ARTMENT OF EDUCATION
Learning Centers Cycle 17 RFA
Application Cover Page

Submission Deadline: November 18, 2019 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

☐New Applicant ($150,000) ☒Continuation Applicant ($100,000) ☐Expansion Applicant ($100,000)

Fiscal Agent DUNS #:170128839	Fiscal Agent SAMS CAGE Code#:6BKF6

**One grant may serve a maximum of two schools. Each site must meet all RFA requirements.
All information below, except signatures, must be typed.**

School #1: Adair County Primary Center
Physical Address: 158 Col. Casey Drive, Columbia, KY 42728
Target Grades: Preschool, K, 1, 2

Fiscal Agent: Adair County Board of Education
Superintendent/Chief Executive Officer: Dr. Pamela Stephens
Physical Address: 1204 Greensburg St., Columbia, KY 42728
E-mail: pamela.stephens@adair.kyschools.us

Co-Applicant: Lindsey Wilson College
Superintendent/Chief Executive Officer: Dean Adams
Physical Address: 210 Lindsey Wilson St., Columbia, KY 42728
E-mail: adamsd@lindsey.edu

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

Fiscal Agent: Superintendent/Chief Executive Officer	11-12-19 — Date
V.P. STUDENT SERVICES/ENROLLMENT — Co-Applicant: Superintendent/Chief Executive Officer	11-12-19 — Date
Notary Public: — 11-12-19 Date	7/16/21 — Notary Seal (My Commission Expires):

LOGIC MODEL
(Not to exceed three pages)

Program Goals:
1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending program 30 days or more during the academic year.
4. Increase access to high-quality programming in out of school time.
5. Increase access to transition readiness awareness for participating students.
6. Increase educational opportunities for parents and families that support academic achievement.

Program Objectives:
1a. Increase the number of students served in reading and math intervention services to 50% of total students served annually in September.
1b. Increase to 75% the number of regularly attending students receiving intervention services who improve in May each year on MAP reading and math.
1c. Increase homework completion among regularly participating students as evidenced by Federal Teacher Survey to 90% annually.

2a. Regularly participating students will increase school day attendance by 5% annually.
2b. Increase student's participation in physical activity to a minimum of 15 minutes each day.
2c. Decrease behavior referrals by 5% among participating students annually.

3a. Increase the number of students served by 50 to 350 annually.
3b. Increase the number of regular attendees by 50 to 200 annually.
3c. Increase number of highly qualified teachers to at least two per grade level in K-2 reading intervention classes 4 days a week every week program is open.

4a. Increase regular participation in program by 15% by providing transportation.
4b. Decrease class size to 6 students each in all grade level, evidenced based reading and math intervention classes every day.
4c. Increase of teacher referrals to program by 5% annually.

5a. Increase community partner and college volunteer led activities in afterschool by 5% annually.
5b. Increase student awareness of academic and career connections as evidenced by 85% on career posttests annually.
5c. Increase by 50% the number of students participating in hands on STEAM activities annually.

6a. Increase by 5% the number of adult family members who participate in at least 1 family engagement event each year.
6b. Increase by 5% the number of adult family members who participate in at least 1 adult skill building activity each year.
6c. Decrease by 5% the number of students entering our school without Kindergarten Readiness Skills annually.

Describe the targeted participants to be served by the program:
Participants are 350 Preschool (PK), Kindergarten (K), First and Second grade students who are below benchmarks in reading and/or math. Participants lack appropriate social and emotional skills. PK students lack Kindergarten Readiness.   Family members of participants will be targeted to increase skills to assist their children with academics, and healthy behaviors. Adult skill building will target all parents of participants and those with preschool age children to address the need for improved Kindergarten Readiness.

Activities:
1a. Ready Readers (intervention), Math Masters (intervention), Tech Time (technology based learning), Homework Help and Summer Learning Program.
1b. Ready Readers (intervention), Math Masters (intervention), Tech Time (technology based learning), Homework Help and Summer Learning Program.
1c. Homework Help, Tech Time (technology based learning), Adult Skill Building to assist students with homework.
2a. Ready Readers, Math Masters, Lil Einstein's, Lego Lab, Tech Time, Catch Club, Blue Raider Sports, Happily Ever After, Communication and Manners Skills, AR Stars, Awesome Art, Homework Help and Green Team. Adult Skill Building to give access to Infinite Campus so parents can monitor attendance and grades.
2b. Blue Raider Sports, Catch Club, Green Team, Open Gym and Summer Learning Program
2c. Character Education classes such as, Happily Ever After, Communication and Manners Skills. Adult Skill Building to

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5. Increase access to transition readiness awareness for participating students.
6. Increase educational opportunities for parents and families that support academic achievement.

give access to Infinite Campus so parents can monitor behavior.
3a. Ready Readers, Math Masters, Lil Einstein's, Lego Lab, Tech Time, Catch Club, Blue Raider Sports, Happily Ever After, Communication and Manners Skills, AR Stars, Awesome Art, Homework Help, Green Team, Field Trips and Parent teacher Conferences and referrals.
3b. Staff/Student presentations at board and SBDM meetings and in media, Open House, Parent/Teacher conferences, etc. Ready Readers, Math Masters, Lil Einstein's, Lego Lab, Tech Time, Catch Club, Blue Raider Sports, Happily Ever After, Communication and Manners Skills, AR Stars, Awesome Art, Homework Help, Green Team, Field Trips and student recognition for attendance in assemblies.
3c. Ready Readers (intervention), Math Masters (intervention), teacher recruitment and Summer Learning Program.

4a. Ready Readers, Math Masters, Lil Einstein's, Lego Lab, Tech Time, Catch Club, Blue Raider Sports, Happily Ever After, Communication and Manners Skills, AR Stars, Awesome Art, Homework Help, Green Team, Summer Learning Program, Open House, Parent/Teacher Conferences and provide bus transportation.
4b. Ready Readers (intervention), Math Masters (intervention), hire additional teachers. Summer Learning Program
4c. Ready Readers, Math Masters, Lil Einstein's, Lego Lab, Tech Time, Catch Club, Blue Raider Sports, Happily Ever After, Communication and Manners Skills, AR Stars, Awesome Art, Homework Help, Green Team, Parent Teacher Conferences and Summer Learning Program.

5a. Recruiting volunteers from co applicant and community partners to lead Dream Big, Blue Raider Sports, Lego Lab, AR Stars, Green Team, Awesome Art, Homework Help, and Open Gym. Community Partner led lessons daily in Summer Learning Program, assist with Adult Skill Building Activities and Family Engagement.
5b. Community helpers sharing their career choices and the education required. Dream Big.
5c. Lil Einstein's, Lego Lab, Awesome Art, Math Masters, Tech Time, Dream Big. Summer Learning Program.

6a. Build A Book, BINGO for Books, Walk to Read, Family Math Night, Geography Night, Science Night, Read Adair County, Field Trips and Student Performances.
6b. Born Learning Academies (Easy to do learning Activities, Child care checklist, Building your child's language skills, Healthcare, nutrition and sleep, Brain Development, Routines and Learning on the go), Grand Group, How to Help with Homework, Infinite Campus Parent Portal tutorial, CPR and First Aid Certification, How to access school technology licensed programs from home, Let's Get Ready for Kindergarten.
6c. Born Learning Academies, Preschool Intervention/K Readiness Workshops, Day Care outreach.

Resources to Address Objectives:

1a,b,c. Quality Certified Teachers, grade level curriculum, access to technology, quality homework help, transportation. Summer Program, School Messenger, local media, board and SBDM meetings, brochures, flyers and phone calls.
2a,b,c. Quality Certified Teachers, grade level curriculum, Walking Classroom equipment, quality homework help, character education lessons and materials, positive behavior interventions and supports, transportation. School board recognition, existing PE equipment and playground,
3a,b,c. Quality Certified and Classified Staff, engaging activities, field trips, community partners, volunteers, transportation.
4a,b,c. Transportation, engaging activities, community partners, college volunteers and quality Certified staff, grade level curriculum. Classroom, teachers, resource teachers and administrative staff support. Bus Radio, Drivers.
5a,b,c. Community partner and co applicant support and participation, quality Certified staff, college volunteers, STEM lessons and materials, field trips, transportation. Community helpers.
6a,b,c. Relevant adult skill building and family engagement activities, community partners, co applicant support and participation, partner provided door prizes and awards, field trips. Parent/guardians, Title I Parent Liaison, Family Resource Center, college volunteers, Preschool teachers, daycare staff, Second Steps Early Learning Curriculum.

Data Sources:

1a. Cayen Registration and attendance reports, CEPR Center Profile, MAP Reading and Math Data, DIBELS, Lesson Plans, Lexia Reading Data.
1b. Cayen Registration and attendance reports, CEPR Center Profile, MAP Reading and Math Data, Lesson Plans, Lexia Reading Data.
1c. Federal Teacher Surveys, CEPR Center Profile, Progress Reports.

Program Goals:
1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending program 30 days or more during the academic year.
4. Increase access to high-quality programming in out of school time.
5. Increase access to transition readiness awareness for participating students.
6. Increase educational opportunities for parents and families that support academic achievement.

2a. Cayen Registration and attendance reports, CEPR Center Profile, Student Progress Reports, Infinite Campus Data.
2b. Program Schedule, Cayen Registration and Attendance Data, Lesson Plans.
2c. Cayen absence and discipline referral data, Infinite Campus Data.

3a. CEPR Center Profile, Cayen Registration and Attendance Data.
3b. CEPR Center Profile, Cayen Registration and Attendance Data.
3c. Cayen Staffing Report/Rosters, time sheets, attendance data, lesson plans.

4a. Cayen Registration and Attendance Data, CEPR Center Profile, transportation reports, time sheets, parent survey.
4b. Cayen Registration, rosters and attendance data, time sheets, lesson plans.
4c. Cayen Registration data, director records, teacher requests data, MAP reading and math data.

5a. Cayen Staffing Report for volunteers, CEPR Center Profile, In-Kind Contribution List, Cayen Rosters, Lesson Plans.
5b. Academic and Career Connections post test results, CEPR Center Profile (partners), In-Kind Contribution List.
5c. Cayen Registration, roster and attendance data, Lesson Plans.

6a. Cayen Attendance Data, Adult/Student sign in sheets.
6b. Cayen Attendance Data, Adult sign in sheets.
6c. Cayen Registration and Attendance Data, Adult Sign in Sheets, Kindergarten Screening, Brigance Data.

Outcomes:
1a. At least 50% (175) of total students served will be receiving reading and/or math intervention services or be moved on to acceleration in reading or math each program year.
1b. At least 75% of the regularly attending students who receive reading and/or math intervention services will improve their MAP assessment scores annually.
1c. Teachers will report on the Federal Teacher Survey that 90% of regular attendees completed homework annually.

2a. School day attendance rates will improve by 5% each year among regularly participating students annually.
2b. Each day students will be physically active a minimum of 15 minutes.
2c. Behavior referrals will decrease by 5% each year among participating students annually.

3a. Serve a minimum of 50 additional (350 total with existing and continuation grants) PK-2 students each school year.
3b. A minimum of 50 students (200 total with existing and continuation grants) will attend the program 30 days or more each school year.
3c. Increasing the number of teachers per grade level will allow us to serve more students in small group intervention classes for reading and math and increase the number of regularly attending students who improve their MAP reading and math assessment scores annually.

4a. Providing bus transportation home will allow us to increase regular participation in the program by 15% each year.
4b. Small group intervention for reading and math with students grouped by ability will result in higher quality interventions and greater student gains among regularly participating students each year.
4c. Classroom teachers recognize and utilize the added support of the program and will refer 5% more struggling students than in the prior year, each year of grant.

5a. An increase in the number of community volunteers by 5% each year will allow us to serve more students annually.
5b. Regularly participating students will each year score at least 85% on career posttests and have a better understanding of the connections between their academics and chosen career pathway.
5c. 50% more students will have the opportunity to participate in hands on STEM activities annually.

6a. A minimum of 80 adult family members of participating students will attend at least 1 family engagement activity each year.
6b. A minimum of 30 adult family members of participating students will attend at least 1 adult skill building activity each year.
6c. A minimum of 50% of students will enter our school Kindergarten Ready each year.

Part I: Needs Assessment

1.1 Describe the Needs Assessment Process. Our school has a long-standing, successful 21st CCLC program that meets the academic and enrichment needs of many of our students, however there is a need for additional resources to serve a growing school population. A comprehensive review of student data, which included school-wide academic achievement data was completed to determine needs and design objectives to remedy those needs. Our school is a PK-2 school with 697 students enrolled. We have 50 plus students currently referred and waiting for afterschool services for whom we need to offer additional program "slots", improve access to the program by providing transportation, address growing Kindergarten readiness needs and improve student academic outcomes.

Our school was awarded an expansion grant in 2014 when our school merged with another elementary giving us an additional 200 students. The expansion grant has expired. Preschool was added to our school in the 2018-19 school year. We currently have a cycle 15 continuation grant, but the necessity for additional resources is evident to continue serving a large number of students in need. This summer we saw an increase in the number of students participating in our summer learning program, from 39 to 84, with the only difference from previous years being bus transportation.

BRIGANCE DATA/Kindergarten Screener (omsbrigance.com, 2019)

Kindergarten Readiness County vs. State
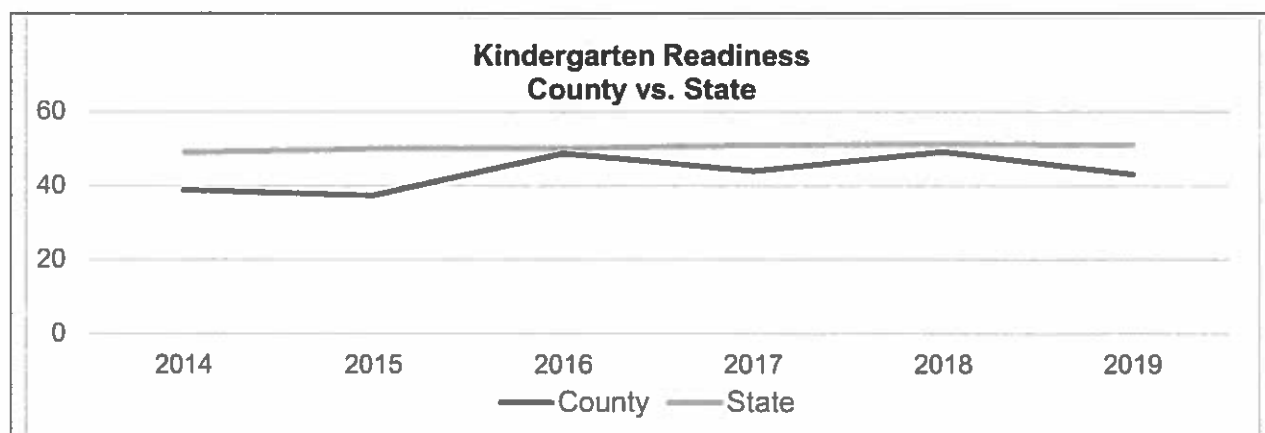
We currently have 95 Preschool students enrolled in our school. Only 20% of students attending PK last year at our school were Kindergarten Ready. (Brigance 2019) This year 42.9% of students entering our school compared to 51.1% in the state were considered Kindergarten Ready using Brigance Screener. (Kentucky Center for Statistics, 2019). Readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote a child's success.

In the 2018-19 school year, 71 PK-2 students were absent 18 days or more. (Infinite Campus, 2019) This translates into significant lost instructional time that puts students behind in the all-important years of their primary education. Missing 10% of the school year or 18 days in most districts constitutes "chronic absence" and correlates with academic difficulty. 1 in 10 US kindergarten and first-grade students are chronically absent. These students are more likely to fall short of attaining reading proficiency by the third grade and more likely to have poor attendance and poor academic performance in the middle and high school years. (Chang & Romero 2008)

33.5% of our county's children live in poverty compared to 22.1% in the state and 65% live in high poverty areas compared to 40% in the state. (Casey, 2019). 2018-2019 Qualifying Data shows 100% of our students are program eligible for free/reduced meals. We are in the 6th year of Community Eligibility Provision that serves free meals to all students.
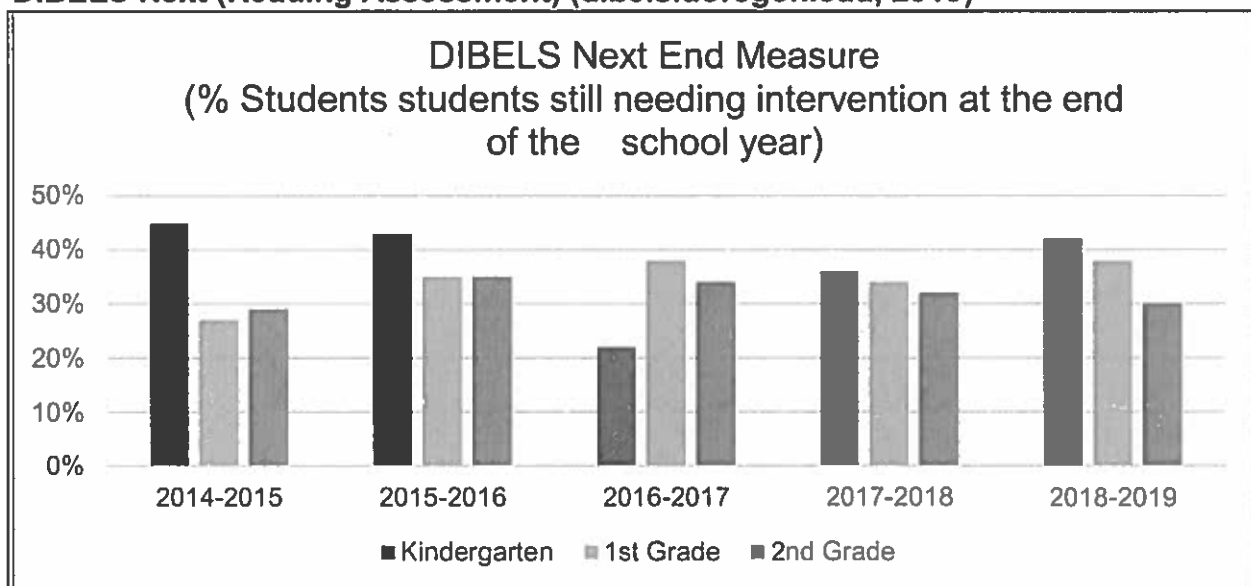
There are 79 custody orders on file for students in our school, 32 students that are being raised by grandparents, 9 students in foster care. Family Resource Center (FRC) contact logs from last school year showed over 72% of FRC parent/caregiver interactions are for basic needs (food, clothing, housing). (Infinite Campus, 2019) Families are struggling to provide and education is not a high priority. Evidence of unstable after school childcare arrangements is shown by the high volume of daily calls

to change afterschool arrangements for our students. There are 6 regulated childcare providers in our county with 420 childcare slots.(Casey, 2019).The cost of licensed child care prohibits many families from providing adequate supervision of their children in the after school hours. The age and needs of our students are why we serve so many.

CEPR (Center for Evaluation, Policy and Research) Center Profile Data (cepr.indiana.edu)

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
# of students served	427	769	656	459	352	383
30+ Day Attendees	152	229	224	207	76	169

DIBELS Next (Reading Assessment) (dibels.uoregon.edu, 2019)

DIBELS Next End Measure
(% Students students still needing intervention at the end of the   school year)

■ Kindergarten   ■ 1st Grade   ■ 2nd Grade

End Measure DIBELS Next Assessment (Dynamic Indicators of Basic Early Literacy Skills) indicate a critical need for intervention services to lower the number of students still scoring in the Intensive range at the end of the school year. While students at or above benchmark have a higher probability of achieving literacy goals, those who score below benchmark are unlikely to meet literacy goals without rigorous instructional strategies and supports, which are essential for academic success. The 2019-2020 Beginning Measure of DIBELS shows an average of 41% of our students need intensive interventions. Fall 2019 MAP data demonstrates the need for continued supplemental instruction in Reading and Math. An average of *only* 40% of students were at or above

benchmark in reading and 42% in math at Beginning Measure this school year. This requires additional, daily instruction by quality certified staff to ensure the greatest impact.

MAP Data (Measures of Academic Progress) (nweamap.org, 2019)

Kindergarten

■ Math (% Students who met MAP benchmark/norm)

■ Reading (% Students who met MAP benchmark/norm)

1st Grade

■ Math (% Students who met MAP benchmark/norm)

■ Reading (% Students who met MAP benchmark/norm)

2nd Grade

■ Math (% Students who met MAP benchmark/norm)

■ Reading (% Students who met MAP benchmark/norm)
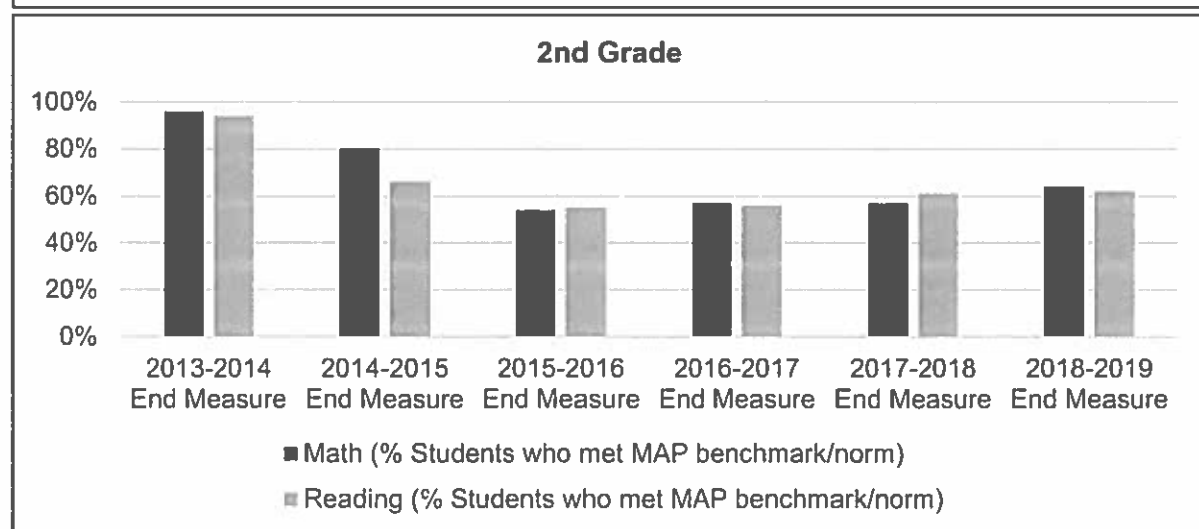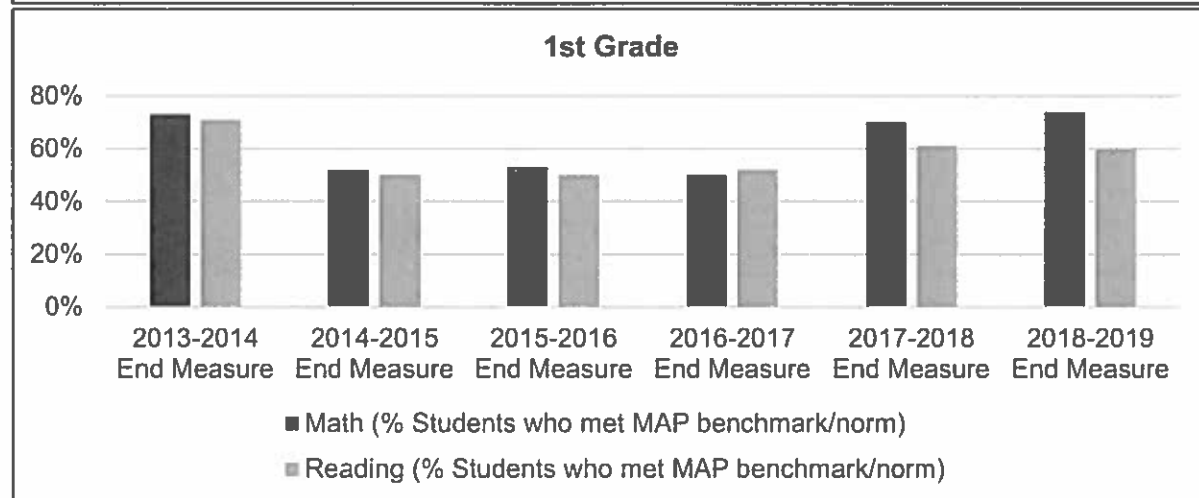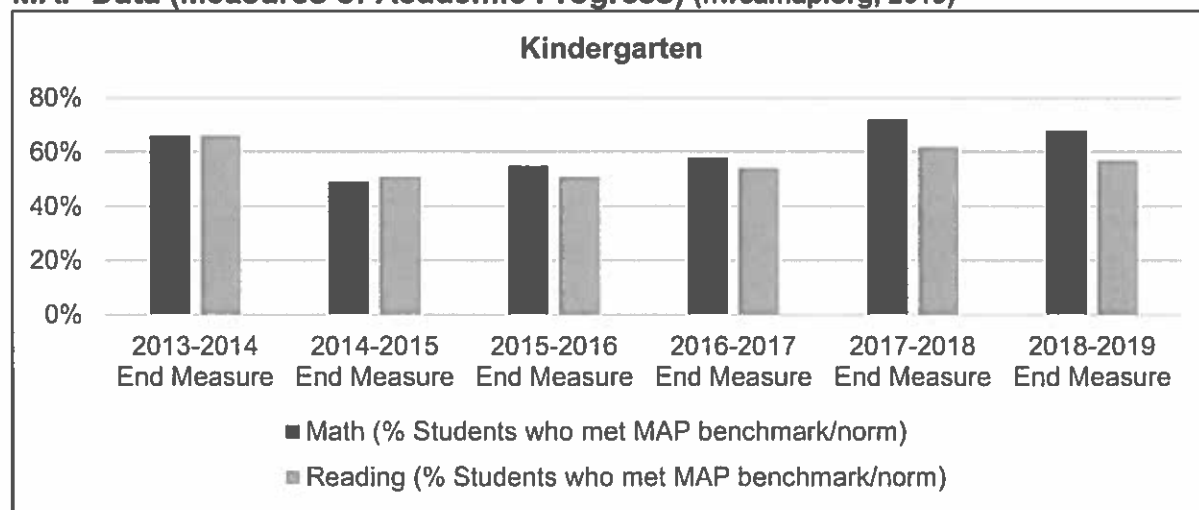
2018-2019 KPREP for the school our students feed into: (KY School Report Card)

% Proficient/Distinguished	Reading	Math	Science
School	52.1	51.4	36.7
State	54.6	48.6	31.7

4

A recent survey of school staff shows that teachers feel they inadequately cover science and social studies standards due to time constraints. Our program supplements those subject areas. In addition to academic barriers, our students have serious non-cognitive obstacles to overall proficiency and health. Research indicates that nutritional deficiencies and poor health in primary school-age children are among the causes of high absenteeism and poor classroom performance. There is a direct correlation between student health and academic performance. Programs and activities that provide children with both academic skills and skills related to health is vital to physical, psychological and social well-being (World Health Organization, 1997). Students are more plugged in than ever and obesity is a growing epidemic among our youth. One of the best documented outcomes of screen time exposure is obesity. (Robinson et al., 2017) We address this with academics AND with health and physical education.

1.2 Includes Involvement of all stakeholders. School staff are surveyed to identify needs in our program. Students and parents are surveyed to determine interest in activities and the need for transportation. Our co-applicant and partners are instrumental in the continuation of this project and they are key to its success and sustainability. The 21st CCLC advisory council consists of a diverse microcosm of our community that ensures a diversity of perspectives is involved in every aspect of the program and its implementation. Representatives of school staff, co-applicant, partners, parents, and stakeholders, all have an equal voice in program design and operation.

1.3 Describes availability and/or lack of resources. We have had a successful program for 15 years and have purchased sustainable program materials, the school staff share their resources and we have tremendous support from community partners. We have quality school staff willing to work in the program. What we lack is adequate funding to hire the additional certified staff to meet the needs of our great number of

participants who require small group and one on one intervention services and morning before school homework help. By providing bus transportation we will ensure ALL students can participate in and benefit from the services we provide. We propose to serve the growing PK population and their parents by providing enriching monthly, 2 hours each adult skill-building activities that involve the students, in the evenings after school and work. We have enlisted the assistance of two Early Childhood Specialists to conduct these workshops. We want to make parents partners in their child's education and ensure the students are ready for kindergarten and long term academic success.

1.4 Identifies and cites multiple sources of data. See References and Narrative

1.5 Data sources cited and compared to state data. See References and Narrative

1.6 Identifies target population based on identified needs. K-2 students that are below benchmarks on MAP reading and math assessments will be targeted for intervention in afterschool. K-2 students and their families with other risk factors that may create barriers to academic success will be targeted for participation in afterschool, adult skill-building and family engagement activities. PK students and their families will be targeted for family engagement and adult skill-building workshops monthly, to meet the need for improved Kindergarten readiness skills.

Part II: Quality of Plan

2.1 Minimum of two certified teachers. There will be at least two teachers per grade level K, 1, 2 each day our program is open. With our current grant, we have one teacher per grade level for reading four days a week and one teacher per grade level for math three days a week. Also, we have teachers who lead our STEM activities two days a week. Early Childhood teachers will lead PK student and parent workshops.

2.2 K-3 Daily Reading Intervention. The Curriculum Specialist, Reading Resource Teachers and 21st CCLC Director at our school collect and monitor data from MAP and

DIBELS reading assessments that are given three times per academic year. Classroom teachers monitor student's weekly progress with DIBELS progress monitoring. In addition, data collected from computer-based learning tools, help us to monitor daily individual student progress. Students identified at-risk or below benchmark are targeted to participate in afterschool activities to help them master the skills in which they are deficient. These activities use research-based reading curriculum tailored to individual student needs. We use SRA Reading Mastery, Reading Wonders, Heggerty and Ready Readers curriculum, along with Lexia Reading and iReady Reading which are technology-based and provide tailored lessons for one on one instruction and skill-building. These provide comprehensive coverage of all areas of reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Ongoing planning and collaboration allow us to adjust and differentiate based on assessment and use data. Students participate in intervention, remediation or acceleration activities every day our program is open. Afterschool staff monitor data and progress monitor students weekly. Students identified for reading intervention go to the computer lab at 2:45 each day. They work in the Lexia Reading program for 30 minutes. Lexia allows independent student-driven learning, provides ongoing data to drive instructional priorities and provides resources for individual instruction. The program identifies and prepares a report. Those reports, along with lessons/skill builders are printed and sent with the student to receive direct instruction from a certified teacher. Interventions that are targeted to a single reading skill area were found to be more effective than more general interventions that combined multiple reading skill areas. One of the core elements of a multi-tiered system of support is assessing students to identify their needs and providing them with explicit instruction in those areas (Hall & Burns, 2018).

2.3 Describe how activities are evidence and/or research-based. Before the school purchases any curriculum materials, those are investigated thoroughly to ensure they are research and/or evidence-based to meet the needs of our students. All activities meet Kentucky Academic Standards and utilize materials that have gone through the selection process. All will be implemented with fidelity by highly qualified certified teachers to ensure student progress. All enrichment and family activities are evidence-based best practices supported by attendance data and led by staff that are knowledgeable about their subjects. Student progress is monitored and instructional delivery adjusted accordingly.

2.4 How activities target low performing students

Using a variety of data generated by in school assessments, progress monitoring, technology-based programs, and teacher observations, we can identify and target low performing students for the activities that meet their greatest needs.

2.5 Connect program to Kentucky Academic Standards

Content	Identified Needs	Program Activities	Kentucky Academic Standards
Reading Language Arts	Students performing below benchmark in MAP and DIBELS reading assessment.	SRA Reading Mastery, Reading Wonders, Ready Readers, iReady Reading, Sound Hounds Phonics, Lexia Reading, Accelerated Reading, Homework Help, Reading Intervention/remediation, Walking Classroom, Family Literacy Night, READ Adair County, Summer Program	Reading Standards for Foundational Skills K-2 Speaking and Listening Standards K-2 Language Standards K-2
Math	Students performing below benchmark in MAP math assessment.	iReady Math, Zearn Eureka Math, Math intervention remediation, Homework Help, Family Math Night, Summer Program	Math Standards K-2: problem-solving, fluency, precision Reading Standards for Informational Text K-2
Science	Time constraints in the regular day classroom limit hands-on science experiments and observations.	Lil Einstein's, Lego Lab, Summer Program, Green Team, Real Science with Brad Reynolds, Hooked on Science with Jason Lindsey, Hour of Code, Tech Time, Walking Classroom	Reading Standards for Informational Text K-2 Next Generation Science Standards: 1-ESSI-1, 2 Earth's Place in the Universe. K-2-ETSI-1,2,3 Engineering and Design, Analyze data, classify and communicate solutions to

			reduce human impact on the environment, Project-Based Learning Structure and Transformation.
Social Studies	Time constraints in the regular day classroom limit time for social studies activities.	Around the World, Family Geography Night, Character Ed, Walking Classroom, Green Team, Communication and Manners Skills	Reading Standards for Informational Text K-2. Use of geographic tools and maps to locate places, Develop an understanding of culture and nature, Understand conflicts and resolution, reasons for settlement locations, Project-Based Learning
Arts & Humanities	Time constraints in the regular day classroom limit time for creative and performing arts activities.	Awesome Art, Music, Blue Raider Sports, Summer Program, Lego Lab, Communication and Manners Skills	Creating, Interpreting and Presenting visual and performing arts. Understanding and evaluating. Connecting ideas and works with personal meaning, Project-Based Learning, Psychomotor Skills K-2
Health and Physical Education	Lack of student physical activity, rise in childhood obesity, poor lifestyle and diet choices and how they impact overall health, chronic absenteeism.	CATCH Club, Learnercise, Go Noodle, Walk to Read, Assembly Programs, Summer Program, Blue Raider Sports, Walking Classroom	Reading Standards for Informational Text K-2 Math Standards K-2 problem solving Psychomotor skills K-2 Lifetime Physical Wellness, K-LSI-1 Interdependent Relationships
Transition Awareness	Time constraints in the classroom to address transition readiness, Students living in a cycle of poverty, Lack of student awareness of academic and career connections.	Dream Big (Career Exploration), College Campus visits, College Mentors, Walking Classroom, Lego Lab, Summer Program, Communication and Manners Skills	Vocational Standards K-2: Career Awareness, Exploration, and Planning

2.6 Address how the program will be embedded in the CSIP

The 21st CCLC program will be involved in the planning of strategies used and the

process of continuous improvement to close the achievement gaps and improve the

non-cognitive indicators of success by:

1. Reviewing schoolwide data for student intervention in 21st CCLC program.
2. Analyzing and applying data to direct instruction in 21st CCLC program.
3. Targeted student academic assistance in 21st CCLC program.
4. Using small group instruction and interventions for reading and math in 21st CCLC.
5. Raising math and reading proficiency among 21st CCLC participants.
6. Addressing the gap between general population and special education.
7. Improving student attendance through the participation in 21st CCLC program.
8. Providing STEAM related learning in 21st CCLC program to improve proficiency in science, math and art scores of students who move on to the school with which we share accountability.
9. Improving behavior through participation in 21st CCLC program.

10. Focus on Social and Emotional growth in 21st CCLC program.
11. Students entering school with little exposure to education and learning will be targeted along with families to participate in adult skill builders/family engagement activities (daycare outreach, preschool interventions for Kindergarten Readiness and Born Learning Academies) to improve these student outcomes.
12. Parent/family engagement and adult skill-building policy development.
13. Review of school emergency plan as it applies to afterschool hours.

Objectives:

2.7 Two objectives for each goal   See Logic Model

2.8 Objectives in SMART format   See Logic Model

2.9 Objectives connect to identified needs

Objective(s)	Identified Need
1a, b, c. Increase number of students served in reading and math intervention. Increase number of regularly attending students who receive intervention services. Increase homework completion.	More certified teachers working in program. Provide transportation to remove a barrier to participation in program. Provide homework help in the mornings before school. Preschool intervention to improve Kindergarten Readiness and get primary education off to a good start.
2a, b, c. Increase school day attendance. Increase student participation in physical activity. Decrease behavior referrals.	Increase the number of teachers in program to make more space in intervention classes. Provide transportation to remove a barrier to participation in program. Provide morning before school homework help. Increase of physical activity will improve non cognitive indicators of success and decrease behavior referrals.
3 a, b, c. Increase number of students served by program. Increase the number of regular attendees. Increase the number of highly qualified certified teachers for K-2 Reading intervention.	Provide transportation to remove barrier to regular participation. More certified teachers working in program. Smaller class sizes for reading intervention to improve likelihood of success. Students still needing intervention at the end of the school year.
4a, b, c. Increase regular participation by providing transportation. Decrease class size to 6 students each in reading and math intervention classes. Increase teacher referrals to program.	Increase access to program by providing transportation home and removing a barrier to regular participation. More certified teachers working in reading and math intervention classes. With additional teachers and transportation, we can serve more students and teacher referrals will increase.
5a, b, c. Increase the number of activities led by community partners and college volunteers. Increase student awareness of academic and career connections. Increase student participation in STEAM activities.	Enriching hands-on STEAM activities that get students excited about learning. Access to transition awareness with exposure to college student volunteers and community members who can share how their careers need academics. Students living in a cycle of poverty.
6a, b, c. Increase the number of adult family members who participate in family engagement activities. Increase the number of adult family members who participate in Adult Skill-Building activities. Decrease the number of students entering Kindergarten without readiness skills.	Adult family members with low priority on education. Single parents and grandparents raising children. Parental lack of education and employability. Lack of parental interest in student's academics, attendance and behaviors. Parents lack the ability to assist students with homework assignments. Preschool intervention workshops monthly to improve Kindergarten Readiness and get primary education off to a good start.

Program Activities:

2.10 Describes how activities connect to goals and objectives

Academic Activities	Description of Activity or Service	Connection to goals and objectives
Reading Intervention/ Remediation 1. SRA Reading, Reading Wonders 2. iReady Reading/Math 3. Ready Readers 4. Lexia Reading 5. Accelerated Reader 6. Heggerty 7. Rainbow Words 8. Homework Help 9. Summer Program 10. Walking Classroom	1. Research-based reading for intervention. 2. Research-based reading and math for use with students who have special needs. 3. Research-based curriculum to teach and remediate. 4. Research-based computer program with built-in progress monitoring. 5. Research-based Reading Comprehension program 6. Research/evidence-based Phonemic Awareness 7. High-frequency word lists to teach reading fluency. 8. Help to complete homework. 9. 4-week summer program 10. Research/evidence-based learn while walking program	• Increase academic achievement. • Increase the number of students served in reading intervention. • Time constraints in the classroom to provide one on one assistance. • Progress monitor students to adjust instruction. • Increase Homework completion • Lack of parent ability to help children with school projects and homework. • Prevent summer learning loss. • Provide more physical activity while learning. • Increase teacher referrals. • Increase the number of teachers to at least 2 per grade level. • Increase the number of regular attendees • Decrease class sizes.
Math Intervention/ Remediation 1. Math Masters 2. Zearn Math 3. iReady Math/Reading 4. Homework Help 5. Summer Program	1. Research-based Eureka Math/Engage New York Curriculum. 2. Research-based computer program with built-in progress monitoring. 3. Research-based reading and math for use with students who have special needs. 4. Help to complete homework. 5. 4-week summer program	• Students not performing at benchmark in math. • Increase the number of students served in math intervention. • Time constraints in the classroom to provide one on one assistance. • Lack of parent ability to help children with school projects and homework. • Prevent summer learning loss. • Increase teacher referrals. • Increase the number of regular attendees. • Increase the number of teachers at least 2 per grade level. • Decrease class sizes
STEAM 1. Lil Einstein's 2. Green Team 3. Lego Lab 4. Hooked on Science 5. Hour of Code 6. Homework Help 7. Summer Program 8. Walking Classroom 9. Awesome Art 10. Music 11. Partner Lessons	1. Hands-on science experiments and observations. 2. Reduce, reuse, recycle club that collects recyclables, do energy checklists in building and brainstorm ways to reuse everything. 3. Building, creating and problem solving using Lego bricks. 4. Special science assembly. 5. Basic beginning computer coding. 6. Help to complete homework. 7. 4-week summer program 8. Research/evidence-based learn while walking program 9. Create from a variety of medium using drawing, painting, cutting, gluing. 10. Explore, create and play musical instruments. 11. Community artists, science fields, extension agent and others bring lessons to our students.	• Time constraints in the school day classroom limit time for hands-on science and exploration. • Increase regular participation in program. • Increase community partner and volunteer led activities. • Increased participation in STEAM. • Increase student awareness of academic and career connections. • Lack of parent ability to help children with school projects and homework. • Prevent summer learning loss. • Provide more physical activity while learning science.
Social Studies 1. Around the World	Virtual exploration of the world, its cultures, its music and art.	• Increase participation. • Increase homework completion

2. Sunshine Club 3. Homework Help 4. Summer Program 5. Walking Classroom 6. Communication and Manners Skills	Complete random acts of kindness in our building. Help to complete homework. 4-week summer program Research/evidence-based learn while walking program Speech Language Pathologist led activity to reinforce skills in communication and manners.	• Time constraints in the school day classroom limit time for hands-on social studies and exploration. • Lack of parent ability to help children with school projects and homework. • Prevent summer learning loss • Provide more physical activity while learning character ed. • Improve student soft skills.
Non-Cognitive 1. Learnercise 2. CATCH Club 3. Blue Raider Sports 4. Partner Lessons 5. Summer Program 6. Walking Classroom 7. Communication and Manners Skills	GeoMotion curriculum to work on time, literacy, math and nutrition while providing physical activity. Research-based health and PE program. Athletes from college co-applicant come to our school and share their sport with students once a week. Health educator, extension agent and others bring lessons on a variety of health and safety topics. 4-week summer program Research/evidence-based learning while walking program. Speech Language Pathologist led activity to reinforce skills in communication and manners.	• Increase physical activity • Decrease in Childhood Obesity • Improve Health education • Prevent Chronic Absenteeism • Time constraints in the school day classroom limit time for the arts and music. • Increase Health, safety and prevention programs • Increase community partner and volunteer led activities. • Increase participation in STEAM activities • Increase teacher referrals • Prevent summer learning loss and keep kids active during summer months. • Provide more physical activity while learning health, character ed and SEL. • Improve students soft skills
Transition Awareness 1. Dream Big 2. College Mentors 3. Hour of Code 4. Summer Program 5. Walking Classroom 6.Communication and Manners Skills	Community leaders and partners will share their career or vocation with students and explain how what they learn now will help them in their future. Organized assignment of college volunteers to mentor students, encourage them in their studies and be a friend. Online FREE Introduction activities to computer coding that student's love. 4-week Summer Program that offers all our afterschool program does. Research/evidence-based learn while walking program. Speech Language Pathologist led activity to reinforce skills in communication and manners.	• Increase student awareness of academic/career connections. • Increase participation in STEAM activities • Improve the outcomes of Children living in a cycle of poverty. • Prevent summer learning loss. • Provide more physical activity while learning about careers in science. • Improve student soft skills.
Family Engagement 1. Family Literacy Night 2. Book Builders 3. Technology and Science Night 4. Family Math Night 5. Family Geography Night	1. Group reading and discussion of children's literature. 2. Parents and children will write and illustrate their books. 3. Student led activities to share their technology and science knowledge to parents. 4. Fun Math learning stations. 5. Virtual trip around the state, country, world.	• Increase adult educational attainment • Increase priority on education • Increase number of adult family members participating in program. • Increase parent ability to help with school projects and homework • Students not performing at benchmark and/or grade level in academics.

2.11 Describes how activities are evidence or research-based

See Section 2.3, Page 8

2.12 Describes opportunities for STEM/STEAM activities. The program will provide hands-on STEM/STEAM activities. Two of the favorite enrichment activities in our program are Lego Lab and Awesome Art. Students are provided ample opportunity to participate in those, as well as Lil Einstein's, Hour of Code and Green Team which gives students an active learning approach to science through experiments, technology, and stewardship. In addition to the afterschool program offerings, assemblies during the after school and summer learning program from Real Science and Hooked on Science provide great opportunities for exploration.

2.13 Address transition awareness. Through a strong partnership with our local college, we have a wealth of diversity and talents available to our students. Our young students look up to and admire our college volunteers. Through on-site events and college student mentors, our students will develop the vocabulary and positive attitude towards college and career-readiness that build academic and social success. We recognize program attendance, students making academic progress, and development of leadership skills. Through mentoring, rigorous academics, career exploration and STEAM classes, we are preparing our students for 21st Century success.

2.14 Weekly Program Schedule
Monday through Thursday 6:40 am-7:40 am and 2:45 pm-5:00 pm

6:40-7:40 am	2:45-3:15 pm	3:15-3:30 pm	3:30-4:00 pm	4:00-4:15 pm	4:30-5:00 pm	13 Hours
Morning Enrichment/ Homework Help	Homework Help/Lexia Reading	Physical Activity	K-2 Reading Initiative	USDA Snack Time	Academic Enrichment Activities	Monday-Thursday
Early Release Fridays 6:40 am-7:40 am and 1:00 pm-3:00 pm						
6:40-7:40 am	1:00-1:30 pm	1:30-1:45 pm	1:45-2:15 pm	2:15-2:30 pm	2:30-3:00 pm	3 Hours Fridays
Morning Enrichment/ Homework Help	Homework Help/Lexia Reading	Physical Activity	K-2 Reading Initiative	USDA Snack Time	Academic Enrichment Activities	16 Hours Total Per Week

2.15 Six Meaningful skill-building activities for 21st CCLC parents.

Adult Skill-Building	Description	Addresses Needs

1. Resume Building Workshop
2. Internet Job Search skills
3. Accessing the parent portal on Infinite Campus and online learning tools.
4. Learn the New Math How to help your child develop good study habits.
5. Born Learning Academies
  a.) Translating early learning research into easy to do activities
  b.) Building Relationships
  c) Ready to Read!
  d) Nutrition and Health
  e) How Children Learn
  f) Routines and Learning on the Go
6. Preschool Intervention Parent/Child Workshops
  a. Self-help/Adaptive Skills
  b. Behavior Strategies
  c. Fine Motor/Handwriting
  d. Literacy
  e. Math
  f. Gross Motor Skills/Health & Well Being
  g. Letters and Sounds
  h. Rhyming/Phonological Awareness
  i. Summer Resources/K Readiness Checklist
	1. Participants will prepare a resume for job searches
	2. Participants will learn how to search and apply for jobs on the internet.
	3. Instructions on how to log on to schools' resources
	4. Teachers will teach the process of solving math problems that are used in the classroom.
	5. Series of workshops for parents of children 0-5 that teaches busy parents how to turn everyday moments into learning opportunities.
	6. Preschool students and their parents would attend a workshop each month to focus on K Readiness.
	a. Handwashing, blow nose, bathroom procedures, button, zip skills
	b. Appropriate social behaviors, how to prepare a child for different situations.
	c. How parents can teach fine motor foundational skills.
	d. Importance of exposure to printed literature.
	e.One to one correspondence, counting, number recognition and shapes.
	f. Gross Motor activities, healthy eating, immunization, dental exam, and eye exam.
	g. Songs, books, hand motions, and activities.
	h. How children learn by hearing and repeating rhyming word pairs.
	i. What's available for summer learning? Readiness checklist and sharing of strategies that have worked.
		• Low adult educational attainment and employment
		• Lower priority on education
		• Single parents and grandparents raising children
		• Lack of parent ability to help with school projects and homework
		• Students entering Kindergarten not ready to learn
		• Lack of fine motor skills
		• Lack of good manners.
		• Lack of gross motor skills.
		• Lack of exposure to books.
		• Lack of Social/Emotional Readiness
		• Lack of parental knowledge of how children learn.
		• Students not performing at benchmark and/or grade level in academics
		• Students entering Kindergarten not ready to learn
		• Poor health education and chronic absenteeism
		• Non-cognitive indicators of success.

Recruitment and Retention:

2.16 Clearly describes the target population to be recruited. We propose to serve regularly (30+ days) 50 additional students each school year. We have 697 PK-2 students in our school, who may attend before school and afterschool activities for 3 hours each day for a minimum of 150 days a school year. A four week, 16-day summer program addresses the academic and social needs of our participants. One-third of our population each school year are Kindergarteners, 57% lack readiness skills. Our school demographics are 87.9% white, 5.58% Hispanic, 5.02% Two or More Races and 1.5%

Other. 28% of our PK-2nd grade students are identified for Special Education services. (Infinite Campus, 2019) 77% of our students are economically disadvantaged. (Casey, 2019) Priority is given to academically and socially at-risk students using assessments, family economic indicators, school performance indicators, teacher/staff referral, and parent requests. Family engagement and Adult Skill-Building activities assist our families in making education a priority for themselves and their children. We provide childcare to facilitate full participation. Last year 189 adult family members of our participants attended family engagement and/or adult skill-building activities in our program. We will target preschool students and their parents to participate in activities that build greater awareness of child development and preparing their child for kindergarten. These activities will incorporate the five developmental areas for school readiness. Approaches to learning, Health and Physical well-being, Language and communication development, Social and emotional development, and Cognitive and general knowledge.

2.17 List three intentional recruitment strategies.
>**1.** Classroom teachers personally contacting parents following assessments or other observations to recommend program enrollment.
>**2.** Personal contact with adult family members during pickup to invite them to attend adult skill-building and family engagement activities.
>**3.** Provide bus transportation to remove a barrier to participation.

2.18 List three intentional retention strategies.
>**1.** Recruit program staff our participants like.
>**2.** Build personal relationships with our adult family members and ensure they always know they are a valued resource in their child's education.
>**3.** Provide bus transportation to allow regular attendance.

Links to the Regular School Day:
2.19 Communication plan for program and school staff to review student

progress. Program Director reviews assessment data as soon as measure is complete, then emails school staff to ask them to contact parents of students scoring below benchmarks to get them enrolled in program. Once students are enrolled in intervention

classes, assessment scores are shared with afterschool teachers and the afterschool

teachers do progress monitoring of students to guide instruction. The Program Director

keeps a data tracker spreadsheet of all program participants, updates and shares with

staff after each assessment measure is complete. The data tracker is shared with

advisory council members. If at midyear mark a student is not progressing the following

steps are taken:

- Mentor, instructor, classroom teacher with parent input creates a written plan recommending strategies for students not making adequate progress.
- Research and Evidenced Based Best Practice Strategies are implemented, and then progress is re-evaluated bi-monthly until progress is steady.
- At end of year, Curriculum Specialist will evaluate mid-year non-progressing students' data and compile recommendations for next year's strategies to help them stay on track.

2.20 Identifies preferred method of communication with school staff. Program

Director is in school at least 6.5 hours each day, 220 days a year. Communication with

staff and administration occurs in a variety of ways. By email, phone and face to face in

hallways, lunchroom, meetings. The preferred method is email as there is a written,

time-stamped record of conversations that can be referenced later.

2.21 Describes how the program aligns with the school day curriculum.

Afterschool and summer staff are regular school day teachers. We have at least two

teachers per grade level leading the activities for our students each day. Each day the

students at each grade level participate in organized lessons that meet Kentucky

Academic Standards, homework help, and enrichment activities. These will differ from

the school day by being more hands-on, project-based, and student idea led activities.

Students struggling with a specific skill may be assigned to work in a researched based

computer program to assist them in mastering that skill during homework time and/or

receive direct instruction. Each grade level follows a curriculum map or pacing guide, so

all classes at a particular grade level are working on the same standards each week.

This allows a grade level teacher to use afterschool time to expand regular school day learning by adding a hands-on activity or field trip that they wouldn't have time for during the regular school day but makes the learning more concrete. Teachers use time after school to intervene with students who may not be making adequate progress, keep those that are progressing on track, lead exciting extension activities that link to school day learning and tie in science, social studies, arts, and character-building skills. Our program utilizes the same curriculum used during the school day to maintain familiarity and streamline the assessment process. School staff serve on our advisory council and help make decisions pertinent to student success and how our program helps to facilitate that process. All curriculum materials are readily available for homework, intervention and remediation. All enrichment activities will connect to and enhance skills taught in the school day classroom, not repeat it. Afterschool attendance and discipline issues are shared with classroom teachers and in turn classroom teachers share with afterschool staff any issues that arise during the school day. Student needs and successes are shared between both afterschool staff and school day staff. This process creates a seamless bond between school day learning and afterschool program.

2.22 Program staff will attend school and district professional development.
All program staff have always and will continue to attend and participate in school and district professional development. Volunteers are required to do beginning of the year trainings that cover Positive Behavior Interventions, Recognizing Child Abuse and Neglect, Blood Borne Pathogens and Confidentiality.

<u>Staffing:</u>

2.23 Full-time site coordinator will work 220 days. Program Director/Site Coordinator is the same person and will be employed 220 days. See Budget.

2.24 Maintain 1:15 staff to student ratio. Except for intervention classes, which have a 1:6 ratio, all other activities will maintain a 1:15 staff to student ratio.

2.25 Staffing Chart listing position, responsibilities and qualifications

Position	Responsibilities	Qualifications
Program Director/Site Coordinator	·Plan, organize, coordinate, implement and provide leadership of all 21st CCLC project activities and responsibilities. ·Maintain all project records (attendance, financial, registrations, etc.). ·Responsible for all 21st CCLC project reporting requirements. ·**See Part 7.2** for specific duties	Classified with an Associate's Degree and 15 years' experience in 21st CCLC with regular and punctual attendance.
After School & Summer Teachers	·Consult with regular school day teachers in developing individual student plans. ·Design and administer pre and posttests for enrichment activities. ·Monitor student progress and adjust instruction. ·Prepare and deliver high-quality instruction ·Provide director with lesson plans weekly ·Connect activities to existing community resources. ·Mentor college and high school volunteers	Certified, Rank I, National Board Certified Teachers with regular and punctual attendance
Preschool Intervention Teachers	·Design and implement quality program for 9 monthly preschool student and parent skill-building activities. ·Distribute information to preschool parents. ·Design and administer post-activity surveys to measure the impact. ·Maintain sign-in and attendance of activities. ·Monitor outcomes on Brigance Screener.	Certified Early Childhood Intervention Teachers with regular and punctual attendance.
Morning Homework Help Assistant	·Assists students in completing homework assignments for one hour each morning, before school. ·Facilitates completion and marks work "Completed in 21st CCLC".	Classified Staff with regular and punctual attendance

2.26 CPR/First Aid trained staff available each day.

Each program day there will be at least one CPR/First Aid trained staff in the building.

2.27 Vetting process for staff and volunteers.

The advisory council comes to a consensus on all new staff additions and retention.

Program Director finalizes employment of staff as well as heads evaluation with the

assistance of the school principal. Our co-applicant along with our director recruits

college students and other persons in the community to mentor and provide program

services. The advisory council will assist in recruiting volunteers from community

agencies and organizations. Volunteers make up a large portion of our staff. We will

hire adequate certified staff to lead remediation, intervention and STEAM classes. All

staff will be retained on an as-needed basis according to evaluation of program needs.

Our program is in its 15th year and we have built a strong base of dependable and

committed staff that believe in the validity of our program.

The current Program Director of 15 years has completed all required 21st CCLC Trainings. Any new staff hired will attend required trainings. All trainings required of grantees will be completed and we will continue to seek professional development opportunities to assist in meeting the needs of our 21st CCLC program. Volunteers and staff will receive an orientation and training before the start of program each year. They are trained in confidentiality, bloodborne pathogens, positive behavior interventions, and emergency procedures. Staff will utilize Foundations, Inc. for professional development pertinent to the out of school setting. All school staff are required by the district to complete 24 hours of Professional Development each school year. This is relevant to our afterschool program because of training in the data analysis of school day programs and curriculum which we share. This data is used to guide student activities and instruction. Paid program staff are district employees. Volunteers are vital to our program's success and sustainability. Our partnership with the local college provides us with a wealth of diversity in talent and skills. Many design and lead activities independently which helps us stretch our funding in serving a large number after school. Middle and high school students are also valuable volunteers, especially during the summer program. Every partner contributes some volunteer time to our program. ALL staff undergoes background checks required by the district.

2.28 Professional Development plan includes topic description and timeline.

Topic	When	Who
21st CCLC Level I Orientation (2 days)	July 2020	Program Director, Co-applicant
21st CCLC Cayen Data Training (1 day)	August 2020	Program Director, Program Staff
Staff Orientation, District Required Trainings (1 day)	August 2020	All Staff, Program Director, Principal, Partners
Regular School vs. After School, what's the difference? (1 day)	September 2020	All Staff, Program Director, Principal, Partners
21st CCLC Multi-State Conference (3 days)	October 2020	Program Director, Co-applicant, program staff
21st CCLC Level II Training	November 2020	Program Director, Co-applicant
Project-Based Learning	January 2021	All Staff, Program Director
21st CCLC Regional Spring Training (1 day)	February 2021	Program Director, Program staff
Extending Excellence for Continuous Improvement (2 days)	March 2021	Program Director, Principal, Partners

2.29 Describe how planning PD between program and school staff will occur.

In the 3 weeks prior to the program beginning program staff and volunteers will stay after school for orientation and to complete district required beginning of the year trainings. In September and January, there will be a minimum of two additional professional development activities for program staff and volunteers. Those will be held on Labor Day and on Martin Luther King, Jr. holidays when school is not in session. With access to Foundations, Inc. other, various webinars will be assigned for staff to complete each year. We will send at least two program staff and/or volunteers along with Director/Site Coordinator to the Multi-State Conference, Regional Spring Training and Extending Excellence for Continuous Improvement. When Program Director and program staff are away from program for trainings, designated substitutes will see that program operates smoothly.

2.30 Program staff will attend all required state level trainings.

See 2.28 and Budget.

<u>**Summer Programming:**</u>

2.31 Age appropriate summer program activities. Summer teachers are school day, grade level certified and prepare age appropriate lessons around thematic units each week of camp for students who have completed grades K-2. With this grant, we can add students who have completed PK to continue work on their Kindergarten Readiness skills during the summer before they begin Kindergarten. Our community partners contribute a great deal to the programs during the summer by providing lessons on health, safety and more. The public library contracts with assembly providers and programs are held at our site at no cost to our program. We take a half-day field trip each week of summer program that is the culminating activity for each week's theme. All activities are age appropriate. Summer Food Service Program is utilized at our site.

2.32 Meet the required weeks of summer program. Summer program is the first four

consecutive weeks of June each year for 16 days.

2.33 Meet the required days and hours per week. We are open Monday through

Thursday for 7.5 hours each day during the summer program for a total of 120 hours.

2.34 Summer Schedule that reflects 1.25 hours each of reading and math

Each day of summer program, whether it be a full day schedule or half day schedule

with field trip, we will have 1.25 hours each of reading and math instruction for every

student. Besides the thematic units, we will incorporate activities that bring in STEAM,

Social Studies and Social and Emotional Learning. See schedules below.

Full-Day Schedule

Time	Activity	Time	Activity
7:30-8:00 am	SFSP Breakfast & Transition	10:55-11:15 am	SFSP Lunch
8:00-9:15 am	Reading Instruction	11:15-11:30 am	Transition to Assembly
9:15-9:45 am	1PE/Health PK/K/2 STEAM	11:30-12:30 pm	Assembly/Partner Lessons
9:45-10:15 am	PK/K PE/Health 1/2 STEAM	12:30-1:45 pm	Math Instruction
10:15-10:45 am	2 PE/Health PK/K/1 STEAM	1:45-2:45 pm	Social Studies/Recess
10:45-10:55 am	Restroom &Transition	2:45-3:00 pm	Daily Reflection/Dismissal

Half-Day Field Trip Schedule

Time	Activity	Time	Activity
7:30- 8:00 am	SFSP Breakfast & Transition	10:45-11:15 am	SFSP Lunch
8:00-9:15 am	Reading Instruction	11:15-11:30 am	Bathroom &Transition
9:15-10:30 am	Math Instruction	11:30 am	Depart
10:30-10:45 am	Restroom & Transition	12:30-3:00 pm	Field Trip and Return

Part III: Management of Plan:

3.1 Program will be open required hours and days. Our program is open **five** days a

week for one hour each morning and two hours and fifteen minutes each Monday

through Thursday. Our school has Early Release Fridays, September through April

each school year. On Early Release Fridays, we are open for one hour before school

and two hours after school. 16 hours per week. See table below.

Monday through Thursday 6:40 am-7:40 am and 2:45 pm-5:00 pm

6:40-7:40 am	2:45-3:15 pm	3:15-3:30 pm	3:30-4:00 pm	4:00-4:15 pm	4:30-5:00 pm	13 Hours
Morning Enrichment/ Homework Help	Homework Help	Physical Activity	K-2 Reading Initiative	USDA Snack Time	Academic Enrichment Activities	Monday-Thursday

Early Release Fridays 6:40 am-7:40 am and 1:00 pm-3:00 pm

6:40-7:40 am	1:00-1:30 pm	1:30-1:45 pm	1:45-2:15 pm	2:15-2:30 pm	2:30-3:00 pm	3 Hours ER Fridays
Morning Enrichment/ Homework Help	Homework Help	Physical Activity	K-2 Reading Initiative	USDA Snack Time	Academic Enrichment Activities	16 Hours Total Per Week

The program will begin no more than three weeks after school starts and end no sooner than two weeks prior to the final day of the school year.

3.2 Demonstrates capacity and experience operating an out of school program.

Our program has been open since 2004 with a strong community base of volunteers and resources. We use in school data, parent surveys, student surveys and teacher surveys to target students for intervention, remediation, and enrichment classes. Continual program quality assessment helps to ensure that we are meeting the needs of our students, teachers, and families. Our 21st CCLC program is a vital part of our school culture. The date our program begins is an important piece of information for parents each year. We are available at all schoolwide events, during the school day and after school to provide information and registration.

Our partners and staff have received several awards and recognitions over the years:

- ✓ 2007 Bridges Over Barriers Best Partner Award was presented to our co-applicant, Lindsey Wilson College.
- ✓ 2008 Henry J. Cowherd Center of Excellence Award was presented to our partner, the Family Resource Center.
- ✓ 2009 Bridges Over Barriers Best Partner Award was presented to our partner, The Adair County Public Library.
- ✓ 2013 AppLE Appalachian Leaders In Education Award (for group) was presented to our co-applicant, Lindsey Wilson College Bonner Scholars.
- ✓ 2014 House of Representatives Commonwealth of Kentucky Citation for Exceptional Efforts on Behalf of Adair County's 21st CCLC Programs was presented to director.
- ✓ Program Director serves on the LWC Bonner Scholar Advisory Council, Family Resource Center Advisory Council, Title I Parent Involvement Advisory Council, School and Community Relations Committee

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School year	Student Participants	Adult Participants	30 Day attendees
2005-2006	355	578	195
2006-2007	297 (3rd grade moved to another school)	390	124
2007-2008	364	264	136
2008-2009	429	779	184
2009-2010	422	483	151
2010-2011	200 (only supplemental funds)	146	54
2011-2012	360	296	123
2012-2013	444	500	144
2013-2014	427 (School reconfiguration brought us 200+ additional students to population)	245	152
2014-2015	769 (Expansion Grant Awarded)	281	229
2015-2016	656	303	224
2016-2017	459 (Expansion Grant only)	258	207
2017-2018	371 (Expansion Grant only)	129	76
2018-2019	383 (Continuation Grant Awarded-Expansion Expires)	189	169

3.3 Available Resources. Our greatest resource is our school staff. We have a dedicated program staff from our school who have maintained interest in 21st CCLC for the past 15 years, a wealth of volunteers from our co-applicant and community partners and a supportive administration. We have utilized funding in years past to purchase durable, non-consumable teaching materials and curriculum. We have up to date technology for student use, plenty of space for classes and access to the school library.

3.4 Process to include students in private schools. No state recognized private schools are in our district. However, we mailed a letter (46) to parents/directors of homeschools in our district inviting them to contact us for a meeting to complete participation agreements. At the completion of this proposal, we have not been contacted. See attachment: Private School Consultation Form.

3.5 Process to include students with disabilities. Our program serves every child in our school regardless of ability. The 21st CCLC Director met with the Superintendent

prior to preparing this proposal to make sure it was understood that the district would be financially responsible for making any and all accommodations necessary for a child with special needs to participate in our 21st CCLC programs.

3.6 Sufficient space in facility to implement program. Our program is located in a public school. The building meets all safety requirements and handicap needs. Classroom space with 21st Century technology is available for program use, a separate gym and cafeteria are available. Restrooms and custodial staff are available during afterschool. The library is open during program hours. Program has access to fenced outdoor playground with handicap accessible equipment modifications.

3.7 Safety and accessibility of space that meets ADA requirements. The school meets all safety requirements and handicap needs both indoors and on playground. With the exception of the front door, all exterior doors are locked at all times. Access to the building requires the lobby assistant to click a lock release from the desk. Paid and volunteer staff will complete a background check and Child Abuse and Neglect screener. Program staff will carry cell phones and/or two-way radios when outdoors. Students assemble immediately after school for roll call. Absentees are accounted for by teacher's notes, bus notes, phone message logs, sign out logs and absentee lists. Students are supervised at all times. Student/staff ratio is 1:15. Our program adheres to procedures such as emergency response plans, fire, natural disaster, armed intruder, evacuation routes, fire and tornado drills. The school is inspected regularly by the fire marshal. Staff members are trained in First Aid/CPR and at least one is in the building during program hours. At least two trained staff are in building during program for Emergency Medication Administration. Field trip permission slips and emergency numbers are taken with the chaperones and left at the school for ready access. Enrollment records are accessible during program hours. Snack servers will have a list

of students with food allergies and/or restrictions. Students or adult family members with special needs will be provided with appropriate modifications.

3.8 Timeline for practicing drills. The School Safety Coordinator will lead emergency drills for fire evacuation, tornado, lockdown and earthquake during afterschool and at the beginning of summer program. Drills will be in September, November, February, March and June of each year.

3.9 Describe how students will travel to/from the program. Students will remain at the school on their scheduled after school program days. We will offer school bus transport home to ensure every child is able to participate in our programs and services. Bus safety and maintenance logs are maintained per state regulations. Students must be signed out by persons on authorization to release forms if they do not ride a bus.

Part IV: Collaboration and Partnerships:
4.1 Co-applicant agreement signed: See Co-applicant Agreement (1)

4.2 Signed Partnership agreements: See Partner Agreements (5)

4.3 Membership and role of the advisory council:

ADVISORY COUNCIL MEMBERS	
School Principal, Debbie Bradshaw	School Assistant Principal, Gerald Hadley
Title I District Director, John Shelley	Family Resource Center Coordinator, Paula Garrison
Public Library Director, Lee Ann Jessee	Bonner Scholar Director, Natalie Vickous
Parent Member, Sarah Burton	Volunteer Representative, Savanna Cunningham
Health Department Educator, Jelaine Harlow	Parent Member, Amy Thompson-Wells
Early Childhood Council, Debbie Cowan	School Nurse Healthy Kids Clinic, Emily Billingsley
Federal Programs Director, Steve Turner	

The advisory council meets quarterly to ensure quality programming, monitor progress of goals and objectives, provide constructive feedback, make financial decisions and plan for sustainability. Special meetings may be called by any member at any time. The co-applicant and all partners are represented on the council.

4.4 Evidence that the Advisory Council was actively involved in the development.
The agenda and minutes from October 2019 advisory meeting show that the FY20 grant proposal, logic model and co-applicant and partner agreements were discussed and

approved. A rough draft of entire proposal was shared with the council on November 5th and final feedback for project proposal should be completed by November 12th. Data, as it relates to the needs section of this proposal, was discussed. The council unanimously approved the cited needs and the measures to address them.

Part V: Evaluation:

5.1 Lead person for data collection. Program director will collect all relevant data.

5.2 Multiple sources of data

Evaluation	Measurement	Schedule
MAP & DIBELS	Reading and Math	Beginning, Middle, End of Year
Infinite Campus Portal KY Academic Standards Progress Reports	All Core Standard Areas (Progress Monitoring, Attendance, Behavior, Demographics)	Weekly Basis (Intervention Parameters) All Students Each 9 weeks
Activity Level Pre/Post Tests	Specific Core Standard Areas taught in program	Beginning/End of Semester
Activity Walk Through Monitoring Tool	Environment, Engagement, Practices, Expectation, Access	Monthly (Unannounced Observations)
Volunteer/Program Teacher Questionnaire	Practices, Communication, Quality, Safety, Effectiveness	End of Fall and end of Spring
Lexia Reading and Zearn	Reading and Math Standards	Daily
Accelerated Reading Data	Reading Comprehension Standards	Monthly
Parent/Guardian Survey	Practices, Communication, Quality, Safety, Effectiveness	Beginning of Year
Student Survey	Quality, Participation, Expectations	End of Year
Federal Teacher Survey	Effectiveness of Program, Attitudes, Communication, Needs	End of Year
Camp Casey Advisory Council Report	Effectiveness of Program Activity Effectiveness	Quarterly
Data Review Report	Program effectiveness, objectives progress	Quarterly
Cayen Progress Report	Overall Effectiveness of Program Objectives Progress	Fall, Spring, Summer Terms

5.3 Timeline for Data Collection. See Table above.

5.4 How data will be used to determine programming. The data collected for participating students is used to ensure quality programming. We will measure our quality through student progress. The core curriculum has built-in progress monitoring to alert and automatically suggest adjustments in instruction. Monitoring by program staff and curriculum specialist ensures prompt intervention and success.

- The Director will collect data such as pre/post assessments, surveys, and questionnaires. Lexia Reading, Zearn and Accelerated Reading reports.

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- Intervention/Remediation instructors at each grade level will monitor data to ensure they are implementing the most effective strategies with students.
- Curriculum Specialist will collect, analyze and forward data to the director, the Advisory Council, Community Partners, and teachers.

5.5 How results will be shared with stakeholders including parents. To ensure that students, families and the community are kept up to date on the program, information is shared monthly by newsletter. The director informs all stakeholders about programs, services, activities, and the outcomes. Traditional media outlets such as radio and newspapers will be used as well as local online news feed. Brochures and flyers will be placed throughout the community and sent home with all students to promote upcoming events and changes. The "School Messenger" system will be used to contact families. All materials will be detailed and written without educational jargon. ESL families will receive information in their native language. A bulletin board at the site is devoted to program news, information and displays. Staff will personally invite participants and families to upcoming programs and events during pick up time and/or by phone. Cancellations are made through radio announcements, online magazine, and "School Messenger". Program outcomes and successes are shared with all stakeholders.

5.6 Strategy to address students not making adequate progress.
If at midyear mark a student is failing to make progress the following steps are taken:

- Mentor, instructor, classroom teacher with parent input creates a written plan recommending strategies for students not making adequate progress.
- Best Practice Strategies are implemented, and then progress is re-evaluated weekly until progress is steady.
- At end of year, Curriculum Specialist will evaluate the mid-year non-progressing students' data and create a plan for summer and next school year interventions.

Part VI: Budget:

6.1 How grant funds will supplement and not supplant. 21st CCLC funds will ONLY be used to supplement not supplant what activities are in existence at time of award.

6.2 Maintains a separate accounting of funds. School district uses MUNIS system for tracking expenditures. District requires purchase orders and a three quote process for

all purchases made with grant funds. 21st CCLC funds have their own MUNIS code, school code, and project number. Copies of all financial records are kept and maintained by the director and balanced with MUNIS report each quarter.

6.3 Plan for tracking time and effort. 21st CCLC program staff are required to complete a timesheet, separate from their school day duties, and turn in to the director/site coordinator each pay period for time and effort spent in the before, after and summer school programs. The director/site coordinator fills out a timesheet each pay period and is turned in to the Federal Programs Director. As a full-time employee, Program Director fills out and signs leave card when using sick or personal time.

6.4 Demonstrates financial capacity. 21st CCLC program has operated successfully for the past 15 years without any compliance issues in programming or reporting. We are a school district that carries sufficient funds to cover upfront costs of operation.

6.5 Sustainability plan. Since 2004 our co-applicant, Lindsey Wilson College has provided volunteer staff for our program. These students come from the Bonner Scholars, who receive scholarship credit for community service. Our 21st CCLC program is their main service site. Since 2006 Lindsey Wilson College Education Department has required of their education majors that they schedule and teach at least two lessons each a semester in our afterschool program. Since 2009 Lindsey Wilson College Human Services Department has sent volunteer staff to work with our students as part of their practicum. Since 2010 Lindsey Wilson College Champions of Character has sent an athletic team to our program one afternoon a week for the entire school year to teach about sportsmanship, character and their sport. In 2010 when we were without 21st CCLC funding, the volunteers from Lindsey Wilson College kept our program going with volunteer staff. We were able to serve 200 students that year 54 of them attended 30 days or more. Representatives from Lindsey Wilson College serve

on our advisory council, communicate with the director regularly and have made our program a part of their classrooms, to provide real-world, hands-on experience to future educators. This is work that will not cease once our grant ends. The college will remain committed to providing concrete learning experiences for its students on site in our school. Lindsey Wilson College has been in existence since the early 1900's and they continue to grow. As our co-applicant they have seen the importance of the work we do and they have demonstrated a long standing commitment to seeing it prosper. There isn't a day our doors are open that Lindsey Wilson College's contributions are not evident.

Community partners from a variety of agencies and businesses volunteer to bring lessons and materials to our students. The Adair County Public Library has for the past three years needed space for large family assemblies during their summer reading program. We worked together to schedule these during our summer program, so they can use our space and our summer participants can attend their educational assemblies. The library pays for the assemblies and we provide the space. The library staff visits our school to read with our students, as well as share summer reading logs and prizes with our summer participants.

We work with Title I, Family Resource Center and United Way to provide family engagement and adult skill-building activities that serve all our students' families. Should 21st CCLC funding end, the current director will take a classified position and coordinate volunteers and community leaders to keep the doors open after school for the students. Transportation will be sustained with fundraising. To provide materials and supplies we will rely on donations and a fee scale (at end of grant) for participation in the program. Since personnel costs make up the greatest cost of operating our program, it is through the coordination of volunteers that we will sustain our program.

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BUDGET SUMMARY

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

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	$34185	$44635	$34185	$44635	$34185	$44635
Summer Personnel	$10560	$4675	$10560	$4675	$10560	$4675
Fringe Benefits	$12354	$19637	$12354	$19637	$12354	$19637
Travel (program staff)	$3386	$300	$3386	0	$3386	0
Equipment	0	$64900	0	$64900	0	$64900
Supplies & Materials	$1687	$600	$1687	$600	$1687	$600
Adult Skill Building (1% of grant funds yearly)	In Personnel & Supplies ($2145)	$3500	In Personnel & Supplies ($2145)	$3500	In Personnel & Supplies ($2145)	$3500
Contractual	$625	0	$625	0	$625	0
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	0	$1000	0	$1000	0	$1000
Summer Materials & Supplies	$501	$600	$501	$600	$501	$600
Transportation (School Year, Summer, Field Trips)	$36702	0	$36702	0	$36702	0
Other (specify)	0	0	0	0	0	0
Volunteers	N/A	$32325	N/A	$32325	N/A	$32325
Yearly Totals (Grant and In-Kind Funds)	$100000	$172172	$100000	$172172	$100000	$172172

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