

Check application type - must be indicated in order for application to be reviewed.

XX New Applicant

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

Site(s) to be served by grant (3 sites maximum): 1) Reidland Middle School

2) _____ 3) _____

Amount Requested for first grant year:

\$150,000

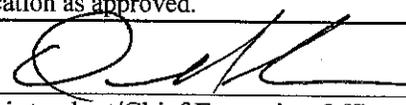
Fiscal Agent McCracken County Public School District	Co-Applicant McCracken County Cooperative Extension Office
Mailing Address (street, city zip code) 435 Berger Road Paducah, KY 42003-4501	Mailing Address (street, city zip code) 2705 Olivet Church Road Paducah, KY 42001-9755
Superintendent/Chief Executive Officer Typed Name: <u>Dr. Nancy Waldrop</u>	Superintendent/Chief Executive Officer Typed Name: <u>David Littlejohn, County Extension Agent</u>

Project Contact (name) Ms. Susan Nelson, Principal

Agency Reidland Middle School Telephone No. (270) 538-4191

Fax No. (270) 538-4190 Email susan.nelson@mccracken.kyschools.us

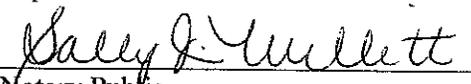
As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other 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 (co-applicant)

12/10/10

Date



Notary Public

3-22-13

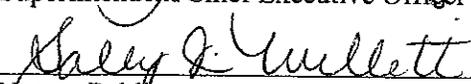
My commission expires

Notary seal


Superintendent/Chief Executive Officer

12/13/10

Date



Notary Public

3-22-13

My commission expires

Notary seal

Table of Contents

Table of Contents

Cover Page.....	1
Table of Contents.....	2
Assurances	3
Project Summary	4-5
Narrative	6-30
Introduction	6
Need Section	6
Quality of the Plan.....	13
Collaborations and Partnerships.....	23
Program Evaluation.....	26
Budget	28
Budget Summary and Forms.....	31-43
Attachments	44-79
List of Consortium Members and Partners.....	44
Job Descriptions of Key Personnel.....	45-50
Equitable Access and Participation Plan	51
Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement	52-53
U.S. Department of Ed, Annual Yearly Progress Report	54-57
Program Summary and Abstract.....	58-60
Site Summary and Abstract.....	60-61
Co-Applicant Agreements	62
Partner Agreements.....	63-79

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).
13. Not utilize any federal funds to lobby Congress or any federal agency.

Twenty-First Century Community Learning Centers Project Summary

Please limit summary to the space provided here.

<p>List Goal(s).</p> <ol style="list-style-type: none"> 1. To improve academic achievement and social skills of every student in Reidland Middle School. 2. To improve parental involvement in their children's education while furthering the parent's academic attainment. 	<p>List Objective(s).</p> <ol style="list-style-type: none"> 1a. To decrease the percentage of students who perform below proficiency in reading by 20% by 2013. 1b. To decrease the percentage of students who perform below proficiency in math by 20% by 2013. 1c. To decrease the percentage of students who perform below proficiency in science by 20% by 2013. 1d. To increase the percentage of students who are meeting EXPLORE benchmarks by 20% by 2013. 1e. To reduce the number of discipline referrals by 30% by 2013. 1f. To increase attendance rates in students by 2013. 1g. To reduce the number of students who maintain an unhealthy weight by 2013. 2a. To increase the number of parents involved in students' school careers. 2b. To increase the percentage of parents who have earned a diploma or GED. 	<p>Briefly Describe the Participants Served By Program. Reidland Middle School's 21st Century Community Learning Center project will serve 300 sixth, seventh, and eight grade students. According to the KDE, Division of Nutritional and Health Services data collected in October 2009, 59% of RMS students are qualified for free and reduced priced meals, however, since that data was collected, RMS Free and Reduced rate has increased to 61%. Reidland Middle School is a school wide Title I school. Students in RMS are 95% white, 4% African American, and 1% is made up of Hispanic, American Indian, and Asian. The 2009-2010 Kentucky Interim Performance Report indicates that a high percentage of RMS students perform below proficiency in reading, mathematics, and science. In addition, Reidland Middle School is the lowest performing middle school out of 3 MCPS middle schools, and among the lowest performing middle school when compared to other Western Kentucky middle schools. RMS students are not meeting EXPLORE benchmarks.</p>	<p>Describe Need(s) Program Will Address</p> <ol style="list-style-type: none"> 1. 21% of students are performing below proficiency in Reading. 2. 33% of students are performing below proficiency in Math. 3. 37% of students are performing below proficiency in Science. 4. A high number of students are not meeting EXPLORE benchmarks in math, English, reading, and science, (63%, 28%, 51%, and 89% respectively) 	<p>Describe How Need(s) Were Determined</p> <ol style="list-style-type: none"> 1a. KCCT Tests 1b. NCLB Data 1c. Individual Student Assessments 2a. KCCT Tests 2b. NCLB Data 2c. Individual Student Assessments 3a. KCCT Tests 3b. NCLB Data 3c. Student Assessments 4a. EXPLORE Data 	<p>List Key Activities Funded By Grant To Address Need(s)</p> <ol style="list-style-type: none"> 1a. Reading Enrichment 1b. Homework Help/Tutoring 1c. Study Island 2a. Math Enrichment 2b. Homework Help / Tutoring 2c. Robotics Instruction 2d. Study Island 3a. Science Enrichment 3b. Homework Help 3c. Tutoring 3d. Robotics Instruction 4a. Academic Enrichment Activities / Homework Help / Tutoring / Study Island 	<p>Identify Expected Outcomes for These Key Activities</p> <ol style="list-style-type: none"> 1. By 2013, reading assessments will indicate a decrease of 20% in the percentage of students performing below grade level. 2. By 2013, math assessments will indicate a decrease of 20% in the percentage of students performing below grade level. 3. By 2013, science assessments will indicate a decrease of 20% in the percentage of students performing below grade level. 4a. By 2013, the percent of students who are not meeting EXPLORE benchmarks will decrease.
---	---	--	---	---	---	--

21st Century Community Learning Center Overview

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
<p>5. A high number of disciplinary referrals are being made each year (450 plus thus far in the 2010-2011 school year).</p> <p>6. A high number of students are absent from school more than 4 days per semester, 318 thus far this year.</p> <p>7. A high percentage of students maintain an unhealthy weight.</p> <p>8. A low percentage of parents are actively involved in their student's educational attainment.</p> <p>9. Educational attainment rates for RMS parents are low.</p>	<p>5a. School Report Card</p> <p>5b. Principal Reports</p> <p>5c. Infinite Campus Reports</p> <p>5d. School Wide Information System (SWIS) Reports</p> <p>6a. Attendance Reports</p> <p>6b. Truancy Reports</p> <p>7a. Physical Fitness Tests</p> <p>8a. Parent/Teacher Conference Sign-In Sheets</p> <p>8b. Parent Volunteer Data</p> <p>8c. Parent Attendance in SBDM Meetings</p> <p>8d. Open House Sign In Sheets</p> <p>8e. Student Report Card Signatures</p> <p>8f. PTA Membership</p> <p>9a. FRYSC surveys</p> <p>9b. Head Start Community Assessment</p> <p>9c. School Report Card</p>	<p>5a. Non-Cognitive Enrichment Activities</p> <p>5b. Student Mentoring</p> <p>5c. Student Counseling</p> <p>5d. Character Education</p> <p>5e. Service Learning Activities</p> <p>6a. Recreational Activities</p> <p>6b. Student Mentoring</p> <p>6c. Student Counseling</p> <p>6d. Homework Help</p> <p>6e. Tutoring</p> <p>6f. Peer Mentoring and/or Tutoring</p> <p>6g. Non-Cognitive / Cultural Enrichment Activities</p> <p>6h. Character Education Activities</p> <p>6i. Career Education Activities</p> <p>7a. Nutritional activities, Zumba, Physical Education activities, Food Choice Training.</p> <p>8a. Recreation/Tutoring Time with Students</p> <p>8b. Parental Education Sessions</p> <p>8c. Library Opened for Parents</p> <p>8d. Computer Lab Opened for Parents</p> <p>9a. Parent Literacy Courses</p> <p>9b. Parent GED Courses</p> <p>9c. GED Tests Facilitated</p>	<p>5. By 2013, school reports will indicate a decrease in disciplinary referrals of 30%.</p> <p>6. By 2013, attendance reports will reflect a 10% decrease in students missing 4 or more days per semester.</p> <p>7. By 2013 school physical fitness tests will indicate an increase in the percentage of students who maintain a healthy weight.</p> <p>8. By 2013, School Report Card data and program sign in sheet data will indicate an increase in the percentage of parents who are involved in their student's school career by 25%.</p> <p>9. By 2013, Census Data will indicate an increase in adult literacy levels by 25%.</p>

**Reidland Middle School
21st CCLC Grant Proposal**

INTRODUCTION

McCracken County Public School District administration, in collaboration with community leaders, made the decision to submit application for a 21st Century Community Learning Center grant for Reidland Middle School based on critical academic and non-cognitive indicators seen among its students and families. Reidland Middle School (RMS) is a school-wide Title I school that has an enrollment of 427 students. The 21st CCLC program will focus on academic enrichment, cultural, and non-cognitive activities that directly support Kentucky Common Core Standards and STEM initiatives and prepare students for college and career readiness.

NEED STATEMENT

1.1 Compelling Need / Multiple Sources of Data

Reidland Middle School is located in McCracken County, Kentucky and is one of three middle schools in the McCracken County School District. Reidland Middle is the lowest performing middle school in the county. Reidland Middle School students are caught in a culture of low educational attainment and low socioeconomic means. Data will reveal a critical need for academic and non-cognitive intervention for RMS students and their families.

Multiple sources of data reveal a need for academic intervention in math, reading, and science. The KCCT 2009-2010 Interim Performance Report indicates that 33% of students are performing below proficient in math, 21% in reading, and 37% in science. In addition, KCCT indicates achievement gaps in math, reading, and science. In math, the number of students with disabilities reaching proficiency is an average of 25 points lower than the total population (a high of 40 points and a low of 10). In sixth and seventh grade females outperform males in math by 17 and 7 points respectively. Eight grade males score 16 points higher in math than females. Substantial gaps exist for reading between

the genders as well as between disabled students compared to those without a disability. Females outperform males in 6th, 7th, and 8th grade in reading with gaps of 11, 11, and 6 points respectively. And, disabled students perform an average of 40 points below students without a disability. Finally, trend data from the KCCT indicates the number of students at least proficient in science decreased 11 points from 2007 to 2010 (74% P&D to 63% P&D). Only 10 percent of disabled students scored at least proficient in science. Reidland Middle School did not make the goal set forth by the No Child Left Behind Annual Yearly Progress Report for 2009-2010. The percent of students who score at least proficient in reading and math decrease an average of 10 points as students transition from the elementary feeder schools into Reidland Middle School.

In addition to the data gleaned from the KCCT tests, other assessments support the need for academic intervention. The percent of Reidland Middle School 8th graders who meet college readiness benchmarks on ACT's EXPLORE assessment are consistently lower than the other district middle schools. In fact, RMS students have performed lower than the other two district middle schools for the past three years, although some gains have been made. See

Table 1

ACT's EXPLORE, Meeting Benchmarks				
		RMS	HMS	LOMS
Math	06-07	39%	47%	44%
	07-08	29%	36%	41%
	08-09	28%	40%	47%
	09-10	37%	49%	48%
English	06-07	71%	74%	68%
	07-08	56%	66%	68%
	08-09	63%	71%	78%
	09-10	72%	80%	74%
Reading	06-07	45%	52%	45%
	07-08	37%	42%	48%
	08-09	30%	45%	55%
	09-10	49%	53%	53%
Science	06-07	11%	17%	18%
	07-08	12%	15%	15%
	08-09	8%	13%	20%
	09-10	11%	23%	23%

Table 1.

Classroom grades show that 9.4% of sixth grade, 12% of seventh grade, and 18% of eighth grade students currently have a D or F in reading, math, or science. 30% of those students have a D or F in 2 or more subjects.

Non-cognitive indicators reveal a need for more than just academic intervention. Reidland Middle's School Wide Information System (SWIS) data shows 450 plus

disciplinary referrals in the period from the beginning of the 10-11 school year to December, 2010. Data reveals that the top three causes for referrals (major and minor) are defiance and disrespect, physical aggression, and harassment / bullying making up 70% of all referrals. Other data indicates 44 students were involved in 113 specific disciplinary events have occurred resulting in a total of 219.5 days in school suspension and eight students were involved in eight events resulting in 23 days out of school suspension.

Infinite Campus indicates that 318 RMS students had 4 or more absences per semester during the 09-10 school year and 97 have had 4 or more absences as of November, 2010. Thus far in the 10-11 school year, 19 students have been transferred to alternative school. Historically, Reidland Middle School consistently has the highest number of students in alternative school as any given time. During 09-10, RMS had 37, LOMS had 27, and HMS had 15; 08-09 data indicates RMS had 70, LOMS had 27, and HMS had 25. A 2010 survey of teachers mirrors this data:

77.8% of all RMS teachers reported the *number one barrier* to their student's learning is social skills and behavior.

A survey of students indicate that 53% of RMS are latch key kids. Fitness levels for RMS students is dismal...a random sampling of 6th, 7th, and 8th grade students indicates that the average BMI for students is 23.34 or at risk of overweight or overweight for that age group. According to the school nurse, health conditions which are associated with obesity are ever increasing. Many health conditions, including diabetes, asthma, severe allergies, seizures, leukemia, and more, are currently managed by the school nurse.

Within McCracken County, investigations of child physical abuse have increased seven percent since 2003. However, the cases of substantiated child abuse victims have increased 35% from 2003 to 2008. The percent of repeat victims was 10%. The percent of repeat victims is the percent of substantiated victims who experienced a second substantiated incident of abuse of neglect within *twelve months* (2009 Kentucky KIDS

COUNT Data Book). The 2009 Kentucky KIDS COUNT Data Book further states that parental training is an approach that appears promising for improving child outcomes and reducing abuse and neglect.

Data indicates that RMS parents do not have an active role in their child's education. Of all the parents who have requested registration to Infinite Campus Parent Portal, only 40% have ever logged in to access their child's records. Four percent of parents voted in the RMS Site Based Decision Making Council's 2009 election, and only 12% of parents attended at least one parent/teacher conference last year. Over the past 3 years, RMS has hosted three parent events each year and had 10 parents or less to attend. Only 4 parents regularly volunteer (at least 2 times per year) at the school.

The Reidland Middle School Report Card indicates spending per student is lower than both the district and state average (\$5,611, \$9,688, and \$10,301 respectively); the student/teacher ratio is higher than state averages (18:1 compared to 16:1); there are higher students per internet connected computer (indicating lower access availability) than the district and state (3.7:1, 1.8:1, and 2.8:1). RMS does not have a teacher certified by the National Board of Professional Standards.

A 2010 needs assessment revealed 85% of RMS parent respondents indicated a need for an afterschool program at Reidland Middle School.

1.2 Participants to Be Served

Reidland Middle School is located in the rural community of Reidland in the southeast corner of McCracken County. Reidland's population in 2000 was 4353 according to the Kentucky Data Center. Reidland Middle School serves 427 6th, 7th, and 8th grade students. According to KDE, Division of Nutritional and Health Services data collected in October 2009, 59% of RMS students are qualified for free and reduced priced meals. However, since that time, RMS Free and Reduced rate has increased to 61%. The student population includes 95% Caucasian, 4% African-American, and 1% American Indian or

Hispanic. The program will be open to all 6-8 grade students and will target 250 students who are at the greatest risk for failure indicated by academic performance and/or non-cognitive indicators serving 75 on any given day.

Reidland Middle is located in the largest area of poverty in McCracken County outside the Paducah city limits where there is a predominant culture of poverty and low educational attainment. Several trailer courts exist in the Reidland area providing low-income housing. Many students at RMS are transient. Many RMS families move from one area of low cost housing to another. Parents are resourceful and know which agencies provide assistance with utilities, housing, and food. Extra income is quickly spent, rather than being saved for emergencies. RMS families live day to day, taking care of the daily needs rather than looking ahead. Many parents also receive disability benefits and do not work at all. Because RMS parents have a low education level, education is not valued in the home and thus makes it difficult for the children to understand the importance of their own education. Teachers report anecdotally that perhaps as much as 5% RMS students do not have running water or electricity in their home. And culturally speaking, more fortunate families have money to do things and have a nice home, but do not think that it is important for their children to experience cultural events. A survey of students indicate that only 34% of students have visited an art museum, 48% have heard an orchestra, and 79% have seen a play outside the school. A survey of students indicates 14% of students indicate the need for tutoring in one or more common core area; 22% want to learn more about career alternatives; 33% are interested in summer or part-time employment; and 29% desire employment training.

In addition to data gleaned from the parent survey, a 2010 survey of RMS teachers indicate that the number one need of RMS parents is training in parenting skills (52% of all responses) with parental involvement in child's school career coming in second (30%).

1.3 Connects Programs and Services to Need

Reading, math, and science academic intervention will be provided to students directly connecting programs and services to the need. Tutoring, homework help, instruction and academic enrichment activities will be provided in reading, math, and science. Academic enrichment activities include robotics instruction, photography, computer-based programs and games, board games, video games, musical activities, athletic activities, and field trips. Evidence supports the need in non-cognitive areas of discipline referrals, attendance rate, basic social skills, parental involvement, and health. Social and cultural enrichment activities will include student mentoring and/or counseling sessions, recreational activities, community speakers, educational videos, inclusion activities with parents and families, character education, service learning activities, career education, career fairs, and health and wellness fairs.

The program will provide family literacy sessions as well as GED classes throughout the life of the program. The program will also provide workshops in parenting, tutoring their children, character building, health and nutrition, bullying, anger management, technology skills, finances, personal responsibility, and more.

1.4 Link Between Needs and Outcomes

Reidland Middle School academic data shows a need for academic intervention in reading, math, and science as well as cultural and non-cognitive intervention. By 2013, reading, math, and science KCCT assessment data will show a decrease in the number of students performing below proficiency, show a decrease in achievement gaps between males and females, and total student population and students with disabilities by 20%. EXPLORE data will indicate an increase of 20% in the percent of RMS students meeting college readiness benchmarks during the project period. By 2013, disciplinary referrals will decrease by 30%, the number of students absent 4 or more days per semester will decrease 20%, in and out-of-school suspensions will decrease by 20%, the number of RMS

students sent to alternative school will decrease by 20%, and the percent of students whose BMI shows they are overweight or obese will decrease by 20%.

Finally, foundational needs exist with the families of RMS students. By 2013, 5 parents will be actively pursuing a GED through services provided by the program and another 3 will be taking college courses. Program parent activity sign-in sheets will indicate parental interest in parental enrichment sessions. Site Based Decision Making council election ballots will indicate an increase in the number of parents voting in SBDM elections by 20%, the number of parents who regularly volunteer at school will increase, and parent-teacher conference sign in sheets will show an increase in parent participation.

1.5 How Program will Address Risk Factors

Academic risk factors include a high percentage of students scoring below proficient in reading, math, and science, and a family culture of low educational attainment. RMS 21st CCLC program will provide tutoring, one hour per day, every day the center is open. Program staff will provide homework help for participating students. Also, enrichment activities to support skills in reading, math, and science will be offered daily. Summer camps will be offered to help students refresh what they had learned the previous year, and prepare them to begin school.

Non-cognitive risk factors include a high number of disciplinary infractions, truancy, a family mistrust of the education system, poorly developed social skills, cultural isolation, being alone without adult supervision between the hours of 2:30 to 5:30 pm, and poor health. Students will receive weekly character education sessions and will be provided engaging and interactive sessions to better develop their cultural awareness and social skills. Career education sessions will be provided each week. Engaging recreational activities and physical education activities will be provided each day. Students in the afterschool program will have adult supervision between the critical hours of 2:30 to 5:30 pm. Health, wellness, and nutritional classes will be provided weekly.

Family risk factors include poor educational attainment and a low level of participation in their student's formal education. Family participation is low and has been an ongoing struggle. The program will provide multiple opportunities for the families of participating students to get more involved in their child's education. In addition, the program will provide parents information about adult education, adult literacy, and GED services which are available to them for free.

QUALITY OF PLAN

2.1 Goals, Objectives, and Outcomes for Students

GOAL: To improve the academic achievement and social skills of every student at Reidland Middle School.

OBJECTIVES & OUTCOMES:

- To increase the percentage of students who perform below proficiency in reading, math, and science by 20% by 2013. The number of students performing at proficient or distinguished in reading, math, and science will increase on the Kentucky State Assessment.
- To increase the percentage of students who are meeting EXPLORE benchmarks by 20% by 2013. The percentage of students who are college and career ready by graduation will increase.
- To reduce the number of discipline referrals by 30% by 2013. Discipline referrals will decrease before, during, and after school allowing for a healthier learning environment for all students. The number of students transferred to alternative school will decrease as a result.
- To reduce the number of RMS students transferred to alternative school by 20% by 2013. Students test scores will increase as a result of a more seamless education environment.
- To increase attendance rates in students by 2012. Absences will decrease for students.
- To reduce the number of students who maintain an unhealthy weight by 20% by 2013.

2.2 Connections Between Program and KY Common Core Standards

There will be direct connections between Reidland Middle's 21st CCLC program and Kentucky Common Core Standards. RMS faculty and staff are currently unpacking the common core standards for reading and math, which were recently adopted by Kentucky, and preparing to implement the standards into the classroom. Teachers will begin to provide instruction related to these new standards in the fall of 2011. The 21st CCLC program will provide tutoring, remedial education activities, and academic enrichment facilitated in

reading, mathematics, and science by certified teachers. Homework help will have a direct connection to the school day. Program staff will collect homework each day in preparation for afterschool homework help. Each student will have the opportunity to build a solid academic foundation that will provide a secure basis for learning. Enrichment activities will have reading, math, and science skills embedded within the activities. Enrichment activities such as robotics, photography, cooking, reality stores, career fairs, health fairs, etc. will support the skills learned in academic instruction and provide opportunities for students to practice them.

The RMS program will directly align with Kentucky Common Core Standards.

- All program digital media, handouts, and curriculum will be aligned with internationally benchmarked standards; Study Island will be aligned to common core standards by the time implementation in Kentucky (2011).
- All professional development will be based on identified needs and best practices;
- Assessments will measure student performance against the common core standards; KCCT will be aligned with common core standards, Study Island learning checks will be aligned with common standards in 2011.
- All aspects of the program completely support the common core state college and career readiness standards.

2.3 Meeting Principles of Effectiveness

- ✓ **Principle 1 – Assessment of Objective Data:** According to the Principals of Effectiveness, our program should reflect a demonstration of objective data regarding the need for the program. The activities offered by the program is based on the disaggregation of relevant, objective data gathered from the following sources: Kentucky Core Content Test; ACT's EXPLORE test; Iowa Test of Basic Skills; individual classroom grades; school discipline data; school attendance reports; physical fitness reports; SBDM election counts; and parent/teacher conference sign in sheets.
- ✓ **Principle 2 – Performance Measures:** Another principal of effectiveness includes the demonstration of performance measures to ensure high quality academic enrichment opportunities. We will be administering, in addition to state tests, Study Island assessments for reading and mathematics. Assessments will be completed once per month to monitor our students' progress. The principal will give the advisory board a report on failure rates, attendance rates, and discipline referrals 4 times per year. These are high quality programs because they follow the Kentucky Department of Education guidelines for high quality program characteristics of goal setting, sustainability, quality staffing, high academic standards, strong involvement of families, effective partnerships, collaboration between the school day and afterschool staff and program evaluation.

- ✓ **Principle 3 – Scientifically Based Research:** Reidland Middle School's 21st CCLC program will use scientifically researched-based programs and activities which have been shown to improve student academic success, including those which are designed to address and support Kentucky Common Core Standards.

2.4 Extent to Which Programs and Services Will Be Provided

Reidland Middle 21st CCLC program will be open after the school day and provide services Monday through Thursday until 5:30 p.m. The program will be offered for at least 30 weeks per year four days per week. **Table 2** below shows the proposed daily schedule of activities.

2:30 to 3:00	Attendance / Nutritious Snack
3:00 to 4:00	Academic Assistance / Tutoring / Homework Help
4:00 to 4:45	Enrichment Classes / Character Education / Health Programs / Career Education
4:45 to 5:30	Physical Education / Physical Exercise
5:30	Sign Out and Departure

Three half-day field trips will be included each year during out of school times such as after the regular school day and on Saturdays. Two one-week summer camps will be offered, one in June with a robotics theme using the Lego Mindstorms NXT robotics kits and GEAR-Tech-21 curriculum, and one in July focusing on service learning. Summer camp activities will take place five days a week for a minimum of six hours per day.

2.5 Student Activities Support Program Goals, Objectives, and Outcomes

Academic enrichment, tutoring, and homework help in reading, math, and science, will be offered that supports the decrease of the percentage of students performing below grade level and the reduction of achievement gaps in those areas. RMS 21st CCLC program is performance driven, using student assessment data to continuously monitor and demonstrate academic growth. In addition to teacher facilitated instruction methods, Study Island reading and math components will be used to develop and support the reading and math success of participating students. Study Island is built from the standards in the Kentucky Common Core Standards for reading and math. Robotics instruction from research-based GEAR-Tech-21 Curriculum will be taught throughout the year to support student math and science performance. These academic enrichment activities will improve the test scores in reading, math, and science.

Non-academic and cultural enrichment activities will support the non-cognitive goals, objectives, and outcomes. Daily physical education and weekly nutritional activities will support improving the health and wellness of students. Character education (Character Counts), service learning, and other character building activities will help develop the students into responsible citizens. Career education activities will provide students a glimpse into various career fields and will support academic and non-academic goals. Exciting activities with embedded core content will help to create a school culture where students are actively learning, help develop school pride, and want to succeed in academics. Nutritional activities will teach students and parents about healthy nutritional options, how to prepare foods in a healthy way, and discuss food as fuel for the body.

2.6 Timelines

Task	Person Responsible	Timeline
Receive grant award	Program Director	March 1, 2011
Inform partners of funding status / begin disseminating information about program / notify media about award	Program Director partners	March 1, 2011
Recruit and Hire Programming Coordinator, program staff, volunteers	Program Managers	March 2011
Schedule student program activities and order materials	Programming Coordinator	March/April 2011
Develop flyers and other informational items	Programming Coordinator	March 2011
Host 1 of 6 advisory council meetings	Program Managers and Programming Coordinator	March 2011, every other month
Recruit and register parents of participating students	Programming Coordinator	April 2011
Host informational meeting for parents of targeted students about the program	Program Managers and Programming Coordinator	May 2011
Host Summer Programs (one week in June and one week in July)	Program Managers, Programming Coordinator, program staff	June/July 2011
Begin afterschool program 4 days a week	Program Managers, Programming Coordinator, program staff	August 2011 through end of year
Adult literacy courses and GED courses begin	Programming Coordinator and WKCTC	September 2011
Collect evaluation data for student academics and parental participation for mid-year measure	Programming Coordinator	December 2011
Evaluate program to insure success	Programming Coordinator	Ongoing /

2.7 Entity Experience with Implementing Afterschool Programs

McCracken County Public Schools is a school system that currently serves 7000 students pre-K to grade 12 and has an annual budget of \$42 million. MCPS has served the students and families of McCracken County for over 100 years. MCPS currently employs 484 full-time certified and 377 full-time classified staff. McCracken County Public School System is experienced and capable of running an after-school program with a large budget and multiple partners. Reidland Middle School also operates an Extended School Services (ESS) program to provide services to students regularly. Additional afterschool activities include academic team, band, and multiple athletic teams. All of these require the management and oversight of school and district administration. Regular MUNIS reports are sent to the state, and monthly financial reports are given to the local board of education.

2.8 Goals, Objectives, and Outcomes for Families

GOAL: To improve the parental involvement in their child's education while furthering the parent's educational attainment.

OBJECTIVES & OUTCOMES:

- To increase parental involvement in their child's educational career. More parents will be actively participating in SBDM elections, parent/teacher conferences, and volunteering in the classroom.
- To increase the percentage of parents who have a diploma or GED. A family culture of educational success within the homes of participating families.

2.9 Literacy / Ed Services Provided to Families / Principals of Effectiveness

The Reidland Middle 21st CCLC program will provide adult literacy and GED classes on site during the afterschool program for the parents and families of participating students two nights per week. In addition, WKCTC will provide adult education, adult literacy, and GED classes for no cost, on their campus, and will provide transportation to and from the classes at WKCTC. Academic and non-cognitive enrichment activities will be provided for students in which their parents and families can participate, such as homework help

sessions, arts and crafts, cooking, etc. Community partners will provide weekly life-skills sessions specifically geared for RMS parents on managing money, reconciling bank accounts, parenting, health and wellness, fitness, and other topics.

The RMS 21st CCLC utilized objective data when discerning the needs of parents and families of our students. Performance measures are in place to ensure that the literacy activities available to parents and families are high quality.

2.10 Extent to Which Family Services Will Be Provided

The RMS 21st CCLC program will provide on-site adult literacy classes and GED courses two nights per week beginning week four of the afterschool program and running throughout the remainder of the school year. In addition to the adult literacy and GED courses offered at RMS afterschool, adult literacy and GED classes will be provided by West Kentucky Community and Technical College during the day for parents who may work during evening hours. WKCTC adult education classes are every Tuesday, Wednesday, and Thursday from 8:30 - 12:30, and the learning lab is open Monday through Friday from 8:30 - 11:30 and 1:00 - 4:00. Transportation for parents to and from WKCTC will be provided by the college.

Other parent sessions including life skills sessions will be provided by program staff, co-applicant, and grant partners. The life skills sessions will be 1.5 hours and be held once per week beginning the fourth week of the afterschool program and each week thereafter. Topics will include financial management, leadership, account reconciliation, parenting, parent/teacher organization sessions, adult education, educational advancement, professional development, job skills, and more.

Table 3: Parental Sessions Weekly Schedule

Monday	<i>Life Skills Sessions</i>
4:00 to 5:30	Rotating Topics
Tuesday	<i>Adult Literacy and GED</i>
3:30 to 5:30	Computer Lab Open, Facilitator Present
Wednesday	<i>Parent / Child Hands-On Homework Help</i>
3:45 to 5:30	Teacher Present to Guide & Encourage Parents
Thursday	<i>Adult Literacy and GED</i>
3:30 to 5:30	Computer Lab Open, Facilitator Present
Friday	--No Sessions--

2.11 Family Activities Support Program Goals, Objectives, and Outcomes

Family educational activities will include adult literacy and GED courses to support decreasing the percentage of parents who do not have a high school diploma or GED. In addition, other family activities are designed to directly support the goal to increase parental involvement in RMS student's education. Sessions will be provided that discuss the importance of the parent's involvement in their child's education. Parents will be invited to participate in weekly Hand-on Homework Help sessions. After receiving an initial training session on how to help their child with homework in a positive and productive manner, parents will have the opportunity to participate in one homework help session every Wednesday. This will give the parents the skills needed to support their child during the stress of homework and provide parents and students a safe environment to practice the new skills.

2.12 Family Activity Timelines

Task	Person Responsible	Timeline
Inform partners of funding status / begin disseminating information about program / notify media about award	Program Manager	March 1, 2011
Recruit and Hire Staff	Program Manager	March 2011
Schedule family program activities and order materials	Site Coordinator	March 2011
Develop flyers and informational items	Site Coordinator	March 2001
Recruit and register parents of participating students	Site Coordinator	April 2011
Host informational meeting for parents of targeted students about the program	Program Manager	August 2011
Adult literacy and GED courses begin	Site Coordinator and WKCTC	September 2011
Parent Hands-On Homework Help Training Facilitated	Program Manager / Site Coordinator	September 2011
Parent/Student Homework Help Sessions Begin	Site Coordinator	September 2011
Collect evaluation data for parental participation for mid-year measure	Site Coordinator	December 2011

2.13 Staff Recruitment and Retention

McCracken County Public Schools is an equal opportunity employer that has employment policies in place and will abide by all existing policies when recruiting program staff. All staff, certified or classified, will be hired according to these policies. Background

checks will be completed on all employees of the program. Staff will be compensated based on current salary schedules which have been approved by the local board of education. Positions are advertised regionally in the newspapers, internally on the district website, and posted in school offices. Certified positions are advertised on the Kentucky Department of Education's website. Faculty and staff will be retained through opportunities for advancement within the school, support for continuing education, and a quality work environment. District encourages staff to attend professional development activities both inside and outside of the school district. MCPS has a family feel within the faculty and staff of the district. Faculty and staff are provided the tools they need to perform their job and trusted to accomplish the responsibilities assigned. There is a culture of support and respect between administrators, faculty, and staff which creates an environment conducive to learning for students. Instructional program staff members will be recruited from within the school. All staff will be compensated for additional time they work in the program.

2.14 Professional Development

Staff from the RMS 21st CCLC program will attend all professional development activities required by the Kentucky Department of Education for the 21st Century program. Professional development activities are regularly offered within the district encompassing varied topics. Program staff will be provided with professional development opportunities regularly on topics such as using assessment data to inform instruction, teaching in the common core areas, using specific curriculum materials, vertical alignment, and other issues specific to staff needs and interests. The 21st CCLC coordinator will attend professional development required for district teaching staff so to correlate afterschool activities with the academic needs of the school district. All program instructional staff will be strongly encouraged to attend professional development activities as well. Professional development will be offered to program teachers about Study Island as well.

Professional Development	Persons Attending	Timeline
21 st CCLC Program Orientation	Program Manager,	March 2011

	Programming Coordinator	
Directors Meeting	Program Manager	March 2011, annually
21 st CCLC State and National Meetings	Program Manager, Programming Coordinator, other staff	As Scheduled
Study Island Professional Development	Programming Coordinator, program teachers	June 2011, yearly
Family Resource Youth Service Center Fall Institute	Program Manager	Fall of each year
CPR and First Aid Training, Emergency Management Procedures	Programming Coordinator, program teachers, other staff	Yearly
Other Trainings	Required Program Staff	As needed

2.15 Safety and Accessibility of Program Site

The program will be housed at Reidland Middle School, and provides a safe and secure environment for students to learn. There is a single point of entry and exit (the front door) for the school that is monitored at all times by camera and by the front office. Surveillance cameras also monitor the lobby area, hallways, and all exterior entry and exit points. Telephones are located in every classroom including the gym, library, and computer labs, providing teachers with communication access in emergencies. All visitors must go to the front office to sign in and out. In addition, the building is two levels and is completely handicapped accessible with elevators available for those who need them. There are handicapped accessible water fountains, and handicap accessible restrooms are available that include handrails and larger doors to accommodate wheelchairs.

All day to day program activities will be completely contained in Reidland Middle School. The program will have access to classrooms, gym, library, music room, cafeteria, and two computer labs. Classrooms, computer labs, and the library are permanently wired with mimeos to facilitate 21st century learning. The location of the program will allow program oversight from a central location and will streamline dissemination of information.

Reidland Middle is located less than 1/2 mile from the nearest fire department and 1/2 mile from county ambulance services. First responders can be on site in 2-3 minutes. Fire alarms are located in each hallway and in the commons area, fire extinguishers are in each

hallway, commons area, gymnasium, science rooms, maintenance rooms, computer server room, and the kitchen. Fire extinguishers are inspected monthly. The building has fire alarms and fire pulls and is set up according to all state fire codes. A current certification of fire code inspection is on file. All faculty and staff are trained in the fundamentals of blood-borne pathogens. Faculty and staff are certified in CPR and are trained in emergency, fire, and severe weather procedures and in the school's detailed school safety plan. An automatic electronic heart defibrillator is housed at the nurse's station.

2.16 Process for Disseminating Information

Information about Reidland Middle School's 21st CCLC program will be disseminated through several different methods. Letters and brochures will be sent home with students. Information about the program will be posted on the district website and advertised through the county cable channel. The "one call" system and e-mail will be used to inform parents about the program and also to advertise life-skills sessions. The RMS 21st CCLC program will share information through local churches and businesses. Program informational booths will be set up on back to school nights, registration nights, at the fall festival, at the county fair, at Kentucky Oaks Mall during the back to school weekend, and at the local festival "Reidland Days". Brochures, letters, website postings, and booths will also be used to inform families about summer activities.

2.17 Role of Volunteers

Volunteers will be used in any for the activities that do not require the direct supervision of a certified teacher including light supervision, assistance with summer programs, homework help, the organization and dissemination of snacks, and with non-cognitive activities such as recreational activities. Volunteers will work with teachers to help compile daily homework and other instructional requirements of the students. Retired teachers and other area seniors will be recruited to read with students and other literacy related activities. All volunteers will be subject to district volunteer policies, including

background checks and references. The program partner, Heartland Worship Center, will provide volunteers for the program.

COLLABORATION AND PARTNERSHIPS

3.1 Coordination with Federal, State, and Local Programs

The school will rely on multiple community partners for the successful implementation and operation of the Reidland Middle 21st CCLC program. Representatives from the partnering agencies have agreed to assist the school in various ways as outlined in the attached partner agreements. Representatives from many of these agencies were involved in the program design.

- McCracken County Extension Services is the co-applicant and will provide student and/or adult enrichment programming at least once a month for the duration of the project period. The extension agent will participate in the program advisory council.
- Pennyrile Allied Community Services will provide nutritional sessions to participating students and their families.
- Hilliard Lyons Investments will provide an investment counselor to volunteer and provide sessions on financial planning and general money management.
- Mr. Charles Johnson, a local retired carpenter, will provide four woodworking skills sessions per year.
- McCracken County Sheriff's Department will provide informational sessions.
- Western Baptist Hospital will provide general health and wellness sessions.
- Dunn's Auto Repair will provide four sessions per year about basic automobile maintenance.
- Kentucky State Police will provide educational programs about underage drinking, the dangers of alcohol, alcohol and family dynamics, seatbelt safety, internet safety, cyber-bullying, and more.
- The American Red Cross will provide activities about safety during natural and man-made disasters including demonstrations and safety assessments.
- Reidland High School will provide high school students to volunteer for the RMS program.
- McCracken County Teen Court will facilitate an informational session to introduce students to the Teen Court project and recruit students to participate in the program.
- The Purchase Area Sexual Assault and Child Advocacy Center will provide 8 educational training sessions per semester on the topics of sexual assault, bullying, internet safety, risk reduction, body safety; Administer a pre- post-test to students about what they have learned through the training sessions; Provide clinical services for students who indicate that they have been sexually assaulted; Provide literature about sexual assault, bullying, internet safety, risk reduction, body safety, etc.
- West Kentucky Community and Technical College will provide adult literacy and GED classes for parents of participating students. They will also provide information and direction for students and families about educational opportunities, mentoring of students and parents, tours of campus, and career education counseling.
- Judge Cynthia Sanderson will provide educational sessions and direction for students about Family Court.

- U.S. Bank will provide sessions to students and parents about banking, understanding bank statements, and keeping a bank ledger.
- Harper Industries will provide quarterly sessions to students and parents about success in the workforce.
- Paducah Water will provide sessions to students on the topic of water, the water systems, and water conservation.
- Paducah Area Chamber of Commerce will provide speakers to give motivational talks and career educational sessions to students and their families.

3.2 Diversity of Perspectives

An advisory council is in place for our 21st CCLC program, and members have played an integral part in developing the project. These members were carefully chosen from a wide range of backgrounds and perspectives. Members include representatives from a variety of disciplinary and professional fields including parents, business owners, law enforcement, the court system, teachers, students, community members, retired professionals, and school administrators. Members each brought their own specialized knowledge, skills, and individual experiences to the table. Each member provided valuable input to the program.

3.3 Ongoing Support and Collaboration

The Reidland Middle School partners with many external entities that have a vested interest in the school like the local businesses, banks, and hospitals. The McCracken County Extension Office is the co-applicant and will be involved in every aspect of the program and provide various enrichment programs. Various departments within the district also collaborate with each other and will collaborate with the program. For instance, Extended School Services will provide tutoring for the program, and Reidland High School will provide students to volunteer for the program in exchange for extra credit.

Ongoing support and collaboration for this program will be a priority for the advisory council and will be a part of the agenda of each advisory council meeting. Advisory Council members will draw from their community connections to expand the partners of the Reidland Middle School 21st Century program and recruit additional community based organizations to provide collaboration and support.

3.4 Plan for Continuing the Program Beyond Funding (Sustainability)

Reidland Middle 21st CCLC program will rely on the 21st CCLC funding as seed money to implement a high-quality after school program serving the most at-risk students and their parents. Grant funds will be used to build a strong foundation for the program, and school staff and partners will be continuously mindful of the fact that this funding is not intended to continue the program indefinitely. As program implementation begins, school and district staff and the advisory council will identify additional potential sources of funding.

To address sustainability after the funding cycle lapses, a \$1.50 (sliding-scale) fee will be charged per day for participation in the program. \$1.50 will be charged for students not approved for free or reduced priced meals, \$0.75 for students approved for reduced priced meals, and \$0.00 for students approved for free meals. However, no student will be turned away because of inability to pay. All of the monies received from fees will be put into an account and used for the sustainability of the program.

In addition, the RMS 21st CCLC Advisory Council has provided the following ideas for sustainability after grant funds expire:

- Continued involvement by the co-applicant.
- Continued involvement by all school system programs and entities, including budgetary help where appropriate from such revenue sources as general fund, Extended School Services, gifted and talented, etc.
- Continued and expanded involvement of partners, including government agencies and local businesses.
- Recruitment of new partners who can bring personnel and financial resources to the program.
- Initializing a development fund that will provide a revenue stream from consistent sources, including alumni, individuals, and professional and corporate donors.
- Formation of student-led entrepreneurial events, such as plays, media productions, or printing/design services, using newly-learned skills to supplement income to the program.
- At the end of the five-year grant period, non-consumable materials will continue to be used within the afterschool program.

The eventual goal will be for the program to be self-sustaining, using some blending of revenue, such as 10% from the district's general fund, 35% from businesses and

partners, 30% in-kind donation of staff from community partners, 15% from fundraising, and 10% from fees.

3.5 Plan for Convening an Advisory Council

The council initially met on August 26, 2010 to discuss the potential grant opportunity and to decide if the 21st CCLC grant was something that RMS wanted to pursue, and what the scope of the project would be. Since then, the council has met 3 times in person and communicated through several e-mail conversations. Members of the council include RMS's principal, the library media specialist, the guidance counselor, a reading intervention coach, County Extension Agency (co-applicant), the Family Court Judge, a school resource officer, the McCracken County Sheriff, community business owners, teacher, parents, and three students. Members understand that they will play an ongoing role in the implementation of the program, as well as its sustainability in years to come. The council will continuously evaluate the program, making sure services are beneficial and applicable to students and their families, provide input about potential partnerships, and aid in developing a volunteer pool.

The Advisory Council will meet every other month to review progress toward meeting program goals and objectives. Meetings will be announced to the community and visitors will be welcome to attend and address the group. Any barriers to success will be brought to the Advisory Council, and program modifications will be made to insure their removal.

PROGRAM EVALUATION

4.1 Goals, Objectives, and Outcomes

Goal: To improve the academic achievement and social skills of every student at Reidland Middle School.
Objective: To reduce the percentage of students who perform below proficient in reading, math, and science by 20% by 2013.
Outcomes: The number of students scoring proficient or distinguished on the Kentucky State Assessment will increase by 20%.
The number of students who have a classroom grade on "D" or "F" in reading, math, and science will decrease 20% per year.
Study Island will indicate the number of students who are mastering reading or math will increase by 20% per year.

Objective: To increase the percentage of students who are meeting EXPLORE benchmarks by 20% by 2013.
Outcome: The number of students who are college and career ready upon graduation will increase.
Objective: To reduce the number of discipline referrals by 30% by 2013.
Outcomes: Classrooms will be an environment for less classroom disruption, more academic success, and higher overall test scores.
Discipline referrals will decrease before, during, and after school allowing for a healthier learning environment for all students.
Objective: To increase attendance rates by 20% by 2013.
Outcome: Absences will decrease for students at Reidland Middle School.
Objective: To decrease the number of students who maintain an unhealthy weight by 20% by 2013
Outcome: The number of students who maintain an unhealthy weight will decrease and the number of students who have a medical condition caused by the unhealthy weight will decrease.
Goal: To improve the parental involvement in their child's education while furthering the parent's educational attainment.
Objective: To increase parental involvement in their child's educational career.
Outcomes: More parents will be actively participating in SBDM elections, parent/teacher conferences, and volunteering in the classroom.
Objective: To increase the percentage of parents who have a diploma or GED.
Outcomes: A family culture of educational success within the homes of participating families.

4.2 Variety of Data Sources to Monitor Progress

The evaluation component of the program will use a variety of data sources to monitor and document on-going program impact on students' academic and social success. Academic data sources include teacher observations, classroom grades, mid-term and semester grades, and scores on state and norm-referenced tests. Social and non-cognitive indicators include discipline reports, student surveys measuring attitudes toward school, teacher reports, and attendance rates.

Baseline data will be recorded at the beginning of the program so that changes in each individual student can be measured. Both formal and informal assessments for academic and social/non-cognitive indicators will be assessed at the beginning, mid-term, semester end, and end of each school year.

Data Collection	Timeline	Person Responsible
Kentucky Core Content Test	October, Yearly	Program Director / Site Coordinator
Adequate Yearly Progress	October, Yearly	Program Director / Site Coordinator
Student Physical Fitness Tests /	4 Times Per Year	Site Coordinator

Student Health Screening		
Failure Rates	4 Times Per Year	Principal /
Discipline Referrals	4 Times Per Year	Principal /
School Attendance Records	4 Times Per Year	Principal /
Study Island Assessments in Reading and Mathematics	Monthly	Site Coordinator, teachers
Program Attendance Records	Monthly	Site Coordinator
Parent Participation in Program	Monthly	Site Coordinator
Parent Participation in Adult Literacy and GED Classes	Monthly	Site Coordinator / Partner

4.3 Addresses What to do if Adequate Student Progress is Not Made

If adequate student progress is not made based on mid-year measures, program staff will meet with the advisory council, address concerns, and make a decision on what approach to take. The site coordinator will compile data about the progress toward program goals, objectives, and outcomes to disseminate to the advisory council. Student progress will be addressed as a group and on an individual basis. Enrichment activities will be added or deleted depending on student response to them. School staff will be asked to provide additional input about activities that would lead to student success. Partners will also be consulted in order to better to meet the needs of participating students and families. Students that exhibit needs that are not addressed within the parameters of the program will be referred to a suitable program for additional help. Finally, students who require more intensive intervention will receive additional services from the program.

4.4 Lead Person to Collect Data

The Site Coordinator will be the lead person who collects data that supports the evaluation of student progress and program implementation. All data will be disseminated to the director and advisory council for further analysis and additional distribution.

BUDGET

5.1 Clear Connection Between Project Activities and Results

The goals of the RMS 21st CCLC program emphasize student academic improvement in reading, math, and science; non-cognitive improvement in discipline and attendance; and increasing parental involvement in their child's academic careers. The

budget reflects expenditures in activities that will accomplish these goals. There is a clear connection between all project activities and desired results, as explained in section 1.3 (programs linked to need), 1.4 (needs linked to outcomes), 1.5 (risks linked to remedies), as well as the measurable goals, objectives, and outcomes discussed in section 2.1.

5.2 Sufficient Fiscal Resources

The McCracken County Public School Board of Education will serve as the program's fiscal agent. Careful consideration by the Advisory Council and then the district's finance officer determined that the amounts identified on the budget are sufficient to support implementation of the program. Based on the budget allocation for the current day care program, funding for materials and supplies for enrichment activities is sufficient to engage 75 students per day.

5.3 Cost in Relation to Number of Students Served

There are 427 students in grades 6 - 8 in Reidland Middle School, and the program will serve an additional 75 students per day, four days a week. It is estimated that over the course of a month, we will serve 250 different students. With a proposed budget of \$150,000 per year, the cost per student per year is \$600.

5.4 Amount of Other Funds Needed

A variety of other funds will be used to support activities related to the RMS 21st CCLC program. Partners will provide the bulk of the cultural and non-cognitive enrichment activities for students and parents of the program. The McCracken County Food Service Program in collaboration with the National School Lunch Program will supply \$6570 in after-school snacks. They will also provide lunches and snacks during the two weeks of summer programming at a cost of \$675.

The McCracken County Public Schools Board of Education will provide financial services for approximately 10 days of the year to oversee the financial obligations of the program. Costs will be \$200 x 12.5 days or \$2,500.

The budget forms show other in-kind funding needed for the program.

5.5 Shows the Use of Non-Grant Funds

The use of non-grant funds to implement the program includes in-kind services from the director (10% of time spent on grant), \$8070 from Food Services, \$1,920 volunteer hours from the McCracken County Cooperative Extension office, and \$2,500 in administrative services. Partners are utilizing their organization funding to provide services to the program.

Study Island has committed to discount the cost of the reading and math components and in-kind the cost for year four of the program with the purchase of years 1, 2, and 3. This is a program savings of \$4132.

A commitment to sustain the program past the funding period includes actively pursuing outside grant funding sources, cultivating additional partners who could provide future staffing and funding, asking local churches to share in the cost of transporting children to various enrichment activities, contacting the local Retired Teachers Association to discuss the possibility of providing retired teachers to tutor students, and forming student-led entrepreneurial events such as plays, media productions, or printing/design services.

5.6 Detailed Budget Narrative

**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	58,760		59360		59960	25,000
Fringe Benefits	17628	0	17808		17988	
*Travel (staff)	\$7435		7435		7435	
Equipment	32956	4132	21040		21040	
Supplies/Materials	13221	5000	24357		23577	
Contractual	0	0	0		0	
Indirect Cost	0	0	0		0	
Transportation (program)	17000	0	17000		17000	
Other (specify)	3000	18820	3000	18820	3000	18820
Volunteers (\$8.00/hour – in-kind only)	0	10800	0	10800	0	10800
Yearly Totals Grant and In-Kind Funds	150000	38752	150000	29620	150000	29620

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

Budget Narrative Format

YEAR 1

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

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$58,760
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).	
Program Director	\$5,000
Site Coordinator (200 day classified position, \$150 per day)	\$30,000
Teachers (Classified teachers to provide academic instruction, homework help, and other academic enrichments. 1.5 hours per day, 4 days per week, 30 weeks per year, times 2 teacher @ \$25 per hour)	\$9,000
Instructional Assistants (Classified staff to provide help with student non-cognitive activities, and to oversee computer labs. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$12.50 per hour)	\$9,000
Student Mentors and Helpers (Provide student mentoring. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$8.00 per hour)	\$5,760
<i>IN-KIND Adult Volunteers (Volunteers to help with non-cognitive activities, to provide enrichment sessions for students and parents, to provide light homework assistance for students, to collect homework from students and put into teachers mailboxes, etc. 3 hours per day, 4 days per week, 30 weeks per year, 3 volunteers @ \$10.00 per hour in-kind)</i>	<i>\$10,800</i>
2. Fringe Benefits	\$17628
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
Fringes were calculated at 30% of the personnel. Fringes include FICA, 6.200%; Medicare, 1.450%; Kentucky Teacher or County Retirement; KSBA Unemployment; Workers Compensation. The Site Coordinator also includes health, dental, and life insurance.	
	17,628
3. Travel (Staff)	\$7435

In state – You must allocate funds for at least 2 project staff to attend 21st CCLC program orientation (or other state event in years two and three) and 3 state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$85 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15. You must also allocate funds for an annual Directors meeting and at least two other state mandated meetings and conferences.

In State Travel – 2 staff, (lodging @ \$85 per night for one night, \$30 Per Diem per day for two days) plus Mileage \$210 (mileage from Paducah to Frankfort and back) plus incidentals (\$60 for parking, tolls, or other incidentals) = \$500 per trip. \$500 per trip rate multiplied by 5 trips (3 state workshops and 2 other mandates meetings and conferences) = \$2500.

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

Out Of State Travel – 2 staff (lodging @ 125 per night for one night, \$30 Per Diem per day for two days, airfare of \$350) plus Mileage \$10.50 (mileage from Paducah to Barkley Regional Airport and back) plus incidentals (50\$ for parking, tolls, taxis, and other incidentals) plus \$500 registration costs = \$1645 per trip. \$1145 per trip multiplied by 3 trips = \$3435

Total Travel..... \$7435

4. Equipment	\$32,956
---------------------	-----------------

Itemize items and cost of each.

Study Island (Study Island reading and math components for 6 th , 7 th , and 8 th grade plus professional development for RMS teachers and staff. Cost for Study Island years 1, 2, and 3 (received a 10% discount for multiyear purchase). Received site license and software for year four as in-kind. The advisory council made the decision to incorporate the cost of years 1, 2, and 3 because of the 10% discount and the in-kind of year 4, thus incurring a savings of over \$5000	\$10,756
<i>IN-KIND – Study Island site license and software for year four of the program, multiyear discount of \$994.....</i>	<i>\$5129</i>
Ascend Web Based Remediation and Enrichment Program (\$40 per license X 75 licenses).....	\$3000
Lego Mindstorms NXT robotics kits, robotics kits to be used weekly during the afterschool program and during a one week intensive summer camp. (25 kits @ \$300 per kit)	\$7,500
GEAR-Tech-21 Software for Robotics Kits (software for 25 kits).....	\$3,000
MacBook to be used with Photography sessions	\$1,000
Canon SLR Digital Camera with Lens (four cameras @ \$600 each).....	\$2,400
Canon 75-300 Zoom Lens (four lenses @ \$150 each).....	600
Photo Printer for Photography (HP Photosmart B8550 Photo Printer or equivalent; Prints 4 X 6 up to 13 X 19 size prints; 2 printers)	\$700
Kitchen Equipment for Cooking Sessions.....	\$500
Archery Equipment and Supplies (Bows and Arrows, Targets, etc.).....	\$1,500
Computer for Site Coordinator.....	\$1,500
Laser Printer for Site Coordinator	\$500

Materials and Supplies

\$13221

Itemize items and cost of each.	
Printer Cartridges for Photo Printer.....	\$250
Photo Quality Papers in Multiple Sizes.....	\$250
Photography Aids (reflectors, backdrops, materials to make props).....	\$250
Obstacle Course Mat to be used with Robotics Kits (5 Mats to be shared @ \$100 each).....	\$500
Printer Cartridges for Site Coordinator Office.....	\$200
Instructional materials and supplies, handouts, workbooks, manipulatives for math remediation, supplies for enrichment activities, recreational activities, all consumable supplies, supplies for family sessions including some but not all handouts, materials for woodworking sessions	11,771
<i>IN-KIND -- Materials and supplies for physical education activities, afterschool program will use existing materials for all recreational and physical education activities during year one</i>	
	\$5,000
6. Contractual	\$
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...	
7. Indirect	\$
Itemize administrative expenses such as phones, postage, advertising, etc.)	
None	
8. Transportation (Program)	\$17,000
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
Transportation home in the evening for students (Transportation is requested to ensure students have a way home in the evening and to ensure transportation from the program is not a hindrance for student participation in the program. \$12,500 is requested because of RMS rural location	\$12,500
Transportation to and from school during summer camps	\$2,500
Transportation for field trips	\$2000
All transportation costs include the cost of Bus, mileage, driver, bus monitor, maintenance and upkeep.	
9. Other (Specify and Itemize)	\$3000

Cell Phone for Site Coordinator	\$1000
Advertising Program	\$1000
Field Trip Entry Fees.....	\$1000

IN-KIND – Program staff will have access to Reidland Middle School including office space, classrooms, music room, computer labs, gym, cafeteria, common areas, and hallways. The additional traffic will increase the cost of janitorial services incurred by RMS. Janitorial costs will be covered by the school as In-Kind..... \$10,000

IN-KIND – Daily snacks for students \$0.73 per student for 75 students X 120 days..... 6,570

IN-KIND – Summer Breakfast for lunch \$3.00 per student for 75 students per day X 10 days 2250

TOTAL REQUESTED =

\$150,000

**Budget Narrative Format
YEAR 2**

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

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$59360
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).	
Program Director	\$5,000
Site Coordinator (200 day classified position, \$153 per day)	\$30,600
Teachers (Classified teachers to provide academic instruction, homework help, and other academic enrichments. 1.5 hours per day, 4 days per week, 30 weeks per year, times 2 teacher @ \$25 per hour)	\$9,000
Instructional Assistants (Classified staff to provide help with student non-cognitive activities, and to oversee computer labs. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$12.50 per hour)	\$9,000
Student Mentors and Helpers (Provide student mentoring. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$8.00 per hour)	\$5,760
<i>IN-KIND Adult Volunteers (Volunteers to help with non-cognitive activities, to provide enrichment sessions for students and parents, to provide light homework assistance for students, to collect homework from students and put into teachers mailboxes, etc. 3 hours per day, 4 days per week, 30 weeks per year, 3 volunteers @ \$10.00 per hour in-kind)</i>	
	<i>\$10,800</i>
2. Fringe Benefits	\$17808
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
Fringes were calculated at 30% of the personnel. Fringes include FICA, 6.200%; Medicare, 1.450%; Kentucky Teacher or County Retirement; KSBA Unemployment; Workers Compensation. The Site Coordinator also includes health, dental, and life insurance.	
	17,628
3. Travel (Staff)	\$7435

In state – You must allocate funds for at least 2 project staff to attend 21st CCLC program orientation (or other state event in years two and three) and 3 state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$85 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15. You must also allocate funds for an annual Directors meeting and at least two other state mandated meetings and conferences.

In State Travel – 2 staff, (lodging @ \$85 per night for one night, \$30 Per Diem per day for two days) plus Mileage \$210 (mileage from Paducah to Frankfort and back) plus incidentals (\$60 for parking, tolls, or other incidentals) = \$500 per trip. \$500 per trip rate multiplied by 5 trips (3 state workshops and 2 other mandates meetings and conferences) = \$2500.

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

Out Of State Travel – 2 staff (lodging @ 125 per night for one night, \$30 Per Diem per day for two days, airfare of \$350) plus Mileage \$10.50 (mileage from Paducah to Barkley Regional Airport and back) plus incidentals (50\$ for parking, tolls, taxis, and other incidentals) plus \$500 registration costs = \$1645 per trip. \$1145 per trip multiplied by 3 trips = \$3435

Total Travel \$7435

4. Equipment	\$21040
---------------------	----------------

Itemize items and cost of each.

- Ascend Web Based Remediation and Enrichment Program (\$40 per license X 75 license) \$3000
- Lego Mindstorms NXT robotics kits, robotics kits to be used weekly during the afterschool program and during a one week intensive summer camp. (7 replacement kits @ \$300 per kit)..... \$2,100
- GEAR-Tech-21 Software for Robotics Kits (software for replacement 7 kits @ 120 each) \$840
- Canon SLR Digital Camera with Lens (one replacement camera @ \$600 each) \$600
- Canon 75-300 Zoom Lens (one replacement lens @ \$150 each)..... \$150
- Photo Printer for Photography (HP Photosmart B8550 Photo Printer or equivalent; Prints 4 X 6 up to 13 X 19 size prints; 1 replacement / expansion printer)..... \$350
- Kitchen Equipment for Cooking Sessions..... \$1500
- Archery Equipment and Supplies (Replacement Bows and Arrows, Targets, etc.)..... \$2,500
- MacBooks (5 Macbooks at \$1000 each, to be used by the afterschool program for photography sessions, photo editing, movie making, music creation, video creation and editing and other activities specifically geared toward the Mac) \$5,000
- Recreational equipment including but not limited to basketballs, volleyballs, volleyball net, Zumba materials, Yoga Mats, Jump Ropes, etc \$5,000

Materials and Supplies	\$24357
-------------------------------	----------------

Itemize items and cost of each.	
Printer Cartridges for Photo Printer, Photo Quality Papers in Multiple Sizes, Photography Aids (reflectors, backdrops, materials to make props), Obstacle Course Mat replacement mats or new obstacles to be used with Robotics Kits, Printer Cartridges for Site Coordinator Office, Instructional materials and supplies, handouts, workbooks, manipulatives for math remediation, supplies for enrichment activities, recreational activities, all consumable supplies, supplies for family sessions including some but not all handouts, materials for woodworking sessions.....	\$24,357
6. Contractual	\$0
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...	
7. Indirect	\$0
Itemize administrative expenses such as phones, postage, advertising, etc.)	
None	
8. Transportation (Program)	\$17,000
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
Transportation home in the evening for students (Transportation is requested to ensure students have a way home in the evening and to ensure transportation from the program is not a hindrance for student participation in the program. \$12,500 is requested because of RMS rural location	\$12,500
Transportation to and from school during summer camps.....	\$2500
Transportation for field trips	\$2,000
All transportation costs include the cost of Bus, mileage, driver, bus monitor, maintenance and upkeep.	
9. Other (Specify and Itemize)	\$3000
Cell Phone for Site Coordinator	\$1000
Advertising Program	\$1000
Field Trip Entry Fees.....	\$1000
<i>IN-KIND – Program staff will have access to Reidland Middle School including office space, classrooms, music room, computer labs, gym, cafeteria, common areas, and hallways. The additional traffic will increase the cost of janitorial services incurred by RMS. Janitorial costs will be covered by the school as In-Kind.....</i>	
	<i>\$10,000</i>
<i>IN-KIND – Daily snacks for students \$0.73 per student for 75 students X 120 days.....</i>	
	<i>6,570</i>
<i>IN-KIND – Summer Breakfast for lunch \$3.00 per student for 75 students per day X 10 days.....</i>	
	<i>2250</i>
TOTAL REQUESTED =	\$150,000

**Budget Narrative Format
YEAR 3**

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

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$59960
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).	
Program Director	\$5,000
Site Coordinator (200 day classified position, \$156 per day)	\$31,200
Teachers (Classified teachers to provide academic instruction, homework help, and other academic enrichments. 1.5 hours per day, 4 days per week, 30 weeks per year, times 2 teacher @ \$25 per hour)	\$9,000
Instructional Assistants (Classified staff to provide help with student non-cognitive activities, and to oversee computer labs. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$12.50 per hour)	\$9,000
Student Mentors and Helpers (Provide student mentoring. 3 hours per day, 4 days per week, 30 weeks per year, 2 assistants @ \$8.00 per hour)	\$5,760
<i>IN-KIND Adult Volunteers (Volunteers to help with non-cognitive activities, to provide enrichment sessions for students and parents, to provide light homework assistance for students, to collect homework from students and put into teachers mailboxes, etc. 3 hours per day, 4 days per week, 30 weeks per year, 3 volunteers @ \$10.00 per hour in-kind)</i>	<i>\$10,800</i>
2. Fringe Benefits	\$17988
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
Fringes were calculated at 30% of the personnel. Fringes include FICA, 6.200%; Medicare, 1.450%; Kentucky Teacher or County Retirement; KSBA Unemployment; Workers Compensation. The Site Coordinator also includes health, dental, and life insurance.	
	17,628
3. Travel (Staff)	\$7435

In state – You must allocate funds for at least 2 project staff to attend **21st CCLC** program orientation (or other state event in years two and three) and 3 state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$85 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15. You must also allocate funds for an annual Directors meeting and at least two other state mandated meetings and conferences.

In State Travel – 2 staff, (lodging @ \$85 per night for one night, \$30 Per Diem per day for two days) plus Mileage \$210 (mileage from Paducah to Frankfort and back) plus incidentals (\$60 for parking, tolls, or other incidentals) = \$500 per trip. \$500 per trip rate multiplied by 5 trips (3 state workshops and 2 other mandates meetings and conferences) = \$2500.

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

Out Of State Travel – 2 staff (lodging @ 125 per night for one night, \$30 Per Diem per day for two days, airfare of \$350) plus Mileage \$10.50 (mileage from Paducah to Barkley Regional Airport and back) plus incidentals (50\$ for parking, tolls, taxis, and other incidentals) plus \$500 registration costs = \$1645 per trip. \$1145 per trip multiplied by 3 trips = \$3435

Total Travel..... \$7435

4. Equipment	\$21040
---------------------	----------------

Itemize items and cost of each.

- Ascend Web Based Remediation and Enrichment Program (\$40 per license X 75 license) \$3000
- Lego Mindstorms NXT robotics kits, robotics kits to be used weekly during the afterschool program and during a one week intensive summer camp. (7 replacement kits @ \$300 per kit)..... \$2,100
- GEAR-Tech-21 Software for Robotics Kits (software for replacement 7 kits @ 120 each) \$840
- Canon SLR Digital Camera with Lens (one replacement camera @ \$600 each) \$600
- Canon 75-300 Zoom Lens (one replacement lens @ \$150 each)..... \$150
- Photo Printer for Photography (HP Photosmart B8550 Photo Printer or equivalent; Prints 4 X 6 up to 13 X 19 size prints; 1 replacement / expansion printer)..... \$350
- Kitchen Equipment for Cooking Sessions..... \$1500
- Archery Equipment and Supplies (Replacement Bows and Arrows, Targets, etc.)..... \$2,500
- MacBooks (5 Macbooks at \$1000 each, to be used by the afterschool program for photography sessions, photo editing, movie making, music creation, video creation and editing and other activities specifically geared toward the Mac) \$5,000
- Recreational equipment including but not limited to basketballs, volleyballs, volleyball net, Zumba materials, Yoga Mats, Jump Ropes, etc \$5,000

Materials and Supplies	\$23,577
-------------------------------	-----------------

Itemize items and cost of each.

Printer Cartridges for Photo Printer, Photo Quality Papers in Multiple Sizes, Photography Aids (reflectors, backdrops, materials to make props), Obstacle Course Mat replacement mats or new obstacles to be used with Robotics Kits, Printer Cartridges for Site Coordinator Office, Instructional materials and supplies, handouts, workbooks, manipulatives for math remediation, supplies for enrichment activities, recreational activities, all consumable supplies, supplies for family sessions including some but not all handouts, materials for woodworking sessions..... \$23577

6. Contractual **\$**

Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...

7. Indirect **\$**

Itemize administrative expenses such as phones, postage, advertising, etc.)

None

8. Transportation (Program) **\$17,000**

Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)

Transportation home in the evening for students (Transportation is requested to ensure students have a way home in the evening and to ensure transportation from the program is not a hindrance for student participation in the program. \$12,500 is requested because of RMS rural location \$12,500

Transportation to and from school during summer camps \$2,500

Transportation for field trips \$2000

All transportation costs include the cost of Bus, mileage, driver, bus monitor, maintenance and upkeep.

9. Other (Specify and Itemize) **\$0**

Cell Phone for Site Coordinator \$1000

Advertising Program \$1000

Field Trip Entry Fees..... \$1000

IN-KIND – Program staff will have access to Reidland Middle School including office space, classrooms, music room, computer labs, gym, cafeteria, common areas, and hallways. The additional traffic will increase the cost of janitorial services incurred by RMS. Janitorial costs will be covered by the school as In-Kind..... \$10,000

IN-KIND – Daily snacks for students \$0.73 per student for 75 students X 120 days..... 6,570

IN-KIND – Summer Breakfast for lunch \$3.00 per student for 75 students per day X 10 days..... 2250

TOTAL REQUESTED – **\$150,000**

BUDGET PAGE- New Applicants

PRICE FOR SERVICE:

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

Original Award Period (Year One) 150,000 max 2011-2012 School Year	Continuation Funding (Year Four) 75% of grant amount 2013-2014 School Year	Continuation Funding (Year Five) 50% of grant amount, not be less than \$50,000 2014-2015
\$ <u>150,000</u>	\$ <u>\$112,500</u>	\$ <u>\$75,000</u>

List of Community Partners

- McCracken County Extension Services
- Pennyrile Allied Community Services
- Hilliard Lyons Investments
- Mr. Charles Johnson
- McCracken County Sheriff's Department
- Western Baptist Hospital
- Dunn's Auto Repair
- Kentucky State Police
- The American Red Cross
- Reidland High School
- McCracken County Teen Court
- The Purchase Area Sexual Assault and Child Advocacy Center
- West Kentucky Community and Technical College
- Judge Cynthia Sanderson
- U.S. Bank
- Harper Industries
- Paducah Water
- Paducah Area Chamber of Commerce

JOB DESCRIPTIONS

Project Director

TITLE: Reidland Middle School 21st CCLC Program Project Director

QUALIFICATIONS:

1. Maintains a current teaching certificate
2. Requires a minimum of 10 years of experience in classroom and/or education administration
3. Demonstrates ability to work effectively with a variety of agencies
4. Demonstrates ability to coordinate and provide training

REPORTS TO:

School Principal / Superintendent

PERFORMANCE

REPSONSIBILITIES:

1. Oversight of the program and personnel
2. Oversight of data collection and evaluation
3. Secures and participates in professional development for staff
4. Collaborates with Program Manager and District Financial Officer in budget issues
5. Oversight and financial management of program
6. Helps Program Manager with organizing and scheduling program activities, as needed
7. Attends 21st CCLC meetings

FUNDING SOURCE:

The Project Director will be a part-time position and will work 12.5 days on a 7.5 hour per day schedule. Position to begin March 1, 2010, pending funding notification.

Site Coordinator

TITLE: Reidland Middle School 21st CCLC Program
Site Coordinator

QUALIFICATIONS:

1. A related 4-year degree or work experience is required.
2. Demonstrates strong organizational skills, be goal orientated, and have the ability to multitask.
3. Demonstrates ability to work effectively with a variety of people, faculty and staff, students and families, and agencies.
4. Demonstrates ability to coordinate training and professional development for staff.

REPORTS TO:

Project Director, Principal, and Superintendent

PERFORMANCE

REPOSIBILITIES:

1. Recruits students and parents for program activities.
2. Participates in professional development in core content; program of studies, reading, math, and science best practices.
3. Attends national, state, and regional 21st CCLC meetings.
4. Purchases supplies for program, maintains program inventory.
5. Coordinates with program partners to offer enrichment and recreational activities.
6. Gathers student academic and non-cognitive and parent data for evaluation.
7. Coordinates with local food services to provide snacks for students.
8. Assigns adult and student tutors.
9. Manages all activities when program is in session and provides hand-on help and oversight of day to day program activities.
10. Organizes and plans Saturday field trips and summer camps.
11. Coordinates with district transportation officer to provide transportation for after-school, Saturday, and summer program.
12. Organizes and designs schedule of sessions for after-school program. Contacts partners and schedules partner sessions.
13. Conducts Advisory Council meetings.
14. Revises and improves program activities according to evaluation plan.
15. Coordinate WKCTC activities and refer parents for adult literacy or GED classes.
16. Build and maintain additional collaborative relationships in the community.
17. Actively cultivate additional community based support and partnerships for the program to sustain program after funding lapses.
18. Advertise the program to students, parents, and community based organizations.
19. Assist program director in the financial management of funding.
20. Seek additional funding to sustain the program.
21. Pursue continuing education opportunities in best practices and science-based strategies.
22. Oversee media and public relations campaigns.
23. Attend parent-teacher conferences, back-to-school activities, and other activities to advertise program opportunities.
24. Manage and coordinate program staff and volunteers.

25. Responsible for all project documentation.
26. Other responsibilities as required.

FUNDING

SOURCE:

The Site Coordinator will be a full-time position and will work 200 days on a 8 hour per day schedule. Position to begin March 1, 2010, pending funding notification. The annual salary established for this position is 200 days at \$150 per day for \$30,000.

Teachers

TITLE: Reidland Middle School 21st CCLC Program
Teachers

QUALIFICATIONS:

1. Require a 4-year degree in education or related field
2. Works well with students
3. Working knowledge of reading, science and math skills

REPORTS TO:

Site Coordinator, Project Director, Principal, Superintendent

PERFORMANCE

REPOSIBILITIES:

1. Provide tutoring and academic instruction services to students, facilitate homework help.

FUNDING

SOURCE:

The Adult Tutors will be a part-time position. Position will begin March 1, 2010, pending funding notification.

Instructional Assistants

TITLE: Reidland Middle School 21st CCLC Program
Instructional Assistants

QUALIFICATIONS:

1. Require high school diploma
2. Good organization skills
3. Works well with children

REPORTS TO:

Site Coordinator, Project Director, Principal, Superintendent

PERFORMANCE

RESPONSIBILITIES:

1. Attend Saturday excursions
2. Facilitate recreation and enrichment activities
3. Set up rooms for crafts and other activities
4. Monitor computer labs and library hours with students and parents

FUNDING

SOURCE:

The Instructional Assistants will be a part-time position. Position to begin March 1, 2010, pending funding notification.

Student Helpers

TITLE: Reidland Middle School 21st CCLC Program
Student Helpers

QUALIFICATIONS:

1. Good organization skills
2. Works well with children
3. Recommended by Reidland High School Principal

REPORTS TO:

High School Principal, Site Coordinator, Project Director, Principal,
Superintendent

PERFORMANCE

REPOSIBILITIES:

1. Student mentor and program helper

Equitable Access and Participation Plan

In accordance with the General Education Provisions Act (GEPA), The McCracken County Public School District ensures equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation.

Equity for all students in terms of access and educational opportunities is a goal of the Reidland Middle School 21st CCLC program. Within this proposal, there are goals, strategies and activities designed to address all students and parents in terms of access and achievement outcomes for all involved.

Currently there are no physical or programmatic barriers identified that would hinder student equitable access. All students are eligible and will be encouraged to participate.

All facilities are handicapped accessible, with an elevator to ensure easy access to the building from the commons area. If needed, one of the program staff will be available if any student needs individual attention.

**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:

(1) 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)

5347 Benton Road, Paducah, McCracken County KY 42003

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

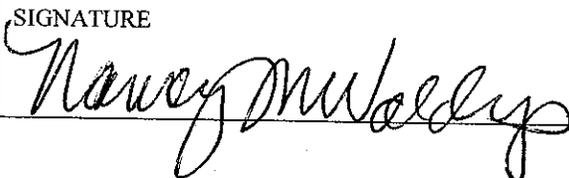
**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

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		PR/AWARD NUMBER AND / OR PROJECT NAME	
Reidland Middle School		Reidland Middle School 21 st CCLC Project	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Dr. Nancy Moore Waldrop, Superintendent			
SIGNATURE		DATE	
		12/14/10	



**NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS REPORT - 2010**

November 02, 2010

**Reidland Middle School
Mccracken County**

Grades: 06-08

Code:395115

Met 10 out of 10 target goals (100.0 percent)

Title I: Yes

Made Overall AYP: Yes

Under the federal No Child Left Behind Act a school/district must make 100 percent of its target goals in order to qualify as having made Adequate Yearly Progress (AYP).

Student Group*	Met Annual Measurable Objective		Met Participation Rate	Other Academic Indicator**
	Reading	Mathematics		
All Students	Yes	Yes	Yes	Yes
White (Non-Hispanic)	Yes	Yes	Yes	
African-American	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	
Asian	n/a	n/a	n/a	
Limited English Proficiency	n/a	n/a	n/a	
Free/Reduced Lunch	Yes	Yes	Yes	
With Disability	n/a	n/a	n/a	

For more information see the No Child Left Behind (NCLB) Interpretive Guide at: <http://www.education.ky.gov/>.

* If a student group is listed as n/a in the chart, it means there were not enough students in that group at this school to get a valid score for AYP purposes. Each student is included in the "All Students" group.

** Other Academic Indicator is defined on page 2.

*** If a subpopulation doesn't meet its Annual Measurable Objective, it can still be in "Safe Harbor" and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who perform below proficient.





Kentucky
No Child Left Behind (NCLB)
Adequate Yearly Progress Report - 2010
Based on Interim Assessment Results

School: Reidland Middle School
 District: Mccracken County
 Code: 395115
 Title I: Yes

Testing Year	Annual Measurable Objective (AMO)		Adequate Yearly Progress (AYP) Summary			Overall AYP	School Status
	Reading	Mathematics	Reading	Mathematics	AYP		
2001-02	45.60	16.49	N/A	N/A	N/A	Yes	2002-03
2002-03	45.60	16.49	Yes	Yes	Yes	Yes	2003-04
2003-04	45.60	16.49	Yes	Yes	Yes	Yes	2004-05
2004-05	52.40	26.93	Yes	Yes	Yes	Yes	2005-06
2005-06	52.40	26.93	No	No	No	No	2006-07
2006-07	52.40	26.93	Yes	Yes	Yes	Yes	2007-08
2007-08	59.20	37.97	Yes	Yes	Yes	Yes	2008-09
2008-09	66.00	47.81	Yes	Yes	Yes	Yes	2009-10
2009-10	72.80	58.25	Yes	Yes	Yes	Yes	2010-11
2010-11	79.60	68.68	Yes	Yes	Yes	Yes	2011-12
2011-12	85.40	79.12	Yes	Yes	Yes	Yes	2012-13
2012-13	93.20	89.56	Yes	Yes	Yes	Yes	2013-14
2013-14	100.00	100.00	Yes	Yes	Yes	Yes	2014-15

The above table displays a summary of AYP decisions for reading, mathematics, and overall; and information about consequences.

Adequate Yearly Progress (AYP)

AYP is the term used in the Federal No Child Left Behind (NCLB) Act to categorize whether a school or school district has met federal accountability requirements. Three components combine to determine whether a school or district achieves AYP:

1. Annual Measurable Objective (AMO) in reading and mathematics;
 2. Participation Rate; and
 3. Other Academic Indicator.
- The Other Academic Indicator differs depending on the grade level of the school or district:
- Elementary and Middle School Level:
1. Increase percentage Proficient plus Distinguished (P+D) in combined science, social studies and writing on-demand compared to prior year; or
 2. Perform at or above the state average percentage Proficient plus Distinguished (P+D) in combined science, social studies and writing on-demand plus a confidence interval; or
 3. Decrease percentage novice in combined reading, mathematics, science, social studies and writing on-demand compared to the prior year.
- High School Level:
1. Graduation rate must meet the state goal of 86.75 or
 2. Graduation rate must have increased by 2% when compared to the prior year.

Sufficient Size

For Annual Measurable Objectives: (Accountable Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND
2. at least 60 students in the subpopulation in these combined grades OR the number of students in the subpopulation is at least 15% of all students in these combined grades.

For Participation: (Tested Students)

1. at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND
2. at least 60 students in the subpopulation in these combined grades.

Run Date: 11/2/2010

Safe Harbor (Denoted by "Safe")

A school that has not met the reading or mathematics AYO is considered to have met the objective in reading or mathematics if the school reduces its percent of total students or subpopulation(s) (whichever group(s) did not meet the reading or mathematics annual measurable objective), scoring below proficient by 10%.

NCLB Consequences (Title I)

School Improvement - Yr 1 (2 years not making AYP): Notify parents, implement school choice, and write or revise school plan.
 School Improvement - Yr 2 (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental services.
 Corrective Action - Yr 1 (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, and implement corrective action.
 Corrective Action - Yr 2 (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and write a plan for Alternative Governance.
 Restructuring (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental services, continue corrective action and implement Alternative Governance Plan.

State Assistance (Non-Title I)

Senate Bill 1, signed into law in March 2009, requires state accountability for Non-Title I schools. If a non-Title I school does not make AYP in the same content area for two consecutive years, the school will be eligible for state assistance. The description "Eligible for State Assistance" will appear in the Consequences, School Status column, followed by the number "1" or "2" indicating the number of years eligible.

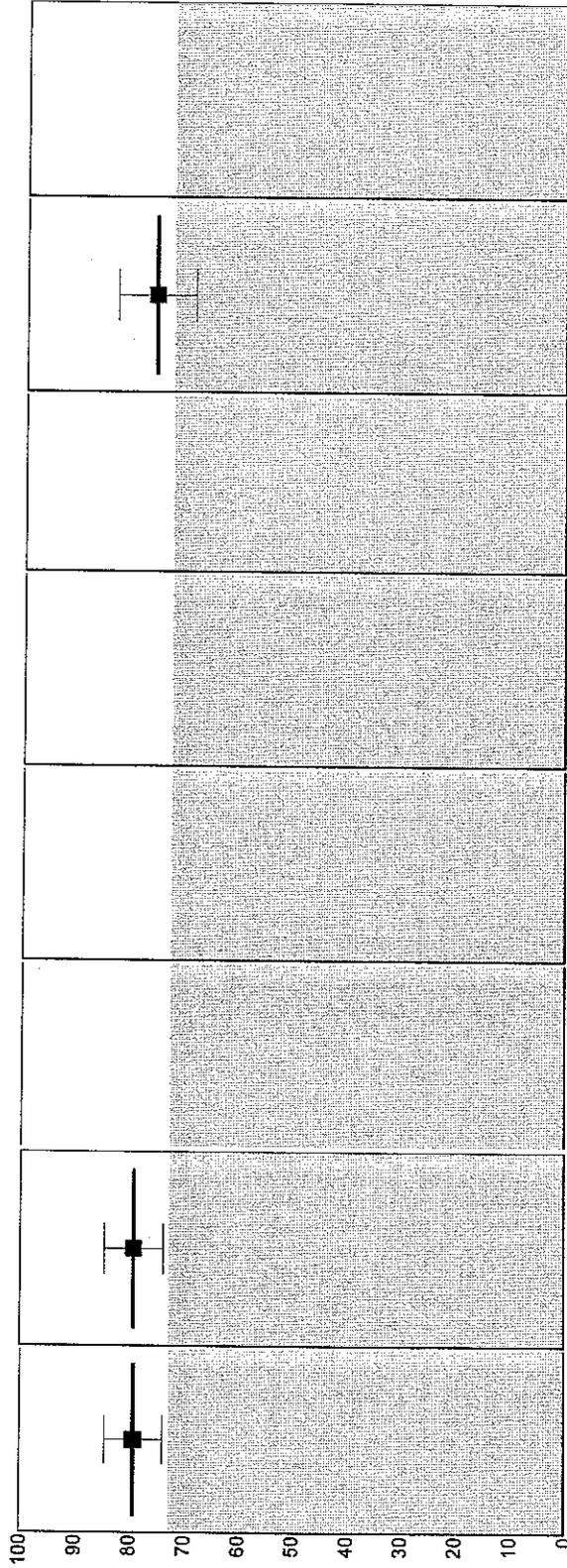
It is important to note that if a school or district does not meet the requirements of the Other Academic Indicator or Participation Rate, the school or district is considered to have missed AYP in both reading and mathematics.



Kentucky
 No Child Left Behind (NCLB)
 Adequate Yearly Progress Report - 2010
 Based on Interim Assessment Results

School: Reidland Middle School
 District: Mccracken County
 Code: 395115
 Title I: Yes

2010 Reading AMO



	Reading AMO			2010		Participation Rate		Other Academic Indicators			
	2009	2009	2010	2010	2010	2009	2010	2009	2010	2009	
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	Pct	P + D % (Nevies %)	2009	2010	
All Students	428	75.47	414	79.23 (73.99, 84.47)	428	428	100.00	67.14 (5.62)	61.05	6.24	N/A
White (Non-Hispanic)	405	77.28	395	79.24 (73.87, 84.61)	407	407	100.00				N/A
African-American	16		15		18						
Hispanic	5		3		2						
Asian	0		0								
Limited English Proficiency	0		0								
Free/Reduced Lunch	223	70.85	242	76.03 (68.81, 83.25)	257	257	100.00				
With Disability	41		39		34						

Denote:
 x - Below AYP Target
 s - Safe Harbor
 * - 15% of Population
 c - Combined LEP
 a - Above State Average
 2 - Two Year Average
 3 - Three Year Average

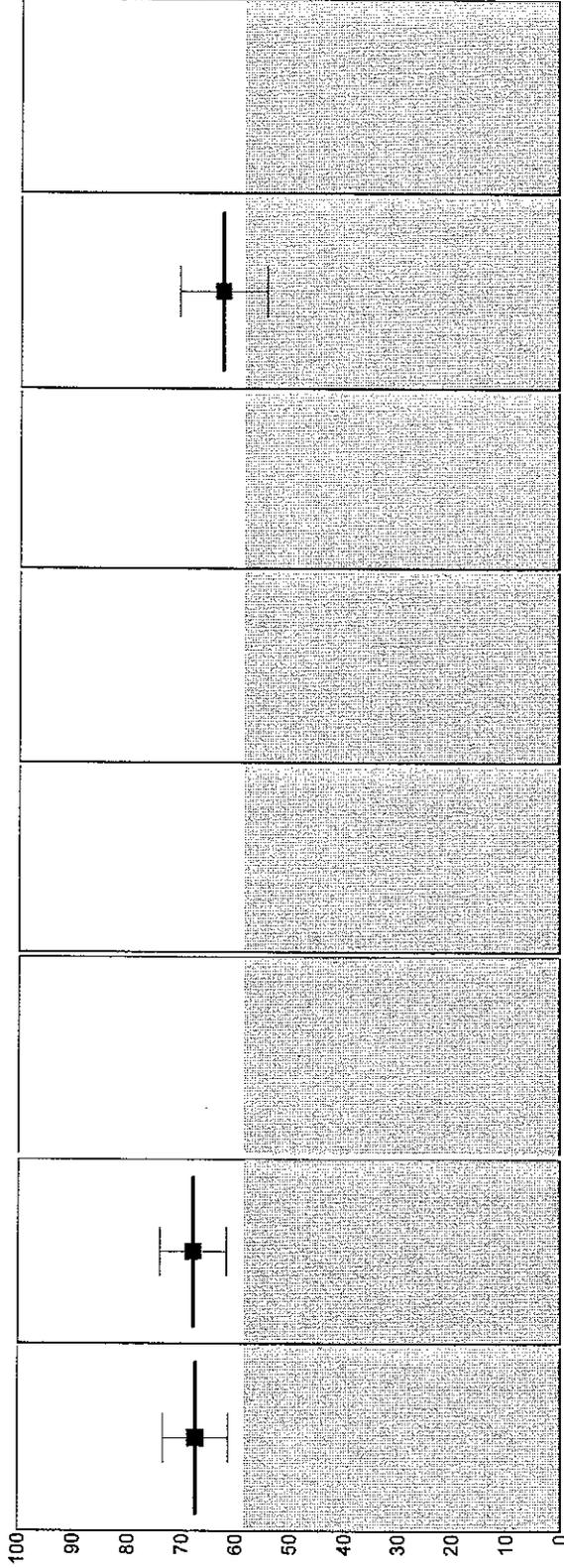
The graph above presents the 2010 percentage of students at or above proficiency with a 99% confidence interval. The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target for reading. The 2010 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage. The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made. The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.



Kentucky
 No Child Left Behind (NCLB)
 Adequate Yearly Progress Report - 2010
 Based on Interim Assessment Results

School: Reidland Middle School
 District: Mcracken County
 Code: 395115
 Title I: Yes

2010 Mathematics AMO



	2009		2010		2010		Other Academic Indicators		
	No. Students	% Proficient	No. Students	% Proficient (Low, High)	Enrollment	Tested	P + D % (Notices %)	Graduation Rate	
All Students	428	63.79	414	67.39 (61.33, 73.45)	428	428	2010	2006	
White (Non-Hispanic)	405	65.19	395	67.95 (61.67, 74.03)	407	407	67.14 (5.62)	61.05 (6.24)	N/A
African-American	16		15		18		Denote: x - Below AYP Target		
Hispanic	5		3		2		s - Safe Harbor		
Asian	0		0				t - 15% of Population		
Limited English Proficiency	0		0				c - Combined LEP		
Free/Reduced Lunch	223	59.64	242	62.40 (54.21, 70.59)	257	257	a - Above State Average		
With Disability	41		39		34		2 - Two Year Average		
							3 - Three Year Average		

The graph above presents the 2010 percentage of students at or above proficiency with a 99% confidence interval.
 The top of the shaded area of the graph indicates the 2010 Annual Measurable Objective (AMO) target for mathematics.
 The 2010 percent proficient or above is presented in the table along with the low and high points of the confidence interval around the 2010 percentage.
 The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
 The No. Students column includes the total of all accountable students in each grade where NCLB assessments are administered.

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) McCracken County Public Schools, Reidland Middle School	
"Primary" Contact Person Susan Nelson	Title Principal, Reidland Middle School
District or Organization Name (for contact person) Reidland Middle School	
Mailing Address (for contact person) 5347 Benton Road,	Phone 270-538-4190
City, State, and Zip Paducah, KY 42003	Fax 270-538-4191
E-mail (for contact person) susan.nelson@mccracken.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: Dr. Nancy Waldrop	District Name: McCracken County Public School District
Mailing Address 435 Berger Road	Phone 270-538-4000
City, State, and Zip Paducah, KY 42003	Fax 270-538-4001

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

Site Name Reidland Middle School
Physical Site Address 5347 Benton Road,
City, State, and Zip Paducah KY 42003
Site Contact Person Susan Nelson, Principal
Site Contact Phone 270-538-4190

Site Name N/A
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone

Site Contact E-mail
Susan.nelson@mccracken.kyschools.us

Site Contact E-mail

Site Name
N/A

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: Reidland Middle School <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	6,7,8	Reidland Middle School	McCracken County Public Schools	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	59%	427	300
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)?
McCracken County Public Schools

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: _____/_____/_____ (month/year).

SITE SUMMARY AND ABSTRACT

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

Site Name: Reidland Middle School

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

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

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: _____ (month/year).

D. Will site be located in an middle 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:
Qualified senior citizens will be recruited to provide enrichment sessions to students.

G. Will students serve as volunteers at this site? no yes, explain how: Student mentoring and helpers

H. Specify the % of Limited English Proficiency at this site: 0 %

I. Specify the number of adult family members (*of students served*) this site is proposing to serve:
150

J. Types of adult services to be provided: activities promoting parental involvement GED training activities promoting family literacy other, describe: Like Skills sessions

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:

	Regular School Year	Summer		Grand Total for Entire Year (July 1- June 30)
	(i.e. September 4-May 23)	Prior to school start (July 1 – start of school)	Afterschool ends (following last day of school – June 30)	
Total # hours/week	12 per week/30 weeks	60	60	480
Total # days/week	4 days per week			
Total # of weeks	30 weeks	2	2	
Total # of days	120	10	10	
First date of operation	<u>3 / 1 / 2011</u>	<u>6 / 1 / 2011</u>	<u> / / </u>	N/A
Last date of operation	<u> / / </u>	<u> / / </u>	<u>6 / 30 / 2016</u>	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	n/a	n/a	n/a	2:30	5:30	3	3
Tuesday	n/a	n/a	n/a	2:30	5:30	3	3
Wednesday	n/a	n/a	n/a	2:30	5:30	3	3
Thursday	n/a	n/a	n/a	2:30	5:30	3	3
Friday	n/a	n/a	n/a	0	0	0	0
Saturday	n/a	n/a	n/a	0	0	0	0
Sunday	n/a	n/a	n/a	0	0	0	0

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,	
	Beginning Time	Ending Time						
Monday	9:00	3:00	0	0	0	0	0	0
Tuesday	9:00	3:00	0	0	0	0	0	0
Wednesday	9:00	3:00	0	0	0	0	0	0
Thursday	9:00	3:00	0	0	0	0	0	0
Friday	9:00	3:00	0	0	0	0	0	0

Co-Applicant/Partner Agreement

"Reidland Middle School 21st Century Community Learning Center Project"

And

McCracken County Extension Office/4-H

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and co-applicant, McCracken County Extension Office, which will maximize resources to support and jointly coordinate services for children and families participating in the "Reidland Middle School 21st Century Community Learning Center Project".

The McCracken County Extension Office/4-H hereby agrees and is committed to the following responsibilities to support the "Reidland Middle School 21st Century Community Learning Center Project".

- Challenge students to think and make decisions for themselves and as a member of a group
- Promote self-discipline, responsibility, initiative, and leadership
- Promote how to be a positive force in today's world
- Learn new skills and discover interests that lead to rewarding careers
- Builds character
- Focus on healthy lifestyles and the consequences of unhealthy choices
- Accomplish these goals through 1 or more monthly meetings that will help to meet the individual needs of students as well as the group as a whole

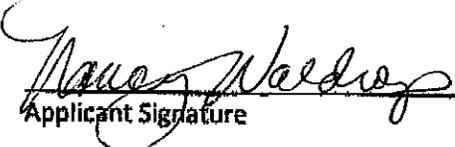
It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the "Reidland Middle School 21st Century Community Learning Center Project". Through this collaborative process, solutions will be developed and implemented to improve students' achievement and increase learning opportunities for families of participants.



 Co-Applicant/Partner Signature

12-3-10

 Date



 Applicant Signature

12/13/10

 Date

Partner Agreement

"Reidland Middle School 21st Century Community Learning Center Project"

And

Pennyrile Allied Community Services, Inc

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner applicant, Pennyrile Allied Community Services, Inc, to maximize resources to support and jointly coordinate services for children and families participating in the "Reidland Middle School 21st Century Community Learning Center Project".

The PACS NOW program provides nutrition education to Food Stamp recipients, families and individuals through programs, workshops, and nutrition education. Workshop participants learn how to prepare nutritious foods and proper food storage. Budgeting workshops teach individuals how to manage their money and resources through out the month teaching families the most effective way to purchase proper nutritious foods. The goal is that families will strive towards self-sufficiency by learning skills and attitudes that will lead to important behavior changes and will contribute to their own personal development and maintain nutritionally sound diets, while decreasing incidences of hunger.

The NOW program also offers programs through the school system. Children learn proper food choices, how to take care of their bodies with physical activity and exercise and personal hygiene through hand washing. This program also aids in increasing scores in the Practical Living section of the Commonwealth Accountability Testing System (CATS) Exam.

Pennyrile Allied Community Services, Inc hereby agrees and is committed to the following responsibilities to support the "Reidland Middle School 21st Century Community Learning Center Project" through educational programs that will be presented in the after school program.

- My Pyramid
- Nutrients
- Nutrition Bingo
- Taste Tests
- Nutrition Olympics
- H2O What you should know
- Facts Label
- Portion Distortion
- Sugar vs. Sodium
- Germbusters

It is agreed by both parties that this Partner Agreement will focus on the coordination of services to build local support for sustaining the "Reidland Middle School 21st Century Community Learning Center Project". Through this collaborative process, solutions will be developed and implemented to improve students' achievement and increase learning opportunities for families of participants.

Lenora Kennedy
Partner Signature

12/9/10
Date

Marcy Haldrop
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and

Hilliard Lyons Investments

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Hilliard Lyons to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

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

- Promote awareness of program within the area.
- Provide a Hilliard Lyons investment counselor to volunteer for the program to provide information and direction for students and student's guardians in matters of financial planning and general money management.

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.

D. Brent Hausma
Partner Signature

12/8/2010
Date

[Signature]
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and
Charles Johnson

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Charles Johnson, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

That Charles Johnson thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- Provide four sessions about basic Woodworking skills.

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.

Charles Johnson
Partner Signature

12-8-10
Date

Nancy Woods
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

***Reidland Middle School
and
McCracken County Sheriff's Department***

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, McCracken County Sheriff's Dept., to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

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

- Promote awareness of program within the area.
- Provide a McCracken County Sheriff's Department staff member to volunteer for the program to provide information and direction for students and student's guardians.

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.

Michael A. ...
Partner Signature *Chief Deputy*

12-08-2010
Date

Nancy ...
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and
Western Baptist Hospital

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Western Baptist Hospital to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The Western Baptist Hospital thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- Provide a Western Baptist Hospital staff member to volunteer for the program to provide information and direction for students and student's guardians in matters of general health and wellbeing.

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.

Pat Reiter
Partner Signature

12-08-10
Date

Nancy Waldrop
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and
Dunn's Auto Repair

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Dunn's Auto Repair, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The Dunn's Auto Repair thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- Provide four sessions about basic automobile maintenance and mechanics.

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.

Michael E. Dunn
Partner Signature

12-8-10
Date

[Handwritten Signature]
Applicant Signature

12/13/10
Date

Partner Agreement

"Reidland Middle School 21st Century Community Learning Center Project"

And

Kentucky State Police

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner applicant, Kentucky State Police, to maximize resources to support and jointly coordinate services for children and families participating in the "Reidland Middle School 21st Century Community Learning Center Project".

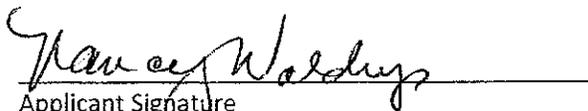
Kentucky State Police hereby agrees and is committed to the following responsibilities to support the "Reidland Middle School 21st Century Community Learning Center Project" through educational programs that will be presented monthly.

- Underage Drinking
- Dangers of Alcohol
- Alcohol and the Family Dynamics
- Consequences and Alternatives
- Seatbelt Safety
- Protection
- Internet Safety
- Cyber-Bullying
- Responsibility

It is agreed by both parties that this Partner Agreement will focus on the coordination of services to build local support for sustaining the "Reidland Middle School 21st Century Community Learning Center Project". Through this collaborative process, solutions will be developed and implemented to improve students' achievement and increase learning opportunities for families of participants.


Partner Signature

12-9-10
Date


Applicant Signature

12/13/10
Date

Partner Agreement**"Reidland Middle School 21st Century Community Learning Center Project"**

And

American Red Cross/Health & Education Coordinator

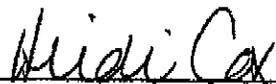
Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner applicant, American Red Cross/Health & Education Coordinator, to maximize resources to support and jointly coordinate services for children and families participating in the "Reidland Middle School 21st Century Community Learning Center Project".

American Red Cross/Health & Education Coordinator hereby agrees and is committed to the following responsibilities to support the "Reidland Middle School 21st Century Community Learning Center Project" through the Masters of Disasters educational program curriculum that will be presented in the after school program. These programs include: Hands-on activities, vocabulary, home connections, internet activity, demonstrations, and assessments.

- Disaster Safe
- Earthquakes
- Home Safety
- Lightning
- Tornadoes
- Fire Prevention
- Floods
- Hurricanes
- Brush Fires
- In the After Math
- Facing the Fear

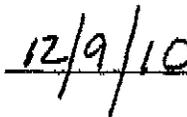
Each lesson identifies what to do in a crisis situation therefore teaching students and parents safety, responsibility, and community roles as individuals.

It is agreed by both parties that this Partner Agreement will focus on the coordination of services to build local support for sustaining the "Reidland Middle School 21st Century Community Learning Center Project". Through this collaborative process, solutions will be developed and implemented to improve students achievement and increase learning opportunities for families of participants.



Partner signature

Date



Applicant signature



Date

PARTNER AGREEMENT

Reidland Middle School
and
Reidland High School

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

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

- Promote awareness of program within the area.
- Provide Reidland High School students to volunteer for the program in exchange for extra credit in core classes.

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.

Robert C. Richey
Partner Signature

12-8-2010
Date

Maureen Kelly
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

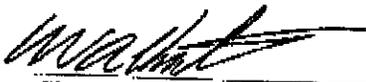
Reidland Middle School
and
McCracken County Teen Court

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, McCracken County Teen Court, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

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

- Facilitate an afterschool informational session at Reidland Middle School to introduce McCracken County Teen Court to students participating in the afterschool program.
- Recruit students from Reidland Middle School to participate in McCracken County Teen Court and provide training sessions to prepare students for their participation.

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.



Partner Signature

12/8/10
Date



Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and
Purchase Area Sexual Assault and Child Advocacy Center

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Purchase Area Sexual Assault and Child Advocacy Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The Purchase Area Sexual Assault and Child Advocacy Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- Provide eight (8) educational training sessions per semester on the topics of sexual assault, bullying, internet safety, risk reduction, body safety, etc.
- Provide clinical services for students who indicate that they have been sexually assaulted and who meet criteria to receive such services upon initial paperwork screening at PASAC
- Provide literature about sexual assault bullying, internet safety, risk reduction, body safety, etc.
- Administer a pre- post-test survey to students about what they learned through the training sessions.

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.


Partner Signature

12-7-10
Date


Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and

West Kentucky Community and Technical College Systems

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, West Kentucky Community and Technical College Systems, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The West Kentucky Community and Technical College Systems thereby agree and are committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- The West Kentucky Community and Technical College Systems will provide an education counselor to volunteer for the program to provide information and direction for students and student's guardians in matters of educational opportunities. Included in those opportunities will be;
 - Mentoring of students and parents, tours of campus, career education counseling.

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.

Stephane C... President

Partner Signature

12/9/10
Date

Nancy Hardy

Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and
Judge Cynthia Sanderson

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Judge Cynthia Sanderson to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

That Judge Cynthia Sanderson thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- The Honorable Cynthia Sanderson will provide information and direction for students and student's guardians in matters of Family Court.

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.

Cynthia Sanderson
Partner Signature

12-8-10
Date

[Signature]
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
And

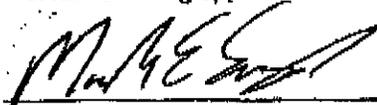
US Bank, Reidand Branch

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, US Bank to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

The US Bank thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- The US Bank will provide an education counselor to volunteer for the program to provide information and direction for students and student's guardians in matters of banking as well as keeping a bank ledger and understanding bank statements. The bank will provide services quarterly.

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.



Partner Signature

12/9/10

Date



Applicant Signature

12/13/10

Date

PARTNER AGREEMENT

Reidland Middle School
and
Harper Industries, Inc.

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Harper Industries, Inc., to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

That Harper Industries, Inc. thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program within the area.
- Speak with students and parents, quarterly, on various topics concerning being successful in the workforce.

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.

Harper Industries, Inc. 12-10-10
 Partner Signature Date

Billy Hayes
Nancy Waley 12/13/10
 Applicant Signature Date

Partner Agreement

"Reidland Middle School 21st Century Community Learning Center Project"

And

Paducah Water

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner applicant, Paducah Water, to maximize resources to support and jointly coordinate services for children and families participating in the "Reidland Middle School 21st Century Community Learning Center Project".

Paducah Water hereby agrees and is committed to the following responsibilities to support the "Reidland Middle School 21st Century Community Learning Center Project" by assisting with the after school program through an interactive educational presentation.

- Paducah Water will explore the process of treating drinking water from the raw to tap
- Students will use a model of a settling basin and filter
- Study the background of the water source through the Ohio and Tennessee Rivers
- Lab procedures and analyses requirements

It is agreed by both parties that this Partner Agreement will focus on the coordination of services to build local support for sustaining the "Reidland Middle School 21st Century Community Learning Center Project". Through this collaborative process, solutions will be developed and implemented to improve students' achievement and increase learning opportunities for families of participants.

Mandy Martin
Partner Signature

12-9-10
Date

[Signature]
Applicant Signature

12/13/10
Date

PARTNER AGREEMENT

Reidland Middle School
and

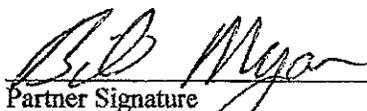
Paducah Area Chamber of Commerce

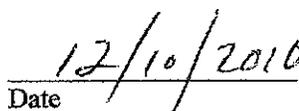
Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, Paducah Area Chamber of Commerce, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

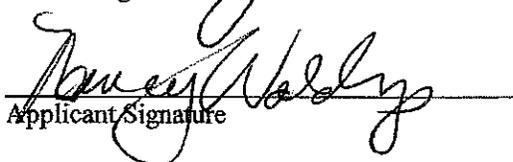
The Paducah Area Chamber of Commerce thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

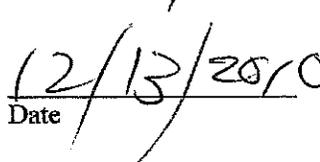
- Provide Paducah Area business leaders to come into the afterschool program and give motivational talks to participating students and their families.
- Provide Paducah Area business leaders to come into the afterschool program and give informational sessions about their professional areas.

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.


Partner Signature


Date


Applicant Signature


Date

PARTNER AGREEMENT

Reidland Middle School
and
West Kentucky Adult Education-McCracken County
(Located on the campus of West Kentucky Community & Technical College)

Hereby enter into an agreement to enable the applicant, Reidland Middle School, and partner, West Kentucky Adult Education Program-McCracken County, to maximize resources to support, promote and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program.

McCracken County Public Schools thereby agrees and is committed to the following responsibilities to support the West Kentucky Adult Education Program and the 21st Century Community Learning Centers Program:

- Distribute information to McCracken County Public School parents outlining the services provided by the West Kentucky Adult Education Program.
- Refer adults with identified needs to the West Kentucky Adult Education Program.
- Document allowable in-kind.

The West Kentucky Adult Education Program-McCracken County thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program.

- Promote awareness of program.
- Provide an Instructor for adult literacy and GED activities.
- Provide space for adult literacy and GED activities.
- Provide transportation to and from adult literacy and GED activities as adult education student and program performance funding allows.

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.

Betty Meyrick
Partner Signature

12-13-10
Date

Theresa Waldy
Applicant Signature

12/13/10
Date