

21st CCLC
Original21st 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 #: 19-322-5455

Fiscal Agent SAMS CAGE Code#: 5ND82

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: Spencer County High School - Title 1 eligible school with Title 1 schoolwide program

Physical Address: 520 Taylorsville Road, Taylorsville, KY 40071

Target Grades: 9-12

School #2:

Physical Address:

Target Grades:

Fiscal Agent: Spencer County Schools

Superintendent/Chief Executive Officer: Charles Adams

Physical Address: 207 West Main Street, Taylorsville, KY 40071

E-mail: charles.adams@spencer.kyschools.us

Co-Applicant: Spencer County Cooperative Extension Service

Superintendent/Chief Executive Officer: Mollie Tichenor

Physical Address: 100 Oak Tree Way, Taylorsville KY 40071

E-mail:

Grant Writer: Mary Lynn Martin/Beth Hodgins

Agency: Spencer County Schools

Phone #: 502-808-6219

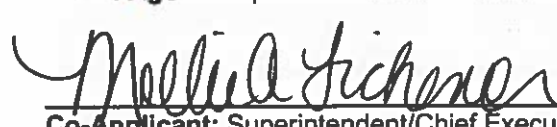
E-mail: mary.martin@spencer.kyschools.us, beth.hodgens@spencer.kyschools.us

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.


 Fiscal Agent: Superintendent/Chief Executive Officer

Date

11/15/19


 Co-Applicant: Superintendent/Chief Executive Officer

Date

11/15/19


 Notary Public:

11/15/19 3/28/2020

DAWN MICHELE BARLOW
 NOTARY PUBLIC-STATE AT LARGE
 KENTUCKY
 NOTARY ID # 550650
 MY COMMISSION EXPIRES 03-28-2020

Notary Seal (My Commission Expires):

LOGIC MODEL

(Not to exceed three pages)

Program Goals:

1. Increase academic achievement of regularly participating students in all core academic subject areas through homework assistance, targeted intervention, and enrichment opportunities.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming that provides interventions led by certified teachers, supports the Kentucky Core Academic Standards (KCAS), partners with Community Based Organizations (CBO's), involves family, and provides access to enrichment activities.
5. Increase access to Transition Readiness activities for high school students.
6. Increase educational opportunities for parents and families that support the school's programs and academic achievement.

Program Objectives:

- 1.1 By 2023, KPREP assessment data will reveal a 15% decrease in the percent of all students scoring below proficiency in reading, math, science and writing
- 1.2 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of ECE students scoring below proficiency in reading, math, science and writing
- 1.3 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of free/reduced students scoring below proficiency in reading, math, science, and writing.
- 2.1 By 2023, there will be a decrease of 10% of students who are chronically absent.
- 2.2 By 2023, there will be a 10% reduction in the % of students receiving behavior referrals for tobacco use/vaping.
- 3.1 By 2022, there will be a 10% increase in the number of students attending the program 30 days or more during the academic year.
- 3.2 By 2023, there will be a 25% increase in the number of students attending the program 30 days or more during the academic year.
- 4.1 By 2023, there will be a 20% increase in students attending after school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.
- 4.2 By 2023, there will be a 20% increase in students attending summer school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.
- 5.1 By 2023, there will be a 10% increase in the number of students participating in transition readiness activities.
- 5.2 By 2023, to increase transition readiness for regularly attending students by 10% as measured by KDE guidelines or MAP scores for younger students.
- 6.1 By 2023, there will be a 15% increase in participation in family and parent opportunities that support academic achievement.
- 6.2 By 2023, there will be a 15% increase in family confidence in having the skills they need to support their students in academic success, based on survey results.

Our school's 21st Century Community Learning Center, will be available to all 930 students in grades 9-12; enrollment is prioritized for students most in need of academic and enrichment services. According to KDE, Division of Nutritional and Health Services data from 2018-19, 39.63% of students qualify for free/reduced lunch. SCHS is a Title I school with a schoolwide program. Students are 90.8% Caucasian, 4% Hispanic, 3.3% two or more races and 1.9% other. Assessment data indicates a high percentage of ECE and free/reduced students perform below proficiency in the core subjects of reading, math, science, and writing. These students will be specifically targeted, based on each of the objectives above:

- Students scoring below proficiency in Reading, Math, Science, On-Demand Writing
- Students failing any core academic classes.
- Students who participate in F/R lunch program and score below proficiency in any area, are not transition ready or not on track to be transition ready
- ECE students who score below proficiency in any area, are not transition ready or not on track to be transition ready
- Students who have missed more than 10% of the school year.

- Students who have been involved in vaping
- Students who have experienced trauma or have exhibited other need for small group intervention or adult mentorship

Activities: Homework Help

Tutoring

Reading, math, writing, and science intervention

Enrichment clubs in STEAM and literacy (Coding, engineering, culinary, music, mechanics...)

Mentoring, character education

Reading Plus online Reading program

ALEKS online math program

Edgenuity online credit recovery courses

Career exploration opportunities (Cosmotology, small engine repair, Culinary...)

ACT prep

Health, fitness and sports clubs

Parent/Family skill building

Resources to Address Objectives: Certified teachers, online programs, tutors, curriculum for clubs, Character education programs, adult mentors, upper classmen mentors, Recreation equipment, Club sponsors, computers, transportation, headphones, computer programs, guest speakers, field trips, STEM/STEAM equipment and materials, chaperones

Data Sources: KPREP scores, MAP scores, class grades, ACT scores, transition readiness data, Office referral data, Program attendance data, Program attendance data, and sign in sheets, Family skill building sign in sheets, Family surveys

Outcomes:

1. KPREP assessment data will reveal a 15% decrease in the percent of all students scoring below proficiency in reading, math, science and writing
- 1.2 KPREP assessment data will reveal a 20% decrease in the percent of ECE students scoring below proficiency in reading, math, science and writing
- 1., KPREP assessment data will reveal a 20% decrease in the percent of free/reduced students scoring below proficiency in reading, math, science, and writing
- 2.1 There will be a decrease of 10% of students who are chronically absent.
- 2.2 There will be a 10% reduction in the % of students receiving behavior referrals for tobacco use/vaping.
- 3.1 There will be a 10% increase in the number of students attending the program 30 days or more during the academic year.
- 3.2 There will be a 25% increase in the number of students attending the program 30 days or more during the academic year.
- 4.1 There will be a 20% increase in students attending after school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.
- 4.2 There will be a 20% increase in students attending summer school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.
- 5.1 There will be a 10% increase in the number of students participating in transition readiness activities.

5.2 There will be an increase in transition readiness for regularly attending students by 10% as measured by KDE guidelines or MAP scores for younger students.

6.1 There will be a 15% increase in participation in family and parent opportunities that support academic achievement.

6.2 There will be a 15% increase in family confidence in having the skills they need to support their students in academic success, based on survey results.

1: Needs Assessment

1.Needs assessment process - *"Random vandalism, rowdy behavior and even some violent play has gotten the attention of the Taylorsville Police Department. Reports about loitering at some local businesses and the Spencer County Public Library have involved unsupervised youth during after school hours. Those idle hours can lead to mischievous behavior and Chief Brian Sumner said his officers have been made aware of a few issues."*¹ This local newspaper article, along with other incidents and ongoing concerns prompted a meeting of Assistant Superintendent, Principal, Counselors, other school leaders, community leaders and parents/families. While brainstorming solutions, the group began exploring the idea of implementing an after school program at the high school similar to a successful one currently in place at the district middle school. Next, the idea of an after school program was sent on to the School Instructional Leadership Team (SILT) which consists of all department chairs, counselors, administrators, college/career coach and other staff. SILT met the next week to continue brainstorming and analyzing academic, non-cognitive and transition data to determine needs and program structure. In addition to analyzing academic, transition and non-cognitive data, SILT, Site Based Decision Making (SBDM) Council, which is made up of parents and teachers, and the Advisory Council began a process to gather input from families, students and the community. All students in the school and 8th graders at the local middle school were given the opportunity to participate in a survey through Google Classroom. Input was elicited from families via a Survey Monkey link in the Principal Newsletter that was sent out to all families for 3 weeks. In addition, a group of student leaders who have been active in the middle school after school program sought input from families via a paper/pencil survey at parent night. Community input was gathered via survey on the district website that was also advertised in the local newspaper. Data

analysis of the surveys again included SILT, SBDM and the Advisory Council.

Information from the surveys helped to determine needs/objectives/activities/resources.

2.Stakeholder Involvement - As mentioned above, families, school staff, students and community were involved from the beginning of the discussion, from brainstorming through data gathering and needs assessment to planning of the program.

Families	School Staff	Students	Community
Brainstorming solution in original problem solving group (Few)	Brainstorming solution in original problem solving group (Few)	Online student survey (All)	Brainstorming solution in original problem solving group (including Partners) (Few)
Data gathering in Advisory Council (Few)	Online survey (All)	Recruiting parents for paper and pencil survey (Few)	Data gathering in Advisory Council (including Partners) (Few)
Online parent survey (All)	Analyzing Data in SILT, SBDM (Few)		Online community survey (All)
Paper and Pencil survey at Parent Night (All)			Analyzing Data in Advisory Council (including Partners) (Few)
Analyzing Data in Advisory Council (including Partners) and other groups(Few)			

3. Availability and/or lack of resources – SCHS is located in a county with a population of 18,507 (2017 U.S.Census estimates)². This is a 40% growth in population over the 2010 Census Data that showed the population at just under 12,000. However, the community has seen little economic growth and has virtually no industrial base. The average commute time for residents is 32.7 minutes and over half of the population have both parents working outside of the home³. This creates the environment where students are unsupervised for long periods of time. Academic and enrichment supports are not provided by any programs such as a YMCA, SCHS families have limited access to cultural, academic, and social services.

The school serves a population of 930 students with 39.63% qualifying for free and reduced (F/R) lunch according to the 2018-2019 Final Qualifying Data, but is a school-

wide Title I school. The middle school that feeds into this high school currently has 42% of students qualifying for free/reduced lunch.

Since our school is located in a bedroom community, there are few places for students to congregate or activities to engage them outside of school. The only local places for entertainment are McDonald's and the public library. As mentioned in the newspaper article previously, several juveniles have gotten in trouble in the last few months for loitering, vandalism and "rowdy behavior" around town after school. The school does offer a wide selection of sports and arts programs. There is also an ESS program for tutoring that takes place 3 days per week at one hour per day. Many of our students are unable to take part in this program due to lack of transportation.

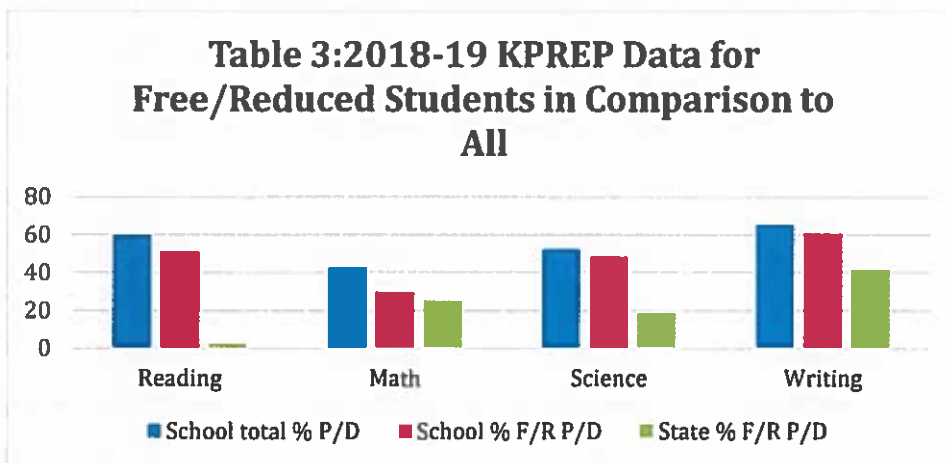
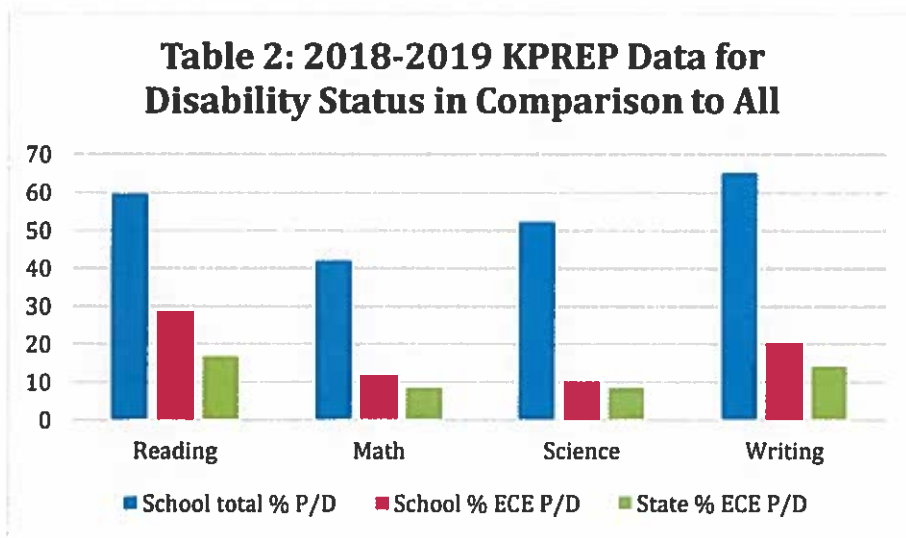
4. Multiple sources of data - In the 2015-2016 school year, the school was designated as a Proficient, but Focus school according to the Kentucky Performance Rating of Educational Progress (KPREP). For the 17-18 KPREP, the school was named a Targeted Support and Improvement (TSI) school due to the students with disability group performing as poorly as all students in any lowest-performing 5% of Title 1 school by grade level. While there has been an upward trend in all subject areas over the last few years, large percentages of students are still performing below proficiency.

Table 1: KPREP Trend Data for % All Students Scoring BELOW Proficiency								
	2015-16	2016-17		2017-18		2018-19		
	School	State	School	State	School	State	School	State
Math	71.5	57.7	80.0	61.9	59.4	62.5	58.2	64.7
Reading	43	43.5	36	43.5	37	41.4	40.5	54.5
Science	79.2	72.4	71.9	58.8	66.7	70.4	47.9	70.1
Writing	72.6	56.5	36	41.5	49.5	48.2	35	49.7
Overall Rating	Proficient, but Focus school		N/A		TSI		3 star (star rating reduced due to achievement gap)	

2018-2019 KPREP results identified the school in the "Other" category with 3 stars. (A 4 star rating would have applied, but 1 star rating was reduced due to a statistically

significant gap between students with disabilities and the general population.) Students made gains in math, science and writing, while scores in reading declined.

Students in the free/reduced subgroup and disability subgroup scored significantly lower than the total population in proficiency in 2018-19 year in all categories as noted in Tables 2 and 3 below. A significant percent of students not reaching proficiency was noticeable in the F/R population in math, and for the disability population in all categories. These students will be prioritized for enrollment in the afterschool program.

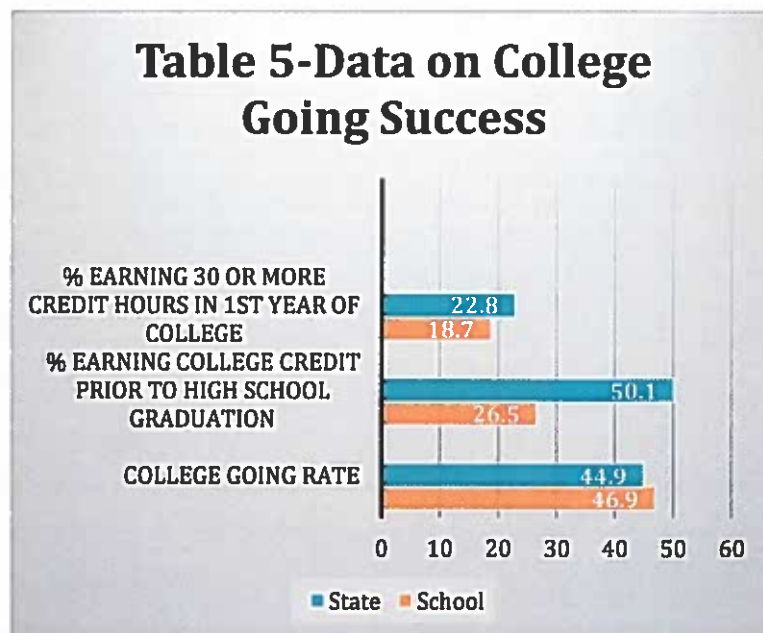


Historically, SCHS has struggled to provide enrichment opportunities for students in the county. These opportunities are more widely available in the neighboring urban areas, but it is difficult for families to transport their children to/from and pay the costs

associated with these programs. The 21st CCLC in the local middle school has increased the after school academic and non-cognitive opportunities students have, however those same students transition to the high school and no longer have that same level of after school support or enrichment activities. Students in the freshman year are struggling with their math and English classes, especially (17.4 % are failing Math and/or English classes). Table 4 shows the number of students failing overall classes. When students fail classes in high school, this impacts their transition readiness and their ability to graduate on-time.

Table 4: % of students failing at least one class first 9 weeks		
	Number failing at least one class	% failing at least one class
Grade 9	65	26.1
Grade 10	61	26.9
Grade 11	63	26.8
Grade 12	55	25.9
Total	244	26.4

According to a 2017 KDE report, about 47% of our students enroll in college which is



slightly above the state average.

However, only 26.5% of our students have earned college credit prior to high school graduation compared to 50.1% in the state. This is a significant deficit for our students which is added to by the fact that only 18.7% earn 30 or more credit

hours in their first year, compared to 22.8% in the state. These 2 areas can lead to

students taking longer to graduate from college than their peers, having higher risk of not completing college and higher student loan costs.

Behavior concerns create another need to implement a 21st CCLC program. School behavior data (Table 6) shows that the tobacco/vaping issue is growing each year. After many years of decreasing incidents of tobacco use, the number of students who are attempting to vape in school is increasing. Additionally, 32 out of the 49 referrals (65.3%) were for F/R students. This data indicates that vaping education is needed for a number of students, but students with F/R status, in particular, need this support.

Chronic absenteeism (missing more than 10% of the school year) is also a concern. Table 7 shows data for the school and state for the last 2 years, as well as the current year. (State data not yet available for 2019-20.) Chronic absenteeism in the school tends to be above the state level, but did dip in the 2018-19 year. Unfortunately, this year has increased (17.6% in 2018-19 to 22.7 %). This parallels the increase in other areas of concern such as vaping, failures, and juvenile misbehavior around town.

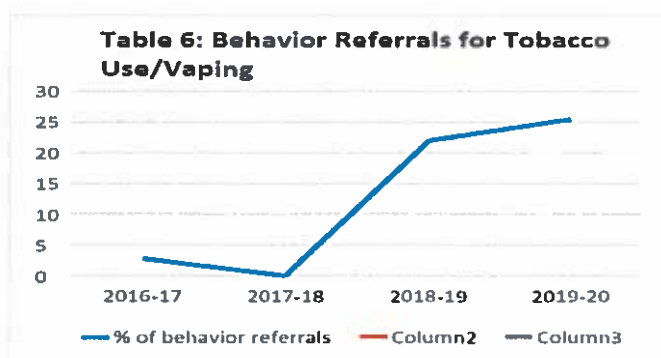


Table 7: Chronic Absenteeism					
2017-18		2018-19		2019-20	
School	State	School	State	School	State
21	17.6	17.6	17.8	22.7	N/A

An additional concern to the school and community is the low educational attainment of the adult population in the county. The American Community Survey⁵ indicates that nearly 12% of the population ages 25 and above do not have a high school diploma or G.E.D, with only 20% of the county population holding a Bachelor's degree or higher.

According to research from the National Institutes of Health⁶, the education level of a parent is a significant predictor of both the educational success and behavior of a child.

5.Data sources – See table at end of narrative for APA style citing. Most data was compared to state data, as appropriate.

6.Target population based on identified needs

Need	Target Population
1. Increased academic supports in math, reading, writing and science for all students with additional focus on F/R and students with disabilities in math and reading	<p>Students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. Students failing any core academic classes.</p> <p>F/R students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. F/R students failing core academic classes</p> <p>ECE students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. ECE students failing core academic classes</p>
2. Expanded behavioral and social supports for all students with a focus on students who are chronically absent, have received referrals for tobacco/vaping use and students who have shown a need for individual or small group mentoring	<p>Students who have missed more than 10% of the school year.</p> <p>Students who have experienced trauma or have exhibited other need for small group intervention or adult mentorship</p> <p>Students receiving behavior referrals for tobacco use or vaping</p>
3. Increased after school opportunities for students to high quality programming	All students attending program
4. Increased transition readiness, especially in math/reading benchmarks and career opportunities	Students who are not Transition ready or not on track to be based on ACT, Practice ACT, MAP scores or other data
5. Increased participation in programs and services targeting family and parent learning	<p>All families, especially families of target population students</p> <p>All community members</p>

2: Quality of Plan

1.Academic Requirements: a.)2 certified teachers - Staff will include one full time

Site Coordinator, at least two certified teachers, instructional assistants, and upper classmen student workers. Administrators, counselors and other staff will also serve in various capacities – hosting enrichment clubs, workshops on mental and behavioral health, etc. Certified teachers will work a minimum of 16 hours per week, combined.

b.)K-3 reading Not applicable to our program: we serve students in grades 9-12 only.

c.)Evidence based activities- *One of the main interventions to be used for reading, Reading Plus®*, was found to have potentially positive effects on comprehension for adolescent learners, as determined by the What Works Clearinghouse(WWC)⁷.

Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students. This program is used in all English classes and is shown to improve both fluency and comprehension in students, when used with fidelity. Many students are not successful in their English classes due to not spending enough time on this program. Participating in the after school program will give students additional time on *Reading Plus®* leading to improved reading skills, improved grades in English classes and increased Academic Transition Readiness.

The primary math intervention (other than small group or individual tutoring) consists of ,ALEKS®, an online mastery based program that allows some student choice in content timing. 2 important studies were released in 2018 that showed ALEKS® has a statistically significant impact on student learning. One of these studies, "General Chemistry Student Attitudes and Success with Use of Online Homework: Traditional-Responsive versus Adaptive-Responsive"⁸, found that use of the program increases the odds of a higher grade for average, below average and failing students. The 2nd study, "Studying Adaptive Learning Efficacy using Propensity Score Matching"⁹, determined that students who used ALEKS® had significantly higher pass rates than students who did not use the program.

Another important activity will be small group and individual tutoring and homework help. In "Structuring Out-of-School Time to Improve Academic Achievement"¹⁰, research is presented on targeted individual and small group intervention and instruction and the impact on student achievement. In addition, this document also recommends (based on extensive research) providing engaging learning experiences

which corresponds to the enrichment offerings that will be offered in the program.

These offerings will be based on the student and parent survey results.

d.)Activities address/target low-performing students-Our students face a number of risks in low academic achievement, particularly the free and reduced and disability populations, in which large percentages are performing below proficiency on the KPREP (see Tables 2 and 3). Also, students face limited community resources that support academic enrichment along with high number of parents who have a low educational attainment. In order to address these risk factors, the 21st CCLC program will provide tutoring, homework assistance, and summer intervention opportunities to targeted students as identified in section 1.6 above. Daily enrichment and summer enrichment opportunities will be offered in the areas of literacy and STEAM. Non-cognitive risk factors, including the behavioral issues, limited cultural experiences, and chronic absenteeism will be addressed through recreational, cultural, character education, tobacco/vaping prevention, and bullying prevention activities. Students who have received tobacco/vaping referrals will be required to attend education classes during the program which will lead to a reduction in these behaviors.

e.)Connect program offerings to KAS-Our 21st CCLC will align all programs and activities with the Kentucky Core Academic Standards (KCAS) via collaboration between the Site Coordinator and classroom teachers to provide tutoring, homework assistance, academic enrichment and intervention aligned with these standards. Also, the literacy and math interventions and ACT Prep materials were selected for their strong ties to KCAS, as evidenced by alignment with standards in foundational skills. All academic enrichment opportunities for students are taught by certified teachers. Enrichment activities offered to participating students will be “hidden” learning opportunities in the core subjects of reading, writing, math, and science. Enrichment

activities are to include STEAM experiences, such as music, drama, health and wellness, fitness, art, robotics, technology, woodworking, culinary, sewing, coding, etc. Many of these use curriculum and activities aligned with KCAS, allowing students to meet math standards in measurement and data, geometry, ratio and proportion, real world applications and algebraic thinking. Students will also meet the Standards for Mathematical Practice (i.e. reason abstractly and quantitatively; use appropriate tools strategically) and Science and Engineering Practices (i.e. asking questions and defining problems; planning and carrying out investigations, etc.) with STEAM related clubs. These activities enhance the academic skills learned through traditional classrooms and allow hands-on learning. All club activities taught by certified teachers and staff are aligned with KCAS in math, language arts, and science. All assessments utilized to determine program effectiveness are aligned to KCAS.

f.)Program embedded in Comprehensive Improvement Plan -Each public high school in Kentucky is required to have at least 5 specific goals in the 2019-20 Comprehensive School Improvement Plan (CSIP). These are in the areas of 1.) Proficiency (Math and Reading), 2.) Specific Academic (Science and Writing), 3.) Achievement Gap, 4.)Graduation Rate and 5.)Transition Readiness. These CSIP goals correspond directly with the Goals and Objectives of the after school program as mentioned above. CSIP goals 1-3 are congruent with the 21st CCLC objectives of 1.1-1.3. CSIP goal 5 is the same as the 21st CCLC objectives of 5.1-5.2. The other program objectives fit with CSIP goal # 5. The after school program is an activity that directly impacts the success of meeting these CSIP goals and will be written into the CSIP under "Activities". The after school director will be a part of the CSIP committee, in order to assist with monitoring and planning.

2.Objectives: ***a.)2 objectives for each of the six goals, b.) Objectives are in***

SMART format, c.)Objectives connect to the identified needs-The data presented and risks addressed show a clear need for both academic intervention and enrichment, behavior education and support, transition readiness support, and family learning. Our 21st CCLC will establish the following measurable goals/objectives based on needs:

Goal	Objectives/Outcomes	Need
1. Increase academic achievement of regularly participating students in all core academic subject areas through homework assistance, targeted intervention, and enrichment opportunities.	<p>1.1 By 2023, KPREP assessment data will reveal a 15% decrease in the percent of all students scoring below proficiency in reading, math, science and writing</p> <p>1.2 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of ECE students scoring below proficiency in reading, math, science and writing</p> <p>1.3 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of free/reduced students scoring below proficiency in reading, math, science, and writing</p>	Increased academic supports in math, reading, writing and science for all students with additional focus on F/R and students with disabilities in math and reading
2. Improve non-cognitive indicators of success in regularly participating students.	<p>2.1 By 2023, there will be a decrease of 10% of students who are chronically absent.</p> <p>2.2 By 2023, there will be a 10% reduction in the % of students receiving behavior referrals for tobacco use/vaping.</p>	2. Expanded behavioral and social supports for all students with a focus on students who are chronically absent, have received referrals for tobacco/vaping use and students who have shown a need for individual or small group mentoring
3. Increase the number of students attending the program 30 days or more during the academic year.	<p>3.1 By 2022, there will be a 10% increase in the number of students attending the program 30 days or more during the academic year.</p> <p>3.2 By 2023, there will be a 25% increase in the number of students attending the program 30 days or more during the academic year.</p>	Increased after school opportunities for students to high quality programming
4. Increase access to high-quality programming that provides interventions led by certified teachers, supports the Kentucky Core Academic Standards (KCAS), partners with Community Based Organizations (CBO's), involves family, and provides access to enrichment activities.	<p>4.1 By 2023, there will be a 20% increase in students attending after school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.</p> <p>4.2 By 2023, there will be a 20% increase in students attending summer school enrichment opportunities, offered through the</p>	Increased after school opportunities for students to high quality programming

	collaborative efforts of the 21 st CCLC grant and their partnerships.	
5.Increased access to transition readiness activities for high school students.	5.1 By 2023, there will be a 10% increase in the number of students participating in transition readiness activities. 5.2 By 2023, to increase transition readiness for regularly attending students by 10% as measured by KDE guidelines or MAP scores for younger students.	Increased transition readiness, especially in math/reading benchmarks and career opportunities
6.Increased educational opportunities for parents and families that support the school's programs and academic achievement.	6.1 By 2023, there will be a 15% increase in participation in family and parent opportunities that support academic achievement. 6.2 By 2023, there will be a 15% increase in family confidence in having the skills they need to support their students in academic success, based on survey results.	Increased participation in programs and services targeting family and parent learning

3.Program Activities: a.)Activities connect to goals and objectives - The activities

and services the 21st CCLC implements were selected based on identified needs through analysis of objective data and resources. Data indicates the need for both academic intervention and social and behavioral intervention for students. By 2023, K-PREP data will show a 15% decrease in all students and a 20% decrease in F/R and ECE students scoring below proficiency in reading, math, science and writing, as a result of academic enrichment, tutoring and homework help. In addition, opportunities for enrichment that connects the classroom to the real world, such as coding, robotics, culinary, woodworking, and sewing will enhance student learning opportunities and ensure academic success. Online learning opportunities, such as Edgenuity®, Reading Plus®, and ALEKS®, will be utilized to enhance reading, science and math. These tutoring and academic enrichment opportunities will help us meet goals and objectives 1.1-1.3 as well as 5.2 since this applies to math and reading ACT benchmarks.

Also, by 2023, our school will see a 10% decrease in the number of students who are chronically absent and the number of tobacco/vaping referrals. Special opportunities

such as mindfulness, bullying prevention, drug and alcohol abuse, etc., will improve students' social-emotional learning and motivate them to want to be at school. The required tobacco/vaping education classes will reduce incidents of tobacco/vaping referrals. An increase in students attending 30 days or more and a 25% increase in students attending the summer program will occur due to an expansion in course offerings. A 10% increase in students participating in Transition Readiness and regularly attending students meeting College Benchmarks by ACT, KYOTE or MAP® will occur via academic enrichment and intervention, tutoring, homework help, ACT prep sessions, field trips, career oriented clubs (coding, robotics, culinary, sewing, etc.) and family college/career planning nights. Additionally, programs targeted to families will result in a 15 % increase in parent involvement and family learning by 2023. Family education opportunities will increase family involvement in students' academics and improve communication with the school. Our school and partners will collaborate to develop a series of 6 enhanced educational opportunities, including:

1. "Use of Technology 1"
2. "Use of Technology 2"
3. "Families Helping Teens 1"
4. "Families Helping Teens 2"
5. "Families Helping Teens 3"
6. "Families Helping Teens 4"

Many academic, social, and emotional issues students face are a direct reflection of stresses of their home life. By reaching out to families through the skill building activities above, we may alleviate many of the disparities our students face at home.

b.)Evidence based activities – (Same as 2.1.c – See this section per KDE FAQ)

c.)Opportunities for STEM/STEAM activities-Enrichment activities are to include STEAM experiences, such as music, drama, fitness, art, robotics, technology, woodworking, culinary, sewing, computer coding, engineering, mechanics, etc. Many of these STEAM related clubs use curriculum and activities aligned with KCAS, and also

meet the Standards for Mathematical Practice. These activities enhance the academic skills learned through traditional classrooms and allow hands-on learning.

d.) ***Addresses transition readiness*** - The program will incorporate an expansion of transition opportunities for students. All academic and cultural enrichment opportunities are aligned to KCAS that will ultimately increase students' transition readiness. This targeted and enhanced instruction through online learning, intervention, real-world application of content, and exploration of career fields outside of the classroom will result in an increase in students meeting college-ready benchmarks on reading and math ACT/MAP assessments. Summer Academy will also continue to be aligned to KCAS and have a transition ready focus.

Transition readiness at the high school level consists of 2 options : academic or career. Academic readiness is met via ACT or other college placement exams. ACT prep was one of the most requested enrichments from the student/family surveys. This option will be offered at least 2 days per week and provide extensive opportunities for students to meet academic transition readiness goals. Students will also have access to increasing transition readiness via homework help, tutoring and academic enrichment. The other option for transition readiness is career. Options for this will consist of career-focused enrichment options such as coding, culinary, engineering/mechanics, small engine repair, cosmetology, etc.. These are all high interest based on student surveys. In addition, many of our students are involved in industry certification programs. Study sessions for these exams will be offered during the program in the spring semester.

We will host guest speakers and special supporting courses to increase college and career readiness/awareness among our students and their families. Families will receive information on College/Career in the Career Fair experience. Our program will coordinate with the district "Profile of a Graduate" competency work to help our students

be proficient in each of the identified competencies. In addition, we will support the work done during the day on Work Ethics in conjunction with Junior Achievement and the College and Career Coach and focus on the same characteristics that are being studied in classes to help our students be Transition ready.

e.) Weekly program schedule - The table below shows a sample weekly schedule:

Sample Weekly Schedule: *Enrichment opportunities change throughout the year			
<u>Mondays:</u> Culinary Club Game Club Community Service Club Small Engine Repair ACT Prep	<u>Tuesdays:</u> Video Game/Minecraft Craft Club Fit and Fun Club Engineering/Mechanics Club	<u>Wednesdays:</u> Running Club Chess Club Spirit Club Coding Club	<u>Thursdays:</u> Gym Sports Club Cosmetology Robotics ACT Prep

f.) Skill building activities for 21st CCLC parents-These skill building activities are based on the parent/family and community survey data. These surveys showed an interest for, in order, Social Media and Internet Safety, Google Classroom, Drug, Alcohol/Vaping Awareness, Resume Writing, Computer Training, Support Groups and Parenting Classes. The opportunities below incorporates all of these requests as well as requests for assistance with guiding students in career planning. The school already does FAFSA and college application nights so a Career Fair is the next logical step.

Skill Building Activity	Description and Connection to Goals
1. Use of Technology 1	Using programs such as Microsoft Word, Excel, Resume Writing Troubleshooting and Infinite Campus Parent Portal
2. Use of Technology 2	Using Learning apps, specifically Google Classroom, and online sites
3. Families Helping Teens 1	Drug, Alcohol and Vaping Awareness
4. Families Helping Teens 2	Social Media Safety Education for Families and Teens
5. Families Helping Teens 3	Supporting Students in a High Stress World
6. Families Helping Teens 4 - Career Fair (for Students and Families)	Career and Learning Fair

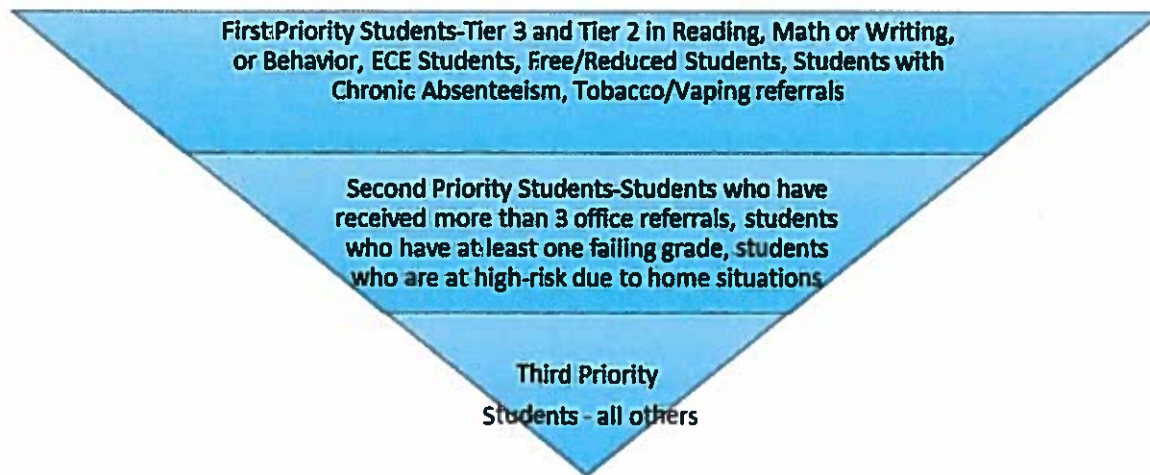
4.Recruitment and Retention: a.) Target population to be recruited

Objectives/Outcomes	Target Population
<p>1.1 By 2023, KPREP assessment data will reveal a 15% decrease in the percent of all students scoring below proficiency in reading, math, science and writing</p> <p>1.2 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of ECE students scoring below proficiency in reading, math, science and writing</p> <p>1.3 By 2023, KPREP assessment data will reveal a 20% decrease in the percent of free/reduced students scoring below proficiency in reading, math, science, and writing</p>	<p>Students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. Students failing any core academic classes.</p> <p>ECE students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. ECE students failing core academic classes</p> <p>F/R students scoring below Proficient in reading, math, science, writing or on-track to do that based on MAP or other benchmark assessment. F/R students failing core academic classes</p>
<p>2.1 By 2023, there will be a decrease of 10% of students who are chronically absent.</p> <p>2.2 By 2023, there will be a 10% reduction in the % of students receiving behavior referrals for tobacco use/vaping.</p>	<p>Students who have missed more than 10% of the school year.</p> <p>Students who have experienced trauma or have exhibited other need for small group intervention or adult mentorship</p> <p>Students receiving behavior referrals for tobacco use or vaping</p>
<p>3.1 By 2022, there will be a 10% increase in the number of students attending the program 30 days or more during the academic year.</p> <p>3.2 By 2023, there will be a 25% increase in the number of students attending the program 30 days or more during the academic year.</p>	<p>All students attending program</p>
<p>4.1 By 2023, there will be a 20% increase in students attending after school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.</p> <p>4.2 By 2023, there will be a 20% increase in students attending summer school enrichment opportunities, offered through the collaborative efforts of the 21st CCLC grant and their partnerships.</p>	<p>All students attending program</p>
<p>5.1 By 2023, there will be a 10% increase in the number of students participating in transition readiness activities.</p> <p>5.2 By 2023, to increase transition readiness for regularly attending students by 10% as measured by KDE guidelines or MAP scores for younger students.</p>	<p>Students who are not Transition ready or not on track to be based on ACT, Practice ACT, MAP scores or other data</p>
<p>6.1 By 2023, there will be a 15% increase in participation in family and parent opportunities that support academic achievement.</p> <p>6.2 By 2023, there will be a 15% increase in family confidence in having the skills they need to support their students in academic success, based on survey results.</p>	<p>All families, especially families of target population students</p> <p>All community members</p>

b.)Recruitment strategies- All students will be invited to attend the after school program, however, the director will prioritize students that are identified as at-risk for academic deficiency through specific recruitment strategies listed below:

- 1.)Classroom teachers and administrators recommend priority students based on formative and summative data such as ACT pretest, MAP assessments, classroom performance,etc.. Students who are failing a class (below 64%), need to turn in homework, take a missing test or retake a test will be referred to the program, as a standard procedure.
- 2.)Interventionists and the school's RTI team (RTI Coordinator, Guidance Counselor, Assistant Principal, Instructional Coach, Regular Education Teacher, ECE Teacher, and RTI Teacher) make recommendations based on the performance of students at Tier 2 and Tier 3 status for math, reading, and writing. Tier Review meetings occur quarterly. Following these meetings, additional or new priority students will be identified and invited to attend the program.
- 3.)Students referred by appropriate staff for non-cognitive needs based on classroom behavior, office referral, chronic absenteeism and FRYSC data of family/student needs.
- 4.)Homework help for sports teams prior to practice or games after school
- 5.)Awareness/education about program via Den time. (Den is every Wednesday for 40 minutes – a time of character education, staff/student bonding, fun, games, etc.)
- 6.)Students with tobacco/vaping referral required to attend education class

Student Recruitment



c.)Retention strategies-Again, all students who attend the program will be strongly encouraged to continue, however, some of the specific retention strategies will include:

- 1.)Contact parents of students who have missed 2 sessions and are failing a class.
- 2.)Contact coaches of players who have attended, have missed more than 2 sessions.
- 3.)Ongoing surveying of students to determine interests, how to best motivate them in continuing in the program, and what barriers they have to attendance.
- 4.)Schedule programs that appeal to interests identified on surveys. Seek assistance with Youth Service Center and community partners to overcome identified barriers.
- 5.)Students with tobacco/vaping referral required to attend education class

The advisory council and other groups involved in planning discussed the option of requiring students to make up missed exams in 21st CCLC, but a previous student survey showed that about 18% of our students have an after school job or must go home to watch siblings. There are families who depend on those funds and the stakeholders involved did not feel this requirement would be fair or equitable for all.

Links to Regular School Day:

a.)Communication plan-Each department meets in PLC every other Thursday, along with school administrators, Instructional Coach, College/Career Coach and counselors, sharing information, analyzing student data and doing curriculum/standards/assessment

planning and alignment. The 21st CCLC director will join in those PLCs, giving an opportunity for all parties to discuss student progress, for the director to answer any questions and be current with what is going on in those classes. In addition, there are 4 specific D/PD days throughout the year when staff is in session, but students are not. These days will also be times for the Director to meet in PLCs with staff to share student and program progress and other information about the program.

b.)Preferred methods of communication – The principal has a Google Classroom page for the staff where anyone can upload documents and information. This is used schoolwide on a daily basis. In addition, the Google calendar is constantly updated and all staff accesses this to know what is happening, where individual students are (field trips, college visits, RTI groups....). This calendar will be where the director places the clubs, students who are enrolled in each club, and other information. The director places completed homework in individual teachers' mailboxes each day. Each teacher will have a file folder in the CCLC with copies of past assignments and assignment schedules. The director will have the same level of access to the Reading Plus, ALEKS and Edgenuity programs as all other teachers, in order to monitor student progress and provide supports as needed. The program director will email and visit individual teachers regarding specific students. 21st CCLC information will be in the principal's weekly newsletter for teachers and families.

c.)Program aligns with the school day curriculum-The program director collaborates with school administrators and classroom teachers to provide instruction congruent to KCAS being taught in the classroom. This is done via the PLC process as mentioned above. In addition, the director works with the school RTI Coordinator to provide and monitor the targeted interventions needed for individual novice and apprentice students.

All program staff, including the director, participates in district professional development to ensure programming is aligned with KCA standards and curriculum maps

d.)Program staff attends/participates in school and district PD-All program staff, including the director, will participate in district professional development to share best practices and determine and meet the needs of our students. This will ensure that all after school programming is aligned with KCA standards, curriculum maps, and school improvement plans. These district days occur four times throughout the year. One day is set aside at the beginning of the year for district priorities and starts with a whole-district celebration/vision setting meeting. The other 3 days happen at the school level, are planned by in-house PD committees and include a mixture of whole staff and small group work sessions. Program staff will participate in these days in order to collaborate with district and school level staff.

5.Staffing: a.) Site Coordinator -The Site Coordinator position will be advertised on both the district and Kentucky Department of Education school position vacancy webpage. The site coordinator will be present during all hours of program operation and employed on a full-time basis as a regular employee of the fiscal agent. This person will be employed for a minimum of 220 days for at least 5 hours per day, up to 8 hours per day. The site coordinator will undertake such duties related to the grant, such as ongoing communication with families, partners, school day teachers, and completion of APR reporting requirements and data entry in addition to the daily 3 hours of the program

b.)Staff to student ratio-Staff includes one full time Site Coordinator, certified teachers, instructional assistants (IAs), and student workers. The principal, superintendent and counselor will also serve in various capacities – hosting enrichment clubs, workshops on mental/behavioral health, etc. Other certified teachers will be involved in the program

through clubs and academic enrichment. A staff to student ratio of 1:15 will be maintained at all times. This staff ratio will not include high school workers.

c.)Staffing chart listing position, responsibilities, and qualifications

Position	Responsibilities	Qualifications
Site Coordinator	<ul style="list-style-type: none"> Establishes an Advisory Council to ensure the accomplishment of the project goals; Develops after-school curriculum to meet individual needs of participating students; Identifies and recruits students and families in need of services; Conducts annual needs assessment and evaluation; Establishes relationships with community partners to collaborate on services; Provides supervision and leadership to all center staff, including volunteers; Schedules and coordinates training of all personnel and volunteers; Assumes fiscal management responsibilities for the allotted grant funds; Meets regularly with District Finance Officer to ensure compliance with fiscal requirements; Coordinates data collection and record keeping for continuous evaluation & planning 	<ul style="list-style-type: none"> Degree preferred in education, social services, or community relations or equivalent work experience. Strong computer skills with knowledge of Microsoft Office Suite, desktop publishing software. Strong communication skills. Highly organized with record keeping skills. Experience working with youth. Experience with fundraising preferred.
Certified Teacher	<ul style="list-style-type: none"> Provide tutoring and academic instruction services to students; Provide homework help; Lead academic and cultural enrichment programs; Assess and communicate learning results 	<ul style="list-style-type: none"> Requires degree in education or education related field; Knowledge of reading, math, science, the arts, or the humanities.
Instructional Assistant	<ul style="list-style-type: none"> Provide tutoring and academic instruction services to students; Provide homework help; Lead academic and cultural enrichment programs; Assist in data collection, 	<ul style="list-style-type: none"> High School Diploma or G.E.D. Certificate; Must meet the NCLB/ESSA educational requirement Knowledge of reading, math, science, the arts, or the humanities.
High School Student Worker	<ul style="list-style-type: none"> Tutor individuals or small groups of students, Prepare and organize lessons as directed by the teacher Assist in administering diagnostic and other assessments; score and record assessment information. Monitor and report behavior of students according to approved procedures; report 	<ul style="list-style-type: none"> Junior or Senior students enrolled at Spencer County High School, with priority for students enrolled in AP, DC, FCCLA classes and club or Educators Rising club.

	<p>progress regarding student performance and behavior</p> <ul style="list-style-type: none"> • Perform routine clerical duties such as preparation of instructional and classroom materials; operate copy machine. • Provide support to the teacher • Assist in overseeing students while in labs and clubs. • Follow all health/safety practices, regulations. Participate in meetings and in-service training programs as assigned. 	
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d.)CPR/first aid training-The Coordinator and at least 2 certified teachers will be trained in CPR/first aid. Whenever the Coordinator must be out (KDE training, etc.), 1 of the trained certified teachers will be on-site as the CPR/first aid trained staff member.

e.)Vetting process-The principal will work with the director to maintain a priority list of teachers and IAs to work in the highest-need areas of the program – staff who demonstrate commitment to working with students through excellent attendance, collaborative planning, and a high level of visibility and involvement in the program. All staff, paid and volunteer, must pass the state required background checks before hiring or working with students. Our district does not discriminate on the basis of race, color, national origin, age, religion, sex, genetic information or disability in employment, educational programs or activities.

f.)PD Plan -The program will send at least 2 staff members to all PD activities and trainings required by the KDE 21st CCLC program. In addition, all program staff, including the Coordinator, will participate in district/school PD to share best practices and determine and meet the needs of students. This ensures that all after school programming is aligned with KCAS, curriculum maps, and improvement plans. The Coordinator researches, designs and implements PD for staff that is tailored to the special needs of an out-of-school program. The director gleans information for PD from resources, such as the Afterschool Alliance, the Center for Collaborative Solutions, National Institute for Out-of-School Time, and the Kentucky-Out-of-School Alliance.

Timeline of Professional Development	
April-July 2020	Required KDE 21 st CCLC trainings (Level 1 Orientation)
Completed August 2020	Initial PD/training for certified staff, IAs, student workers.
Done throughout 20-21, 21-22, 22-23, 23-24 school years	Required KDE 21 st CCLC trainings (APLUS Data Training, Multi-State Conference, Level II, Extending Excellence for Continuous Improvement, Regional Spring Training) PD designed by Director for staff (teachers, IAs, student workers), Staff joins in district/school PD
2024-2025, 2025-2026, 2026-0 .2027	Ongoing required KDE 21 st CCLC trainings for staff members; additional PD opportunities for the program's certified teachers, IAs and student workers, Staff joins in district/school PD

g.)Joint planning PD - The Coordinator will be a member of SILT and of each content-level PLC. Planning and mini-professional development happen in the PLC time on Thursdays. The Coordinator will participate in each of these PLCs each Thursday and all certified staff members will also be engaged in this. Other program staff will participate as the director feels appropriate. All PD is planned via SILT which means that the director will have a voice in the planning and implementation of all PD that takes place on school/district PD days. This person will also be able to communicate information to their staff about logistics of participation. Program staff will then be participants in this jointly planned PD. These days occur 4 times throughout the year.

h.)State-level trainings-The program will send at least two staff members to all professional development activities and trainings required by the Kentucky Department of Education 21st CCLC program. Funds will be allocated to provide travel expenses for at least two staff to attend trainings as specified in the grant RFA.

6.Summer Programming: a.)Age-appropriate summer program activities -Summer programming will include content area intervention for all students and credit recovery for students who have failed courses. Other activities will be ACT prep and career readiness (STEAM). Enrichment activities will be based on student and family surveys and focused on transition readiness. At least 2 college visits will be scheduled.

b.)Weeks of summer programming, c.)Days, hours per week-Summer programming will consists of a minimum of 4 days per week, 4 hours per day for 2 weeks, as required.

For the summer of 2021, the program will be from 6/8/21 through 6/18/21, barring unforeseen circumstances such as weather make up days.

d.)Schedule that reflects 1.25 hours of reading and 1.25 of math instruction

Daily Summer Schedule	
8:30-8:45	Breakfast, attendance
8:45-10:00	Reading intervention/enrichment
10:00-11:15	Math intervention/enrichment
11:15-12:15	Academic Enrichment clubs, activities

3: Management of the Plan

1.Services hours, days-The program will be Monday–Thursday, from 2:30-5:30. This provides a total of 12 hours per week (3 hours/day for 4 days/ week).

2.Operating an out of school program-The school has successfully implemented afterschool programs that included Extended School Services, and additional clubs such as drama, art, academic team, and yearbook. These experiences, along with family events such as College nights, FAFSA nights, music and drama performances, provided collaborative experiences between certified staff, classified staff, administration, and partners. In addition, the district is currently running two successful 21st CCLC programs, one of which has been recognized in the state and nationally.

3.Available resources – The program has access to the school's site-licenses for online learning – such as ALEKS®, Reading Plus® and Edgenuity® (for credit recovery students). The school participates in the USDA snack program, thus allowing snacks for students in the school year program and breakfast in the summer program. Our district is also committed to providing resources for the 21st CCLC, including additional technology, materials, resources, space, at-cost fuel pricing, technology (staff computers, phones, printers, etc.), custodial staff time, etc.. Our school and district will be jointly absorbing substantial in-kind costs, including: transportation, some flexible

benefits, space, staff technology, office equipment and furniture, classroom furniture, energy costs, and custodial services. District staff also provide support for grant implementation and oversight, including the principal, Title I Director, and Finance Officer. Co-applicant is providing use of staff, and volunteer recruitment and training.

4. Students in private schools - Each year, a letter is mailed to all households who provide homeschooling and also to students in private schools that include a list of available federal programs. The one K-8 private school in the county has a yearly meeting with the Assistant Superintendent to coordinate collaborative relationships with the district and plan for accessing available programs. Homeschooled students have participated in the districts' other 21st CCLC summer programs. There are no private schools in the district serving grades 9-12, which is the grade span for this grant.

5. Students with disabilities – The program will be accessible to students with special needs, regardless of the disability. The methods of targeting and recruiting students were addressed previously. These will include all students in the specific needs-group (failing classes, chronically absent, vaping,...) regardless of disability. In addition, students with disabilities will be specifically targeted due to low KPREP achievement, especially in math. These students will be referred and then recruited based on grades in class, MAP and KPREP scores, etc.. All areas of the facility are accessible to students/families with disabilities.

6. Sufficient Space-The program will be hosted at the high school. All utilities, maintenance and care of the building, and any other cost associated with use of the host facility is provided in-kind by the school district. The high school is a state-of-the-art facility that was renovated in 2008 and again in 2019. Each classroom is equipped with technology and computer stations. The library is a two-story facility that houses a computer lab and flexible seating for whole-group and small-group collaborative work.

There are two other computer labs and also carts of devices available for check out and use. There is a separate gymnasium and cafeteria area that can be utilized by the program as well. Outdoor recreational facilities include a baseball and softball field and a large field utilized for soccer and football. There is a walking track at the football field. There is a newly renovated, state of the art culinary program.

7.Safety and accessibility -The school meets all ADA guidelines for accessibility for all students, staff, families, and volunteers. The school is equipped with telephones and a PA system in all rooms. All school visitors must enter through the front office, which is equipped with a buzzer system and camera, and sign in. Handicap accessible ramps, water fountains, bathrooms, and an elevator are located in the building. Student activity logs and attendance will be maintained daily to ensure all staff is aware of the location of each student in the program at all times.

8.Safety procedures and emergency readiness plan -The school and district have crisis and emergency protocols in place and the 21st CCLC staff will be provided access and training on these protocols. Additional procedures specific to the after school program will be developed and shared with staff.

9.Timeline for practicing drills -The emergency drill timeline was planned modeling the school's current system based on guidance from the Kentucky Department of Education Guidance document for Senate Bill 8/House Bill 354 on Emergency Management Planning for School and Districts. Kentucky Statute KRS 158.164 requires monthly fire drills and also mandates that severe weather, lockdown, and earthquake drills take place within the first 30 days and again in January following the holiday break. The 21st CCLC will follow the school's timeline for drills as noted below.

Timeline for Practicing Emergency Drills	
8/21/20, 1/8/21	Lockdown Procedures
8/ 22/20, 1/9/21	Severe Weather Drill
8/30/20, 1/16/21	Earthquake Drill
8/29/20, 9/18, 10/16, 11/20, 12/18/2020, 1/15/21, 2/19, 3/19, 4/16, 5/14/21	Fire Drills

10.Snacks/meals provided through USDA National School Lunch Program

The Site Coordinator will collaborate with the district Food Services Program Manager to provide snacks/meals through the USDA National School Breakfast/Lunch Program. A snack will provided at the beginning of each day during the school year. A breakfast snack will be provided during the summer program. During the school year, this is reimbursed based on each student being enrolled in the district, however the summer program does not depend on school enrollment. In other district 21st CCLC programs, homeschool students have attended during the summer and this makes the serving of food more easily facilitated for them.

11.Travel to/from program - Students who attend the 21st CCLC program have 3 modes of transportation possible: car pick up, bus transportation, or walking to nearby neighborhoods. Each day, the district provides bus transportation consisting of two buses that drop off at four main locations. Approximately 40% of the attendees of the district's middle school 21st CCLC program are bus riders and the assumption is that the high school would be this amount or less.

4: Collaboration and Partnerships

1.Co-applicant agreement – see attachment

2.5 signed partnerships agreements – 1 from district programs, 4 from Community Based Organizations – see attached

3.Membership and role of the Advisory Council -In the development of this grant application the initial seeds were planted for an Advisory Council. A group of administrators, teachers, parents, and community members convened to discuss program goals, objectives, and outcomes. This included the Assistant Superintendent, Principal and Counselor, Title I Coordinator, Teachers, Cooperative Extension Agents, the YSC Director, the Transportation Director, community leaders and parents/families.

This Advisory Council's role will be to evaluate the program, provide input on partnerships and growth, and assist with recruitment.

4. Advisory Council and development of the grant -As mentioned above, the group that first convened began this process as a result of seeking solutions to a problem. Based on a determined need, the council saw a robust after school program like the one operating at the local middle school as a solution. Due to this, the council began the process of data gathering and gathering input from stakeholders, then analyzing the data and survey results to plan the best fit program. This council will meet at least quarterly to review student and family progress towards the stated goals, objectives, and outcomes. These meetings will be open to the community.

5: Evaluation

Describes a comprehensive evaluation plan that includes:

1. A lead person responsible for data collection

The Program Director is responsible for the collection of all relevant data to support the program evaluation and to monitor the progress of students in the program. All data will be shared with the Administrative Assistant for the program along with the Advisory Council members and all partners. This person will attend all KDE data training and will also share this data with teachers and administrators in PLCs and on D/PD days.

2. Multiple sources of data , 3.)Timeline for data collection

Data Sources for Measuring Goals, Objectives, and Outcomes	
Assessment	Timeline
KPREP, ACT, Transition Readiness Data	Spring each school year
MAP	August, December, March each year
Teacher-Designed Assessments, School Attendance Records, Family Event Attendance Records (incl. P/T sign in sheets)	ongoing
Discipline Referrals	quarterly
Club Attendance Records	monthly
SBDM Voting Log	April each school year

4.Data used to strengthen/refine/revise the program-Data will be gathered to review all goals, objectives, and outcomes of the program. Data will be utilized at quarterly Rtl

meetings to gauge student progress and to make additional referrals. Data will be reviewed at Advisory Council meetings to gauge program effectiveness including interventions, enrichment activities, and family learning events to determine what was successful and what areas need improvement. For example, if program students show no improvement on the winter MAP in math, the online enrichment program, as well as strategies used by math teachers during tutoring, will be altered to try new strategies.

5. Dissemination to all stakeholders -The director will regularly communicate with classroom teachers on student growth and progress, behavior, and attendance. The director, like all the high school teachers, will have access to Infinite Campus to monitor students' grades and access parent contact information. The director will be available for regular communication with parents via email and telephone. In addition, the director will participate in all school Parent/Teacher Conferences to speak directly with parents about their students. Progress reports will also be developed for students to take home in their weekly homeroom folders discussing areas of growth and/or areas of concern.

6. Strategies to address students not making adequate progress -Performance will be assessed continually with the measures in Table 7. If adequate student progress is not made based on the KPREP, MAP, and teacher classroom assessments, staff will convene with the Advisory Council to make intervention improvements. In addition, the director works with the school RTI Coordinator to provide, monitor and adjust the targeted interventions needed for Tier 2/3 students. If enrichment programs and family programs are showing signs of inadequate progress toward the goals and objectives, they will be redesigned as well.

6: Budget

1. Supplement the program, not supplant - As in all federal programs/grants, such as Title 1, district guidelines and procedures are in place to prevent supplanting and to

conform to all criteria and be in compliance with all requirements of this area. All purchases must be pre-approved with a purchase order signed by the Coordinator and checked by the district Finance Officer. This process eliminates supplanting.

2. *Separate accounting of funds*-Our district/LEA is currently administering 2 other 21st CCLC programs and is in the 6th year of this process. As in the current programs, the Site Coordinator and the district Finance Officer work closely together to ensure compliance with all district, state and federal guidelines for school finance and grant compliance and to ensure accounting and tracking as required. All funding, purchase orders, invoicing, etc. are tracked under a separate code for this specific program.

3. *Staff time and effort* - All grant staff submit time sheets (detail the time worked and for which activity/grant) each month which are signed by the Coordinator and tracked by Central Office staff. Separate procedures for all accounting and tracking are overseen by district Central Office staff, as is done for other grants, federal and otherwise.

4. *Financial capacity* - The district has been awarded numerous grants over the past several years, including 3 previous 21st CCLC grants. All grants have been found in financial compliance. The Coordinator and the district Finance Officer work closely together to ensure all funds are disbursed as appropriate. The school district has an extensive operating budget and sufficient fiscal resources to cover any expenses (salaries, benefits, transportation costs) that might be necessary before grant funding is available for payment and have run a very successful 21st CCLC program for the last 6 years. The district has met budget in all previous years and currently has over 11% in the district contingency fund. There will be contributions to this program from the high school, the Cooperative Extension Office, the school district, other community partners, and parents. The school will absorb the maintenance and energy costs necessary to operate the program. The co-applicant is making contributions in terms of curriculum,

materials, supplies, volunteer recruitment and training, and direct instruction for enrichment programs and activities. In addition, the district absorbs some indirect administrative costs, such as telephone and internet.

5.Sustainability plan -The attached budget reflects proper allocation of resources to run a very successful 21st CCLC program. With this grant, we will be able to purchase an extensive collection of materials and supplies to set up and continue an effective program. Our school and co-applicant are committed to the sustainability of the program through non-grant funding. We have a partnership history with the Cooperative Extension that will result in the growth of the program in the community.

Part VII: Required attachments

- See all required attachments after Budget Narrative.

Part VIII – Absolute Priority – Our school is a Title 1 eligible school with a Title 1 schoolwide program.

Data sources cited:

Table 1, 2, and 3 –Kentucky Department of Education [School Report Card Suite], Retrieved November 1, 2019, from <https://www.kyschoolreportcard.com/home?year=2019>

Table 4 and 6– Infinite Campus [Grade Report, Attendance Report], Retrieved November 2, 2019 from www.infinitecampus.com

Table 5 – Kentucky Center for Statistics (KYSTATS) [High School Feedback Report], Retrieved November 2, 2019 from <https://kcews.ky.gov/Latest/HSFR>

Other References:

- 1.Shindlebower, J (2019, September 24). Youth Mischief in City. *The Spencer Magnet*, p. 1.
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21st Century Community Learning Centers Budget Summary

Budget Category	Year One (2020-2021 School Year)		Year Two (2021-2022 School Year)		Year Three (2022-2023 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	\$83,454		\$83,454		\$83,454	
Fringe Benefits	26,628		26,628		26,628	
Travel (program staff)	\$2000		\$2000		\$2000	
Equipment						
Supplies/Materials	\$34,418	10000	\$34,418	10000	\$34,418	10000
Parent/Family Engagement (1% of grant funds yearly)	1500		1500		1500	
Contractual						
Indirect Cost LEAs – use district rate CBOs & FBOs use no more than 8%		1400		1400		1400
Summer Programming						
Transportation (School Year, Summer, Field Trips)		14091		14091		14091
Other (specify)	\$2000		2000		2000	
Volunteers (\$8.00/hour – in-kind only)		\$1920		1920		1920
Yearly Totals Grant and In-Kind Funds	150,000	27,411	150,000	27,411	150,000	27,411

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

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

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