scrapbooking, guitar) and 20 camp enrichment activities (programs and projects)

Activities/strategies to reach these goals:

Individualized learning plans will be developed for each new participant in SOAR (aligned with current ILPs for their freshman cohorts)
Participants will be identified and their regular school teachers contacted upon enrollment and for follow ups throughout the term
All reading, science, social studies and math lessons will link to individual plans and classroom content
Implement before-school program focusing on physical fitness and improved health
Begin transition classes for 10 th -12 th graders, looking at the next year's curriculum choices and requirement for each class
Continue use of APEX credit recovery software for students who have failed a class. Implement use of APEX unit recovery during the regular school year for those who might be struggling for recovery of unit to deter failing whole classes
Expand "boys' club", enrichment clubs (dance, archery, scrapbooking) and mentoring program to include students from 10 th -12 th grades
Implement mentoring program between high school students with elementary 21CCLC students

Core content standard connections: With the new core content standard rollout under way, many opportunities are available for professional development and assistance in implementation. We will bridge the afterschool program to the in-school program by aligning directly with the standards for math, science and reading. These connections will be direct and intentional to further the students' achievement levels

through school and 21CCLC sponsored PD. Content staff are working to align the new standards in their classrooms and this will be reflected in all interventions (including 21CCLC) in math and reading (2011) and other areas (2012).

PRINCIPALS OF EFFECTIVENESS/Extent/Support/Timeline

NEEDS	PROGRAMS	OUTCOMES	TIMELINE
<ul style="list-style-type: none"> *Low academic levels *Class failures *Parent(s) inability to assist with homework 	<ul style="list-style-type: none"> *Homework assistance *Tutoring for increased mastery *Extension, enrichment activities in core content areas 	<ul style="list-style-type: none"> *Increased test scores *Increase class mastery *Decreased class failures *Decreased dropout rate 	<ul style="list-style-type: none"> *Homework assistance on a daily basis; beginning immediately *Four day per week availability for tutoring before-school and afterschool; beginning immediately *Enrichment classes on scheduled basis; Beginning with new term
<ul style="list-style-type: none"> *Low ACT/Standardized test scores *Low transition rates to post-secondary colleges, technical schools, career tracks 	<ul style="list-style-type: none"> *Weekly coaching sessions *Implementation of TCAP/ACT prep programs (online) *College/career readiness family nights and fairs 	<ul style="list-style-type: none"> *Increased ACT scores *Increased PLAN scores *Increased transition rates 	<ul style="list-style-type: none"> *TCAP/ACT prep available on a daily basis *ACT coaching clinics on a weekly basis *College/career fairs and parent nights on a quarterly basis
<ul style="list-style-type: none"> *Surveys of risky behaviors with students in grades 10-12 *High numbers of discipline infractions and suspension days *Unsupervised students between the times of 3 p.m. and 6 p.m. 	<ul style="list-style-type: none"> *Character education programs *Enrichment activities provided in order to encourage attendance *Mentoring programs *Student-led activities between hours of 3-6 p.m. 	<ul style="list-style-type: none"> *Decreased number of risky behaviors by survey *Decreased discipline infractions *Increased attendance in afterschool programs 	<ul style="list-style-type: none"> *Enrichment activities on a daily basis *Mentoring on a daily basis *ILP/goal setting with coordinator on an as-needed basis

Refer to the chart above for the "Connection of Services and Programs to identified needs and timeline for implementation with desired outcomes.

Principle #1: Assessment of Objective Data Parent surveys and school data indicate that over 66% of MCHS 10th through 12th graders live in poverty and over 68% of our parents reporting they find it difficult to help with homework. Through remediation,

intervention and programs which already exist and will be expanded to include these students, MCHS students will be afforded the opportunities for increased mastery levels and success on yearly KCCT and ACT assessments, ThinkLink assessments, leading to better transition rates for post-secondary opportunities. Baseline scores document the great gains that must be made to reach academic goals with students' individual progress plotted throughout the year.

Principle#2: Performance Measures A 20-member Advisory Council was established to ensure high quality academic and enrichment activities. The Council consists of representatives from our partners, and members from our school staff, students and parents. The Council will review and evaluate activities and programs of the 21CCLC. The following list will be used by the Council to assist in the determination of appropriateness of the activities. This list is based on a 10-point scale which has been developed through the past eight years of 21CCLC programming within our county. Only those programs that score a 7 or above will be deemed as effective:

Curriculum Alignment (3 points)	<ul style="list-style-type: none"> ✓ Academic and enrichment activities are aligned with Kentucky Core Content with significant emphasis on reading, math and science ✓ Activities are at least held once per week ✓ Extended activities and/or remedial activities correlate with teacher lesson plans, daily classroom activities and core content
Instructional Leadership (2 points)	<ul style="list-style-type: none"> ✓ Volunteers/Instructors meet state/District requirements (background checks, etc.) ✓ Volunteers/Instructors for enrichment activities have received program orientation and a minimum of three hours of formal training including safety procedures
Age-appropriate (2 points)	<ul style="list-style-type: none"> ✓ Activities are age-appropriate ✓ Safety guidelines are being followed
Interest of students (3 points)	<ul style="list-style-type: none"> ✓ Students are interested in participating in the activity ✓ The activity is based on real-life application ✓ The activity is aligned with the disciplines of reading, science and math, and includes social skills.

Principle #3 Scientifically-based Research: Programs utilizing research-based methods will continue at SOAR including the continued use of APEX (online credit

recovery software) for unit and credit recovery. *Promising Practices in Online Learning*, a series of white papers published by the nonprofit organization iNACOL, the International Association for K–12 Online Learning, explored some of the key trends and issues in online learning recommended this program in 2008 and our District has seen successes utilizing this online curriculum. Learning through Sports is another online curriculum we use to address core content through fun, video-game type applications which motivates students to do their work. The ARCS Model of Motivation is an example of a well-documented design theory that is centered on the importance of motivation to account for performance differences among learners. Keller suggests learners respond to their environment on the basis of internal and external characteristics, perceptions, goals, and on the basis of perceived and actual opportunities and reinforcements in the external environment (Keller, 1983; Keller, 1999). The ARCS model focuses on the conditions necessary to be sustained to keep the learner interested in the topic (Fernandez, 1999). This program does that – students enjoy working and are interested in completing their levels.

Experience with implementing an afterschool/out-of school program: This will an expansion of a successful 21CCLC site located in the MCHS Freshmen Center to include the remainder of the school's population. The high school center was the third center implemented under the direction of the Program Director with over eight years of direct experience with 21CCLC programming and guidelines. The centers are visited by several times a year as "Centers to watch" with two statewide awards won by the elder program. The Director will continue to work with the Site Coordinator, School personnel and Advisory Council to expand the program to include the new population of students.

As the coordinator works during the regular school day within the school building, she has a direct connection to the instructors and students, building a strong bridge between during and out-of-school time activities. Additional staff from core content areas (regular school day) and other 21CCLC programs (substitute instructors and new instructors brought on specifically for programming) will be utilized to fully staff the expansion. After school staff will have daily linkages to the regular school teachers with both staff meetings held in conjunction with each other, conferences with the coordinator, e-mail groups and message folders with required daily assignment/note sheets for each teacher and class with extra homework sheets included. In addition, conversations with parents/guardians of participants will be held on a monthly basis (more often if necessary) to provide a much-needed link between home and school. These will be via phone calls, e-mails or home visits. Developing a high-quality staff is key. In implementing three previous 21CCLC programs, we have fine-tuned the staff recruitment, training and retention processes; we capitalize on a large number of classified staff members trained in intervention programming.

Staffing: In implementing four previous 21CCLC programs, we have fine-tuned the staff recruitment, training and retention processes; we capitalize on a large number of classified staff members trained in intervention programming. With increasing student achievement and participation as our main goals, we will plan, evaluate and redesign to best suit the needs of our participants.

Ronda Elam will serve as the Program Director at Falcon Flyers. She is a National Board Certified teacher currently in her 17th year in education. Over the past eight years, she has managed three elementary sites and this past year implemented the

MCHS Freshman SOAR program. Working under the Director/Coordinator model, each Site coordinator operates their individual center with weekly reports to Elam. She has had extensive training in 21CCLC rules, regulations and recommendations and is responsible for ensuring high quality educational focus leads the program. This position is a 205-day position. To aid in sustainability, she is paid .1 FTE from each grant, with the District contributing the remainder of her salary. Elam's qualifications include:

Bachelor's degree in Elementary Education, reading and English emphasis	Master's degree in Library Media (P-12 th grade)
National Board Certification (ages 3 through adulthood)	Eight years of experience in 21CCLC programming
Extensive training in differentiating instruction and learning styles	Lead programs in receiving two "Award of Excellence" recognitions at the statewide level
Pilot programs for many 21CCLC activities chosen for her centers	Presents at least three programs yearly on a statewide audience on 21CCLC
Approved as statewide Child Care Director	Vast training in math: Hands-on strategies, use of manipulative, problem solving and higher order thinking

In addition to the Program Director, SOAR utilizes a Site Coordinator at a rate of .6 FTE, Shirley Johnson, who works during the regular school day with the MCHS Freshman Academy as an academic coach. With the expansion of the center to include 10th-12th grades, the school will work with the 21CCLC program to employ an academic coach for the 10th-12th grade (with the school paying .6 FTE and 21CCLC .4 FTE) to work directly with the in-school teachers for those grades and targeting students for interventions. This coach will work directly under Johnson's tutelage and has yet to be named. Johnson's qualifications include:

One year of successful experience in 21CCLC implementation at MCHS College level education	Over 25 hours of trainings and PD opportunities each yr through school district Over 11 years of volunteer work as local organization (Boy Scouts) coordinator
10 years of educational assistant experience at the high school level	Ability to manage and direct programs, complete necessary paperwork and data collection

Instructors in the programs are also vital links, with the majority of the staff being employed through the Monroe County Board of Education's classified, substitute and retired staff rosters. Pre-service teaching candidates are also utilized during their college classes and student teaching experience, with nine employed this past year.

Included here are some key points from the Job Descriptions for Instructional Monitors (those leading the majority of the programs, found on pages 41-43) created by the Advisory Council. The Site Coordinator will:

Attend at least two 21CCLC trainings per year
Work under the supervision of the District 21CCLC program director and in conjunction with the school's principals
Maintain communication, serving as a liaison between the SOAR Advisory Council, school staff and principal
Collaborate with regular school day teachers to play and carry out curriculum that has been aligned with the core content and the instruction taking place during the day

Regular instructional monitors will:

Attend weekly staff meetings/embedded professional development
Attend quarterly county-wide meetings/professional development
Work with classroom teachers to create Individual Learning Plans for each child attending SOAR
Work with individual students or small groups of students to support their academic successes, reduce failures and introduce enrichment activities

Teachers and volunteers are utilized daily under the direction of the SOAR coordinator. Teachers are paid \$25 per hour extra service, instructional monitors \$10.43 per hour and Site Coordinator \$12.58 per hour, aligned with the District salary scale for classified and certified employees.

SOAR Family Members Goals and Objectives (Cognitive and Non-cognitive)

Goal 1: To provide parents of students in grades 10th-12th grade the opportunities to further their education in the areas of literacy skills, math skills and necessary workplace skills
Objective 1.1: To have 50% Participation of SOAR participant parents in enrichment and academic activities as measured by sign-in records and surveys
Objective 1.2: To enroll 15% of SOAR parents in academic, GED, career placement and/or enrichment classes
Goal 2: To provide opportunities for parents to participate in their children's education by offering after-school classes and activities for students and families to increase their capacity and the extent to which families become active, contributing members of the school community.
Objective 2.1: To increase by 40% the parent involvement in all school functions by 2011, as measure by volunteer sign-in records, event rosters and surveys.
Objective 2.2: To host quarterly family events with 40% of SOAR parents attending.

Plans to reach these goals:

Reading/literacy classes implemented, and Pre- and GED prep classes
Parent sign-in sheets will be utilized at all after-school and before-school functions
Revitalize the volunteer program through coordination of classroom teachers and newly-formed PTO leadership
Pre-college/ACT prep workshops continued (first one held with original grant with over 600 attendees)
College/Tech school workshops continued (first one had over 200 attendees)
Adult education classes will be promoted on a monthly basis through a partnership with Adult Education and Community Education liaisons
Parenting classes will continue on a quarterly basis through a partnership with Community Action Agency

PRINCIPALS OF EFFECTIVENESS/Extent/Outcome/Timeline

NEEDS	PROGRAMS	OUTCOMES	TIMELINE
*Low educational skills in the areas of reading, math and workplace readiness – Parents	*Family nights to provide information *Ongoing recruitment of parents into adult/community education classes	*Increased ability of parents to understand academics *Increased sense of worth of education by families *Completion of GED program by parents/family members	*Family nights will be on a quarterly basis *Recruitment of family members for Adult/Community Education will be ongoing *Classes will be on a daily/weekly basis (depending upon class enrolled in)

Refer to the chart above for the "Connection of Services and Programs to identified needs and timeline for implementation with desired outcomes.

Principle #1: Assessment of Objective Data: As previously noted, 44% off our county's working adults have low literacy levels and nearly half of the families surveyed earn less than \$15,000 yearly. Other than a few team sports, our rural community had nothing to offer students after school until the SOAR grant began at Monroe County High School. While parents surveyed are interested in furthering their own education, many barriers prevent them from doing so. The SOAR program will extend the opportunities for the Freshman parents to those from 10th-12th grades for furthering

educational levels, including parenting classes, enrichment opportunities and workplace skills during evening sessions while ensuring their children are also actively engaged and supported during after school hours. The program will also continue to provide multiple opportunities for families to participate together. Family activities which have been successfully held (with an average of over 50% of freshman family members attending) and will be expanded to include all parents from the high school including: cooking, ACT/College prep workshops, financial aid workshops and college/tech school nights. There are many years of research that indicate that family involvement is critical to middle and high school students' education (Kerider, HFRP, Vol. 3, Spring 2007) including that "family involvement can be strengthened with positive results for youth and their school success. Such results can be achieved when there is a match among youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement."

Principle#2: Performance Measures The Advisory Council will assure that parent and family activities offered by the program are of the utmost quality. Below is a checklist that has been developed by the Council to ensure programs and activities being offered are aligned with participants' needs and are conducted by skilled providers. Only activities scoring 7 out of 10 will be provided:

<p>Program Alignment (3 points)</p>	<ul style="list-style-type: none"> ✓ Academic opportunities are aligned with the particular needs and limitations of our parents and families as noted on surveys and questionnaires ✓ Activities for parents and families are conducted on weekly, monthly and quarterly (depending on program/activity) ✓ Enrichment activities meet the interest and needs of parents and families
<p>Instructional Leadership (3 points)</p>	<ul style="list-style-type: none"> ✓ Volunteers/Instructors meet state/District requirements (background checks, etc.) ✓ Volunteers/Instructors for enrichment activities have received program orientation and a minimum of three hours of formal training including safety procedures ✓ If instructor is not from District/county, references have been made available before booking a program or activity

Interest of students (3 points)	<ul style="list-style-type: none"> ✓ Families are interested in participating in the activity ✓ The activity is based on real-life application
Evaluation (1 point)	<ul style="list-style-type: none"> ✓ Participants are given the opportunity to complete an evaluation (orally, written or online) and give feedback on the program

Principal #3: Scientifically based research: Through our activities we will satisfy 30 years of research by the US Dept. of Education which states that "the starting point of putting children the road to excellence is parental involvement." Our program already is logging parent numbers for activities noted to be high for high schools, with over 200 attending our last event.

How services will support goals, etc.: See chart on page 19

Staff will be recruited and retained from the regular school day staff, community at-large, pre-service teaching candidates, parents and content area experts with many staff members having multiple years of 21CCLC experience with local programs.

PROFESSIONAL DEVELOPMENT/TIMELINES

SOAR Professional Development	Time Frame
Staff meetings/Planning time	Weekly
Academic training/intervention training by RTI/Board	Monthly
Volunteer training provided by Youth Services/SOAR staff	As needed basis
Mentoring training/First aid and CPR training provided by District's Health Coordinator and FRYSC	Yearly and then as needed for new staff
21CCLC level trainings	Begin Summer 2011

Instructors are required to attend weekly staff meetings and embedded professional developments as provided by the Site Coordinator and Program Director. Weekly goals are set for the program's operation during these staff meetings and plans and objectives revisited and revised as necessary. Student work and ILPs will also be analyzed at this time.

SOAR Program Site (Safety and Accessibility): Monroe County High School will continue to host SOAR, and the expansion side of the grant. The building is completely

handicap accessible and ADA compliant with automatic locking doors and 32 security cameras, which are monitored during the regular day by a School Resource Officer and afterschool by the 21CCLC Attendance Clerk. Only the front entrance is accessible after school; parents are required to sign their child out each day. Students will be required to participate in monthly emergency drills including fire, tornado, earthquake, lock-down and evacuation. Safety plans, evacuation plans and emergency drill procedures are present in every classroom in the building. Classrooms, computer lab, gymnasium and cafeteria areas will be used on a daily basis. The present computer lab has 23 Dell computers and the school has 10 laptops; the entire campus is wireless. Through a partnership with the migrant and special education program, an additional 30 laptops are available for student use afterschool. The Media Center with research materials, computers and full projection capabilities is available to SOAR students with an instructional assistant assigned to that area each afternoon. Classrooms are equipped with ActivBoards and document cameras. Every room is equipped with both inside and outside telephone lines.

Process for disseminating information: Information will be disseminated using a variety of outlets. Weekly updates will be placed in the school newsletter. In addition, to reach a wider audience, weekly updates of programming will be broadcast on the two local access cable channels which reach over 3,000 households in Monroe County. We also utilize the "One Call Now" system, which allows for personalized messages to be sent via phone listings. The local newspaper also features 21CCLC programs on a monthly basis with a full page of coverage. Short presentations will be given at least four times during local community organization meetings and at parent-teacher

conferences on a monthly basis. Connection to community partners, faith-based organizations and the juvenile/justice system will also be continued – as we have already seen recruitment and retention benefit from these linkages. Activities and programs will also be promoted through the school and district websites and the District's Facebook page.

Volunteer roles (including seniors): Community members, retired teachers, high school students and senior citizens will continue to be recruited to volunteer in SOAR to assist with classes and activities in which they are interested or proficient. For example, a high school senior who is the star tailback for the football team works in the morning tutoring sessions and after school when football season is over. His proficiency in math and ability to connect on a very personal level leads to his tutoring session staying full every day. Additional volunteers will continue to be recruited for specialty areas such as cooking and woodworking if present classes fill up. All volunteers follow the guidelines as per District policy. Volunteers will complete background checks and be trained by in-house and District staff in various procedures, including safety and behavior management. Over the past eight years, our programs have involved over 425 volunteers, a proven record of recruitment and retention of these partners.

This program is housed in a school facility.

COLLABORATIVE PARTNERSHIPS: SOAR will continue to leverage existing funds and reduce the overlapping of serves. Programs, source of funds and services provided are listed below:

Program	Funding Source	Services
Extended School Services	State	Staff and materials for academic tutoring
Gifted and Talented	State	Professional development in

		differentiating instruction
Special Education	Federal	Professional Development (special needs/differentiation)
Monroe County Cooperative Extension Service	State	Provide volunteers for enrichment activities; supplies for activities
Missionaire International	Private/FBO	Provide volunteers for enrichment activities; provide supplies for activities
Youth Resource Center	Federal	Family nights/Parenting Classes
Community Action Agency	Federal/State	Parenting classes
Monroe County Board of Education	Federal/State/Local	Research-based professional development; In-kind donation of facilities/staff/utilities, etc.
Monroe County Health Department	State	On-site health screenings, volunteer information, Professional development
Monroe County-Tompkinsville Airport	Local	Hosts family nights; provide programming; Sponsors Jr. Eagle club
Monroe County Adult Education	Federal	Provide adult literacy, ESL classes and prep classes for GED, ACT and SAT
Monroe County Community Education	State	Provide adult enrichment classes such as painting, drama, cooking
Monroe County Sheriff's Office	Local	Provide volunteers to teach drug abuse and safety classes
Tompkinsville Police Department	Local	Provide volunteers to work with at-risk youth; mentoring program

Although some of these services are currently provided, they are not easily accessible by our students; providing these services on-site, we have already seen an increase in use by the Freshmen and their families. Expanding services to those in grades 10th through 12th grade will provide these services on-site for even more persons, making MCHS a true "community" school.

Diversity of perspectives: A diversity of perspectives will be represented by the 21st Century Advisory Council. The Council consists of the following representatives (*To be added with expansion, subject area teachers proposed to department heads if expansion is granted):

Jerri Rowland – Freshman Center Administrator	*Phil Bartley – 10 th -12 th Grade Principal
Ronda Jordan-Elam – District-level Program Director	Shirley Johnson – Site Coordinator

Julie Nuckols – Health/PE representative	Jason Dodson – Reading/English representative
Susie Dunn – Social Studies/Special Education representative	Susan Turner – Monroe County Cooperative Extension Service
Rendi Belcher – Special needs representative	Patty Lyon – Parent representative
Student (elected from 9 th grade)	*Student (elected from 10 th grade)
*Student (elected from 11 th grade)	*Student (elected from 12 th grade)
Kim Headrick – Mathematics representative	Donna Dyer – Science Representative
Michelle Dein – Missionaire International	Vickie McFall – Monroe County Medical Center
Jamie England – Monroe County Adult Education	Lewis Carter – Monroe County Schools Superintendent

The Advisory Council met and approved pursuing this expansion grant and have met several times during the implementation and evaluation of the present SOAR program. They worked with surveys from both parents and students; discussed academic and enrichment activities (as related to Kentucky Core Content) and developed job descriptions for approval by the District. Teachers have played a vital role, and will continue to do so if the program is expanded to include the more rigorous contents of Alg. 2, Chemistry, Anatomy, etc. Each one of these content instructors have committed to at least two days per week and three weeks during the summer program. They are represented heavily on the Council to ensure academic and enrichment activities are most beneficial to students. The Council will meet on a monthly basis to continue monitoring and assisting the coordinator with evaluations to ensure overall success.

On-going support and collaboration is evident between the SOAR program and partners as this has already been a very successful relationship, built on over 8 years of 21CCLC programming and partnerships. Through collaborative efforts, all community partners have seen benefits from reaching a greater volume of participants, reaching them through our programs. On a weekly basis, our program is contacted by partners who suggest activities, programs and ask for our help in getting their information disseminated through our channels, which have proven to be very successful.

Chief Partner/Co-applicant information: The chief co-applicant for this expansion will be Missionaire International, a 501c3 organization. Founded in 1988, Missionaire International is a Tompkinsville, Kentucky based non-profit organization that prepares pilots, mechanics, and aircraft for Christian mission service around the world. Missionaire has trained over 40 individuals and prepared over 13 airplanes for missions. Missionaire already provides three instructors on a daily basis for the freshman center's aviation science class and "Falcon Flyer" club, which has been a sensation for our Freshman this year. Missionaire's volunteer work on a daily basis with our students solidifies their commitment to both our program and our students.

The secondary co-applicant/major partner will be the Monroe County Cooperative Extension Service. Although a second co-applicant is not required, we feel strongly about using both of our key partners in our program. Monroe County Cooperative Extension Service has been our chief partner for eight years with all 21CCLC programs and are an integral part in our successes. We plan to continue to utilize that partnership fully with programming, community events and evaluation pieces.

Sustainability plans: Monroe County Schools has a reputation of extending grant funding through effective use of funds – and constant diligence towards securing further funding for successful programs such as this once the capacity is built. The District is committed to ensuring 21CCLC programs continue by aiding in sustainability by paying portions of the Director and Coordinators' salaries. To this end, Missionaire has already signed a letter of commitment with our District to seek funding for continued programming following grant funding. The SOAR program has already begun several entrepreneurship programs including a radio station/recording studio and Falcon Café,

both of which are already generating funds. Donations from Modern Woodman, Wal-Mart and Monroe County Sportsman Club have also generated funds for programs and operations. All partnerships mentioned in this proposal are outlined in the community section and in the partnership agreements in the attachments. Many of these have been in existence for eight years with neighboring 21CCLC sites. The bulk of the finances in the sustainability cycle will go to pay for personnel, professional development and transportation. We anticipate sustaining our program through a variety of sources. In particular, we expect a structure of sustainability similar to the following plan:

Student-run businesses/entrepreneurship (café, radio, TV)	50%
Student-led activities/presentations	
Community Partnerships	20%
Fundraising activities (events, solicitations, grants)	10%
Community Businesses/Donations	10%
Monroe County Board of Education	10%

Advisory Council/securing partners plan: See page 25-26 As discussed earlier, the SOAR Advisory Council will incorporate program leaders, partners, teachers and parents to have a wide variety of input and many avenues to disseminate information about the program. Also, the group will be constantly on the watch for and encouraging other businesses, groups and organizations to become involved in the SOAR program.

EVALUATION: Measureable Goals, Objectives and Outcomes: Refer to pages 13 and 19 for a detailed list of goals, objectives and outcomes for students and family.

Variety of Data Sources: SOAR staff will use a variety of resources to determine student achievement and success including (but not limited to) A+ attendance data, Infinite Campus regular school attendance data, KCCT tests, ThinkLink reading and math scores, G-Made and G-Rade standardized testing, ACT and EXPLORE test

results and countywide learning checks for each grade and subject areas. Another source of data which will be utilized will be parent, teacher and student surveys. This data will be collected on several different timelines (depending on data source) and be used to reevaluate the program and make needed changes and improvements based on feedback received and test score results.

Documentation of student achievement and social successes: The site coordinator will meet weekly with the classroom teachers to collect student work assignments, track the progress of each participating student and jointly problem-solve individual needs. Along with KCCT, other formal assessments (listed above) are given three times during the year. Anecdotal reports and surveys will be utilized to monitor academic and non-cognitive (social skills and obesity) improvement. Kids College software will also provide instant feedback on skills lacking and prerequisite skills that need strengthening.

If adequate progress is not made based on weekly assessment checks, individual plans might be changed with goals and rewards put into place. Additional contact with parents and teachers will be implemented and additional RTI (Response to Intervention) assistance during the regular school day, before and after-school. If progress is not being made on the mid-year measure for individual students, alternative classes might be explored and in-school adaptations. Alternative placements within the District might also be explored. If several students are not showing adequate progress, the services being provided will be intensive evaluated and adapted to better suit student needs.

The lead person identified for data collection will be coordinator, Shirley Johnson.

BUDGET: Clear connection: See objectives, pages 13 and 19

Allocates sufficient fiscal resources: The fiscal resources used to support implementation are sufficient as the expansion grant would mainly fund additional staff needed for the additional content area teachers and instructional monitors for enrichment/remediation activities. The corresponding activities are listed throughout the proposal with this brief list to demonstrate the planned budget:

Programs	Activities	Budget
Literacy	Reading level testing, small group instruction, Kids College Software, TCAP software	Personnel; Resource materials; high-interest selections
Math	Hands-on learning activities, small group instruction, real-life applications, parent night activities	Personnel; resource materials; parent night supplies/attendance incentives
Science	Field trips, hands-on activities, small group instruction, heavy concentration in the area of Chemistry remediation	Personnel; resource materials; transportation; admission fees; materials
Arts (Enrichment)	Field trips, artists-in-residence, enrichment activities/specialty clubs (ie: woodworking, scrapbooking, etc)	Personnel; Transportation; Admission fees; Club supplies
Social studies	Hands-on projects, debate/forensic teams; geography/civics clubs	Personnel; transportation; materials
Team Sports/Physical Activities	Archery, Soccer, Basketball, Volleyball, Walking Club, Fitness Club, Soggi, GeoFitness	Personnel (all equipment already purchased)

The budget reasonably reflects the cost of the proposed activities with the proposed number of students of 60 and an additional family member total of 75 (for a total of 135 participants) is only \$555 each, significantly less than Special Education (\$1,124) and Migrant (\$1,672). **It is estimated that** \$740 per participant will be utilized from in-kind donations and existing 21CCLC programming. **Non-grant funds in the amount** of \$600 will be used to implement the program and demonstrate the commitment to sustainability of this program. **A detailed budget narrative** to itemize the specific use of grant funds follows this proposal in attachments.

**21st Century Community Learning Centers
Budget Summary**

Please attach an itemized budget narrative that explains expenditures in detail.

Budget Category	Year One (2010-2011 School Year)		Year Two (2011-2012 School Year)		Year Three (2012-2013 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel	50,066.40	114,275.60	50,066.40	114,275.60	50,066.40	114,275.60
Fringe Benefits	15,019.92	26,074.68	15,019.92	26,074.68	15,019.92	26,074.68
*Travel (staff)		8,100		8,100		8,100
Equipment	4,641		0		0	
Supplies/Materials	5,000	25,000	5,000	25,000	5,000	25,000
Contractual	0		0		0	
Indirect Cost	2,025		2,025		2,025	
Transportation (program)	3,247.68	24,092.32	7888.68	19,064	7,898.14	19,064
Other (specify)	0		0		0	
Volunteers (\$8.00/hour – in-kind only)						
Yearly Totals Grant and In-Kind Funds	75,000	197,542.60	75,000	192,514.28	75,000	192,514.28

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

SOAR Budget Narrative 2010-2011

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$ 50,066.40
.1 FTE Program Director \$5,400 10 th -12 th grade Instructional Coach .4 FTE (\$12.58/hrx3 hrs dayx205 days) \$7,737.60 School year Certified personnel (4 teachers per day/8 hrs per week x \$25/hr x 36 weeks) \$14,400 School year Classified personnel (4 instructors x 3 hrs per day x 10.43/hr x 180 days) \$22,528.80 In Kind: 8 ESS Teacher (1 hr. per day/140 days @ \$25/hr \$28,000 Volunteers (120 hrs. @ \$8 per hour) 960	
Program director .9 \$48,600 Site Coordinator .6FTE (original grant) \$ \$10,315.60 Partner programming \$25,000 Classified staff (paid from fees) \$1 400	
2. Fringe Benefits	\$15,019.92
.3 of salaries (.3x\$50,066.40) \$15,019.92 In Kind: Program director (.3x\$48,600) \$14,580 ESS instructors (.3x\$28,000) \$8,400	
3. Travel (Staff) – All required by grant	\$0
In state – Fall Institute (Program Director) \$500 Two regional meetings (Program Director) \$200 Summer –John Hopkins Training (Program Director) \$500 Director’s meeting (Program Director and Lead Instructor) \$200 KY Child Now (Program Director and Lead Instructor) \$200 Level I training (Lead Instructor) \$500 Out-of-State - Tri-State Conference (Program Director and three instructors) \$3,500 Hotel (2 night/2 rooms @\$150/e) \$600 Mileage (240 mi @ .45) \$108X2 \$216 Food (4 persons/3 days @ \$35/day) \$420 Registration (4 persons @ \$250) \$1000 Misc. (hotel taxes/parking, etc.) \$264 Summer Institute (Program Director/Lead Instructor) \$2,500 Airline ticket \$950 Hotel (3 nights @ \$215) \$645 Mileage (to airport) \$125 Registration \$500 Food (4 days @ \$35) \$280	
***Note: All of the \$8,100 required Travel expenses will be shared with the original 21CCLC grant at this site In-kind \$8,100	
4. Equipment	\$4,641
Update Physical Education equipment/replace needed items \$2,500 10 th -12 th grade Instructional Coach Laptop/Desk top docking station w/ monitor \$2,141	

5. Materials and Supplies	\$5,000
Learning through Sports software .5 of \$5,000/yearly subscription Miscellaneous Office Supplies (pens, tape, paper, etc.) \$500 Miscellaneous Participant/Parent Incentive supplies (pencils, glue, tape, paper, folders, prizes) \$2,000 ***All increased due to increased enrollment In Kind: Partner programming supplies \$10,000 Copier lease/toner/fax/facilities usage fee waived \$15,000 .5 of Learning through Sports software (paid for by original grant) \$2,500	
6. Contractual	\$0
7. Indirect	\$ 2025
District-mandated 2.7%	
8. Transportation (Program)	\$3,247.68
Transportation Estimated increase in route length plus one driver salary In Kind: Transportation of students \$14,980 from District \$9,112.60 from original grant	
9. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$75,000

SOAR Budget Narrative 2011-2012

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$ 50,066.40
.1 FTE Program Director \$5,400 10 th -12 th grade Instructional Coach .4 FTE (\$12.58/hrx3 hrs dayx205 days) \$7,737.60 School year Certified personnel (4 teachers per day/8 hrs per week x \$25/hr x 36 weeks) \$14,400 School year Classified personnel (4 instructors x 3 hrs per day x 10.43/hr x 180 days) \$22,528.80 In Kind: 8 ESS Teacher (1 hr. per day/140 days @ \$25/hr \$28,000 Volunteers (120 hrs. @ \$8 per hour) 960	
Program director .9 \$48,600 Site Coordinator .6FTE (original grant) \$ \$10,315.60 Partner programming \$25,000 Classified staff (paid from fees) \$1,400	
2. Fringe Benefits	\$15,019.92
.3 of salaries (.3x\$50,066.40) \$15,019.92 In Kind: Program director (.3x\$48,600) \$14,580 ESS instructors (.3x\$28,000) \$8,400	
3. Travel (Staff) – All required by grant	\$0
In state – Fall Institute (Program Director) \$500 Two regional meetings (Program Director) \$200 Summer –John Hopkins Training (Program Director) \$500 Director’s meeting (Program Director and Lead Instructor) \$200 KY Child Now (Program Director and Lead Instructor) \$200 Level I training (Lead Instructor) \$500 Out-of-State - Tri-State Conference (Program Director and three instructors) \$3,500 Hotel (2 night/2 rooms @\$150/e) \$600 Mileage (240 mi @ .45) \$108X2 \$216 Food (4 persons/3 days @ \$35/day) \$420 Registration (4 persons @ \$250) \$1000 Misc. (hotel taxes/parking, etc.) \$264 Summer Institute (Program Director/Lead Instructor) \$2,500 Airline ticket \$950 Hotel (3 nights @ \$215) \$645 Mileage (to airport) \$125 Registration \$500 Food (4 days @ \$35) \$280	
***Note: All of the \$8,100 required Travel expenses will be shared with the original 21CCLC grant at this site In-kind \$8,100	
4. Equipment	\$4,641
Update Physical Education equipment/replace needed items \$2,500 10 th -12 th grade Instructional Coach Laptop/Desk top docking station w/ monitor \$2,141	

5. Materials and Supplies	\$5,000
Learning through Sports software .5 of \$5,000/yearly subscription	
Miscellaneous Office Supplies (pens, tape, paper, etc.) \$500	
Miscellaneous Participant/Parent Incentive supplies (pencils, glue, tape, paper, folders, prizes) \$2,000	
***All increased due to increased enrollment	
In Kind: Partner programming supplies \$10,000	
Copier lease/toner/fax/facilities usage fee waived \$15,000	
.5 of Learning through Sports software (paid for by original grant) \$2,500	
6. Contractual	\$0
7. Indirect	\$ 2025
District-mandated 2.7%	
8. Transportation (Program)	\$7,898.14
Transportation	
Estimated increase in route length plus one driver salary	
In Kind: Transportation of students \$14,980 from District	
\$6971.60 from original grant	
9. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$75,000

SOAR Budget Narrative 2012-2013

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$ 50,066.40
.1 FTE Program Director \$5,400 10 th -12 th grade Instructional Coach .4 FTE (\$12.58/hrx3 hrs dayx205 days) \$7,737.60 School year Certified personnel (4 teachers per day/8 hrs per week x \$25/hr x 36 weeks) \$14,400 School year Classified personnel (4 instructors x 3 hrs per day x 10.43/hr x 180 days) \$22,528.80 In Kind: 8 ESS Teacher (1 hr. per day/140 days @ \$25/hr \$28,000 Volunteers (120 hrs. @ \$8 per hour) 960 Program director .9 \$48,600 Site Coordinator .6FTE (original grant) \$ \$10,315.60 Partner programming \$25,000 Classified staff (paid from fees) \$1,400	
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3. Travel (Staff) – All required by grant	\$0
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4. Equipment	\$4,641
Update Physical Education equipment/replace needed items \$2,500 10 th -12 th grade Instructional Coach Laptop/Desk top docking station w/ monitor \$2,141	

5. Materials and Supplies	\$5,000
Learning through Sports software .5 of \$5,000/yearly subscription Miscellaneous Office Supplies (pens, tape, paper, etc.) \$500 Miscellaneous Participant/Parent Incentive supplies (pencils, glue, tape, paper, folders, prizes) \$2,000 ***All increased due to increased enrollment In Kind: Partner programming supplies \$10,000 Copier lease/toner/fax/facilities usage fee waived \$15,000 .5 of Learning through Sports software (paid for by original grant) \$2,500	
6. Contractual	\$0
7. Indirect	\$ 2025
District-mandated 2.7%	
8. Transportation (Program)	\$7,898.14
Transportation Estimated increase in route length plus one driver salary In Kind: Transportation of students \$14,980 from District \$6971.60 from original grant	
9. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$75,000

ATTACHMENTS

**Partnerships Established for
Monroe County High School 21st Century Community Learning Center**

***All Partnership Agreements begin on Page 53**

Missionaire International

Contact: John Foote
Address: PO Box 335
Tompkinsville, KY 42167
Telephone: 270.407.9815

Monroe County Cooperative Extension Agency (Co-Applicant)

Contact: Susan B. Turner
Address: 1194 Columbia Avenue
Tompkinsville, KY 42167
Telephone: 270.487.5504

Monroe County High School

Contact: Dwayne Murray, Principal
Address: 755 Old Mulkey Road
Tompkinsville, KY 4167
Telephone: 270.487.6217

William B. Harlan Memorial Library (Partner)

Contact: Regina Holland
Address: 500 W. 4th Street
Tompkinsville, KY 42167
Telephone: 270.487.5301

Monroe County Sheriff's Office (Partner)

Contact: Roger Barlow
Address: Tompkinsville Courthouse
Main Street
Tompkinsville, KY 42167
Telephone: 270.487.6622

Monroe County Adult Education Program (Partner)

Contact: Jamie England
Address: Community Resource Center
PO Box 495
Tompkinsville, KY 42167
Telephone: 270.487.6181

Monroe County Health Department (Partner)

Contact: Valerie Hudson
Address: Celina Road
Tompkinsville, KY 42167
Telephone: 270.487.6782

Monroe County Board of Education

Contact: Lewis Carter
Address: Emberton Street
Tompkinsville, KY 42167
Telephone: 270.487.6772

Monroe County Medical Center

Contact: Vickie McFall
Address: Capp Harlan Road
Tompkinsville, KY 42167
Telephone: 270.487.9231

Monroe County Press/Tompkinsville News

Contact: Blanche Trimble
Address: 105 N. Main Street
Tompkinsville, KY 42167
Telephone: 270.487.5576

City of Tompkinsville

Contact: Mayor-elect Jeff Proffitt
Magnolia Street
Tompkinsville, KY 42167
Telephone: 270.487.6776

Tompkinsville-Monroe County Airport Board

Contact: Marshall Hodges
Address: Lyons Chapel
Tompkinsville, KY 42167
Telephone: 270.487.8492

Monroe County Fiscal Court

Contact: County Judge-Executive Elect Tommy Willett
Address: Main Street
Tompkinsville, KY 42167
Telephone: 270.487.5505

Tompkinsville Housing Authority

Contact: Director Mike Turner
Address: Green Hills Subdivision
Tompkinsville, KY 42167
Telephone: 270.487.6050

Job Descriptions for Key Personnel

Program Director

Qualifications:

- Bachelor's degree or higher in education, an emphasis in reading or math preferred
- Leadership abilities in planning and implementing educational programs
- Knowledge base in successful after-school programs
- Demonstrates an understanding of the development and needs of all children
- Excellent organizational and project management skills
- Excellent written and oral communication skills
- Demonstrated leadership abilities in many areas

Duties:

- Work closely with the SOAR CCLC partnerships and Advisory Council
- Collaborate with school teachers, administrators, and district level leaders
- Coordinate the evaluation and reporting of data as required by the U.S. Department of Education
- Perform multiple administrative duties
- Disseminate information about the Cub Club program and activities to students, parents, school staff, and Board of Education in an effective, understandable way
- Coordinate the training and professional development needs of staff
- Make recommendations for hiring of project staff and instructors
- Coordinate public relation efforts related to project
- Coordinate with community organizations and agencies to provide services to programs
- Foster the development of family-school-community relations
- Foster the development for sustainable programming past the 21st CCLC project
- Receive mandatory professional development, as well as those based on need
- Receive training on designated data system to meet the state and federal reporting requirements
- Work 205 days, 4 hours per day

Reports to: School Principal and District Superintendent.

Supervises: 21st Century Community Learning Center staff.

Goal: To successfully implement and monitor the 21st CCLC grant and ensure continued funding throughout the life of the grant.

Job Descriptions for Key Personnel

Site Coordinator

Qualifications:

- College degree preferred; However, extensive knowledge base of community and/or schools may be appropriate and acceptable
- Knowledge of or willingness to learn planning, implementing and directing after-school programs
- Demonstrates an understanding of the development and needs of all children
- Knowledge of community resources and how to form collaborative relationships
- Organizational and project management skills
- Good oral and written communication skills

Duties:

- Organizes and works closely with a school team to implement the program
- Coordinates the evaluation of the 21CCLC within the school assigned
- Coordinates supplies, materials, equipment and transportation requests
- Coordinates the implementation of programs, daily activities and special events sponsored by the 21CCLC
- Schedules, monitors and evaluates the effectiveness of staff either assigned or contracted by the 21CCLC
- Plans, help sponsor and participates in activities designed to implement the goals of the 21CCLC
- Must be able to conduct activities for groups on some occasions
- Must be able to represent the program in faculty meetings, parent group meetings or other community meetings
- Submits reports as requested to Program Director
- Receive mandatory professional development, as well as those based on need

Reports to: Program Coordinator of 21st Century Community Learning Center.

Supervises: Participating students and program activities.

Goal: To implement the goals of the 21st Century Community Learning Centers grant proposal in the school.

Work Time: Works after-school, as well as fall, spring, and summer breaks for a total of 205 days. Projected hours per day is 3.5 after school and 6 during all breaks; however, this may vary according to the needs of participating students and families.

Job Descriptions for Key Personnel

Instructional Monitor

Qualifications:

- College degree preferred; However, extensive experience with children may be appropriate and acceptable
- Knowledge of or willingness to learn and ability to work with teams on planning, implementing and operating after-school classes
- Demonstrates an understanding of the development and needs of all children
- Organizational and group management skills
- Good oral and written communication skills

Duties:

- Works with Program Director and Lead Instructor to implement programming
- Manages supplies, materials, and organizes classroom
- Assists with the implementation of programs, daily activities and special events sponsored by the 21CCLC at the school assigned
- Works assigned schedule as contracted by the 21CCLC
- Plans, help sponsor and participates in activities designed to implement the goals of the 21CCLC
- Must be able to conduct activities for groups on some occasions
- Receive mandatory professional development, as well as those based on need

Reports to: Lead Instructor

Supervises: Participating students and program activities.

Goal: To implement the goals of the 21st Century Community Learning Centers grant proposal in the school.

Work Time: Works after-school, as well as fall, spring, and summer breaks for a total of 175 days. Projected hours per day is 3.0 after school and 6 during all breaks; however, this may vary according to the needs of participating students and families.

Equitable Access and Participation Plan

The Monroe County Board of Education has policies prohibiting the discrimination of any person(s) based on the basis of race, color, national origin, sex, religion or disability. The Monroe County Board of Education fully complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including handicapped accessible facilities.

All policies are, and will continue to be, adhered to by the District's program. In addition, staff chosen to work with the 21st Century Community Learning Center will receive additional training in confidentiality guidelines and will provide all volunteers with information regarding the privacy rights of participants.

To address the needs of Limited English Proficiency, the staff will develop materials in the predominant native languages of participants. Translators, additional classes, and ESL material will be utilized when necessary.

Students and adults with special needs and/or handicapping conditions will receive appropriate accommodations such as assistive technology, health and/or learning consultation.

Many of our families do not have access to transportation; therefore, transportation will be provided daily (through in-kind donation from our local school board) to allow equal access for all children to participate.

No child, family member, or any community participant will be stigmatized in any way for their participation, and staff will make this the guiding principle for all activities and services rendered.

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.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY 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:

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Notary seal

Assurances Requirements

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 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. See General Education Provision Act (GEPA) Section 427, page 6.

The applicant further assures it will:

3. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
4. 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 in the administration of such programs.
5. 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.
6. Allow 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...
7. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
8. Make reports to the KDE and the Secretary as may be necessary to enable such agency and the Secretary 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.
9. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
 - Attainment in the first three years of goals and objectives;
 - Ability to maintain the scope of the original level of programs and services to the same number of students at 75 percent of the original grant allocation in the fourth year; and
 - Ability to maintain the scope of the original level of programs and service to the same number of students at 50 percent of the original grant allocation in the fifth year. (The minimum grant award during any one year will be \$50,000).
 - Ability to provide documentation of the completed federal and state report that is required.
10. 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
11. Comply with the Stevens Amendment.
12. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

(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.

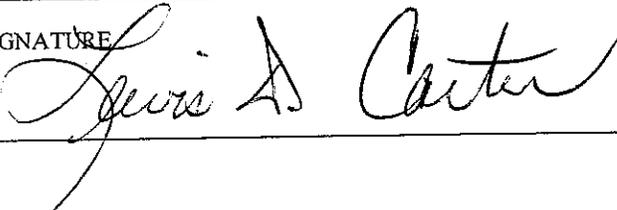
**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

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 connection 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 Monroe County Board of Education	PR/AWARD NUMBER AND / OR PROJECT NAME MCHS 21CCLC Expansion Grant
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Lewis D. Carter, Superintendent	
SIGNATURE 	DATE

APR/A Plus Summary Report

As this is an expansion of a new center, there is no APR data for this Center for the past year. The first APR for this grant will be filed in June 2011.

Evidence of Capacity

As this program is housed in a school building, with the program administered by a School District, evidence of capacity is not required.

Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Complete this box if you are a public entity, (e.g., a local education agency, state college or university, community college or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number or any other applicable reference) that will be used to start up and operate the program for up to three months.

- 1) 21st century grants operate on spending first, file a report, district gets reimbursement
- 2) The general fund has always had to have sufficient funds available to fund upfront all fund 2 grants
- 3) The general fund has a contingency (reserve -- that cannot be spent -- but is a line item budget in the general fund) of \$465,000.
- 4) SEEK is main funding source with real estate property taxes, motor vehicle taxes, and utility taxes next.
- 5) Also, the general fund for FY 2010 had a beginning balance of \$1.2 million

PROGRAM SUMMARY AND ABSTRACT

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) Monroe County High School	
"Primary" Contact Person Ronda Jordan -Elam	Title Program Director
District or Organization Name (for contact person) Monroe County Board of Education	
Mailing Address (for contact person) 309 Emberton Street	Phone 270-487-5456
City, State, and Zip Tompkinsville, KY 42167	Fax 270-487-8839
E-mail (for contact person) Ronda.jordan@monroe.kyschools.us	

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: Lewis D. Carter	District Name: Monroe County
Mailing Address 309 Emberton Street	Phone 270-487-5456
City, State, and Zip Tompkinsville, KY 42167	Fax 270-487-8839

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

Site Name: Monroe County High School
Physical Site Address: 755 Old Mulkey Road
City, State, and Zip: Tompkinsville, KY 42167
Site Contact Person: Shirley Johnson
Site Contact Phone: 270-487-6217
Site Contact E-mail: Shirley.johnson@monroe.kyschools.us

Site Name
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail

PROGRAM SUMMARY AND ABSTRACT

A. List each site name to be served in table below. For each site, answer columns across the table.

Specify: • Name of <i>each site</i> • Urban (U), Rural (R), or Suburban (S)	List <u>all</u> grade levels of students to be served at each CCLC site	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served at each site
		School Name (if more than one school sends students to this site, list all schools)	District Name	School Type	*% Free or Reduced Cost Lunch of each school building	** Actual school-wide enrollment for each school building	
Site: <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	9-12th	Monroe County High School	Monroe	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	64%	444	60 additional
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

* Must use data as reported to KDE (see Section 2.1.5 A.1 for details).

** Must use (January membership) data as reported to KDE (see Section 2.1.5 A.1 for details).

B. Applicant is (please check one);

- Public School Non-Public School Community based Organization Faith Based Organization
 Charter School Other, describe:
-

C. Is proposal submitted jointly between (1) an LEA receiving Title I funds, and (2) CBO or other public or private organizations that propose to serve students attending schools in need of improvement (per section 2.1.4)?
 yes no **If yes**, attach copy of Memorandum of Understanding where indicated.

D. Who will serve as the fiscal agent (specify the name of the school district or the agency/organization)?
 Monroe County Board of Education

E. 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 award funding conclude: ongoing (month/year).

SITE SUMMARY AND ABSTRACT

Complete the following for EACH site. In case of multiple sites, copy page for each site.

Site Name: Monroe County High School

A. Services that advance *student achievement* (programs are limited in providing the following program activities in this list). Check all that apply:

- X Reading or Literacy
- X Language arts
- X Mathematics education activities
- X Science education activities
- X Art and Music education activities
- X Entrepreneurial education programs
- X Sports or Recreation
- X Drug and violence prevention, counseling, and character education programs
- X Service Learning
- X Tutoring services and mentoring programs
- X Technology, Video or Media, and Telecommunication
- X Activities for limited English proficient students
- X Assistance to truant, suspended, or expelled students
- X Expanded library service hours
- X Promotion of parental involvement and family literacy

B. Is this site on the list of Title I Schools and School Improvement?
 no yes

C. Is this site a previous recipient of other 21st CCLC funds? no yes
If yes: Federal State. What date did award funding conclude: ongoing (month/year).

D. Will site be located in an elementary or secondary school building? no yes
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 school building? _____

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

E. Is this site licensed by the Department of Health and Family Services? no yes -- attach copy of licensure certificates

F. Will qualified senior citizens (age 55 or older) serve as volunteers at this site? no yes, explain how: Through the Experienced Works program, Seniors will be used at the center as mentors and volunteers at the site

G. Will students serve as volunteers at this site? no yes, explain how: High School students will be used as mentors and volunteers at the site.

H. Specify the % of Limited English Proficiency at this site: 5%

I. Specify the number of adult family members (*of students served*) this site is proposing to serve: 75

J. Types of adult services to be provided: activities promoting parental involvement GED training
 activities promoting family literacy other, describe: college/career readiness

K. Program will be in session at this site during (check all that applies):
 Afterschool Before-school summer Holidays Weekends Evenings Breaks
other: (specify : _____)

L. Complete the following table for program operation at this site

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	Regular School Year (i.e. September 4-May 23)	Summer		Grand Total for Entire Year (July 1- June 30)
		Prior to school start (July 1 – start of school)	Afterschool ends (following last day of school – June 30)	
Total # hours/week	24	120	120	264
Total # days/week	6	20	20	256
Total # of weeks	36	4	4	44
Total # of days	216	20	20	256
First date of operation	8/1/2011	7/1/2012	6/1/2012	N/A
Last date of operation	5/31/2012	7/30/2012	6/30/2012	N/A

M. Specify beginning and ending times site is in operation during school year (*during non-school hours*):

	Before School (Times of Operation)			Afterschool (Times of Operation)			Grand Total # hours/day
	Beginning Time	Ending Time	# hours before Sub-Total	Beginning Time	Ending Time	# hours before Sub- Total	
Monday	6:30 AM	7: 30 AM	1	2:30 PM	5:30 PM	3	4
Tuesday	6:30 AM	7: 30 AM	1	2:30 PM	5:30 PM	3	4
Wednesday	6:30 AM	7: 30 AM	1	2:30 PM	5:30 PM	3	4
Thursday	6:30 AM	7: 30 AM	1	2:30 PM	5:30 PM	3	4
Friday	6:30 AM	7: 30 AM	1	2:30 PM	5:30 PM	3	4
Saturday	9 AM	12 NOON	4				4
Sunday							

N. Specify beginning and ending times site is in operation other times of the year (*day 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	8 AM	2 PM						
Tuesday	8 AM	2 PM						
Wednesday	8 AM	2 PM						
Thursday	8 AM	2 PM						
Friday	8 AM	2 PM						

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Missionaire International

Hereby enter into an agreement to enable the applicant, SOAR, and co-applicant, Missionaire International, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Missionaire International thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide programming during school day on a daily basis
- Provide weekly programming after school, for ten months.
- Provide staff and materials for such programming.
- Provide space for monthly activities as needed.
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them with S.O.A.R.

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.



Co-Applicant/Partner Signature

12-13-10
Date



Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "S.O.A.R." Program
and
Monroe County Cooperative Extension Service

Hereby enter into an agreement to enable the applicant, S.O.A.R., and co-applicant, Monroe County Cooperative Extension Service, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The Monroe County Cooperative Extension Service thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide programming twice per month, for ten months.
- Provide staff and materials for such programming.
- Provide space for monthly activities as needed.
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them with S.O.A.R.

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.

Juan Turner
Co-Applicant/Partner Signature

12-13-10
Date

Ronda Glan
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County High School

Hereby enter into an agreement to enable the applicant, SOAR, and co-applicant, Monroe County High School, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County High School thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide space for daily programming
- Provide staff and materials for professional development
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- Include 21CCLC staff in regular school staff meetings as a full partner in education
- 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.
- Research best practices and funding opportunities and share them.

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.

Phil Boutley
Co-Applicant/Partner Signature

12/13/10
Date

Ronda Elan
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
William B. Harlan Memorial Library

Hereby enter into an agreement to enable the applicant, SOAR, and co-applicant, William B. Harlan Memorial Library, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

William B. Harlan Memorial Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide space for daily programming if needed
- Provide extended hours one day per week at the library location if needed by students/staff
- Provide staff and materials for professional development
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Regina Holland
Co-Applicant/Partner Signature

12/13/16
Date

Ronda Egan
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Sheriff's Office

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Sheriff's Office, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Sheriff's Office thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide assistance as needed for any student discipline issues
- Provide mentors if needed for 21CCLC students
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Roger Barlow

Co-Applicant/Partner Signature

12-13-2010

Date

Ronda Selam

Applicant Signature

12-13-10

Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Adult Education

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Adult Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Adult Education thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide instructors for adult education classes/GED classes
- Provide support for GED learners and workplace skills, and any other adult education need
- Provide mentors if needed for 21CCLC students
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Jamie England
Co-Applicant/Partner Signature

12-13-10
Date

Donda Elam
Applicant Signature

12-13-10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Health Department

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Health Department, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Health Department thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide monthly programming targeting health, safety and nutrition topics
- Provide funding through alternate grant sources
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- Provide parenting assistance/take referrals from Site Coordinator
- 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.
- Research best practices and funding opportunities and share them.

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.

Wadonie Hudson
Co-Applicant/Partner Signature

12/13/10
Date

Ronda Glam
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

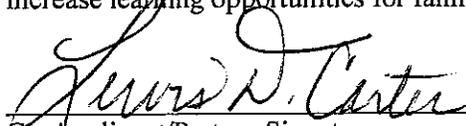
MCHS "SOAR" Program
and
Monroe County Board of Education

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Board of Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

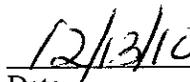
Monroe County Board of Education thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide space for daily programming at each 21CCLC site
- Provide maintenance, janitorial and all other support staff to efficiently run a 21CCLC center
- Provide funding through alternate grant sources and general fund donation
- Provide in-kind funding through staff member salaries paid from general fund and/or all professional development costs
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.



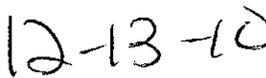
Co-Applicant/Partner Signature



Date



Applicant Signature



Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Medical Center

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Medical Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Medical Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide monthly programming
- Provide staff members and supplies for monthly programming
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Vickie McFall
Co-Applicant/Partner Signature

12-13-16
Date

Ronda Glam
Applicant Signature

12-13-10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Tompkinsville News

Hereby enter into an agreement to enable the applicant and co-applicant, Tompkinsville News, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Tompkinsville News thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide guest speakers on an as-needed basis
- Provide one full page of coverage each rotation for 21CCLC center
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Blanche Irwin

Co-Applicant/Partner Signature

12-13-10

Date

Ronda Gam

Applicant Signature

12/13/10

Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
City of Tompkinsville

Hereby enter into an agreement to enable the applicant and co-applicant, City of Tompkinsville, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

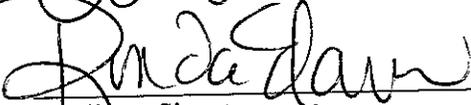
City of Tompkinsville thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide guest speakers on an as-needed basis
- Provide mentors for 21CCLC students
- Provide recycling service for 21CCLC clubs at no charge
- Provide City Park facilities on an as-needed basis for 21CCLC functions at no cost
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.



Co-Applicant/Partner Signature



Applicant Signature

12-13-10
Date

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Fiscal Court

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Fiscal Court, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Fiscal Court thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide guest speakers on an as-needed basis
- Provide mentors for 21CCLC students
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Tommy Willett
Co-Applicant/Partner Signature

12/13/10
Date

[Signature]
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Tompkinsville Housing Authority

Hereby enter into an agreement to enable the applicant and co-applicant, Tompkinsville Housing Authority, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Tompkinsville Housing Authority thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide guest speakers on an as-needed basis
- Provide mentors for 21CCLC students
- Provide programming space at Housing Authority's office
- Disseminate 21CCLC information to all Housing Authority clients
- Co-sponsor parent activities at Housing Authority location for 21CCLC members
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Mike Dunner

Co-Applicant/Partner Signature

12-13-10

Date

Ronda Glam

Applicant Signature

12/13/10

Date

CO-APPLICANT/PARTNER AGREEMENT

MCHS "SOAR" Program
and
Monroe County Community Education

Hereby enter into an agreement to enable the applicant and co-applicant, Monroe County Community Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

Monroe County Community Education thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide instructors for community education classes
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.

Kathy Grace
Co-Applicant/Partner Signature

12/13/10
Date

Ronda Glan
Applicant Signature

12/13/10
Date

CO-APPLICANT/PARTNER AGREEMENT

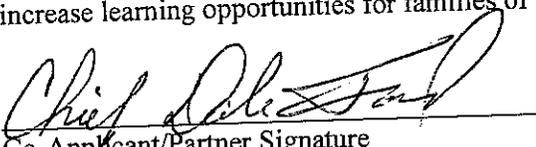
MCHS "SOAR" Program
and
Tompkinsville Police Department

Hereby enter into an agreement to enable the applicant and co-applicant, Tompkinsville Police Department, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

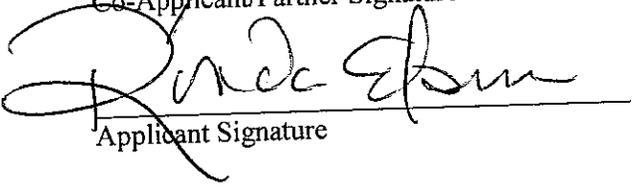
Tompkinsville Police Department thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Recruit and refer students and families.
- Provide assistance as needed for any student discipline issues
- Provide mentors if needed for 21CCLC students
- Assist with home visits when requested by 21st Century Community Learning Centers to provide resources to families.
- 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.
- Research best practices and funding opportunities and share them.

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.


Co-Applicant/Partner Signature

12/13/10
Date


Applicant Signature

12/13/10
Date