21st CCLC 20 orginal

KENTUCKY DEPARTMENT OF EDUCATION

21st Century Community 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 #:040422693   **Fiscal Agent SAMS CAGE Code#: 4JPQ1**

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: Foster Heights Elementary School
Physical Address: 211 East Muir Avenue, Bardstown, KY 40004
Target Grades: K-5

School #2:
Physical Address:
Target Grades:

Fiscal Agent: Nelson County Schools
Superintendent/Chief Executive Officer: Wes Bradley
Physical Address: 288 Wildcat Lane
E-mail: wes.bradley@nelson.kyschools.us

Co-Applicant: Nelson County Public Library
Superintendent/Chief Executive Officer: Sharon Shanks
Physical Address: 201 Cathedral Manor; Bardstown, KY 40004
E-mail: sshanks@ncplky.org

Grant Writer: Karen Lee
Agency: Nelson County Schools
Phone #: 502-349-7000
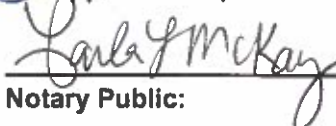**E-mail: Karen.lee@nelson.kyschools.us**

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.

_____   **10/28/19**
Fiscal Agent: Superintendent/Chief Executive Officer   **Date**

_____   10/28/19
Co-Applicant: Superintendent/Chief Executive Officer   **Date**

_____ 10/28/19
Notary Public: **Date**

August 6, 2022
Notary Seal (My Commission Expires):

LOGIC MODEL
(Not to exceed three pages)

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

Program Objectives:
Objective 1.1: By 2023, the difference in **reading** proficiency rates between the targeted school and state averages will decrease by 10%.
Objective 1.2: By 2023, the difference in **mathematics and science** proficiency rates between the targeted school and state averages will decrease by 10%.
Objective 2.1: The number of **disciplinary referrals** related to impulse control, disrespect, or lack of empathy will decrease by 10% annually.
Objective 2.2: The rate of **unexcused absences** during the school day will decrease by 10% annually.
Objective 3.1: The number of students attending 30 days or more will increase by 10% annually.
Objective 3.2: The rate of students retained in the program from year-to-year will increase by 10% annually.
Objective 4.1: The number of participating students who improve classroom grades in reading or math will increase by 10% annually.
Objective 4.2: The variety of enrichment activities will increase by at least one program each term.
Objective 5.1: The number of activities addressing transition readiness and STEM skills will increase by 25% each year.
Objective 5.1: The number of activities addressing college and career awareness will increase by 25% each year.
Objective 6.1: The rate of parent participation in education opportunities will increase by 10% each year.
Objective 6.2: The number and types of education opportunities for parents and families will increase by at least one offering per year.

Describe the targeted participants to be served by the program:

The targeted population for this grant is 50 or more students (and their families) most at-need or at-risk of academic failure, including those who demonstrate:
- Performance below proficiency benchmarks in reading, math, or science on state assessments or on school-administered interim assessments (quarterly comprehensive assessments or MAP testing measuring progress in attaining grade-level Kentucky Academic Standards);
- An average of "C" or below in one or more subject areas/courses;
- School day attendance rate below school averages;
- Two or more disciplinary referrals;
- Social-emotional concerns (identified by school staff, counselors, or family members);
- Classroom performance indicating challenges with mastering standards;
- Difficulties with transition between grade levels;
- Need for K-3 reading intervention;
- Students whose parents and families need additional skill-building support;
- Disabilities affecting academic performance; or
- Other barriers or indicators affecting future transitions or attainment of proficiency benchmarks.

Activities:
For Students:
- Homework help *(Goal 1; Goal 4; Goal 5)*
- Tutoring *(Goal 1; Goal 4; Goal 5)*
- Literacy activities with co-applicant public library *(Goal 1; Goal 4; Goal 5)*
- Guided Reading/Reading Intervention/HeadSprout *(Goal 1; Goal 4; Goal 5)*
- Academic Enrichments – Reading, math, science *(Goal 1; Goal 4; Goal 5)*
- STEM/STEAM/Coding/ LAUNCH (Project Lead the Way)/MakerSpace/ Robotics: Lego We Do Robotics, Ozbots, Project LAUNCH; Cubelets; Wonder Workshop *(Goal 1; Goal 2; Goal 3; Goal 4; Goal 5)*

- Social-Emotional Wellness Groups *(Goal 2; Goal 4; Goal 5)*
- Non-academic Enrichments (music, art, cooking & nutrition) *(Goal 2; Goal 3; Goal 4)*
- Physical Fitness and Wellness (archery, STEM Sports, CATCH Kids Club, archery etc) *(Goal 2; Goal 3; Goal 4)*
- Joint student/ family activities (including partner activities) *(Goal 2; Goal 3; Goal 4; Goal 5; Goal 6)*

For Families:
- Supporting students with math through Number Talks *(Goal 1; Goal 5; Goal 6)*
- Supporting students with literacy through interactive read alouds and guided reading *(Goal 1; Goal 5; Goal 6)*Nutrition and meal planning *(Goal 1; Goal 2; Goal 6)*
- GED/Adult Education *(Goal 1; Goal 6)*
- English Language acquisition *(Goal; Goal 2; Goal 6)*
- Technology help with Google Classroom and Infinite Campus to understanding student profiles *(Goal 1; Goal 6)*
- Social-Emotional wellness *(Goal 2; Goal 6)*
- Family wellness and exercise *(Goal 2; Goal 6)*
- Internet safety and drug awareness *(Goal 2; Goal 6)*

Resources to Address Objectives:
In-Kind:
- Co-applicant Public Library – literacy enrichments; parent and family skill-building workshops *(Objectives 1.1; 4.1; 4.2; 5.2; 6.1; 6.2)*
- Partner Activities – non-academic enrichments and parent/family skill-building activities *(Objectives 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2)*
- Three school literacy specialists – remediation and reading intervention support, services, and direction *(Objectives 1.1; 1.2; 5.1; 5.2)*
- School social worker – interventions for social-emotional issues *(Objectives 2.1; 2.2; 4.1; 4.2)*
- School counselor – interventions for mental health *(Objectives 2.1; 2.2; 4.1; 4.2)*
- Family Resource Center – work with families to identify and address non-cognitive needs and barriers to attendance and academic success *(Objectives 2.1; 2.2; 3.1; 3.2; 6.1; 6.2)*
- USDA snack/supper/summer feeding program *(Objectives 2.2; 3.1; 3.2)*
- Sufficient and dedicated space within the building *(Objectives 1.1; 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2)*
- Committee structures to support ongoing collection of data for needs assessment *(Objectives 1.1; 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2; 6.1; 6.2)*

Requested:
- 2 certified teachers and 2 instructional assistants, daily during program hours *(All objectives)*
- 1 full-time site coordinator *(All objectives)*
- Robotics Kits for student activities: Lego We Do Robotics, Ozbots for Coding, Cubelets *(Objectives 1.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2)*
- MakerSpace supporting materials and curricula for afterschool: Wonder Workshop; Simple Machines; Snap Circuits *(Objectives 1.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2)*
- Guided Reading Supplemental Genre sets for reading instruction and K-3 reading intervention *(Objectives 1.1; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2)*
- HeadSprout for reading instruction and K-3 reading intervention *(Objectives 1.1; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2)*
- Curricula/materials/supplies for enrichment activities *(Objectives 1.1;1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2)*
- Supplies to support student lessons and activities connected to the Kentucky Academic Standards *(Objectives 1.1; 1.2; 4.1; 4.2; 5.1; 5.2)*
- Supplies to support parent and family engagement through print resources and reference materials *(Objectives 1.1; 1.2; 2.1; 2.2; 6.1; 6.2)*

Data Sources:

The following data sources will be used to measure success in meeting project goals and objectives. (Note that current rates, if available, are listed).

Kentucky Department of Education School Report Card
- Reading proficiency rates *(currently at 43%)* – Goal 1, Objective 1.1
- Mathematics proficiency rates *(currently at 37%)* - Goal 1, Objective 1.2
- Science proficiency rates *(currently at 17.6%)* - Goal 1, Objective 1.2
- Rate of school day unexcused absences *(currently at 10.8% for chronic truancy)* – Goal 2, Objective 2.2

- Number of students reading at grade level *(currently at 43%)* - Goal 4, Objective 4.1

APR 21ˢᵗ Century Program Data Collection *(note this is a new grant; current data is not available)*
- Number, type, and variety of enrichment activities - Goal 4, Objective 4.2
- Number of students attending 30 days or more – *Goal 3, Objective 3.1*
- Rate of students retained in the program - *Goal 3, Objective 3.2*
- Number, type and variety of activities addressing transition readiness - Goal 5, Objective 5.1
- Number, type and variety of activities addressing college and carerre awareness - Goal 5, Objective 5.2
- Rate of parent participation in program's education opportunities (GED, English Acquisition, etc) - *Goal 6, Objective 6.1*
- Number, type, and variety of family skill building opportunities for parents and families - *Goal 6, Objective 6.2*

Infinite Campus
- Number of disciplinary referrals related to impulse control, disrespect, or lack of empathy – Goal 2, Objective 2.1
- Student classroom grades Goal 4, Objective 4.1

Outcomes:
- **Outcome 1.1:** A greater number of students will be proficient in reading as measured by the KPREP assessment.
- **Outcome 1.2:** A greater number of students will be proficient in mathematics and science as measured by the KPREP assessment.
- **Outcome 2.1:** Students will engage in fewer behaviors that disrupt their learning process and learning environment as measured by the number of disciplinary referrals for threat assessment or serious behavior events.
- **Outcome 2.2:** Students are healthier as shown by school day attendance rates.
- **Outcome 3.1:** Students attend and participate in 21ˢᵗ CCLC activities that lead to better safety and less exposure to risk factors during after school hours.
- **Outcome 3.2:** Students at greatest risk of academic failure attend the program for several years and attain mastery of Kentucky Academic Standards.
- **Outcome 4.1:** Students will master content and academic standards as measured by regular classroom grades.
- **Outcome 4.2:** Students are exposed to a greater number of high quality programs that address the variety of unique academic and non-cognitive needs.
- **Outcome 5.1:** The rates of transition readiness between grade levels, into Kindergarten, and from elementary to middle school show improvement.
- **Outcome 5.1:** Students have greater exposure to college and career opportunities aligned to future possibilities, such as through STEM programming.
- **Outcome 6.1:** Parents and family members participate in skill building opportunities that lead them to be better equipped to support student achievement and success.
- **Outcome 6.2:** Parents and family members are offered a variety of skill building opportunities that address their unique needs and situations so that they may better support their child's learning and development.

Part I: Need

1.1 This application is from our K-5 elementary school and the co-applicant public library. The school qualifies as a new applicant, as a TSI school, and meets the absolute priority with a free and reduced lunch rate of 60%. The school is situated in the center of a rural area of 11,700 residents (U.S. Census, 2019). The application arises from our **needs assessment that is an ongoing process** beginning with an annual fall evaluation of current programs, identification of new needs, and adjustments or continuation of current initiatives. The application was developed through this process. Our school uses a structure of committees to monitor the needs of our students, families, and community by gathering feedback and information from a variety of sources on the academic, social emotional, physical, family-based, and non-cognitive needs of the population we serve. These committees include those for literacy, community partnerships, social-emotional development, positive program promotion, and school culture.

Formal data such as grades, attendance, disciplinary referrals, and assessment scores are collected for students; family literacy, employment, income, and other hard data are collected for *families* and the *community*. **Informal measures** of data collection include (but are not limited to) written surveys of *students, family, staff, and community* open discussions (such as the informal, monthly discussion for *school, family, and community* at the local coffee shop), electronic discussion boards/portals, and focus groups who complete in-depth reviews of programs. Data is reviewed by the appropriate committee who recommends program adjustments and identifies new areas of need, opportunities for growth, and means to address these.

1.2 Committee representation includes **students, parents/family members, school teachers/staff, and community members** with equitable **representation of all stakeholder groups.** This includes consideration to the various ethnic, demographic,

and social sectors of our student's families, school staff, and community both in committee representation and data collection. The co-applicant public library and partners contributed to the design of the program by participating in face-to-face meetings and electronic discussions. The information, feedback, and recommendations were summarized within an electronic guidebook accessible to members of all committees and school staff. The school's core leadership team (led by the principal) and a representative from each committee met monthly to review the information, integrate it into the school's comprehensive improvement plan, and design this application. The results of the needs assessment and proposed plans were shared with all parents, community members, students, the school community, and the public through posting on the school website, intentional and ongoing sharing and discussion at monthly meetings, and open opportunities all stakeholders to provide feedback.

1.3   The plan connects our existing resources to the goals and activities outlined through the needs assessment process. **Available resources** in our school that share a common purpose with grant initiatives include three certified literacy specialists who provide school day remediation and reading intervention services for students. The school's Family Resource Center staff works with families to identify and address non-cognitive needs such as health concerns, family education, housing situations and other barriers to attendance and academic success. School social workers and counselors provide direct interventions for mental health and social-emotional issues. These school day programs and services are as an existing framework that serve as the foundation for designing quality services for afterschool and summer learning. The committee structure used in the needs assessment process monitors programs and provides feedback for design, implementation, revision, and refinement.

The number of students who would meet the eligibility requirements under this 21stCCLC (208 students) has grown at a rate that surpasses available school day

2

services for this population, thus **creating a gap or lack of resources.** Local funds

from state and federal programs to expand programs into afterschool and summer are

limited: our school's allotment of funds (Title I, ESS, IDEA, SEEK) is $10,651/student;

the state average in Kentucky is $13,887/student (KDE, 2019). State legislature funding

(SEEK) for our school is $3,300/student; Kentucky's average is $3,712 (KDE). Our

Chamber of Commerce reports the greatest area of shortage for community employers

is in the area of STEM-related jobs, yet no source for local training exists. This creates

a gap in resources that could be used to implement an afterschool program.

1.4-1.5   We have an enrollment of 660 students in grades K-5, of whom 90.3% are

white, 4.5% are Hispanic, 3.1% are of two or more races, and 2.1% are Asian, Pacific

Islander, black, or other (KDE, 2019). The U.S. Census reports the population for our

community has increased by more than 20% in the past eight years, and the number of

children under the age of 18 who live in **poverty** is at 35.8% for the area served by the

school, compared to a state average of 17.2% (2019). Within the school setting, 60% of

students qualify for free or reduced lunch [Kentucky = 60.7] (KDE). The **percentage of**

growth of EL students in the school has more than doubled in the past five years from

.7% to 1.7%. The **dropout rate** for the high school to which our students matriculate is

0%. **Literacy rates** for families show 12% of the targeted population is functionally

illiterate (Kentuckyhealthfacts.org, 2019). 24% of parents report issues with finding a

safe place for their children during afterschool hours, and 48.2% of our students are

raised by grandparents (FRC, 2019). Teachers report the top three disciplinary issues

as arising from issues with impulse control, disrespect, or lack of empathy (FRC).

(Please note additional data, comparison to Kentucky averages, and source in the chart

on the following page). Overall, this translates to a significant gap between students

who perform well academically and those who do not. The targeted school meets

qualifications for TSI status (a competitive preference priority). Results of the spring

2019 state assessment are shown immediately below. We are applying for this 21st

Proficiency Rates – KPREP Assessment			
Comparison Group	Reading	Math	Science
All Students (Targeted School)	43%	37%	17.6%
Disability Students (Targeted School)	18%	10%	16.7%
Economically Disadvantaged Students (Targeted School)	32.2%	23.3%	12.8%
Kentucky Average	54.6%	48.8%	30.8%
Source: Kentucky School Report Card, 2019			

Century Community Learning Center grant to address the shortfall in opportunities for students below proficiency and the 66% (405 students) who fall into **gap groups** for disability and economically

disadvantaged (as measured by eligibility for free and/or reduced lunch). Our co-

applicant is the local public library, who has committed resources and manpower to

strengthen the literacy components of this application to support student reading

proficiency and to further family skill development.

_1.6_ **The targeted population** is identified based upon the need data. This includes

students (and their family members) who demonstrate characteristics or academic

performance that corresponds to lack of success in mastering grade-level learning

targets or in transitioning to the next grade level or future careers.

Need				Our Target Population
	Factor	KY Average	Local Data	
STUDENTS	Reading Proficiency*	54.6%	43%	Students who demonstrate:
	Math Proficiency*	48.8%	37%	• Average of "C" or below in a class
	Science Proficiency*	30.8%	17.6%	• Two or more disciplinary referrals
	Attendance Rate*	94.2%	95.5%	• Lack of proficiency on state assessments or MAP
	Chronically Truant Students* (90% attendance)	17.8%	14.4%	• Reading skills below grade-level
	Disability Students*	16.7%	20.4%	
	English Learners*	4.3%	1.7%	• Disabled, homeless, migrant, foster, or English Leaners
	Foster Students*	1.7%	2%	
	Homeless Students*	3.6%	1.2%	• Attendance rate below 94% attendance rate
	Migrant Students*	.5%	.15%	
	Juvenile Crime Rate**	120 counties	18th worst	• Chronic truancy
	Graduation Rate*	91.1%	94.6%	• Repeated social-emotional or behavioral issues
	Students Using Drugs or Alcohol at School*****	10.9%	16.5%	
PARENTS &	Grandparents raising students****	11.1%	48.2%	**Parents or families:** • Lacking GED or h.s. diploma • With grandparents raising students
	Food Insecurity**	19.2%	16.5%	

4

	6 year college completion rate**	51%	43%	• Lacking resources to meet basic needs or financial stability
	Parents without a GED or diploma**	14.3%	11%	
COMMUNITY	Adult Drug Arrest Rate (per 1,000 residents)***	2.3	3.2	Students and families lacking literacy skills, GED, post-secondary training, or who are incarcerated Adults with chronic health issues Those in need of drug-prevention activities
	Child Poverty Rate***	17.2%	35.8%	
	Educational Levels – Bachelor's***	23.2%	17.1%	
	Obesity**	34%	40%	
Sources: *KDE, 2019. ** KYA, 2018. ***U.S. Census, 2019. ****FRC, 2019. *****KIP, 2019.				

Part II: Quality of Plan

2.1	**Academic Requirements** will be guided by **two certified teachers** per day during program hours, for a total of 24 hours of certified instruction each week of the school year and 30 hours per week in the summer months. One teacher shall be selected with a specialty emphasis in reading/literacy/writing (to lead the K-3 reading intervention) and one in math/science. These teachers will guide design of activities, lessons, and programs to address the needs of students. Each will work collaboratively with school day staff and have familiarity with the KY Academic Standards, school day curricula, and special needs of the targeted population. Instructional assistants and volunteers will build upon the direction of these teachers to ensure continuation of instruction, connection to the school day, and links to the academic standards.

2.2	The **K-3 Reading Intervention** will be offered on a daily basis and implemented through the Guided Reading model that differentiates instruction for individual students; teaches reading comprehension, fluency, vocabulary, and word-solving; deepens comprehension through text discussion; and develops the ability to speak about text. This supports all KY Academic Standards for Reading. Guided Reading will be implemented **daily** in the afterschool program in a small group setting by the certified teacher (who specializes in reading) during homework help/tutoring, and on a revolving basis as an alternative to the academic enrichment period for students in need of explicit reading instruction. Additional support will include use of the HeadSprout

program to support the guided reading implementation. The program will follow the structure, scope, and sequence outlined by program developers (as backed by evidence) to ensure fidelity of implementation and similar results to that of studies. Staff who deliver the reading intervention program will be trained in its delivery and shall work in collaboration with the regular classroom teacher and school literacy specialists who support students during the school day. Research on the use of the Guided Reading model demonstrates statistically significant improvement in reading comprehension and fluency at rates 36% higher with use of Guided Reading over standard instructional models (Denton, et. al, 2014). The co-applicant will also provide direct literacy and reading enrichments opportunities for students and family members to support the K-3 reading initiative.

2.3 The methodology for selection of all activities (including those for the K-3 reading intervention) follows criteria for being **evidence and/or research based** as required in the U.S. Department of Education's *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* (2016). Activities, strategies, and interventions in our program meet qualifications of promising, moderate, or strong evidence of success with similar populations based upon scientific studies that show a statistically significant and positive effect for producing the intended outcome or benefit for students. Activities are selected from the *What Works Clearinghouse* (government website of evidence-based activities) and adhere to required documentation methods of citing peer-reviewed studies that support the use of the activity with an effect size index greater than $p < .05$, which is a level that demonstrates the activity makes a positive difference when used properly in similar situations.

2.4 **Activities will target and address low-performing students.** Each student in the program will have an individual student profile that is updated and reviewed daily by the regular classroom teacher and the site coordinator. When a classroom teacher

enters data or a note about a student who is showing indicators of low-performance (such as a low grade, failure to complete an assignment, or difficulty understanding a topic), an email will automatically be generated to the site coordinator. This will serve as a means to track and identify **low-performing students and to match them to activities** that will support their growth and mastery of the KY Academic Standards. Each activity has a targeted audience or purpose based upon the research reviewed during the activity selection process. Students can be immediately assigned to the appropriate activity that supports the area of need indicated by teacher notes, classroom grades, ongoing progress monitoring, attendance, disciplinary referrals, and results of classroom and school assessments that are recorded in the student profile. Student grades (recorded in Infinite Campus) and individual conversations with teachers and parents will also be used to identify targeted students. The initial activities to be offered by the program are detailed in the chart below, including targeted, low-performing students and the purpose of the activity.

Activity	Targeted Students	Purpose
Homework Help	• Students with an average of "C" or below in a course	• Improve classroom performance • School day linkages
Tutoring	• Student with an average of "C" or below in a course • Students with disabilities affecting academic performance • Students performing below grade level	• Reinforce mastery of KY Academic Standards for reading • Increase transition readiness between grade levels
Guided Reading/ Reading Intervention/ HeadSprout	• K-3 students below grade level in reading • Students experiencing academic difficulty between grade level transition	• K-3 Reading Intervention • Improve reading proficiency rates and mastery of KY standards
Academic Enrichments (Reading, Math, Science)	• Students below proficiency benchmarks on state-assessments or MAP • Students experiencing difficulty with mastering standards	• Increase mastery of KY academic standards • Generate student interest in the program (recruitment & retention)
STEM/STEAM/Coding/ LAUNCH (Project Lead the Way)/MakerSpace/ Robotics	• Students demonstrating difficulties with transition between grade levels • Students with an average of "C" or below in science • Students not mastering science standards (below proficiency)	• Tailor program offerings to student interests • College and career awareness and readiness • Increase mastery of science standards
Social-Emotional Wellness Groups	• Students with social-emotional concerns and issues	• Remove social-emotional barriers to learning

	• Students with two or more disciplinary referrals	• Build a sense of belonging
Non-academic Enrichments (music, art, cooking, 4H & nutrition)	• Students who are chronically truant • Students with less than 30 days of program attendance • All students	• Student retention and peer relationship building • Increase school day and program attendance
Physical Fitness and Wellness (archery, STEM Sports, CATCH, etc)	• Students with school day attendance rates below school averages	• Improve health, well-being, and discipline
Joint student/ family activities (including partner activities)	• Students whose parents and families need additional skill-building support	• Increase family capacity to support academic and non-cognitive development

_2.5_ Activities and lessons are aligned to appropriate grade-level standards under the KY Academic Standards (KAS). Certified teachers oversee all lesson plans (including those for volunteers) to align activities with appropriate targets to foster meeting of benchmarks for standards. This serves as a means of **making connections between program offerings and the KAS in Math, Language Arts, Science, Social Studies, and other content areas.** Program staff collaborate with school day teachers during weekly planning times or PLC's (professional learning communities) to align activities to school day curriculum maps and learning targets. Each day's academic enrichments are tied to a specific learning target that is addressed in the corresponding school day class of the same content area. Activities and enrichments target these standards and use a hands-on approach to learning that actively engages students and allows them to use and apply the information learned during the school day.

Homework help and tutoring provide individualized instruction matched to each learner's gaps and needs for growth connected to the standards. Enrichment activities focus on hands-on learning extensions at high depth-of-knowledge levels in the upper domains of Bloom's taxonomy for applying, analyzing, evaluating, and creating based upon concepts from the Standards. For instance, in a given week, 4th grade students may be focused on the following standards during school day coursework:

- **Language Arts:** *Literacy.RI.4.9:* *(Reading Informational Text):* *Students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.*
- **Mathematics:** *4.MD.1:* *(Measurement and data):* *Students will know relative sizes of measurement units within one system of units.*
- **Science:** *3-5-ETS1-3:* *(Engineering Design) – Students can plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.*

Participants will cover concepts in the school day class and be given support, tutoring, and homework assistance upon arrival to the program. Thereafter, enrichment activities for the week build upon these concepts through a project-based-learning experience, such as designing a scaled race track. Students research and verbally share information (*language arts*) from a variety of informational sources regarding the design of a race track and view examples of them. The students then use measurement skills (*mathematics*) to design the actual structure they would like to test out. Consideration is given to the physical forces (*science*) that may impact the success of the project. Finally, each carry out the experiment during 21st Century time.

2.6   The program will be embedded in the school's **Comprehensive Improvement Plan** through the needs assessment process described in Part I. The committees that contributed to the design of the program will remain updated on and review data from program offerings and progress. Representatives from the advisory council will provide information to and serve on the committees as they update their portion of the school's improvement plan. 21st CCLC initiatives will be indicated in the plan as a means to address corresponding goals, objectives, and needs related to the academic, social-emotional, family, and physical needs of students.

2.7-2.9   Two objectives have been developed to support each of the six program goals. These were derived from the needs assessment to be unique to the school. The following chart shows the objectives for each goal and summarizes the supporting identified need data.

9

Goal 1: Increase academic achievement of regularly participating students	
Supporting Need Data: - KPREP Reading proficiency rates 11.6 percentage points below state averages [43% vs. 54.6%] (KDE, 2019) - KPREP Mathematics proficiency rates 11.8 percentage points below state averages [37% vs. 48.8% (KDE) - KPREP Science proficiency rates 13.2 percentage points below state averages [17.6% vs. 30.8%} (KDE)	**Objective 1.1:** By 2023, the difference in **reading** proficiency rates between the targeted school and state averages will decrease by 10%.
	Objective 1.2: By 2023, the difference in **mathematics and science** proficiency rates between the targeted school and state averages will decrease by 10%.
Goal 2: Improve non-cognitive indicators of success in regularly participating students	
Supporting Need Data: 16.5% of students report being drunk or high at school [KY = 10.9%] (KIP, 2018) 10.8% of all students are chronically truant *[less than 90% school day attendance rate]* (KDE, 2019) - Teacher surveys indicating top three reasons for discipline as impulse control, disrespect, or lack of empathy	**Objective 2.1:** The number of **disciplinary referrals** related to impulse control, disrespect, or lack of empathy will decrease by 10% annually.
	Objective 2.2: The rate of **unexcused absences** during the school day will decrease by 10% annually.
Goal 3: Increase the number of students attending the program 30 days or more during the academic year	
Supporting Need Data: 10.1% of students report feeling unsafe during afterschool hours (KYA, 2018) 24% of parents indicate need for afterschool or summer enrichment (FRC, 2019) - Number of juvenile DUI arrests is 18th worst of 120 KY counties (KYA).	**Objective 3.1:** The number of students attending 30 days or more will increase by 10% annually.
	Objective 3.2: The rate of students retained in the program from year-to-year will increase by 10% annually.
Goal 4: Increase access to high quality programming	
Supporting Need Data: - School day retention rate of 1.1% (KDE, 2019) 3.3% of students are homeless, in foster care, or migrant (KDE) - Reading proficiency rates of students with an IEP or economically disadvantaged is greater than 15 percentage points below state averages (KDE)	**Objective 4.1:** The number of participating students who improve classroom grades in reading or math will increase by 10% annually.
	Objective 4.2: The variety of enrichment activities will increase by at least one program each term.
Goal 5: Increase access to transition readiness activities for middle/high school students, and increase transition readiness awareness of elementary students	
Supporting Need Data: 24% of students entering college do not meet benchmarks for English or Mathematics (KYA, 2018) - The 6 year college completion rate of 43% [vs. 51% for KY] (KYA)	**Objective 5.1:** The number of activities addressing transition readiness and STEM skills will increase by 25% each year.
	Objective 5.2: The number of activities addressing college and career awareness will increase by 25% each year.
Goal 6: Increase education opportunities for parents and families that support academic achievement	
Supporting Need Data: 11% of parents lack a high school diploma (KYA, 2018) 35.8% of children under 18 live in poverty (KYA) - The percentage of students in deep poverty is 3% above Kentucky averages (KYA)	**Objective 6.1:** The rate of parent participation in education opportunities will increase by 10% each year.
	Objective 6.2: The number and types of education opportunities for parents and families will increase by at least one offering per year.

2.10 The connection between program activities and the goals/objectives of the grant is:

GOAL/ OBJECTIVE	ACTIVITY	PURPOSE
Goal 1 Objective 1.1	Reading Intervention/ Guided Reading	Reading intervention and literacy skill development tied to KY standards
Goal 1 Objective 1.2	Coding, Robotics, STEAM, Lego We Do/Ozbots, etc...	Increase transition-readiness
Goal 2 Objective 2.1	Social Emotional Awareness Groups & Mentoring	Address non-cognitive barriers to learning
Goal 2 Objective 2.2	Physical Fitness/ CATCH Kids Club Fitness	Improve physical wellness of students
Goal 3 Objectives 3.1 & 3.2	Archery/STEM Sports	Student enrichment and high-interest activity
Goal 3 Objectives 3.1 & 3.2	Music/4H	Student enrichment and high-interest activity
Goal 4 Objectives 4.1 & 4.2	MakerSpace/ Snap Circuits/ Wonder Workshop	Provide high-quality, high-interest, hands-on learning integrating multiple content areas
Goal 5 Objective 5.1	Project LAUNCH and STEM (pre-engineering)	College and Career Awareness and transition readiness
Goal 6 Objectives 6.1 & 6.2	Cooking and Nutrition	Parent and family involvement

2.11 Activities are **evidence and/or research based** and classified as promising, moderate, or strong as required in the U.S. Department of Education's *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*. Please note the previous description in section 2.3.

2.12 Our Chamber of Commerce reports the greatest area of shortage for employers is in the area of STEM-related jobs. Our school's corresponding science and math scores for gap groups show proficiency rates as low as half that of state averages. To address this, opportunities for **STEAM and STEM** activities will include enrichments such as coding, robotics, and Project LAUNCH. Students will have access to the school's evidence-based MakerSpace on a daily basis. Each of these programs provides integrated science, technology, math, engineering, and art activities as a gateway to college and career-awareness and readiness for elementary students. Project LAUNCH is the elementary component of the national, evidence-based Project Lead the Way program in which students may graduate from high school ready to enter careers within the STEM industry. MakerSpace provides materials and resources for

students to select their own STEM/STEAM projects to explore and answer problems while using integrated skills to solve them using readily-available materials. We will incorporate robotics (including evidence-based lessons with *Ozbots, Lego We Do Robotics, and Lego Simple Machines)* into the afterschool enrichments of these programs to provide hands-on learning opportunities to extend school day learning in a manner unique to the program. This provides early exposure to specific skills identified for post-secondary employment opportunities within the community.

2.13 **Transition readiness activities** will focus on age-appropriate college and career-readiness combined with academic and social adjustment between grade levels, upon kindergarten entry, between primary to elementary, and from elementary to middle. *Academic transition readiness components* will target mastery of the KY Academic Standards for reading, mathematics, science, and social studies through the daily tutoring, academic enrichments, and other interventions to ensure students are on grade level. *Social transition* will be embedded within enrichment activities, through peer mentoring (with older youth), and social/emotional activities facilitated by the mental health agency community partner (noted in the agreements). *College and career* transition will be facilitated through the LAUNCH, robotics and MakerSpace programs will target skills that prepare and expose students to future career options. The language of college vocabulary will be taught with concepts of levels of education, common jobs, and required training. The youngest students will be exposed to the concept of college and post-secondary training and the connection to common careers. Community partners will serve as career models.

2.14 **The program schedule** will reflect a balance of activities with daily reinforcement of the KY Academic Standards for reading and math to ensure students receive support to remain on grade-level during homework help/tutoring/literacy and academic enrichments. The daily non-academic enrichments will include physical

fitness, art, music, social-emotional learning, 4H, and other partner/co-applicant offered

activities. On school days, a nutritious snack will be provided through the USDA School

Food Service Program, and an evening meal will be offered before departure. The

school day schedule is below.

Time	Activity
7:15-7:45 a.m.	Morning Homework Help/Literacy/Tutoring
3:15 -3:30 p.m.	Snack
3:30 - 4:15 p.m.	Homework Help/Literacy/Tutoring
4:15 - 5:00 p.m.	Academic Enrichment
5:00 - 5:45 p.m.	Non-Academic Enrichment
5:45 p.m.	Evening Meal/Departure

Weekly schedules will be customized to offer a variety of specific offerings aligned to student need and interest (as evidenced by grades, classroom performance, interest surveys, and the student advisory group), with adjustments made in accordance to feedback and data on student progress from students, parents, staff, school day teachers, administration, and the advisory council. The Weekly Schedule of offerings will be framed around the following:

Time	Monday	Tuesday	Wednesday	Thursday
7:15-7:45 a.m.	Morning Homework Help/Literacy/Tutoring/Headsprout			
3:15 -3:30 p.m.	Snack			
3:30 - 4:15 p.m.	Afternoon Homework Help/Literacy/Tutoring/Guided Reading/ HeadSprout			
4:15 - 5:00 p.m.	Reading Enrichment (co-applicant library)	Math Enrichment	Science Enrichment	STEAM/Project LAUNCH/Coding
5:00-5:45 p.m.	Robotics (We Do, Cubelets, Ozbots)	MakerSpace / Wonder Workshop	Physical Fitness (ex: archery/ STEM Sports)	Partner Activity (see below for examples)
5:45 p.m.	Evening Meal/Departure			
Example Partner Activities: 4H Agricult., Social Emotional Groups, Wellness Workshop, Fitness, etc.)				

2.15 **Parent and Family involvement and skill building activities** for 21st CCLC

parents and families will include open houses and other opportunities to participate in

events with students, but a series of **intentional skill-building workshops** to support

literacy and other educational opportunities will be planned on a regular basis (at least

6x annually). Additional ongoing opportunities for individual support of reading and

writing skills of parents will be available for families with the greatest need, such as for

GED services. (Please note partner agreements for signed commitments.)

Adult Skill Building Activity	Provider
Technology Help: Google Classroom & Infinite Campus Parent Portal	*Family Resource Center and school guidance counselor*
Supporting Students with Math through Number Talks	*School mathematics curriculum coach*
Supporting Students with Literacy through Interactive Read Alouds	*School literacy specialists and co-applicant public library*
Social/Emotional Wellness: De-escalation and Anger Management	*Local Mental Health Agency (Communi▮▮ ▮▮▮▮▮)*
Nutrition and Family Meal Planning	*H▮▮▮▮ ▮▮▮▮ Clinic*
Family Wellness & Exercise Classes	*A▮▮▮▮ Fitness*
Ongoing mentoring for social-emotional wellness	*Court Appointed Special Advocates (CASA)*
GED/Adult Education (ongoing)	*FRC/Adult Education Partnership*
English Language Acquisition and Support (ongoing)	*District English Language Coordinator*

2.16 **The targeted population** for this grant is 50 or more students most at-need or

at-risk of academic failure, including those who demonstrate:

- Performance below proficiency benchmarks in reading, math, or science on state assessments or on school-administered interim assessments (quarterly comprehensive assessments or MAP testing measuring progress in attaining grade-level Kentucky Academic Standards);
- An average of "C" or below in one or more subject areas/courses;
- School day attendance rate below school averages;
- Two or more disciplinary referrals;
- Social-emotional concerns (identified by school staff, counselors, or family members);
- Classroom performance indicating challenges with mastering standards;
- Difficulties with transition between grade levels;
- Need for K-3 reading intervention;
- Students whose parents and families need additional skill-building support;
- Disabilities affecting academic performance; or
- Other barriers or indicators affecting future transitions or attainment of proficiency benchmarks.

2.17-2.18 The foundation for student recruitment will be building a program that is

visible to and communicates with students, parents, staff, and the community.

Intentional strategies for recruitment include:

Recruitment Strategy	Methods
Build program and activities based on student interests	Annual whole-school student-voice survey to determine student interests; collect feedback from student advisory committee; students vote on offerings - connect activities to student interests
Promote program to students and parents/families	Flyers; posters; videos shown in school and on social media; peer sharing and recruitment; presence and promotion at school-wide and community events; **direct contact to targeted students/parents/families** via face-to-face, written, and electronic communication; personal invitations; include 21st CCCLC program in the "Rush" week for clubs and activities; program presence at open-houses, events in community, local stores, churches, and ballgames

Involve school day teaching staff in design, delivery, implementation, and referral	Overview and discussion at faculty meetings; program staff attend school-based professional development and training; individual student profiles linking school day to program services; surveys of school staff; school staff representation on advisory council, collaborative planning with literacy specialists (K-3 reading) and other school staff; teacher recommendation of students; embed program in existing committee structure for needs assessment
Use an accessible referral process	Anyone may refer a student (teacher, school staff, parent, self-referral, community member, etc) through online, paper, or verbal referral; mandatory referral when classroom **grades drop to "C" or below**
Adopt school policies	Tutoring and intervention for students not reaching proficiency, homework help for students with grades of "C" or below, referral for **make-up exams**, dedicated program space, embed program in the school consolidated improvement plan
Involve co-applicant/partners	Distribute flyers and promotional materials; include program information in partner social media; recruit and refer shared clients

Retention Strategy	Methods
Program offerings tailored to or amended to student interest	Adjust offerings and content of activities based on student advisory council and student surveys; solicit student feedback on activities and make adjustments; **designated program space for activities; homework help for sports teams** prior to practice
Student choice	Students have opportunity to choose which enrichment activities they attend, selection of enrichment activities based upon student vote and suggestions
Sense of belonging	1:1 staff to student and peer to peer mentoring opportunities and individual goal-setting; establish program traditions/logos/rituals; recognize individual accomplishments; **designated program space**
School day linkages	Ongoing communication logs and individual student profiles for exchange of information with school day staff; participants share program events during school-day events and ceremonies
Parent communication	Monthly contact with individual parents regarding student progress; individual meetings are needed; ongoing parent involvement and engagement events; events, photos, and student work samples shared weekly

2.19 **Communication regarding student progress data will be shared between**

program and school day staff on a daily basis. The plan includes use of:

Structure	Frequency	Purpose
Electronic Student Profile	Daily	Communicate daily classroom learning targets, information n mastery of content and academic standards, next steps, and areas of assistance. Guides homework help and tutoring, placement in activities, and individual support and guidance
PLC Meeting with School Staff	Monthly	Formal professional learning community meeting to review student progress, align lessons to the school day curriculum
School Committee Meetings	Monthly	Discuss program progress, refinement, and feedback
Individual Meetings with Teachers	Daily and/or weekly	Discuss individual student progress and adapt instruction
Email	Daily	Communicate student needs and concerns/update classroom learning targets

21[st]CCLC staff will also attend faculty meetings to review program activities **with staff**

and administration and to solicit feedback on means to tailor activities to best improve

student progress. *2.20* **Preferred means of communication** with school day staff and administrators will be *face-to-face* (the site coordinator will be present in the building for half the school day for greater accessibility) and *electronic* for the purposes of timeliness and record keeping. Informal (and as-needed) communication will also support linkage to the regular school day to touch base regarding student needs and concerns on a day-to-day basis. The site coordinator will **meet with the principal and other administrators on a monthly basis** to update them on student progress, program goals, and to solicit feedback and input regarding individual students and the program as a whole.

2.21 In addition to communication regarding student progress during the monthly PLC, meetings will include **alignment of program content to the school day curriculum** across subject areas and grade levels so that afterschool lessons and activities will mirror, enhance, and remediate content from the school day. Two school day teachers will serve as content leads and will ensure lessons align to school day instruction and target the same KY Academic Standards and skills covered that week during the school day. The individual student profiles will include notation regarding skills, concepts, lessons, and assignments from the school day teacher so that afterschool instruction, support, and activities for individual students align to school day curriculum.

2.22 **Program staff will attend and participate** (and present on topics related to the 21[st]CCLC) **in six days of JOINT professional development** at the school and district levels to reinforce alignment to the school day. Topics for joint professional development include district and school-wide offerings pertaining to identified needs of groups of students, curriculum alignment, college/career and transition readiness, reading interventions, mental health, and other content related to instruction or risk factors for student success. Program staff will participate in joint PLC groups with

school day staff during monthly meetings to enhance educator skills on practices and strategies that strengthen professional practice.

2.23 **A full time site coordinator will be employed for 220 days** at seven hours per day. This provides adequate time for: availability during program hours; planning and linkages to the school day; communication with parents and families; and investment with the co-applicant (public library) and partners. Staffing will include two certified teachers (who will be present during the hours the program is in operation) and a minimum of two classified staff who will work to provide support and instruction.

2.24 This will ensure that the maximum **staff to student ratio will stay within 1:15.** Volunteers and in-kind staffing from the public library (co-applicant) and other partners will provide direct services to students and further decrease the adult to student ratio, with a target of 1:10 to provide greater opportunities for individualized instruction with disability groups. Older student workers from the high school and local university will provide volunteer services to increase 1:1 tutoring and mentoring opportunities. During morning hours, at least one staff member will be present to provide homework help and tutoring. If the number of participants exceeds 15, an additional staff member will be brought in for these hours. **2.25** The staffing chart is as follows:

Position	Responsibilities	Qualifications
Site Coordinator	Program oversight, scheduling, data entry, advisory council, direct student and family services	*Bachelor's Degree*
Certified Teacher	Direct student services; oversee **reading intervention** activities	*Bachelor's Degree*
Certified Teacher	Direct student services, oversee **math and science** instruction	*Bachelor's Degree*
Instructional Assistant (2)	Direct student services	*64 hours of college*
Co-applicant and partner staffing (VOLUNTEER)	Enrichment activities, parent and family involvement and skill building	*Criminal background check; training for safety, 21st CCLC training, high school diploma*
Student Workers (high school VOLUNTEERS)	Peer mentoring (non-supervisory roles)	*Criminal background check*
Community and family members	Services to students and family members	*Pass volunteer vetting process and background check*
Project Director (in-kind)	General program oversight and adherence to requirements	*District-level Administrator. Master's Degree or higher*

2.26 **CPR and First-Aid training will be required** for the site coordinator, certified teachers, and instructional assistants to ensure that someone who is trained is present each day. If all these staff are absent, at least one substitute selected for the day will be appropriately trained and certified in CPR and first-aid. This training will also be made available to and provided for other staff (volunteer, in-kind, co-applicant, partner) who are scheduled to be in the program at least once per month.

2.27 The **vetting process for staff and volunteers** includes a criminal background check (fingerprinting) and a criminal abuse/neglect check to screen for safety concerns. (Note detailed job descriptions describing needed skills are attached – candidates will be screened for suitability.) References are checked thoroughly. Applicants are required to provide official copies of any document related to job requirements (such as official transcripts) prior to employment. The interview and process for staff and volunteers working with students and families will include input from the advisory council, school staff, co-applicant, students, families, and partners in developing a list of core values, attributes, and characteristics for each role. The interview process and performance tasks are designed around these criteria to match staff to the roles and to meet the needs of the students and families. Volunteer and paid staff will also undergo physical examinations, TB screenings, and training pertaining to safety, confidentiality, and 21st CCLC program overview. All jobs will be publicly posted to the district website, through social media, on the state website, to local chamber of commerce job postings, and on bulletin boards in the school and district. Our district is an equal opportunity employer and does not discriminate against any applicant or employee on the basis of race, color, religion, national origin, sex, physical or mental disability, or age.

2.28-2.30 The **professional development plan** for staff includes the aforementioned school-based professional development (six days) and participation with school day trainings. Additional training will include (but not be limited to)

mandatory training in CPR and First-Aid, confidentiality, student safety, drills and emergency procedures, mental health and suicide awareness training, use of appropriate disciplinary actions and procedures, and safe crisis management. These shall be completed annually in July and August. **The site coordinator, co-applicant, and other staff (as appropriate) will attend all required state-level trainings.** The timeline and topics for professional development include six days of **joint PD** for program staff and school day staff and:

Tentative Date	Topic	Who Will Participate
July 2020	Level I Orientation	*Director, site coordinator, co-applicant, principal*
	CPR and First-Aid	*All program staff*
August 2020	APLUS Data training	*Site Coordinator Project Director (central office)*
September 2020	Joint PD with whole-school – identifying and connecting to whole-school needs	*All program staff and all school staff*
October 2020	Multi-state conference	*Site coordinator, program director and lead staff, co-applicant*
	Joint PD with whole district – topics connected to individual staff areas of growth	*All program staff and all district staff*
Fall 2020	Extending Excellence for Continuous Improvement	*Site coordinator and other key personnel*
November 2020	Best-practices within the content area of instruction	*All program staff and all school staff (grouped by content areas)*
Winter 2020	Level II	*Site coordinator and other key personnel*
January 2021	Joint PD - Foundational practices for instruction	*All program staff and all school staff*
February 2021	Joint PD -Addressing social-emotional concerns with students	*All program staff and all district staff (grouped by grade levels)*
Spring 2021	Regional Training	*Project Director and lead staff*
March 2021	Joint PD -Connecting with community partners to serve families	*All program staff, co-applicant and partners, district staff*
Ongoing	Monthly staff meetings	*All program staff, co-applicant, partners*
Cycle will be repeated annually		

2.31-2.34 **Summer Programming:** The summer program will operate five (5) days per week, six (6) hours per day, for four (4) weeks and will meet or exceed minimum KDE requirements. The schedule includes at least 1.25 hours each (2.5 hours total) of daily reading and mathematics instruction – note schedule below.

TIME	ACTIVITY
9:00-9:20	Breakfast
9:20- 10:35	Reading Instruction
10:35-11:30	Non-Academic Enrichment
11:30-11:50	Lunch
11:50-1:05	Math Instruction
1:05-2:00	Non-Academic Enrichment
2:00-2:15	Snack
2:15-3:00	Student Choice Activity

The means of ensuring summer program activities will be **age-appropriate** includes consideration for cognitive, physical, and emotional development. *Cognitive-based* (academic) activities will support the Kentucky Academic Standards for the appropriate grade level and subject area. The Kentucky Association for Health, Physical Education, Recreation and Dance (KAHPERD) Standards will provide the basis for selection and design of age-appropriate activities for *physical development*. Activities for *social-emotional development* follow the American School Counselor Association guidelines. Examples of summer program activities and the correlation to goals, objectives, and purpose are outlined below:

GOAL/ OBJECTIVE	ACTIVITY	PURPOSE
Goal 1 **Objective 1.1**	Reading Intervention/ Guided Reading/HeadSprout	*Reading intervention and literacy skill development tied to KY standards*
Goal 1 **Objective 1.2**	Coding, Robotics, STEAM, Ozbots, Lego We Do Robotics, etc...	*Increase transition-readiness*
Goal 2 **Objective 2.1**	Social Emotional Awareness Groups & Mentoring	*Address non-cognitive barriers to learning*
Goal 2 **Objective 2.2**	Physical Fitness/CATCH Kids Club	*Improve physical wellness of students*
Goal 3 **Objectives 3.1 & 3.2**	Archery/STEM Sports	*Student enrichment and high-interest activity*
Goal 3 **Objectives 3.1 & 3.2**	Music/4H	*Student enrichment and high-interest activity*
Goal 4 **Objectives 4.1 & 4.2**	MakerSpace/ Wonder Workshop	*High-quality, high-interest, hands-on learning integrating multiple content areas*
Goal 5 **Objective 5.1**	Project LAUNCH (pre-engineering) and STEM	*College & Career Awareness/ transition readiness*
Goal 6 **Objectives 6.1 & 6.2**	Cooking and Nutrition	*Parent and family involvement*

Part III: Management of the Plan

3.1-3.2. The school year program will operate Monday – Thursday (four days per week) for three hours per day, for a total of **twelve (12) hours** of service per week, beginning the second week of school and ending no sooner than one week before the conclusion of the school year. Our **school's experience** with operating an out of school time program has included providing academic-based, afterschool tutoring services for two to

20

three days per week. These activities address reading and mathematics achievement of students whose mastery of academic standards (as measured by classroom grades) were indicative of possible retention and/or failure to successfully transition to the next grade level. Although offered only to a small group (10-12 students), these programs have provided strong evidence of intervention as measured by classroom grades and rates of proficiency on state assessments. In the most recent academic year, 100% of these students successfully transitioned to the next grade level, and the average proficiency rate for mathematics increased by 4.5 percentage points (Kentucky, 2019). Based upon this small-scale model, our school shows **capacity** to expand services and offerings so that this same level of success can be made available to more students.

3.3 **Available resources** include: the USDA breakfast, lunch, and dinner program, ESS services for limited academic tutoring in reading and mathematics, community partners and the Family Resource Center to guide and direct parent and family involvement, sufficient and dedicated space for the operation of the program, an existing committee structure to support ongoing needs assessment, evaluation, and program modification, and a teacher/staff training and support structure to guide linkages to the school day and academic enrichments. Three certified literacy specialists (*who provide school day remediation and reading intervention services for students*) and school day social workers and counselors (*who provide direct interventions for mental health and other issues*) will work with program staff to design program activities and to match services to student. The co-applicant and partners have current relationships with the school and have committed to expanding these to the 21st CCLC through ongoing commitments, volunteers, and dedication of resources as outlined in the attached partner agreements.

3.4 **Private school students** have equal opportunity to attend and participate in the program. Our school individually contacts the families of private school (or home

school) students through email, written letter, or phone call to make them aware of services. Ongoing and meaningful consultation (at least 4 times annually) with private school officials aids in recruitment and referral for services, and district representatives who provide services to private schools refer students to programs that match their needs. Private school students may attend the 21st CCLC under the same enrollment criteria as students within the host school. These students will be transported to the site by the private school (as per consultation agreements) and use 21st CCLC program transportation to the home. Private and homeschool students were contacted by email, telephone, and community meetings in the development of the application.

3.5   **Students with disabilities and English Learners** attend the program and participate in activities under the same open enrollment policy as all students and are included in all activities. Modifications and differentiation provide equal access and inclusion. Program staff will work in collaboration with school day teachers and families to recruit these students, to meet the needs of each student, and to develop a plan unique to each child who may have a disability of any nature and to align to the student's school day IEP (Individualized Education Plan). Program staff will be provided with specialized training for working with these students, and no student (public or private) shall be excluded based upon disability or English Learner status.

3.6   **The facility** in which the program will be housed is an elementary school with sufficient space to serve 600 students. The school is located in the center of town within one mile from police/fire stations. The school cafeteria (for snacks and meals), media center (for academic activities and enrichments), innovation lab (for academic and enrichments), gymnasium (for physical fitness and archery), outdoor learning space (for enrichments and academics), and classroom space (6 rooms) will be dedicated to the 21st Century program on a daily basis. **3.7** The facility is single-story and is fully accessible under the **Americans with Disabilities Act (ADA),** including features to

22

accommodate physical, visual, auditory, and speech impairment, such as no stairs, wide doorways, specially equipped bathroom facilities, braille and tactile markings, auditory enhancement equipment in all spaces, appropriate parking, handrails, furniture, furnishings, drinking fountains, sinks, and fire alarms. **For safety purposes**, the building and playground are inspected daily by personnel trained in safety and maintenance of facilities using checklists for OSHA, fire department, health department, and material data and safety standards. The fire marshal and health department inspect the full facility (including all classroom, restroom, playground, and cafeteria/kitchen space) annually; the Kentucky Center for School Safety also conducts an annual inspection and completes a full safety audit on the facility and procedures for student and visitor entrance, exit, and movement throughout the building.

3.8 **Safety procedures and emergency plans** are developed, reviewed, amended, and approved by local emergency management officials (police, fire, EMS, etc...) during annual and ongoing visits. All school and program staff, volunteers, and subs are trained on elements of the emergency plans; these are **posted** in a designated space in each classroom for easy access by everyone in the building. **The emergency plans** (along with **sign-in/sign-out and behavioral policies) are shared with families** during safety trainings and through the handbook (including posting on

Drill	Frequency
Fire Drill	Once during the first week of the program (August and June), then monthly
Earthquake	August, January, June
Tornado	August, January, June
Lockdown	August, January, June

websites) so that everyone is familiar with procedures. Students are regularly trained on procedures through the drill process and as part of program instruction. *3.9* The timeline for practicing drills is indicated above – a log of all drills is maintained.

3.10 During the school year, a daily snack and dinner will be prepared by the school cafeteria through the **USDA National School Breakfast and Lunch** program. During summer months, breakfast, lunch, and dinner will be served. If field trips are offered,

the meals will be provided via "sack lunch" to ensure all students have access to food and to restrict the use of grant funds for these purposes. The program is based on four components classified as milk, fruits/vegetables, grains/bread, and meat/meat alternative. Breakfast will include three components; lunch or supper will include all four (plus an additional fruit or vegetable); snack will include a minimum of two.

3.11 **Students will travel to** (summer only) **and from the program** using school district buses. During the academic year, transportation will not be necessary to the program. (Private school students will be transported by the private school per consultation agreements). Bus transportation will be provided to the site for both public and private school students during summer and to the home in the evening both during the school year and summer. Full size school buses will be used – these are inspected daily by school transportation officials for safety concerns using the National Highway Transportation Safety Administration criteria. Logs and records are maintained. Emergency evacuation drills are practiced at least four times annually with students. The maintenance of vehicles is provided by the district. Drivers are CDL certified and receive specialized training in working with school-age youth to ensure safety during transportation and while loading/unloading.

Part IV: Collaboration and Partnerships

4.1-4.2 The roles and responsibilities of the co-applicant and partners are detailed in the agreements beginning on page 54. The advisory council has served an active role in the development of the grant application and will be involved in implementation of the grant. The ongoing needs assessment and modification of programs model described in Part I will be followed by the advisory council. **4.3** **Membership in the Advisory Council** will include voting members of 1 parent, 2 students, 2 teachers, the principal, the co-applicant, a student, and at least one community partner who will have set meetings every-other-month for the purpose of reviewing data, providing program

feedback, and discussing sustainability. Non-voting membership will include representation of at least one additional person from each group of other teachers, parents, students, and community members who will share a variety of perspectives, inform the voting membership, and provide feedback on program progress and concerns. Meetings will be open to the public and follow Robert's Rules of Order by maintaining minutes, having a set agenda, and recording attendance using a signed document. Students will serve a role in the advisory council by providing regular presentations, serving on focus groups, and participating in surveys. Ongoing topics for the advisory will include: sustainability; progress in meeting goals and objectives; review of results, data, and feedback from program activities; results of annual evaluation; selection of parent and family engagement activities; recruitment of new partners; school day linkages; strengthening/refining/revising the program; and other topics as determined by the council itself.

_4.4_   **Advisory council members were included in development of the application** through formal meetings held on Sept. 12, Sept. 17, and Oct. 2. Sign-in sheets were maintained. An electronic document was created in Google with a section for each portion of the grant. This was shared with advisory members, the co-applicant public library, partners, and other representatives (including students, teachers, parents, community members, and other staff) who contributed to and provided feedback on the program design and application components. Public discussions were held (including media representation) in August 2019 (discussion of school needs and the possibility of pursuing the grant opportunity) and September 2019 to discuss the plan design. Grant partners and stakeholders directly involved in implementation reviewed and provided feedback on the application and their commitments in late October and early November.

Part V: Evaluation

_5.1_ **The lead person responsible for data collection** and ongoing data entry will be the site coordinator. This individual will receive guidance and oversight from the project director (a district administrator whose services will be in-kind). The program will follow and meet all APR reporting requirements for the grant. Summaries of collected data will be provided to the advisory council on an ongoing basis with an annual report provided to the SBDM council, parents, the community, and the local school board.

TIMELINE OF FORMAL DATA COLLECTION	
Data Source	**Timeline for collection/review**
State Assessment Data (KREP)	*November*
MAP assessment of reading and math	*August, December, May*
Classroom grades	*Quarterly – Program as a whole* *Weekly (individual students)*
School day attendance	*Quarterly – program as a whole* *Weekly - individual students*
Disciplinary infractions	*Quarterly – program as a whole* *Weekly – individual students*
Student surveys	*March – program as a whole* *Monthly – individual activities*
Teacher surveys (of overall program impact)	*March - holistic program review*
Teacher feedback (for individual student progress)	*Weekly – individual students* *(more frequently if students are not progressing)*
Parent surveys	*Annually – program as a whole* *Immediately following individual family activities*
Program attendance (retention and regular attendance)	*Monthly – program as a whole* *Weekly – individual students*
Parent and family participation rates	*Monthly – program as a whole*
Quarterly = October, December, March, May	

_5.2-5.4_ **Data collection** will be related to: A) progress and needs of individual students; and to B) a self-assessment of the effectiveness of the program as a whole in meeting goals and objectives. This data collection and review will be ongoing with intentional timing (weekly or monthly) for individual student information and program activities so that immediate adjustment can be made to address areas of concern and need for modification of services. The data will be reviewed collectively to monitor progress of the whole 21st Century program in meeting objectives. Results of individual student data collection and review are used to make immediate adjustments to the types of services a student receives and to identify who may need individual intervention and immediate collaboration with school day teachers and families.   The monthly review of data for the program as a whole (such as

examination of the overall percentage of students who improved reading or math grades from fall to spring) will be used to adjust and **refine** the types, duration, and content of activities. The data collected from individual activities for parents and students (such as participation rates and levels of satisfaction) will be reviewed immediately and used to make decisions regarding opportunities to **strengthen, refine, or revise** future activities in regard to content, timing, and focus. The data that is reflective of the whole program will be presented to the advisory council on an ongoing basis and used to guide decisions in offering additional academic or enrichment activities, refining or modifying existing activities and services, involving additional partners, or identifying new strategies for improving student success.

<u>5.5-5.6</u>　　　**Information and results will be communicated to all stakeholders, including parents, school staff, community members, partners, and the media.** This shall be on an ongoing basis (at each meeting) through public advisory council meetings, updates via the school website and social media, local media options, and as part of the school's committee structure described in the needs assessment portion of the application. Individual parent communications and conferences will also be a source of disseminating information and results. Individual student results will be shared directly with school day teachers and parents/families as part of the strategies to address **students not making adequate progress.** These shall also include:

- Creation of an electronic student profile for each teacher that lists his/her students who are participating in the program. This shall include what is being targeted for the student each day, results of individual data collection (from the chart above), progress and mastery on classroom assessments, skill gaps, next steps, and comments between school day and 21st CCLC program staff.   This creates an individual profile for each student and used to identify who is not making adequate progress. The site coordinator reviews the profile daily and receives email alerts when entries are made by the school day teacher;
- Adjustment of the student's program schedule and content to better address areas of concern;
- Conferences with parents to address concerns; and
- Development of a specialized intervention plan with input from school day staff, 21st CCLC staff, and parents/family members.

27

PART VI: BUDGET

6.1   Grant funds will be used to **supplement school day programs** and services by building upon them to create an afterschool and summer program. Each purchase and service funded through the grant will be approved by the school principal and district-level administrator who will verify that supplanting is not occurring. Funds shall **not** be used to pay for current or previously existing programs, services, or goods funded from another source. Grant personnel, school personnel, and district personnel will receive financial training on the federal "**supplement, not supplant**" guidance and methodology. Any purchase will be used in the 21st CCLC to provide differentiated and separate instruction unique to the afterschool program.

6.2   All accounting of funds will be maintained at the district level under the MUNIS electronic accounting system (as required by the Kentucky Department of Education). 21st CCLC funds will be maintained in a **separate, individual account** that is unique to both the grant and school served. Each budget category has a designated purchasing code aligned to this grant proposal. Each purchase is assigned a corresponding code (based on the nature of the purchase) that corresponds to the assigned codes for the budget categories.   This is a preventative measure to adhere to grant requirements for allowable (or unallowable) activities. Additional checks and balances include the following: the site coordinator creates the purchase request; it is approved by the principal, the director (a district administrator), and a district financial clerk. All are trained in accounting procedures. **6.4** This workflow is a protocol that contributes to the **financial capacity to manage a grant program. Start up** costs will be provided through local funds (generated from tax revenues), sufficient funds are allocated for this purpose as part of each year's budget. The district has **experience** in management of other grant and special programs (from state, federal, and private funds), including, but not limited to, those for Title I, Title II, Title III, Title IV, Gifted and Talented, Extended

School Services, Perkins funds, and Read to Achieve. Each of these programs requires similar budgeting and accounting procedures to that for 21st CCLC, including adherence to an established budget, following of purchasing and accounting procedures, annual reporting, and compliance with supplement, not supplant methodology.

6.3 **Staff time and effort will be tracked** through use of an electronic timeclock system. Staff must be present to clock in and out of the program. The electronic timesheet is printed each pay period and verified by the staff member, site coordinator, and a business official. The site coordinator's timesheet is approved by the building principal. Staff will be trained in maintaining appropriate ratios of time and effort to demonstrate the time paid from grant funds is an accurate representation of completing duties related only to grant responsibilities. Employees will also sign semi-annual verification of time and effort as part of ongoing grant maintenance.

6.5 **Sustainability.** 21st CCLC funding will be used to build a core plan and base of initial staffing, training, and access to high quality programming. Collaboration with the co-applicant public library and partnerships is built into the model and will be continually expanded to create a network of staffing, in-kind support, and services for students and families. Advocacy and positive promotion are mechanisms to inform others of the services and results of the program when requesting additional support and sources of revenue. New funding streams will be pursued through discretionary grants, local government, private organizations, community partners, and individuals. The advisory council and committees involved in the needs assessment processes are invested in the program and will have access to information and tools to facilitate the recruitment of additional partners and individuals for program expansion and sustainability. As grant funds decrease in future cycles, 21st CCLC funding will be used to maintain core staff and consistent structures. The basic plan for continued and future investments is:

Potential Budget Items to Be Provided by Partners	Possible Funding Sources (cash or in-kind)	Action Steps
Volunteer Staffing Snacks and Meals Tutoring Transportation Supplies and Materials Parent and Family Engagement Activities Student Enrichment Activities	• In-cash contributions from local groups and individuals • State and Federal programs: ESS, Title I, USDA food and snack program • Co-applicant public library • Current partners • New partnerships • Additional grant resources • College students needing pre-service hours • Parents and community members	• Create a fundraising plan • Build program presence and reputation in community • Research and identify potential partners and stakeholders • Schedule meetings with potential partners • Cultivate stakeholder relationships and create buy-in • Communicate program results in a variety of formats • Share credit and celebrate success • Develop MOU's with partners

The total estimated cost per student is $2,500 as based upon an average daily attendance of 60 students.

Table of References
Denton, C.A., Fletcher, J.M., Taylor, W.P., Barth, A.E., & Vaughn, S. (2014). *An experimental evaluation of guided reading and explicit interventions for primary-graded students at-risk for reading difficulties.* Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4712689/
FRC [Family Resource Center]. (2019). *Annual survey results.* Unpublished raw data.
KDE [Kentucky Department of Education]. (2019). *Kentucky School Report Card.* Retrieved from https://www.openhouse.education.ky.gov/src
Kentuckyhealthfacts.org. (2019). *Data by location.* Retrieved from http://kentuckyhealthfacts.org/
KIP. (2018). *Kentucky incentives for prevention 2018 district survey report.* Louisville: REACH Evaluation.
KYA. (2018). *2018 Kids count county data book.* Jeffersontown, KY: Kentucky Youth Advocates.
United States Department of Education. (2016). *Non-regulatory guidance: Using evidence to strengthen education investments.* Retrieved from: https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf
U.S. Census Bureau. (2019). *American FactFinder.* Retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk
What Works Clearinghouse. (2019). *Select topics to find what works based on the evidence.* Retrieved from https://ies.ed.gov/ncee/wwc/

BUDGET SUMMARY

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

Budget Category	Year One (2020-2021) School Year Amount Requested	**In-Kind	Year Two (2021-2022) School Year Amount Requested	**In-Kind	Year Three (2022-2023) School Year Amount Requested	**In-Kind
School Personnel	$59,120		$59,120		$59,120	
Summer Personnel	$10,212		$10,212		$10,212	
Fringe Benefits	$20,019		$20,019		$20,019	
Travel (program staff)	$4,686		$4,190		$3,324	
Equipment	$11,649		$8,745		$10,076	
Supplies & Materials	$18,294		$21,694		$21,229	
Adult Skill Building (1% of grant funds yearly)	$1,500		$1,500		$1,500	
Contractual	---		---		---	
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	---		---		---	
Summer Materials & Supplies	$4,800		$4,800		$4,800	
Transportation (School Year, Summer, Field Trips)	$19,720		$19,720		$19,720	
Other (specify)	---		---		---	
Volunteers	---	$4,000		$4,000		$4,000
Yearly Totals (Grant and In-Kind Funds)	$150,000		$150,000		$150,000	

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