

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 #:04-877-5159

Fiscal Agent SAMS CAGE Code#:4CKN4

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: Wayne County Middle School
Physical Address: 95 Champion Drive, Kentucky 42633
Target Grades: 6-8

School #2:
Physical Address:
Target Grades:

21st CCLC20
Original

Fiscal Agent: Wayne County Board of Education
Superintendent/Chief Executive Officer: Wayne Roberts
Physical Address: 1025 South Main Street Monticello, Kentucky 42633
E-mail: wayne.roberts@wayne.kyschools.us

Co-Applicant: Wayne County Public Library
Superintendent/Chief Executive Officer: Anne Garner
Physical Address: 157 Rolling Hills Blvd. Monticello, Kentucky 42633
E-mail: annegarner52@hotmail.com

Grant Writer: Katherine Kidd
Agency: 21st Century Director
Phone #: 606-348-6691
E-mail: Katherine.kidd@wayne.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.

Wayne Roberts

11-12-19

Fiscal Agent: Superintendent/Chief Executive Officer

Date

Anne Garner, Library Director

11/12/19

Co-Applicant: Superintendent/Chief Executive Officer

Date

J. Telene Hancock

11/12/19

Notary Public: Jeannie Telene Hancock Date

Notary Seal (My Commission Expires): 4/12

LOGIC MODEL

(Not to exceed three pages)

Program Goals:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase access to Transition Readiness activities for middle/high students and increase awareness for elementary programs.
6. Increase educational opportunities for parent and families that support academic achievement.

Program Objectives:

- 1.1 Increase by 10% the number of regularly attending students who increase their KPREP Reading and Math scores to proficient by 2024.
- 1.2 Increase by 15% the number of regularly attending students who complete homework satisfactorily by 2024.
- 2.1 Decrease discipline referrals of regularly attending students by 15% by 2024.
- 2.2 Decrease the number of unexcused absences of regularly attending students by 15% by 2024.
- 3.1 Increase by 25% the number of students who regularly attend the program 30 days or more by 2024.
- 3.2 Increase by 25% the number of regularly attending students being retained by 2024.
- 4.1 Increase by 10% the number of regularly attending students who participate in a STEM or STEAM activity by 2024.
- 4.2. Increase by 10% the number of regularly attending students who participate in an interpersonal social enrichment activities by 2024.
- 5.1 Increase by 20% the number of regularly attending students participating in college career awareness activities by 2024.
- 5.2 Increase by 20% number of regularly attending students in participating in presentations by career professionals as guest speakers.
- 6.1 Increase by 10% the number of parents/guardians of regularly participating students attending parent skill building sessions by 2024.
- 6.2 Increase by 20% informational literature/brochures/pamphlets that increase communication between parents and families that support academic achievement.

Describe the targeted participants to be served by the program: Wayne County Middle School is a Title I school that houses grades 6-8 (population 684) and 100% of the population qualifies for free/reduced lunch (FY 18 qualifying data). Over the past three years, our programming has served 825 students, with 243 of those being regular attending with 30 or more days. While all students are welcome, our focus has been, and still remains on students scoring well below the proficient/distinguished level in math and reading (KPREP assessments). Students live in a socioeconomically deprived area with high unemployment rates (38% of our students live in poverty). Increasingly, students live in single parent families, or live with someone other than their parents, and face truancy, and discipline issues (as well as other negative behaviors) and special needs. For parents/guardians who work, our center provides the only after school program in the district where students can come to be fed, kept safe, and experience high quality academic enrichment and remediation activities to assist the student in improving academically, socially and emotionally.

Activities:

Goal 1:

- Focused one on one, and small group homework help and tutoring services. Enrichment activities that focus and utilize math and reading skills.
- Reading Buddies for struggling readers.
- Technology/Computer based programs for independent practice and support.
- Continued after school, before school and summer programming.
- **STEM** (Science, Technology, Engineering and Math) activities for opportunities to incorporate and utilize math skills.
- Utilization of **SMART** time (Support for Math and Reading Time) for extra support for math and reading skills.

Goal 2:

- Provide conflict resolution skills through role playing activities and character education programs
- Provide positive role models/mentors to build positive relationships with students. Phone checks when students are absent.
- Provide interpersonal communication skill building through organized games, team building and sports.
- Participation in community service projects. Enrichment activities that promote positive self-expression (art, music, drama, crafts).

Goal 3

- Send post card to inform students of number of times they have come to programming, special celebrations when

students reach the 15 day mark, the 30 day mark.

- Promote the 30 day club for students participating 30 or more days with reward bucks.
- Keep programming interesting through student interest surveys, student advisory council input.

Goal 4

- Center open 3 hours per/day throughout the school year and quality summer programming 2 weeks out of the summer/5 days a week/6.5 hours daily.
- Communication with the school day teacher to ensure connection and carry over of standards based instruction after school.
- Employment of school day teachers to ensure carry over of standards based instruction after school.
- Provide enrichment activities in art, drama, and music for student exploration as well as remediation for those who need extra support.

Goal 5

- Guest speakers (engineers, architects, food service personnel, etc.)
- Career themed activities, field trips to colleges, businesses, health facilities, and local vocational technical school.
- **STEM** (Science, Technology, Engineering and Math) activities along with enrichment activities such as art, music, drama.

Goal 6

- Quality focused parent engagement activities (skill acquisition) will be offered. (3 first semester and 3 second semester).
- Mini parent informational sessions will be offered during parent pick up for parents needing printed information or resources.
- Printed information will be readily available in the office during parent pick up or parent conference nights.

Resources to Address Objectives:

1.1 and 1.2

- Certified teachers/ quality staff. Quality research based programs that enhance and complement the school day curriculum.
- Collaboration with school day professional learning communities (PLC's). Collaboration/partnership with community partners and resources.
- Special needs professional collaboration.
- Benchmarks/standards, and technology to support independent student work.

2.1 and 2.2

- Mentors (high school students, community members, and teachers). Character Education curriculum.
- School SRO (Safety Resource Officer) to provide programming as well as be a positive role model for struggling youth.
- Staff Professional Development in Positive Behavior Support.

3.1 and 3.2

- Staff Development on relationships. Support from Family Resource/Youth Service Center. Input from Student Advisory Council.
- Mentors and collaboration with community partners to provide engaging activities and programming.

4.1 and 4.2

- Continued quality planning for school time and summer programming. Organization and implementation strategies using schedules of events.
- Direction and input from Advisory Council, and financial support from Continuation grant 21CCLC.
- Community partner collaboration and support. Interest inventories from all stakeholders including parents, students, teachers and partners.
- Publicity including pamphlets, brochures, Public Service Announcements

5.1 and 5.2

- Partnership with local Area Technical/Vocational School, Somerset Community College, and Career/Employment planning center.
- Partnerships with local and area businesses/ health care facilities. Collaboration with community partners and parents.

6.1 and 6.2

- Staff development dealing with cultivating relationships with families.
- Partnership with Family Resource personnel and community partners
- Parent surveys and interest inventories.
- Increased printed information for parents to utilize.

Data Sources:

Goal 1

- Infinite Campus data/ school day grades
- Student report cards/ KPREP Scores/CEPR (Center for Educational Progress Reporting) Center Profile (Annual Progress

- Report) for math, reading and struggling students
- Cayen Federal Teacher Survey/ MAP scores/ Moby Maxx Data/ Aleks Math data
- Goal 2**
 - School discipline records/reports
 - Cayen Federal Teacher survey/Verbal teacher feedback/Parent Surveys/Student Surveys
- Goal 3**
 - CEPR (Center for Educational Progress Report) progress report Center Profile
 - Attendance records
- Goal 4**
 - Attendance records such as sign in sheets/ Attendance records from Cayen data recording system
 - Program schedule of activities (enrichment and academic)
- Goal 5**
 - Activities recorded in Cayen Data recording system/ sign in sheets. CEPR (Center for Educational Progress Reporting) certification of data.
 - Parent and Student interest inventories and surveys

Outcomes:

- Goal 1**
 - Increased percentage of KPREP scores for math and reading falling into the proficient range or higher.
 - Increased percentages of students increasing math or reading score in the CEPR (Center for Educational Progress Reporting) Center profile.
 - Increase percentages of participants completing homework satisfactorily.
- Goal 2**
 - Percentages of students with decreased discipline referrals as documented in school records/reports, and teacher surveys.
 - Percentages of students who decreased unexcused absences as documented in the school's Infinite Campus data collection program.
- Goal 3**
 - Increased numbers of students participating 30 days or more as evidenced by the CEPR (Center for Educational Progress Reporting) profile and sign in sheets.
 - Increase in number of registered attendees.
 - Increase in the number of incentives and motivation activities as evidenced by program schedules and sign in sheets to activities.
- Goal 4**
 - Increase in number of students registered.
 - Increase in number of CEPR (Center for Educational Progress Reporting) Center profile.
 - Increased attendance in STEM (Science, Technology, Engineering, and Math) activities as documented by attendance sheets.
 - Increase attendance in art, drama, choir and other enrichment activities as documented by attendance sheets.
- Goal 5**
 - Increase in number of guest speakers dealing with college career awareness as evidenced by program schedule and sign in sheets for activities.
 - Increase in the number of college career awareness activities as evidenced by program schedule and sign in sheets for activity, as well as information reported to CEPR (Center for Educational Progress Reporting).
- Goal 6**
 - Percentages of parents/guardians attending 3 or more planned quality focused engagement activities for skills acquisition will increase as evidenced by sign in sheets, as well as information reported to CEPR (Center for Educational Progress Reporting).
 - Increase in the percentage of parents/guardians receiving printed information that support academic achievement and skill building as evidence by the production and distribution of printed materials throughout the school year.

Part 1: Need: 1.1 Assessment Process: Our advisory council met in October 2019 and as stakeholders, discussed gathering of data for a needs assessment. We gathered input from our parents, students, staff and community members through surveys. The surveys provided random samples from all stakeholders. The council looked at KPREP data, and school data such as absenteeism and discipline. Data gathered from our 3rd year continuation progress report submitted to the Kentucky Department of Education was used. We also collected socioeconomic data to assist us in better understanding the culture of our community and its needs.

The council analyzed the collected data, and the analysis assisted qualitatively in identifying emerging patterns of need. Once the analysis was completed, the advisory council began looking for solutions for the needs in writing this continuation grant.

Part 1: Need: 1.2 Involvement of Stakeholders: All stakeholders were involved in this process. The advisory council met to brainstorm and guide the needs assessment process (Advisory members include: co-applicant partner-Wayne County Public Library, principal, school day teachers, Family Resource/Youth Service personnel, community partners, students, and parents, as well as employment services representative, local government officials, and district administration). Each stakeholder brought different points of view and expertise to the table, allowing us to see the needs from all perspectives... school, family, community, and the work force.

Part 1: Need: 1.3 Availability/Lack of Resources: Resources are few and inadequate in meeting the needs of our students and community. The economy is limited due to the economic stagnation and persistent poverty. This limits our students' opportunities to experience enrichment activities in arts and humanities, as well as science, technology, engineering and math. They must travel a distance of 2 to 3 hours away to find facilities where these types of activities occur. The current 21st Century program is the only afterschool program for the county which provide these types of services to the

students of Wayne County Middle School.

Other challenges with little or no available resources to help overcome them include: homes where students are better readers than their parents; 19.2% of the population of our regular attending students (Cayen) live in single parent homes. 21.6% of the population of our regularly attending students (Cayen) live in homes with someone other than their parents (guardians/grandparents). These single parents, guardians, and grandparents are often overwhelmed with responsibilities and lack the proper coping and parenting skills.

Part 1: Need: 1.4 Sources of Data Supporting Compelling Need and Need: 1.5

(Data Sources are cited using APA): Wayne County Middle School is a Title I school (Kentucky Department of Education) and has a large population of students from low income homes. 81.8% of the school's population is identified as economically disadvantaged (Kentucky Department of Education). The school houses students in grades 6 through 8. Over the last five years, strides have been made in identifying students in need of academic and non-cognitive support, but there is still work to be conducted. According to our 3rd year Continuation Progress Report submitted to KDE (Kentucky Department of Education), 825 students have been served high quality afterschool/summer programming. 243 of those students were considered regularly attending (30 days or more) for a 29.5% retention rate. If approved, this continuation grant would provide funding to continue to serve students and their families.

OurSchool is located where the unemployment rate is 7.6% as compared to the state of Kentucky with 4.9% (County Health Rankings and Roadmaps), making it 55% higher than the state's average. The high unemployment rate fuels the county's population living in poverty which is 35% as compared to 22% for the state (County Health Ranking and Roadmaps). According to the Free/Reduced lunch qualifying data FY 18 (Kentucky Department of Education), the school had 100% of its population

qualify for free/reduced lunch. 28.5% of the school population lives in single parent families compared to the state's average of 34%. (County Health Rankings and Roadmaps). When surveyed (2018 Cayen Kentucky Student Survey), 35% of students said they would spend time alone if they didn't attend afterschool programming.

(Need 1: To Increase Academic Achievement) When looking at the students who scored at the proficient/distinguished level in reading, 56.4% were in that category as compared to 59.6% at the state level (Kentucky Department of Education). The percentage of students who scored proficient/ distinguished in math was 38.7% as compared to the 46.4% at the state level (Kentucky Department of Education). These scores are far from adequate, but we see that our disadvantaged students and sub-group populations (students with disabilities, male population, Hispanic and migrant) are farther behind than the students who are not disadvantaged or those at the state average as Table 1 illustrates. It is paramount that we provide academic services to ensure students close the achievement gap and gain valuable skills needed for transitioning to high school, and eventually the workforce.

Table 1 2018-19 KPREP Data Disaggregation of Sub-Group Data (KDE School Report Card)							
Student Sub-Group	% of Total Population	Prof. /Dist. Reading	Prof. /Dist. Math	Prof. /Dist. Wayne County Middle		Prof. /Dist. State of Kentucky	
				Reading	Math	Reading	Math
Economically Dis-advantaged	81.8%	52.5%	38.4%	56.4%	38.7%	59.6%	46.4%
Disabilities	13%	30%	6.7%				
Males	48%	54.7%	36.9%				
Females	51.8%	58%	40.3%				
Hispanic	8.7%	37%	18.5%				
Migrant	2%	16.7%	8.3%				
White	88.4%	57.9%	40.3%				

(Need 2: To Improve Behavior Issues and Chronic Absenteeism). Data such as discipline and attendance information was gathered. Based on the 2018-19 Kentucky School Report card (Kentucky Department of Education), 22.3% of students exhibit chronic absenteeism, and 26.1% of the student population exhibited a documented behavioral event (Kentucky Department of Education). Negative behavior

(defiance, fighting, disrespect, etc.) such as this presents hurdles for students to overcome academically, emotionally, and socially. Students in our program have seen a decrease in the number of discipline referrals and chronic absenteeism according to the 2018-19 Cayen Teacher Survey results as in Table 2 below.

Table 2 2018-19 Cayen Teacher Survey Results from Cayen A+ Data Systems		
Teacher Survey Question	Behavior	Attendance
Students who did not need to improve	41%	38%
Students who made significant improvement	13%	21%
Students who made moderate improvement	30%	26%
Students who made slight improvement	14%	16%

With continued support from this approved proposal, we can continue to make a positive impact with those students in danger of falling into at-risk behaviors.

(Need 3: To Improve Student Retention to Program). According to Cayen A+ Data Reporting Systems, our retention rate is 29.5%, but we must continue to overcome challenges to our retention rate. Research has proven for maximum program benefits to occur, students need to attend at least 30 or more times. It is imperative that we address the challenge of retaining our students by making sure our scheduling is flexible, by making sure our programming is high interest, by making sure our staff is caring and friendly, and by making it a place to get help with academics. One solution is to survey students, to explore where their interests lie. Another solution is offering programming early morning, afterschool, and during summer months. A student survey was conducted this past August to ascertain student interests.

These interests coupled with academic support of homework help and tutoring are vital to the 81.8% of the school population that is identified as economically disadvantaged (Kentucky Department of Education).

(Need 4 and 5: To Increase Access to Quality Programming / Increase College/Career Awareness). The median household income for our county is \$33,715.00 as compared to the state median of \$46,535.00 (Data USA). That's 28%

lower than the state's average. Only 73% of our county residents have graduated high school or have a GED (US Census Bureau) as compared to the state's average of 88.6% (Governing). This data is a powerful tool when planning programming to ensure our students are exposed to college and career awareness and quality enrichment programming such as STEM (Science, Technology, Engineering and Math) activities that integrate and expose participants to numerous career paths and opportunities.

(Need 6: To Increase Family Engagement in Meaningful Activities/Educational Opportunities). According to the 2018-19 Cayen A+ data attendance report, an average of 24 parents (out of 246 registered) were present at scheduled activities, which equates to about 10%. It is of paramount importance we provide our families with in-depth, meaningful opportunities that will give them "tools" to compete in a 21st Century world. Parent surveys revealed that 98% of parents want their children in homework help or tutoring because they do not know how to help them at home. When surveyed, 81% of parents were not sure how to assist their child with computer and technology based programs. 97% of parents said they felt welcome when coming to our center and 88% said they felt comfortable speaking with program staff. While this positive foundation is necessary, it is essential that we provide meaningful opportunities for families to nurture relationships through informational and educational opportunities.

Part 1: Need: 1.6 Target Population: All middle students are welcome, but we continue to work closely with school day teachers to identify students that are at-risk academically (test scores falling below proficient in reading and math, school grades, referral from parents, teachers, administration), or socially (non-cognitive factors such as discipline, absenteeism, or through counseling), most of which will fall into the economically disadvantaged category. We expect to serve at least 300 of the population with at least 50 students being regular attendees with 30 or more days. We will work closely with teachers to identify students in in need of reading and math intervention

and support. By building relationships with parents and guardians, we will strive to provide much needed skill building and family involvement activities to support their efforts to be better parents and to assist them in achieving higher education goals.

Part 2: Quality of Plan: 2.1 Academic Requirements: (Certified Teachers): Our

program uses certified teachers for homework help and tutoring, as well as for remediation and enrichment activities. The average number of hours served by certified staff is 8 hours/day for a total of 32 hours per week. We will have no problem in providing the needed certified staff to meet the required 16 hours per week.

(K-3 Daily Reading Intervention) Since our school is a middle school we will not be implementing a K-3 reading intervention program.

Activities in our program are **evidence and research based and address low performing students** as illustrated in Table 3 below. All web-based academic tutoring tools provide research based instruction (the list includes but is not limited to: Read Works, RHElevate, Prodigy, IXL, Khan Academy, and Flocabulary).

Table 3 Evidence/Research Based Program Activities How They Address/Target Low Performing Students		
Program Activity	Evidence and/or Research-Based	How Does It Address and Target Low Performing Students
Academic Activities such as: <ul style="list-style-type: none"> • Homework help • Tutoring • Study Buddies • Reading Buddies • Open Library • SMART (Supporting Math and Reading Time) 	<ul style="list-style-type: none"> • Provides guided practice • It is a response to intervention • Reinforces effort • Utilizes cues, questions and organizers • Direct instruction • Clear and effective feedback • Differentiated instruction based on unique needs 	<ul style="list-style-type: none"> • Provides support • Gives feedback • Assists/Ensures comprehension • Provides tools to problem solve • Teaches how to use resources • Boosts Self-Esteem/feeling of being successful • Teaches time management • Uncovers gaps in learning • Poor study skill/lack of study skills • Provides tools for learning disabilities
Computer Based Programs such as: <ul style="list-style-type: none"> • Prodigy • IXL • Read Works • RHElevate • Cool Math • Flocabulary • Khan Academy 	<ul style="list-style-type: none"> • Finds/fixes learning gaps • Adapts curriculum to needs of individual • Creates an individual educational plan • Supports classroom learning 	<ul style="list-style-type: none"> • Reinforces skills • Reteaches skills • Step by step explanations • Can learn at own pace • Addresses unique learning needs
Enrichment Based programs and activities such as:	<ul style="list-style-type: none"> • STEAM (Science, Technology, Engineering, 	<ul style="list-style-type: none"> • Promotes critical thinking/problem solving

<ul style="list-style-type: none"> • Minecraft Edu • Sphero Robotics • Vintage Video Games • Cubelet Robotics • Snap Circuits • Art • Crafts • Guitar • Drama 	<ul style="list-style-type: none"> • Art, Math) • Actively engages student • Addresses different learning styles • Fosters the 4C's (Collaboration, Communication, Creativity, Critical Thinking) • 21st Century skills 	<ul style="list-style-type: none"> • Hands on learning • High interest/engaging • Fosters computational thinking • Fosters creativity • Supplement levels to meet needs of the individual learner. • Explore talent/possible career paths
<ul style="list-style-type: none"> • Team Activities such as: • Spirit Club • Service Learning Club • Let's Get Physical • Stretching/Relaxation • Character Education • Cooking club • JROTC Explore club 	<ul style="list-style-type: none"> • Develop soft skills • Increase concentration • Social opportunity • Leadership opportunities • Broaden perspectives past self 	<ul style="list-style-type: none"> • Promotes better verbal communication • Promotes being a productive team member • Boosts self-esteem/ confidence • Discover likes/ talents/ goals • Belong to something positive • Learn empathy • Develop a healthy lifestyle

All academic programming is connected to the school day, and therefore, tied directly to Kentucky Academic Standards. Close communication with school day teachers ensures we are aligning with those standards. Please see Table 4 below.

Table 4 Program Offerings and Connection to Kentucky Academic Standards	
Program Offering	Kentucky Academic Standards: Math
<ul style="list-style-type: none"> • Homework help • Tutoring • Study Buddies • SMART (Supporting Math and Reading Time) • IXL • Prodigy • Khan Academy • Cool Math • Art • Crafts • Cooking club • STEM Activities 	<p>Ratios and Proportional Relationships domain: Understand ratio concepts and use ratio reasoning Analyze proportional relationships and use them to solve real-world and mathematical problems. Know that there are numbers that are not rational and approximate them by rational numbers.</p> <p>Number System domain: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Multiply and divide multi-digit numbers and find common factors and multiples. Apply and extend previous understanding of numbers to the system of rational numbers. Work with radicals and integer exponents. Understand the connections between proportional relationships, lines and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations</p> <p>Expressions, Equations and Inequalities domain: Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>Geometry domain: Solve real-world and mathematical problems involving area, surface area and volume. Draw, construct and describe geometrical figures and describe the</p>

	<p>relationships between them.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area and volume.</p> <p>Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>Understand and apply the Pythagorean Theorem.</p> <p>Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</p> <p>Statistics and Probability domain:</p> <p>Develop understanding of the process of statistical reasoning.</p> <p>Develop understanding of statistical variability.</p> <p>Summarize and describe distributions.</p> <p>Use random sampling to draw inferences about a population.</p> <p>Draw informal comparative inferences about two populations</p>
Program Offering	Kentucky Academic Standards: Reading
<ul style="list-style-type: none"> • Homework help • Reading buddies • Moby Max • Cooking Club • Art • Drama • Book Club • Early Morning Library • After School Library • Read Works • RHElevate 	<p>Key Idea/Detail:</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure:</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>Explain how an author develops the perspective of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>Compare/contrast reading a print text and viewing its visual/oral presentation.</p> <p>Compare/contrast how various forms or genres of texts approach a similar theme or topic.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>
Program Offerings	Kentucky Academic Standards: Science
<ul style="list-style-type: none"> • Robotics • STEM Mondays • Minecraft EDU • Snap Circuits • Cooking Club • Farm Club • Sphero Robotics • Vintage Video Games • Cubelet Robotics • (Coding) 	<p>*Asking Questions and Defining Problems</p> <p>*Interdependence of Science, Engineering, and Technology</p> <p>*Cause and Effect</p> <p>*Scale, Proportion, and Quantity</p> <p>*Analyzing and Interpreting Data</p> <p>*Obtaining, Evaluating, and Communicating Information</p>

Perhaps our biggest asset in assuring the programming offerings are aligned with Academic Standards is the involvement of school day teachers trained in reading, math

and science. The hiring of these professionals ensures that quality programming is, indeed, taking place. They are our experts to make sure our interventions, remediations, and enrichments are aligned correctly. Teachers are expected to do lesson plans with goals and objectives in mind. Our teachers work and implement RTI (Response to Intervention) strategies every day in the classroom and can address learning gaps. Our program is an extension of what happens during the day and is a reflection of the rigorous adherence to those academic expectations.

Embedded in School Comprehensive Improvement Plan: As a stakeholder with the school, we share priority goals and will be able to assist with the School improvement plan by providing needed services for students academically, behaviorally, socially and emotionally. Our program parallels with many components of our school's Comprehensive Improvement plan. Our services can be embedded in the plan as an activity/evidence that best practices and interventions are being utilized with data being recorded to back it up (as our program reviews data as an ongoing process to monitor students' progress). Additionally, our program can be used as an activity/evidence of rigor of instruction being kept at high standards.

Part 2: Quality of Plan: 2.2 Objectives: Our program follows six goals for 21st Century Programming and has used our needs assessment to connect the goals to objectives with specific measurable outcomes, as well as a bound time constraint. Table 5 below shows how the needs are connected to the goals and objectives.

Table 5 Connection of Goal, Objectives and Identified needs	
Goal 1	Need
Increase academic achievement of regularly participating students.	To Increase Academic Achievement, Especially Economically Disadvantaged Population, Migrant, Male and Hispanic populations
Objectives	
1.1 Increase by 10% the number of regularly attending students who increase their KPREP Reading and Math scores to proficient by 2024. 1.2 Increase by 15% the number of regularly attending students who complete homework satisfactorily by 2024.	
Goal 2	Need
Increase the non-cognitive indicators of success in regularly participating students.	To Improve Behavior Issues and Chronic Absenteeism (Non-cognitive skills)
Objectives	
2.1 Decrease discipline referrals of regularly attending students by 15% by 2024.	

2.2 Decrease the number of unexcused absences of regularly attending students by 15% by 2024.	
Goal 3	Need
Increase the number of students attending the program 30 days or more during the academic year.	To Improve Student Retention to Program.
Objective	
3.1 Increase by 25% the number of students who regularly attend the program 30 days or more by 2024. 3.2 Increase by 25% the number of regularly attending students being retained by 2024.	
Goal 4	Need
Increase access to high quality programming.	To Increase Access to Quality Programming
Objective	
4.1 Increase by 10% the number of regularly attending students who participate in a STEM or STEAM activity by 2024. 4.2. Increase by 10% the number of regularly attending students who participate in an interpersonal social enrichment activities by 2024.	
Goal 5	Need
Increase access to Transition Readiness activities for middle/ high students and increase awareness for elementary programs.	To Increase College/Career Awareness
Objective	
5.1 Increase by 20% the number of regularly attending students participating in college career awareness activities by 2024. 5.2 Increase by 20% number of regularly attending students in participating in presentations by career professionals as guest speakers.	
Goal 6	Need
Increase educational opportunities for parents and families that support academic achievement.	To Increase Family Engagement in Meaningful Activities and Educational Opportunities
Objective	
6.1 Increase by 10% the number of parents/guardians of regularly participating students attending a parent skill building sessions by 2024. 6.2 Increase by 20% informational literature/brochures/pamphlets that increase communication between parents and families that support academic achievement.	

Part 2: Quality of Plan: 2.3 Program Activities: All quality programming provided works with our goals/objectives to alleviate the challenges and barriers that hinder our participants and their families from being successful...academically, socially, and emotionally. Our goal to increase academic achievement couples with activities which support the obtainment of our objectives. Table 6 will give a detailed list of activities and the goals and objectives with which they are paired showing the interconnectedness with all three.

Table 6 How Activities Connect to Goals and Objectives	
Goal 1 with Objectives	Activities
Increase academic achievement of regularly participating students. 1.1 Increase by 10% the number of regularly attending students who increase their KPREP Reading and Math scores to proficient by 2024.	*Homework help *Tutoring *Reading partners *Reading Intervention *Study Buddies *Enrichment activities with Math, Technology, Science, and Engineering focus *Computer based programs *Certified school day teachers *Collaboration with school day teachers *One on One

1.2 Increase by 15% the number of regularly attending students who complete homework satisfactorily by 2024.	and small group study groups *Frequent communication with school day staff
Connection: These activities supply academic support, remediation, and provide opportunity for practice and mastery of skills. Provides independent learning through the use of computer based programs and through constant communication with school day teachers student's progress can be monitored closely all working toward increasing math and reading.	
Goal 2 with Objectives	Activities
<p>Increase the non-cognitive indicators of success in regularly participating students.</p> <p>2.1 Decrease discipline referrals of regularly attending students by 15% by 2024.</p> <p>2.2 Decrease the number of unexcused absences of regularly attending students by 15% by 2024.</p>	<p>*Character Education Programming through school counselors *Positive Role Models</p> <p>**Role play *Clubs to foster responsibility and ownership *Art, Crafts, Drama, Music to express emotions in an appropriate manner *Team sports/activities/ games to encourage being part of somethings, a productive team member to help build self-confidence and self-esteem *Service learning projects</p> <p>*Kindness Club *Increase opportunities for students to be the expert... such as showcasing their talent or skills learned in our afterschool program.</p>
Connection: These activities supply emotional and social support. They assist students in learning how to express themselves in a positive way. These activities assist students in learning to give back, to have empathy, to feel like they can make a difference which in turn will boost self-confidence and self-esteem. These activities assist the student in having a more positive self-image which in turn will make them more involved and less likely to be chronically absent.	
Goal 3 with Objectives	Activities
<p>Increase the number of students attending the program 30 days or more during the academic year.</p> <p>3.1 Increase by 25% the number of students who regularly attend the program 30 days or more by 2024.</p> <p>3.2 Increase by 25% the number of regularly attending students being retained by 2024.</p>	<p>*Student interest survey *Incentives/Privileges</p> <p>*Quality programming (academic and enrichment as well as social/emotional) *Affordable (free)</p> <p>*Flexible schedules for parents (3:15 – 5:45)</p> <p>*Programming Monday through Thursday</p> <p>*Free meals *Safe/ Positive environment</p> <p>*Collaboration with school day teachers. Gifted/Talented Coordinator as well as Special needs Instructors and School counselors *Provide tutoring/Homework for sports teams. *Student advisory council</p>
Connection: These activities allow students to have “buy in” and input about what kind of programming to implement. It allow students to have choice. By doing these things the students feel like the program belongs to them and they belong to the program. By having special events and incentives students are more likely to try to reach their 30 day mark (and beyond) as well as come each year to the program.	
Goal 4 with Objectives	Activities
<p>Increase access to high quality programming.</p> <p>4.1 Increase by 10% the number of regularly attending students who participate in a STEM or STEAM activity by 2024.</p> <p>4.2. Increase by 10% the number of regularly attending students who participate in an interpersonal social enrichment activities by 2024.</p>	<p>*Student interest survey *Incentives/Privileges</p> <p>*Quality programming (academic and enrichment as well as social/emotional) *Affordable (free)</p> <p>*Flexible schedules for parents (3:15 – 5:45)</p> <p>*Programming Monday through Thursday</p> <p>*Free meals *Safe/ Positive environment</p> <p>*Collaboration with school day teachers. Gifted/Talented Coordinator as well as Special needs Instructors and School counselors *Provide tutoring/Homework for sports teams. *Student advisory council *Before school programming *Increased communication through social media, radio, and TV *Use of “One Call” (an automated call system that will send phone messages to parents)</p>
Connection: These activities allow students to have “buy in” and input about what kind of programming to implement. Again this will guide some programming options gives students the opportunities to explore things like coding, robotics, drama, music and art. Though better use of advertising and communicating, parents and students will be more aware of programming options and can take better advantage of it, thereby coming to more quality programming and participating in more enrichment activities.	
Goal 5 with Objectives	Activities
Increase access to Transition Readiness	*Guest speakers (from different career paths)

<p>activities for middle/ high students and increase awareness for elementary programs.</p> <p>5.1 Increase by 20% the number of regularly attending students participating in college career awareness activities by 2024.</p> <p>5.2 Increase by 20% number of regularly attending students in participating in presentations by career professionals as guest speakers.</p>	<p>*Field trips (making sure to note the job/career opportunities connected with the trip)</p> <p>*Integration of career exploration through after school activities (Minecraft---video engineering, Cooking Club---culinary arts, STEM activities---coding, engineering, math) *Career fairs *College students as mentors</p> <p>*6th grade Transition Camp for 5th graders who will be moving to the middle school.</p> <p>*A visit to the middle school (summer programming for the elementary students is held at the middle school as a wonderful opportunity to get used to new surroundings...they are the only ones there!</p>
<p>Connection: By increasing exposure to different career options the awareness of different careers will be more evident. By providing opportunities for elementary students to get acquainted with the other school buildings they will soon be attending, this will alleviate lots of stress and anxiety.</p>	
Goal 6 with Objectives	Activities
<p>Increase educational opportunities for parents and families that support academic achievement.</p> <p>6.1 Increase by 10% the number of parents/guardians of regularly participating students attending a parent skill building sessions by 2024.</p> <p>6.2 Increase by 20% informational literature/brochures/pamphlets that increase communication between parents and families that support academic achievement.</p>	<p>*Parent Surveys</p> <p>*Partner with Adult Education</p> <p>*Partner with Family Resource</p> <p>*Offer informational sessions/ Celebrations/ Open Houses *Plan and implement 6 meaningful skill building activities that include, but are not limited to: technology, Employment skills, and Parent skills.</p>
<p>Connection: Through increased input from parents we will be better equipped to meet their needs, while building a positive relationship with them. By partnering with other agencies in my community I can better understand and cater to sub-populations with diverse needs (ESL, Grandparent raising children, etc)</p>	

Activities are Evidence/Research Based: Activities implemented are based on best practices and are evidence or research based. As stated in Table 3, all activities provide guided practice, response to intervention, independent practice, direct instruction, effective immediate feedback and differentiated instruction all of which are considered best practices and interventions for struggling students. Activities reinforce and reteach skills, address unique learning needs, teach time management, uncover gaps in learning and promote proper study skills. When looking at activities to incorporate into our program it was paramount that they provide instruction proven to make a difference in learning.

Opportunities for STEM and STEAM: There are daily opportunities for students to explore STEM (Science, Technology, Engineering, and Math), and STEAM (the "A" stands for art) activities. There is a Monday STEM class that rotates different activities.

One rotation will be Mindstorm robotics, another will be Sphero robotics, and another rotation will deal with electricity and circuits.

Students have the opportunity to go to Vintage Video Games, and Minecraft EDU. In these activities students are engaged in coding, problem solving, and creating. Students practicing math or vocabulary may do so on Flocabulary or Khan Academy. Students have opportunities to create videos as an art form through the school's communication system.

Students also have the opportunity to mix technology and art by utilizing Craypens (pens that melt crayons) to use like paint and create a whole new art form. Additionally, they may choose to work with 3-D pens to create art and standing structures.

Transition Readiness: Students who attend our program are assisted with transition readiness as we work with our students to equip them with knowledge and skills needed to be successful at the next level...high school and beyond graduation (through the use of homework help, tutoring and enrichment activities). We do this by providing personalized learning through one on one, small group, and other remediations available. Our program is focused on closing the achievement gap with use of academic support, homework help and assisting students in being successful which in turn will aid in building self-confidence. These strategies, along with opportunities to explore different activities that nurture their talents will aid in exploration of different career paths as well. All activities strive to include real- world connections for our participants.

Weekly Program Schedule: Table 7 illustrates a weekly program schedule

Table 7 Sample Weekly Program Schedule		
7:15 – 8:15	Early Morning Library Time: 1 hour of instruction/ enrichment each morning 5 days a week. AR/Homework/Chromebook activities/IXL/Prodigy/Khan Academy/Read Works	
Time	Afternoon Activities (Monday through Thursday)	Person In Charge
3:20 – 3:40	Sign-In: Register for activities. Go through the food line / eat.	All Staff

3:40 – 3:45	Announcements	Director
3:45 – 4:15	SMART Times (Supporting Math and Reading Time) Students go to the activity they have signed in for and spend 30 minutes working on Math and Reading Skills.	All Staff
4:15 – 5:15	Homework/ Tutoring for students needing more academic support and Reading Intervention	Certified Teachers High School tutors
4:15 – 5:15	Academic enrichment for students who do not need more academic support. Crafts, STEM, Robotics, Drama, MineCraft, Open Library, Guitar, Let's Get Physical, Cooking Class, etc.	Specific Teacher/ Instructor
5:15 – 5:45	Gather to Evaluate the day, play team building activities, collect belongings	All Staff
5:45 – 6:00	Parent Pick Up	Office Staff

It is important to note that after our common time (30 minutes) where all participants work on math and reading skills, the rest of the programming time (1 hour) is available for students who need further academic assistance, or those who need enrichment programming. Everyone gathers the last 30 minutes to evaluate the day, engage in team activities, and discuss the day, before being picked up by parents. Activities are designed according to student choice. The pairing of academic support with social/emotional activities is well blended for positive learning experiences. We also have one hour of programming before the school day begins, called Early Morning Library. Students may go here to do homework, or work on academics.

Six Meaningful Skill Building Activities for Parents:

Table 8 Six Meaningful Skill Building Activities for Parents	
Skill Building Activity	Description
Parents and Homework	This activity will educate and supply parents/guardians with skills to help their child with homework. Things to be discussed will be providing a space and a set time for homework. We will discuss the importance of organization and how to help their child be more organized. We will discuss how parents can access tools to assist their child in completing homework such as technology, emailing teachers, and honing study skills.
Navigating School Technology	In this activity, parents will be taught how to access school based technology programs such as Infinite Campus, Parent Portal, and we will teach them how to navigate the school web page to find information. Parents will be given tutorials on the Chromebook and how to troubleshoot simple solutions.
Social Media Dangers 101	This skill building activity will focus on social media risks, as well as safety issues at school, such as cyber bullying.
Employability Skills	This activity will begin with resume writing and how to use Microsoft Word to help create a resume. Parents will also be given tips on how to dress for success as well as the dos and don'ts of interviewing.
Testing, Testing	This activity will assist the parent/guardian in gaining skills to assist their child in being prepared to take tests...classroom tests, state tests like KPREP and other forms of assessment.
Keep the Learning Coming	This activity will assist parents in understanding the importance of making a learning experience out of things they have at home. We will discuss the summer slide and summer learning loss as well as ways to stop the negative

effects of not being in a school setting in the summer. We will give resources for programs and activities for student to do during the summer to keep their minds actively engaged.
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Part 2: Quality of Plan: 2.4 Recruitment and Retention: Target Population: Our

program is open to all students and their families as previously identified in Part 1: Needs Assessment. The target population to be recruited academically are those students who have not scored at the proficient/distinguished level in reading or math. Students who have been identified through the use of classroom grades, MAP scores and other assessments as falling farther behind and widening the achievement gap, as well as those who are identified and referred by the school day teacher, administration or parent/guardian. Students who have lack of academic support from outside the classroom will also be targeted and recruited by using homework help and tutoring

Students to be recruited for non-cognitive needs include those students with behavioral challenges, those with lack of social/ emotional support, those that lack interpersonal communication skills, as well as those who are at increased risk of more negative behaviors. Students who are chronically absent need support as well and will be part of the targeted population. Students in our identified sub-group populations such as male, English learners, and migrant will be targeted as well to provide academic support. Our goal/ mission is to aid students in reaching proficiency in a timely manner, supporting them in becoming 21st Century learners, and to break down barriers that keep them from reaching their full potential.

Intentional Recruitment Strategies:

Table 9 Intentional Recruitment Strategies
Market Program- Through the use of social media tools such as Facebook, Webpages, newspaper, Closed Circuit TV, and having a variety of printed materials placed throughout the community will increase recruitment of students. Being visible at school athletic events and functions will forge relationships with parents and students increasing recruitment.
Youth Voice- Through the use of surveys and student interest instruments what they say will matter and be used to drive programming options. When they feel authentically represented they will be drawn to the program.
Homework Help for Athletic Teams- Offer special homework session for athletes before practice or allow them to come to programming after their practice is finished. This flexibility will be more inviting and will allow for students to come when it is convenient for them

Build Relationships- By visiting classrooms, eating lunch with students, by talking with them during recess...they begin to connect to the program through the socialization and will be more likely to attend the program because they have made a connection.

Intentional Recruitment Strategies:

Table 10 Intentional Retention Strategies
Attendance Incentives- By offering students incentives such as reading materials, or belonging to the 30 day club for special activities students will be more likely to obtain the number of days required. Special field trips and free admission to athletic events. Send postcard so students will know how many days they have come and will be inspired to keep coming.
Student Advisory Council- Make students feel important, vital to the continuation and livelihood of the program. Give them responsibility and allow them to feel like the program belongs to them.
Provide programming that allows them to grow- Allow students to be part of community service and service learning opportunities. These types of programming opportunities can improve students' connections to their communities, job skills, self-esteem, and commitment to the program.
The Right Staff- Hire and support caring, respectful adults who are committed to working with youth voice, choice, and participation, and who can relate to students. Students will stay in a program because caring staff (and friends) are there. This might mean hiring high school students and even college age students who can form caring relationships with program participants.

Part II: Quality of Plan: 2:5 Links to Regular School Day: Clear Communication

Plan: A clear communication plan begins at the beginning of school year. The referral process (completed referral form and send to director to process) and criteria (failing classroom grades, reading below grade level, poor attendance, behavioral issues, as previously discussed). These will be shared with staff at a meeting at the beginning of school year to make sure everyone understands the process. The process will be loaded onto Google Docs for utilization by teachers, support staff, and administration wishing to refer a student. This will be on-going communication as student needs arise during the school year.

Once referred, daily contact with school day teachers and support staff through email, phone calls, face to face meetings during planning, and notes (and homework) placed in teacher mailboxes will keep communication about students and their progress flowing. Teachers will guide the instruction and ensure it is aligned with the school day. Afterschool staff will be able to relay the progress or challenges the student faces.

Daily contact with school day teachers is important to adhering to homework policies and procedures. Policies such as: 21st Century policies about our common

SMART (Supporting Math and Reading Time), how homework will be documented and returned to teacher, how assignments will be sent to afterschool staff, and how it will be recorded in a Google Docs form. The form will be available as an on-going process throughout the school year. It is also important for us to know how teachers like certain assignments carried out, and we will discuss those as needed, through daily communication as well.

As far as the discussion of how our program will use the physical space of the building...this will take place with the principal before school begins. A meeting with the principal will discuss projected activities and discuss number of rooms needed, procedures for ending the day, who is responsible for locking and making sure the facility is left clean will also be placed in a document form and uploaded to Google Docs. We will meet monthly with the principal, as they are a part of our advisory council, and we will communicate via email and phone calls between the council meeting times. Any special programming planned throughout the year that requires use of school space (not already discussed) like Lights on After School or a 30 Day Dance Celebration will be attended to at least 6 weeks prior to usage.

Preferred Methods of Communication: The preferred method of communicating with school day staff and administrators is either through the Google Doc referral form, written homework form or through written communication via email. This will ensure there is documentation as to how the process proceeded.

Aligns with School Day Curriculum: Daily communication with school day teachers is vital to keeping our program grounded and aligned with the school day. Sitting in on PLC's (Professional Learning Clubs) will keep the director current on curriculum and best instructional practices used throughout the school day. Program staff will participate in monthly meetings pertaining to curriculum and instructional practices. The school's RTI (Response To Intervention) teacher will be readily available to assist with

implementation of strategies strongly aligned with the school day.

Instructors for our after school program come from our school, so that is another way our program will stay aligned with the school day. Math teachers will teach math in our after school program. Reading teachers, expert in reading strategies, will teach reading. Teachers will provide expertise and support in their area of strength.

The director (also a certified teacher) communicates on a one-on-one basis with the school day teachers when more intense interventions are needed and conveys the instructional plan to the program instructors.

Program Staff, School and District Professional Development (PD): Program staff are school day staff, and are required to attend specific professional development opportunities. Each year, staff is required to attend 24 hours of PD. Reading teachers will be expected to attend reading PD, math teachers will be expected to attend math PD, etc. It is also expected that all staff do updates on things like Suicide Prevention, Blood Borne Pathogens, and Positive Behavior Support. Other staff PD will focus on areas such as transition awareness, student wellness, technology (Infinite Campus, Converge, and Smartboards), and RTI (Response to Intervention). Afterschool staff will participate in those PD's as communicated through the board of education. Other PD required for afterschool staff by KDE (Kentucky Department of Education) will be communicated throughout the year by email, at staff meetings and through use of Google Docs.

Part II: Quality of Plan: 2.6 Staffing: The director/coordinator is in charge of overseeing the afterschool program and summer programming, which is a full time job, and will be **hired for a minimum of 220 days.** All program activities will maintain a **staff to student ratio of 1:15** except in cases where there are special needs students who may need extra help or supervision, then those provisions will be made.

Supervising staff is defined as a staff member 21 years of age or older, holding a

high school diploma/GED and having a successful background check.

Table 11 Staffing Chart: Positions/Responsibilities/ Qualifications	
Program Director/ Coordinator	<p>Qualifications:</p> <ul style="list-style-type: none"> • Leadership abilities in planning/implementing educational programs • Knowledge base in successful afterschool programming • Demonstrates/ understands developmental needs of children Organizational and management skills • Demonstrates leadership abilities in many areas (interpersonal communication, problem-solving, leadership skills, etc.) • Good written and oral communication skills • Computer skills • Bachelor's degree or higher • CPR/ first aid and medicine administration trained <p>Duties:</p> <ul style="list-style-type: none"> • Work closely with all stakeholders (teachers, administrators, advisory council, parents, community members, KDE personnel) • Collaborate with school day teachers, administrators, and district level leaders • Coordinate with evaluation and reporting of data as required by U.S. Department of Education • Perform administrative duties such as data entry, submitting reimbursement requests, on-site to daily oversee program operations. • Disseminate information about the program and activities to students/parents/schools staff/ board of education/ in an effective way. • Coordinate training and PD (Professional Development) for staff. • Assist with hiring of personnel. • Coordinate Public Relations efforts. • Coordinate with community organizations/agencies/ to provide services for programming. • Report to school principal and district superintendent. • Supervises staff. • Coordinates evaluations of program. • Coordinates supplies, materials, and equipment and transportation requests. • Coordinates the implementation of programs and daily activities and special events. • Presents programs for groups. • Presents/orchestrates faculty meetings/ parent engagement meetings. • Genuinely cares for youth
Instructors	<p>Qualifications:</p> <ul style="list-style-type: none"> • College degree or extensive knowledge of subject matter. • Approved background check/ properly vetted. • Demonstrates/ understands developmental needs of children Organizational and group management skills. • Good written and oral communication skills. • Computer skills. • Works collaboratively with other program staff. • Genuinely cares for youth. • Strongly suggested that they be CPR/ first aid and medicine administration trained. <p>Duties:</p> <ul style="list-style-type: none"> • Works cooperatively with program director/coordinator to implement quality programming aligned to the school day. • Manages supplies, materials and organizes classroom. • Assists in the daily implementation of activities and special events. • Plans, helps sponsor and participate in programming activities designed to implement the goals and objectives of the program. • Submits lesson plans to coincide with program activities. • Reports to director/coordinator
Site Receptionist	<p>Qualifications:</p> <ul style="list-style-type: none"> • Approved background check/ properly vetted. • Experienced in procedures and policies concerning safe parent pick up of students.

	<p>Duties:</p> <ul style="list-style-type: none"> • Clerical duties including class rosters, sign in and sign out sheets. • Calling of parents. • Coordinating communications with community • Registering students for programming • Proficient in Infinite Campus • Knowledgeable about all safety procedures for parent pick-up. • Reports to director/coordinator
Instructional Assistant/ Para Educators	<p>Qualifications:</p> <ul style="list-style-type: none"> • High school diploma/ GED • Good Organizational skills • Genuinely cares for youth • College students • Approved background check/ properly vetted. <p>Duties:</p> <ul style="list-style-type: none"> • Works one-on-one with students who need extra help in reading or math. • Reports to director/coordinator. • Attends programming, assist teachers in setting up room, materials, and monitors computer lab. • Works in the library for literacy events. • Approved background check/ properly vetted.
Student helpers	<p>Qualifications:</p> <ul style="list-style-type: none"> • High school junior or senior. • High school teacher recommended. • Honor roll student. • Good organizational skills • Good interpersonal communication skills • Reports to director/coordinator <p>Duties:</p> <ul style="list-style-type: none"> • Assist teachers • Works one-on-one with students who need extra help in reading or math. • Reports to director/coordinator. • Attends programming, assist teachers in setting up room, materials. • Functions as student mentor/ Positive role model for program participants.
Volunteers	<p>Qualifications:</p> <ul style="list-style-type: none"> • Approved background check/ properly vetted. • Caring/nurturing <p>Duties:</p> <ul style="list-style-type: none"> • Works well with students in groups, small groups and one-on-one. • Reports to director/coordinator • Positive role model for program participants.

Staff hired to work in the 21st Century program must first be **screened or “vetted”** at our School’s district central office which adheres to state laws. Potential staff will have a criminal background check which includes fingerprints, as well as a Child Abuse background check. Potential staff must have recommendations for director/coordinator to be able to call and interview concerning character and qualifications of potential staff.

Training for newly hired staff will begin when they are given an employee

handbook, and will sit down with the director/coordinator to go through the handbook. The handbook covers, emergency drills, safety plans, sign in and sign out procedures, as well as how to complete timesheets and absentee policies. The newly hired staff will shadow regular staff for a week and then they will be allowed to work with students on their own.

Each day the program is in operation, there will be at least two staff members with CPR/first aid certifications present. In addition, the director/coordinator, along with at least two other staff members, will be trained in emergency medication administration. Training will take place every other year for CPR/first aid, and every year for the medication administration.

Staff will be expected to attend all staff trainings, in addition to trainings and professional development required by the school district.

Table 12 Professional Development Plan, and Joint Planning		
Date	Professional Development	Joint planning or Program planning
July -August	*21 st Level I CCLC training for new staff, *Cayen A Plus Data Training	Program planning
July- August	*Active Shooter Training *Blood Borne Pathogens *Suicide Prevention *Positive Behavior Support *Confidentiality *Emergency Procedures	Joint programming for program and school staff
July (every other year)	CPR/First aid	Joint programming for program and school staff
July August	Emergency Medicine Administration	Joint programming for program and school staff
October-2019 (As Scheduled)	*Multi-State Conference	Program planning
As Scheduled	*Level II CCLC training	Program planning
As Scheduled	*Extending Excellence for Continuous Improvement	Program planning
As Scheduled	Regional Spring Training	Program planning
Monthly	Professional Learning Communities	Joint programming for program and school staff
As Scheduled	Content Area meetings	Joint programming for program and school staff
As Scheduled	ARC (Admissions and Release Committee) for special needs students attending the program	Joint Programming for program and school staff

Part II: Quality of Plan: 2.7 Summer Programming: Summer Program Activities

Age-Appropriate: Summer programming begins with a nutritious breakfast. The rest of the morning is divided between 3 rotations where students may be working on some

form of technology (coding with Sphero Robotics, doing stop motion animation, or working with a green screen), along with other STEAM activities.

After lunch, finds the students working in groups to finish projects started before lunch or working toward a finished product for the end of the week. Students also have opportunity to be engaged in team building activities and be active. Our programming is **5 days a week from 8:00 AM to 2:30 PM** with weekly themed field trips for **at least 2 weeks** during the month of June (up to 4 weeks, depending on available budget).

Table 13 Sample 21st Century Summer Programming Daily Schedule	
Time	Activity
8:00-8:30	Breakfast
8:30-9:30	Rotation 1
9:30-10:45	Rotation 2
10:45-11:30	Rotation 3
11:30-12:00	Lunch
12:00-12:30	Project Time
12:30-1:30	Physical Fitness/ Team building
1:30-2:30	Project Time
2:30-2:45	Bus pick up/ Parent Pick- up

Part III: Management of Plan: Afterschool programming will begin no later than three weeks after school starts in the fall. The one hour of programming offered before school starts each morning and two hours after school (Monday through Thursday), will ensure our program meets the minimum 12 hours per week. Programming will end no sooner than two weeks prior to the end of school year. Our goal is to provide services to at least 50 regularly attending students (30 days or more). Only students directly participating in afterschool programming may be counted and must stay for one activity past snack/meal to be counted toward participation.

Part III: Management of Plan: 3.2 Capacity/Experience Operating Afterschool

Programming: The district has successfully implemented 21st CCLC programming since 2010. Grades 6-8 are funded including a variety of summer learning opportunities. We have served 825 students and their families while retaining 247 of them for a 29.5% retention rate. Proficiency in Math is up by 13.4% and 24.5% in

them for a 29.5% retention rate. Proficiency in Math is up by 13.4% and 24.5% in Reading according to KPREP data (2014 KPREP scores compared to 2019 KPREP scores).

According to our 3rd year continuation report, completion of homework is up by 96%, and academic performance is up by 94%. Our site has had on site visits and audits, and each time, have been compliant in meeting requirements. We have even been rated exemplary in categories such as accommodating children from special populations (special needs, ELL, minority), providing more than 12 hours minimal programming, and more than the minimum of two certified teachers working 16 hours per week. We also have experience ensuring timely reports are submitted...reports like Quarterly Reimbursement, Quarterly Data Reviews, Continuation Progress Reports, and data for Cayen Data Reporting, as well as certification of data. All visits, audits and monitoring have proven satisfactory in the managing and overseeing of our program.

Part III: Management of Plan: 3.3 Available Resources: We are fortunate to have supportive stakeholders and they are generous in providing what they are able. The school provides our office space, phone, fax, copy paper, and copy machine when doing bulk. We are able to provide guest speakers because of support from our local USDA Soil Conservation Office, Kentucky Department of Highways, and Extension office. We have activities taught free of charge through the partnerships from these agencies as well. Our co-applicant is very giving in providing staff, facilities, food, and curriculum for our program as well. We are also very blessed with teacher volunteers as well as volunteers from the community.

Part III: Management of Plan: 3.4 Inclusion of Students in Private Schools: Letters are sent out each year at the beginning of the school year, **inviting our local private school and home school students** to participate in our programming. A calendar of events is sent to each, along with access to school website, program Facebook, local

T.V. access channel, radio and newspaper, as well as other public places such as the public library and other local businesses. We also do a face to face meeting with the administration of the private school in our county.

Part III: Management of Plan: 3.5 Inclusion of Students with Disabilities: Our

program does not discriminate on basis of sex, race, or ability, all are welcome. Our goal is to assist students in overcoming barriers so they may be successful.

Modifications are made for students with disabilities (including English learners, homeless, foster care, migrant, physically impaired, or other learning disability), whether that means having someone to assist them one on one with English as a second language, a study buddy, a homework partner, or an aide. Technology-based programming is also available to our students with disabilities. We work closely with special needs staff to ensure needs are met and that IEP (Individual Education Plans) are followed.

Part III: 3.6 Management of Plan: Description of Facilities: Our facility is a middle

school which houses students in grades 6 -8, with a specific section of the school available for programming activities. There is adequate space available for our afterschool program; the school also provides a space for the director/coordinator.

Participants have access to two computer labs, library facilities, music room, and the gym and cafeteria. Students have access to technology such as computers, I-Pads and Chromebooks, which they are allowed to take home for instructional purposes. The school has W-Fi access in every classroom, and fiber optic internet connection.

Part III: Management of Plan: 3.7 Facility is Safe, Accessible, meets ADA

Requirements: Our middle school is secure and locks at all entrances, with only one access to the office area from the outside which has a buzz-in access. Visitors must state the purpose of their visit before being allowed admittance. Visitors must sign in and wear a visitor's pass to be allowed beyond the front office. No child is allowed to

leave unless proper documentation is found in the Infinite Campus program (a computer program that houses all pertinent information such as name, address, date of birth, parent's/guardian's name and emergency contact numbers). A paper copy of this information is also kept in a binder as a backup. All parents/guardians are required to come into the front office to sign their child out. The school is equipped with surveillance cameras. All staff are trained in safety policies and procedures yearly, with a minimum of two staff members being CPR/ first aid trained as well as emergency medicine trained. Staff also have walkie talkies to communicate at all times. All school day guidelines are followed at all times per school day policy.

The school also has ramps, wide doors, and elevators for ease of access for those with disabilities and meets ADA requirements with clearly marked signs for directing visitors.

Part III: Management of Plan: 3.8 Safety Procedures/Emergency Plan: Our safety/

Emergency plan is identical to the school day plan. Emergency routes for fire, severe weather, earthquake and lockdown procedures are posted on classroom walls and will be followed during afterschool programming just as they are during the school day.

Written plans are also included in parent and staff handbooks to make sure all stakeholders are informed and aware of practices. Sign-in and sign-out procedures, as well as a behavioral contract (clearly stating expectations of participants and the consequences of negative behaviors) are attached to the program registration form and need to be signed by parent/guardian before students attend program activities.

Part III: Management of Plan: 3.9 Timeline for Practicing Drills: All after school

drills will coincide with school day drills and with the district plan.

Table14 Emergency Drill Timeline	
Drill	Timeline
Fire Drills	Once monthly
Severe Weather Drills	Once in the Fall / Once in the Spring
Earthquake Drills	Once in the Fall/ Once in the Spring
Lockdown	Once in the Fall/ Once in the Spring

Part III: Management of Plan: 3.10 Snacks/Meals: Our food service department provides a meal after school for our participants. We adhere to the guidance of time allowed for the meal. We operate less than 3.5 hours in the afternoon and therefore allow 20 minutes for the meal. In the summertime we are at school more than 4 hours per day, so the students are allocated 30 minutes for lunch. USDA guidelines are followed and meals are free to our students, with no cost coming from grant funds. No food is purchased with grant funds for parties, celebrations, holidays, meetings, or open houses. Those events are funded through donations from our partners.

Part III: Management of Plan: 3.11 Transportation: We provide transportation for summer programming because we have parents that find it difficult to get to school to pick up their children at such an early time (2:30 PM, most go to daycare providers). We provide transportation inside the city limit and drop off points outside the city limits. We do not provide transportation in the evening during the school year, because we have never had a participant that wished to stay that didn't have transportation home. Should we have participants that wish/need to stay, we will discuss transportation with the principal and central office to be able to ensure the participants are able to attend.

Part IV: Collaboration and Partnerships: 4.1 Signed Co-applicant Agreement Letter and 4.2 Partner Agreement Letters (See Attachments)

Part IV: Collaboration and Partnerships: 4.3 Membership/Role of Advisory

Council: The present advisory council will take the proposed continuation project under its wing and, in regularly scheduled meetings, monitor the progress of the grant and adjust as necessary by the council. The council is made up of co-applicant partner-Wayne County Public Library, school principal, school day teachers, Family Resource/Youth Service personnel, community partners, students, and parents, as well as employment services representative, local government officials, and district

administration.

The council will meet monthly during the school year and is willing to serve in this capacity. Meetings will take the form of face to face and email. The council shall look at the results of the needs assessment and give input and perspective, while making inquiries as to how this should guide, change, or improve present programming. The council shall keep the goals and objectives in mind and assist the director/coordinator in making decisions that drive the attainment of said goals and objectives. The council shall have an active role in making sure the school day is connected to afterschool programming by looking at the schedule of activities and approving the programming. The council will require proof that the target population is being served, and it will discuss program results and supporting data, conduct brainstorming sessions for sustainability and community resources, and discuss community issues.

Part IV: Collaboration and Partnerships: 4.4 Evidence Council was Actively

Involved. As written in our October 2019 minutes, the council convened and looked at all needs assessment data. The program does a fall parent survey and students survey, the results of the surveys were dissimulated and needs were prioritized. Socioeconomic data was also discussed. With council members present, a plan to move forward was put in place. Through email communication, weekly updates were given and in November's meeting, the completed proposal was reviewed and approved by the council for submission.

Part V: Evaluation: Comprehensive Evaluation Plan. Assessment of goals and objectives will be on-going. As outlined below, in Table 15, each type of evaluation will be brought before the council (of course, all stakeholders are welcome at advisory meetings and may see data gathered). Information will be shared in PLC's, (Professional Learning Community) and with school day teachers to disseminate and discuss the effectiveness of programming in meeting goals and objectives (specifically

the portion of assisting students in increasing academically). By looking at said data on a regular basis, adjustments in programming can be made in a timely manner to increase the program's effectiveness.

Table15 Comprehensive Evaluation Plan		
Timeframe	Evaluations	Shared
Monthly	*School day grades *Attendance (school) *Attendance (afterschool) *Discipline *Teacher up-dates	Information shall be shared with advisory council, PLC's (Professional Learning Community), and school day teachers. By looking at this information, it will allow council to manipulate/ adjust programming to better adhere to the program goals and objectives. It will create a formative snapshot of the program and allow adjustments to be made in a timely manner to increase program's effectiveness.
Nine weeks	*9 weeks content exams	Same as above
Quarterly	*QRR's *DRR's	Shall be share with council/stakeholders to ensure budget is allocated toward meeting the goal and objectives and to ensure appropriate funding for things such as summer programing. The DRR will also ensure appropriate attendance of participants is on target with recruitment and retention goals and objectives.
Annually	*Federal APR Reporting	Shared with council/stakeholders to ensure appropriate attendance of participant is on target with recruitment and retention goals and objectives. To ensure proper academic improvement of struggling (at-risk) students.
Annually	Risk Assessment	Shared with council/stakeholders to ensure proper compliance with training of staff, finance, reporting and regular attending participants is meeting requirements.
1 st Year/ 6 months	Technical Assistance visit	Shared with council/stakeholders to ensure grant has gotten started on the right track. To make sure essential parts are in place and grant is in compliance.
2 nd year Fall	On-Site Compliance visit	Shared with council/stakeholders to ensure grant has gotten started on the right track. To make sure essential parts are in place and grant is in compliance.
3 rd year March	Continuation Progress Report to KDE	Shared with council/stakeholders to review progress of three years grant is in progress and ensure strides have been made to reach goals and objectives.

Data will be used in advisory meetings to analyze and evaluate progress. The director/coordinator will gather the data, disaggregate it, and share it with the council. The council will give input and make suggestions to adapt programming to make it more effective in areas where progress is not being met. The data will create a formative snapshot of the program and allow adjustments to be made in a timely manner to increase program's effectiveness. Parents will be able to see the results of data collected through use of newsletters and parent informational meetings.

Students not making adequate progress will be re-evaluated and more effort

given by implementing more intense one on one instruction and more focused instruction. We will work with school day RTI staff to revamp student's learning plan.

Part VI: Budget: 6.1 Budget used to Supplement not Supplant: Our afterschool programming does not support existing levels of service funded by other sources. We are aware that any existing activity or club cannot be funded through 21st CCLC funds. If a club or activity is traditionally offered as a school function they are not permitted to be funded with grant funds.

Part VI: Budget 6.2 Separate Accounting of Funds: Our school's finance office uses MUNIS (reporting system to KDE and other agencies) and a separate account is made for 21st CCLC funds along with project numbers for identification. Yearly budgets with proper coding are also utilized with the director/coordinator receiving monthly MUNIS reports of expenditures. All purchases will be sent to KDE for prior approval by using a purchase approval form. All QRR's (Quarterly Reports) must have explanation of expenditures with proper documentation attached and sent in with the report.

Part VI: 6.3 Tracking Staff Time and Effort: All staff will have a sign in and sign out sheet in which they log the time they begin working and the time they end working. Timesheets will be completed each month and turned into the director/coordinator who will document and sign each timesheet as they compare the sign in sheet to ensure proper time documentation has occurred. Likewise, any volunteer will be asked to sign in and sign out to document amount of volunteer hours.

Part VI Budget: 6.4 Financial Capacity: Our afterschool program is based in a school system, thus our fiscal agent is a school district and will allow sufficient financial backing to allow for expenditures to take place up front and then be reimbursed. Since this is a continuation grant there will be little "startup" cost in the way of space, equipment and furniture. Equipment like computers have already been purchased.

Part VI: Budget: 6.5 Sustainability Plan: Our original grant was implemented and

original levels of services have continued as funding has been reduced. The march toward sustainability continues as partnerships are formed to keep programming going even after grant funds cease.

Table Sustainability Plan		
Goal	Objective	Steps/Actions
Continue partnerships already cultivated	Continue to work with partners we have by collaborating/ sharing leadership and resources.	*Keep partners up to date on program needs/ celebrations/ awards. *Allow partners to be part of the advisory council and have input in decision making. *Keep partners informed of the number of students served and the impact it is having academically and culturally.
Cultivate buy in	Allow other businesses and organizations to see the need for our program and inspire them to be our partner either by in-kind matching funds or other resources.	*Speak at Chamber of Commerce meetings/ Lions Club/ Retired Teachers Association. *Visit and speak with local businesses such as Cobb Vantress, American Woodmark, Monticello Banking Co., etc.
Write for other grant funding	Look for small and large grants that can be used to assist in sustaining the program.	*Apply for grants such as: RECC People grant, PRIDE grant, Dollar Store grant. *Make public aware that donating to our program is acceptable.
Use of food service program (afterschool meals and summer feeding program)	Continue to work with food service to assist in writing grants and foster partnerships.	*Provide program information on numbers of participants taking advantage of the free food program.

Budget Summary, Budget Narrative, Budget Page (See Attachments)

Part VII: Required Attachments (See Attachments)

Part VIII: Priorities: To be Determined by KDE

Reference Table for APA Citations in Text
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BUDGET SUMMARY

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

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	65,156.00	33,892.00	65,156.00	33,892.00	65,156.00	33,892.00
Summer Personnel	7,930.00	4,480.00	7,930.00	4,480.00	7,930.00	4,480.00
Fringe Benefits	18,747.00		18,747.00		18,747.00	
Travel (program staff)	2,137.00		2,137.00		2,137.00	
Equipment	450.00	77,000.00	450.00	77,000.00	450.00	77,000.00
Supplies & Materials	2,250.00	11,500.00	2,250.00	11,500.00	2,250.00	11,500.00
Adult Skill Building (1% of grant funds yearly)	1,000.00		1,000.00		1,000.00	
Contractual	1,390.00		1,390.00		1,390.00	
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	0.00		0.00		0.00	
Summer Materials & Supplies	450.00		450.00		450.00	
Transportation (School Year, Summer, Field Trips)	490.00		490.00		490.00	
Other (specify)	0.00		0.00		0.00	
Volunteers	N/A	6,500.00		6,500.00		6,500.00
Yearly Totals (Grant and In-Kind Funds)	100,000.00	133,372.00	100,000.00	133,372.00	100,000.00	133,372.00

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