

## KENTUCKY DEPARTMENT OF EC

21<sup>st</sup> Century Community Learning Centers Cycle 18 RFA

## Application Cover Page

Submission Deadline: December 16, 2020 4:00 ET

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

- ☐ New Applicant (\$150,000)
- ☒ Continuation Applicant (\$100,000)
- ☐ Continuation off of an Expansion (\$100,000)
- ☐ Expansion Applicant (\$100,000)

ORIGINAL

Fiscal Agent DUNS #:079676854

Fiscal Agent SAMS CAGE Code#:42BZ7

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: James Lane Allen Elementary

Physical Address: 1901 Appomattox Road, Lexington, KY 40504

Target Grades: 3 - 5

Fiscal Agent: Fayette County Public Schools

Superintendent/Chief Executive Officer: Dr. Marlene Helm, Acting Superintendent

Physical Address: 450 Park Place, Lexington, KY 40511

E-mail: [marlene.helm@fayette.kyschools.us](mailto:marlene.helm@fayette.kyschools.us)

Co-applicant: YMCA of Central Kentucky

Superintendent/Chief Executive Officer: Paula Anderson

Physical Address: 381 W. Loudon Avenue, Lexington, KY 40508

E-mail: [panderson@ymcackey.org](mailto:panderson@ymcackey.org)

Grant Writer: Angela Roberts, Susan Decker Davis

Agency: Fayette County Public Schools

Phone #: 859-381-4329, 859-381-4228

Email: [angela.roberts@fayette.kyschools.us](mailto:angela.roberts@fayette.kyschools.us) [susan.davis@fayette.kyschools.us](mailto:susan.davis@fayette.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) 21<sup>st</sup> 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

12/10/2020

Date

  
 Co-applicant: Superintendent/Chief Executive Officer

12/17/2020

Date

  
 Notary Public:

10/10/2020

Date

Notary Seal (My Commission Expires: 10/2/21)

**Assurances for Applicant and Co-applicant**

The fiscal agent, co-applicant, and principal(s) of the school to be served, must initial on each assurance.

1. Meet the minimum number of hours and days as required under program operations. \_\_\_\_\_ MH *SW PM*
2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending. \_\_\_\_\_ MH *SW PM*
3. Must provide dedicated space in the school(s) served for Site Coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. Programming space must be sufficient in size for the number of students to be served. \_\_\_\_\_ MH *SW PM*
4. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served. \_\_\_\_\_ MH *SW PM*
5. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21<sup>st</sup> CCLC funds may not pay for snacks or meals. \_\_\_\_\_ MH *SW PM*
6. Must immediately notify the KDE of a change in Site Coordinator. The district must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA. \_\_\_\_\_ MH *SW PM*
  - a. Prior to the departure of the Site Coordinator, the district must ensure all pertinent information is accessible for the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN access for data entry, list of all program staff, Advisory Council meeting schedule and minutes, partners, USDA snack program and distribution of snacks to participants. \_\_\_\_\_ MH *SW PM*
7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. \_\_\_\_\_ MH *SW PM*
8. Must provide equitable opportunities for the participation of both public and private school students served by the award. \_\_\_\_\_ MH *SW PM*
9. The applicant must assure it afforded reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application. \_\_\_\_\_ MH *SW PM*
10. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special need of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA), page 6 Section 427). \_\_\_\_\_ MH *SW PM*
11. Must administer the 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. \_\_\_\_\_ MH *SW PM*
12. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE. \_\_\_\_\_ MH *SW PM*
13. CBO or FBO applicants must submit an annual external audit each year of the grant. \_\_\_\_\_ MH *SW PM*
14. Must submit all required reports as required to the KDE. \_\_\_\_\_ MH *SW PM*

The Acting Superintendent's initials have been added electronically, with permission.

15. The Fiscal Agent and Co-applicant must assure that supplies, materials, technology, or equipment will not be used during the school day. MH *SW* *Pmr*
16. Must comply with the guidance in the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
- Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years; MH *SW* *Pmr*
  - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth and fifth year; MH *SW* and, *Pmr*
  - Provide documentation of completed state reports as required. MH *SW* *Pmr*
17. Must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474. MH *SW* *Pmr*
18. Must comply with the following Acts of Congress MH *SW* *Pmr*
- Civil Rights Act of 1964
  - Gun-Free Schools Act of 1994
  - Americans with Disabilities Act of 1990
  - Pro-Children's Act of 1994
19. Must comply with Stevens Amendment. MH *SW* *Pmr*
20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110). MH *SW* *Pmr*
21. The Fiscal Agent and Co-applicant must assure funds are not used for lobbying purposes. MH *SW* *Pmr*
22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds. MH *SW* *Pmr*
23. The school district, as a Fiscal Agent or Co-applicant, must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include: grades, attendance, demographic, information, disciplinary infractions, and state assessment scores). MH *SW* *Pmr*
24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, failure to become compliant, or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned a corrective action plan to implement and become compliant within 60 days. The KDE will provide additional technical assistance based on the area of compliance to support the grantee. MH *SW* *Pmr*
25. **Assurance Regarding Continuation of Funding** – During year three, the KDE will review grantee continuation progress reports to determine eligibility for an additional two years of funding. Pending adherence to state and federal guidelines of the grant, continued federal appropriations, meeting number of regular attendees outlined in the application, and improved academic performance of the students, applicants will receive continuation funding for grant years four and five. If continued, in years four and five, programs must maintain the original level of programming and services to the same number of students. MH *SW* *Pmr*

26. **Assurance Regarding Applicant Ending Grant** – If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met), but will be ineligible for any priority points awarded to continuation applicants. \_\_\_\_\_ MH *SW PMA*

27. **Assurance Regarding Termination Process** – By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:

- Provide a high quality program with evidence of academic progress \_\_\_\_\_ MH *SW PMA*
- Implement the program as described in the application \_\_\_\_\_ MH *SW PMA*
- Serve the number of regular attendee students as stated in the application \_\_\_\_\_ MH *SW PMA*
- Meet the minimum hours of operation (hours/days/weeks/summer) \_\_\_\_\_ MH *SW PMA*
- Adhere to assigned assurances \_\_\_\_\_ MH *SW PMA*
- Submit required reports and documentation in a timely manner \_\_\_\_\_ MH *SW PMA*
- Use funds in a reasonable and appropriate manner \_\_\_\_\_ MH *SW PMA*
- Resolve a non-compliance audit/monitoring finding \_\_\_\_\_ MH *SW PMA*
- Submit required data within the given timeframe \_\_\_\_\_ MH *SW PMA*
- Implement a required Corrective Action Plan \_\_\_\_\_ MH *SW PMA*

28. Uphold these assurance regardless of change of individual's serving the in the role or capacity of representative signing the application (School District, CBO's, FBO's). \_\_\_\_\_ MH *SW PMA*

29. **Assurance Regarding Appeals Process** – The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The KDE is responsible for the administration and supervision of the 21<sup>st</sup> CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a) (4)). \_\_\_\_\_ MH *SW PMA*

The KDE follows a two-step process for reviewing and awarding application: \_\_\_\_\_ MH *SW PMA*

- Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201 (b)(5)(A) )
- The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201 (b) (5) (C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE's Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgement of the peer reviewers will not be considered. Peer reviewers are non-KDE employees and are recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sect. 4201 (b)(5)(B(i))). \_\_\_\_\_ MH *SW PMA*

Appeals are limited to the grants that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents. \_\_\_\_\_ MH *SW PMA*

30. **Assurance regarding Letter to Appeal** – Eligible entities that wish to appeal a grant application decision, must submit a full and complete written appeal, include the issue(s) in dispute, or other basis for the appeal position, and the remedy sought. The letter must be on an applicant's letterhead and include an original signature of the authorized applicant representative and be notarized. \_\_\_\_\_ MH *SW PMA*

An original letter and two copies of the appeal must be delivered or mailed to the KDE. The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision. Upon review of the appeal, a response will be provided to applicant within 30 calendar days. The KDE mailing address: ATTN:

Grants Management Branch, 21<sup>st</sup> CCLC RFA, Kentucky Department of Education, 5<sup>th</sup> Floor 300 Sower  
Boulevard, Frankfort, KY 40601. MH *HW* *MA*

31. Regardless of a change in leadership at the district level (Superintendent), district 21<sup>st</sup> CCLC program director, and/or at the school level (principal, or site coordinator), the district is responsible for immediately notifying the KDE, and must continue to meet all state and federal requirements as outlined in the RFA. MH *HW* *MA*

### ASSURANCES SIGNATURE PAGE

As an official representative of the **Fiscal Agent**, I certify that I have read this application and all assurances. By signing below I approve this application, will adhere to all assurances, and pledge my support.

Marlene Helm - electronic signature Acting Superintendent 12/10/2020  
Fiscal Agent (Signature and Title): Date

As an official representative of the **Co-applicant**, I certify that I have read this application and all assurances. By signing below I approve this application, will adhere to all assurances, and pledge my support.

*David Anderson, President + CEO* 12/7/2020  
Co-applicant (Signature and Title): Date

As an official representative of the **school**, I certify that I have read this application and all assurances. By signing below I approve this application, on behalf of the school, will ensure the school adheres to all assurances, and pledge my support.

*Greg D. Williams* 12/7/2020  
School Principal (School being served): Date

School Principal (additional school served): Date

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## 21<sup>st</sup> CCLC Logic Model

### Not to exceed four pages

#### List Performance Goals:

- 1: Increase academic achievement of participating students in math, reading, and science.
- 2: Improve non-cognitive indicators of success in participating students.
- 3: Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year.
- 4: Increase access to high-quality programming.
- 5: Increase access to K-3 literacy interventions and activities for elementary students.
- 6: Increase literacy & other educational opportunities, that are meaningful & intentional, to support parents & working families.

#### List Performance Indicators:

- Obj. 1.1. Annually, there will be a 10% **increase** in the number of regularly participating students scoring at grade level on the NWEA MAP reading and/or math assessments.
- Obj. 1.2. Annually, there will be a 10% **decrease** in the number of regularly participating students scoring in the bottom quartile on the NWEA MAP reading and/or math assessments.
- Obj. 1.3. Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.
- Obj. 1.4. Annually, 75% of regularly participating students with English Learners (EL) status will increase one level on the ACCESS English proficiency assessment.
- Obj. 2.1. Annually, there will be a 5% decrease in the number of regularly participating students who are chronically absent.
- Obj. 2.2. Annually, 85% of regularly participating students will have no more than two school office disciplinary referrals.
- Obj. 2.3. Annually, 75% of regularly participating students will participate in kinesthetically-based activities two or more times a week.
- Obj. 3.1. Annually, there will be a 5% increase in the number of students attending the 21<sup>st</sup> CCLC program 30 or more days per year.
- Obj. 3.2. Annually, there will be a 10% increase in the number of teacher referrals.
- Obj. 3.3. Annually, there will be a 10% increase in the number of enrichment activities and/or services, based on student input in the student interest surveys.
- Obj. 4.1. Annually, 100% of 21<sup>st</sup> CCLC staff will participate in high-quality and relevant PD.
- Obj. 4.2. Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.
- Obj. 4.3. Annually, there will be a 10% increase in the number of students participating in the summer program.
- Obj. 5.1. Annually, 50% of regularly participating K-3 students reading significantly below grade level will increase their reading scores to the 40th percentile or higher on the NWEA MAP reading assessment.
- Obj. 5.2. Annually, there will be a 10% increase in the number of teacher referrals to the Center for K-3 students reading significantly below grade level.
- Obj. 5.3. Annually, 15% of regularly participating K-3 students reading significantly below grade level will increase their reading level to meet grade-level exit criteria for intervention.
- Obj. 6.1. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in at least two 21<sup>st</sup> CCLC family engagement activities.
- Obj. 6.2. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in 2 or more skill-building activities.
- Obj. 6.3. Annually, there will be a 10% increase in the variety of family engagement and skill-building activities based on input in family surveys.

#### Describe the participants to be served by the program:

Our 21<sup>st</sup> CCLC program will serve a minimum of 50 students in grades 3-5, who attend more than 30 days and 35 of their family members annually. Students who meet the following criteria for services will have priority for participation: EL status, scoring in the bottom two quartiles on MAP reading and/or math assessments, failing one or more classes, scoring novice or apprentice on KPREP, teacher/counselor referral, and/or reading significantly below grade level. Students in foster care and those experiencing homelessness will also have priority for services.

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source to Document improvement	Performance Measures (Outcomes)
Obj. 1.1. Annually, there will be a 10% <b>increase</b> in the number of regularly participating students scoring at grade level on the NWEA MAP reading and/or math assessments.	<ul style="list-style-type: none"> <li>High-quality instruction</li> <li>certified &amp; classified teachers</li> <li>college-student volunteers</li> <li>research based Math and Reading Programs</li> </ul>	<ul style="list-style-type: none"> <li>Wonders Reading</li> <li>enVisons Math</li> <li>K-3 Reading Initiative using Reading Recovery and CIM</li> <li>Homework help and tutoring</li> </ul>	<ul style="list-style-type: none"> <li>All students attending the program.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA MAP</li> </ul>	<ul style="list-style-type: none"> <li>Students complete &amp; turn in homework on time.</li> <li>Students improve reading and math skills.</li> <li>Reduction in students scoring below grade level.</li> </ul>
Obj. 1.2. Annually, there will be a 10% <b>decrease</b> in the number of regularly participating students scoring in the bottom quartile on the NWEA MAP reading and/or math assessments.	<ul style="list-style-type: none"> <li>High-quality instruction</li> <li>certified &amp; classified teachers</li> <li>college-student volunteers</li> <li>research based Math and Reading Programs</li> </ul>	<ul style="list-style-type: none"> <li>Wonders Reading</li> <li>enVisons Math</li> <li>K-3 Reading Initiative using Reading Recovery and CIM</li> <li>Homework help and tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Students scoring in the bottom quartile on the NWEA MAP.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA MAP</li> </ul>	<ul style="list-style-type: none"> <li>Students complete &amp; turn in homework on time.</li> <li>Students improve reading and math skills.</li> <li>Reduction in students scoring below grade level.</li> </ul>
Obj. 1.3. Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.	<ul style="list-style-type: none"> <li>Research based programs</li> <li>computers</li> <li>student iPads</li> </ul>	STEM/STEAM activities such as coding, robotics and rocketry, etc.	All students attending the program.	<ul style="list-style-type: none"> <li>Attendance log for activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a greater interest and engagement with STEM/STEAM.</li> </ul>
Obj. 1.4. Annually, 75% of regularly participating students with English Learners (EL) status will increase one level on the ACCESS English proficiency assessment.	<ul style="list-style-type: none"> <li>High-quality instruction</li> <li>certified &amp; classified teachers</li> <li>college-student volunteers</li> <li>research based Math and Reading Programs</li> </ul>	<ul style="list-style-type: none"> <li>Wonders Reading</li> <li>enVisons Math</li> <li>K-3 Reading Initiative using Reading Recovery and CIM</li> <li>Homework help and tutoring</li> </ul>	EL students that attend the program.	ACCESS	<ul style="list-style-type: none"> <li>Students complete &amp; turn in homework on time.</li> <li>Students improve reading and math skills.</li> <li>ACCESS scores improve</li> </ul>
Obj. 2.1. Annually, there will be a 5% decrease in the number of regularly participating students who are chronically absent.	<ul style="list-style-type: none"> <li>Counselor support</li> <li>Community Partners</li> </ul>	<ul style="list-style-type: none"> <li>Counselor support</li> <li>21st Century Enrichment Programs</li> </ul>	All students in the program.	Program Attendance Records	<ul style="list-style-type: none"> <li>Increased attendance and participation in the program.</li> </ul>
Obj. 2.2. Annually, 85% of regularly participating students will have no more than two school office disciplinary referrals.	PBIS behavior system; counseling provided by our guidance counselor	<ul style="list-style-type: none"> <li>Social/Emotional Programming</li> <li>Behavior Celebration</li> <li>Student Recognition/Incentive</li> </ul>	<ul style="list-style-type: none"> <li>All students in the program.</li> </ul>	School referral data (Infinite Campus)	<ul style="list-style-type: none"> <li>Reduced discipline referrals</li> <li>Increased student engagement</li> </ul>



Obj. 2.3. Annually, 75% of regularly participating students will participate in kinesthetically-based activities two or more times a week.	<ul style="list-style-type: none"> <li>Physical Education Teacher support</li> <li>Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity breaks</li> <li>21st Century Enrichment Programs (i.e. Basketball, Dance)</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>Attendance log for activities.</li> </ul>	<ul style="list-style-type: none"> <li>Increased student engagement</li> </ul>
Obj. 3.1. Annually, there will be a 5% increase in the number of students attending the 21 <sup>st</sup> CCLC program 30 or more days per year.	<ul style="list-style-type: none"> <li>Supervised and safe environment</li> <li>Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional support</li> <li>21st Century Enrichment Programs (i.e. STEM, Archery)</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>Program attendance records</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance and participation in the program.</li> <li>Increased student engagement</li> </ul>
Obj. 3.2. Annually, there will be a 10% increase in the number of teacher referrals.	<ul style="list-style-type: none"> <li>Professional Learning Community Meetings with teachers</li> </ul>	<ul style="list-style-type: none"> <li>Meet with 3rd-5th grade teachers</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>Program enrollment and attendance records</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of students participating</li> </ul>
Obj. 3.3. Annually, there will be a 10% increase in the number of enrichment activities and/or services, based on student input in the student interest surveys.	<ul style="list-style-type: none"> <li>Student interest surveys</li> <li>Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>Archery, STEM, Babysitting Training, Coding, Dance, etc.</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>List of Program Offerings</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance and participation in the program.</li> <li>Increased student engagement</li> </ul>
Obj. 4.1. Annually, 100% of 21 <sup>st</sup> CCLC staff will participate in high-quality and relevant PD.	<ul style="list-style-type: none"> <li>PD opportunities and training (21st Century, FCPS, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>STEM</li> <li>High Yield Instructional Strategies</li> <li>CPR/First Aid</li> </ul>	21st Century Staff	<ul style="list-style-type: none"> <li>PD records</li> </ul>	<ul style="list-style-type: none"> <li>Increased knowledge for staff in instructional and enrichment areas</li> </ul>
Obj. 4.2. Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.	<ul style="list-style-type: none"> <li>Community Partner Programs</li> <li>Research based programs</li> <li>Computers and iPads</li> </ul>	<ul style="list-style-type: none"> <li>STEM Activities (Coding, Robots, Rocketry, etc. )</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>Attendance log for activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a greater interest and engagement with STEM/STEAM.</li> </ul>
Obj. 4.3. Annually, there will be a 10% increase in the number of students participating in the summer program.	<ul style="list-style-type: none"> <li>Supervised and safe environment</li> <li>Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional support</li> <li>21st Century Enrichment Programs (i.e. STEM, Archery, Dance)</li> </ul>	All students in the program.	<ul style="list-style-type: none"> <li>Program enrollment and attendance records</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance and participation in the program.</li> <li>Increased student engagement</li> </ul>
Obj. 5.1. Annually, 50% of regularly participating K-3 students reading significantly below grade level will increase their reading scores to the 40th percentile or higher on the NWEA MAP reading assessment..	<ul style="list-style-type: none"> <li>High-quality instruction through certified &amp; classified teachers</li> <li>college-student volunteers</li> <li>research based Reading</li> </ul>	<ul style="list-style-type: none"> <li>Wonders Reading</li> <li>K-3 Reading Initiative using Reading Recovery and CIM</li> <li>Homework help and tutoring</li> </ul>	Students scoring below the 40th percentile on the NWEA MAP reading assessment.	NWEA MAP	<ul style="list-style-type: none"> <li>Students complete &amp; turn in homework on time.</li> <li>Students improve reading skills.</li> <li>Reduction in students scoring below grade level.</li> </ul>

	Programs				
Obj. 5.2. Annually, there will be a 10% increase in the number of teacher referrals to the Center for K-3 students reading significantly below grade level.	<ul style="list-style-type: none"> <li>• High-quality instruction through certified &amp; classified teachers</li> <li>• college-student volunteers</li> <li>• research based Reading Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Reading</li> <li>• K-3 Reading Initiative using Reading Recovery and CIM</li> <li>• Homework help and tutoring</li> </ul>	Students scoring below grade level	Next Steps to Guided Reading Assessment (NSGRA)	<ul style="list-style-type: none"> <li>• Increase in the number of teacher referrals.</li> <li>• Students improve reading skills.</li> <li>• Reduction in students scoring below grade level.</li> </ul>
Obj. 5.3. Annually, 15% of regularly participating K-3 students reading significantly below grade level will increase their reading level to meet grade-level exit criteria for intervention.	<ul style="list-style-type: none"> <li>• High-quality instruction through certified &amp; classified teachers</li> <li>• college-student volunteers</li> <li>• research based Reading Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Reading</li> <li>• K-3 Reading Initiative using Reading Recovery and CIM</li> <li>• Homework help and tutoring</li> </ul>	Students scoring below grade level	Next Steps to Guided Reading Assessment (NSGRA)	<ul style="list-style-type: none"> <li>• Students complete &amp; turn in homework on time.</li> <li>• Students improve reading skills.</li> <li>• Reduction in students scoring below grade level.</li> </ul>
Obj. 6.1. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in at least two 21 <sup>st</sup> CCLC family engagement activities.	<ul style="list-style-type: none"> <li>• Parent interest surveys</li> <li>• FRYSC</li> <li>• Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Family Cooking Night</li> <li>• Family STEM Night</li> <li>• Family Math Nights</li> <li>• Family Literacy Nights</li> </ul>	All 21 <sup>st</sup> Century Families	• Attendance log for activities.	• Increased parent attendance for Family Nights
Obj. 6.2. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in 2 or more skill-building activities.	<ul style="list-style-type: none"> <li>• Parent interest surveys</li> <li>• FRYSC</li> <li>• Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy Classes</li> <li>• ESL Classes</li> <li>• GED Classes</li> <li>• Parent workshops</li> </ul>	All 21 <sup>st</sup> Century Families	• Attendance log for activities.	<ul style="list-style-type: none"> <li>• Parents enroll in Financial Literacy class</li> <li>• Parents enroll in ESL Classes</li> <li>• Parents enroll in GED programs</li> </ul>
Obj. 6.3. Annually, there will be a 10% increase in the variety of family engagement and skill-building activities based on input in family surveys.	<ul style="list-style-type: none"> <li>• Parent interest surveys</li> <li>• FRYSC</li> <li>• Community Partner Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy Classes</li> <li>• ESL Classes</li> <li>• GED Classes</li> <li>• Parent workshops</li> </ul>	All 21 <sup>st</sup> Century Families	• List of Program Offerings	<ul style="list-style-type: none"> <li>• Parents enroll in Financial Literacy class</li> <li>• Parents enroll in ESL Classes</li> <li>• Parents enroll in GED programs</li> </ul>

## Part 1 - Needs Assessment

Our school, (Title 1, 100% free & reduced lunch status), in collaboration with our co-applicant and other partners, proposes to re-start and continue our 21<sup>st</sup> CCLC program, accessible before/after school and in the summer. A variety of educational, arts, and enrichment programs will be offered in a safe, supervised, drug- and violence-free environment to address identified needs and help students increase their academic achievement and improve social/emotional skills. We anticipate serving 50 students in grades 3-5 (attending 30+ days) and 35 of their family members annually.

### 1.1. *Community notified of an intent to apply & how the application is available for public input.*

We notified the community regarding our intent to apply in multiple ways. Our School Council, PTA, and our Advisory Council were involved in proposal development. We placed a notice on our school's website that included contact information to learn more about our program and how to provide input. Surveys were distributed to stakeholders, including students, faculty/staff, and the school community (including parents) to gather input on a variety of possible program offerings, with multiple options for expressing ideas/opinions.

### 1.2. *Stakeholders were included in the planning and development of the proposal.*

Stakeholders participated in the development of this continuation proposal for the 21<sup>st</sup> CCLC at our school. Our advisory council, consisting of building administrators, parents, teachers, students, and community partners, met virtually to review data and make decisions regarding targeted student subpopulations and which programs to continue that meet identified needs. Stakeholders were kept abreast of all progress in designing the program and developing the proposal. We shared relevant information, including data, partner agreements, and survey results, through virtual meetings, phone calls, and emails. Stakeholders were able to make comments and ask questions directly in the documents by using Google Team Folders facilitating safe communication.

Stakeholder Involvement		
Stakeholder	Meeting Dates	Involvement in the proposal development process
Co- Applicant	11/23/20 12/7/20	Assisted with needs assessment & program design. Assisted with the design of a multi-agency summer program for students. Reviewed proposal drafts.
Community Partner	11/23/20 12/7/20	Assisted with needs assessment & program design. Assisted with the design of skill-building activities for families
Community Partner	11/23/20 12/7/20	Assisted with needs assessment & program design. Assisted with the design of our Archery program & family engagement designs.
Advisory Council	11/23/20 12/7/20	Completed surveys, assisted with needs assessment & program design. Assisted with our sustainability plan.
Teachers	11/23/20 12/7/20	Completed surveys, assisted with needs assessment & program design through 21 <sup>st</sup> Century staff meetings.
Parents	11/23/20 12/7/20	Completed surveys, assisted with needs assessment & program design, volunteered to continue to serve on our Advisory Board.
Students	11/30-12/4/20	Completed surveys
Private Schools	12/4/2020	Declined to participate

1.3. *Describes the target population to be served by the program.*

Our 21<sup>st</sup> CCLC program will serve a minimum of 50 students in grades 3-5, who attend more than 30 days and 35 of their family members annually. Students who meet the following criteria for services will have priority for participation: EL status, scoring in the bottom two quartiles on MAP reading and/or math assessments, failing one or more classes, scoring novice or apprentice on KPREP, teacher/counselor referral, and/or reading significantly below grade level. Students in foster care and those experiencing homelessness will also have priority for services.

1.4. *Addresses a minimum of five of the following eight risk factors for the community or county:*

There are multiple barriers faced by many families in our county. These include 1) low median incomes, 2) learning English, 3) lack of education, 4) food insecurity, and 5) juvenile crime. The following table compares our community to the county and state.

Quality of Life Indicators: School Attendance Area Compared to County & State <sup>1</sup>			
Quality of Life Indicator	School	County	State
% of Adults 25 and Older with less than a HS Diploma/GED	16.07%	4.3%	6.4%
% of Households Receiving Public Assistance/Food Stamps in Past 12 Months	11.65%	12.2%	16.9%
% of Renter Occupied Housing Units Paying $\geq$ 30% Income	43.29%	49.5%	47.2%

The percentage of growth of English Learners in our county has grown rapidly over the past decade. In 2010, US Census data indicated that 1.8% of the population over 5 years of age spoke a language other than English. In 2015, the percentage of English Learners jumped to 12.1% and in 2019 it increased to 13.2%.<sup>ii</sup>

Feeding America conducts the annual *Map the Meal* study documenting food insecurity across the country. In 2018, it reported our county had a Child Food Insecurity Rate of 14.2%, with a projected rate for 2020 of 19.8%.<sup>iii</sup> The USDA maps “food deserts” across the country, areas where families have limited access to a variety of healthy and affordable food.<sup>iv</sup> Parts of our school community lie within food deserts.

The Annie E. Casey Foundation’s KIDS COUNT Data Center provides information on multiple indicators for states and counties. The following table compares the rates of youth incarcerated in Kentucky and our county.<sup>v</sup>

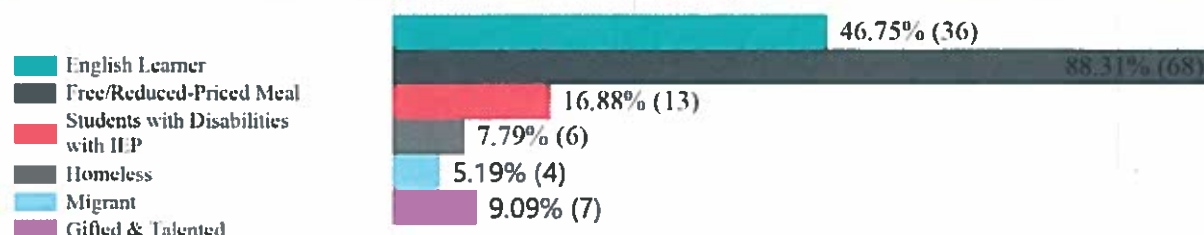
Rates of Youth Incarcerated in the Juvenile Justice System			
Running 3-year averages	2015 - 2017	2016 - 2018	2017 - 2019
Kentucky	25.6	26.6	27.1
Our County	33.1	31.1	33.2

1.5. *Addresses a minimum of 5 of the 7 data components for school(s) to be served:*

Our school has 437 students; the primary subpopulations include 22% African American, 45% Hispanic, and 28% White. 14% of students receive Special Education services.<sup>vi</sup> [Data component 1.] The KDE qualifying data indicate that 100% of students at our school receive free/reduced meals.<sup>vii</sup> [Data component 2.] Students recognized as English Learners (EL) comprise 39% of our school enrollment. We have small subpopulations of students in foster care (6) and experiencing homelessness (10) in our target grades.<sup>viii</sup> [Data component 3.] In the 2018-19 school year (pre-Covid-19), our school’s PBIS student support team provided Tier 2 services to 78 students and Tier 3 services to 34 students. They provided 465 individual student sessions, 257 small group

student sessions, and 202 parent conferences.<sup>ix</sup> [Data component 4.] These groups will have priority for Center enrollment. For the 2018-19 school year (pre-Covid-19), 22.89% of our school's students were chronically absent from school, with an attendance of only 90% or less.\* [Data component 5.]

**Percent of Chronically Absent Students by Student Group 2018-19 [Endnote]**



#### 1.6. *How feedback was collected from teachers, students, parents, and community.*

Due to Covid-19, in-person meetings were not held. Instead, advisory council meetings were held via Zoom. District personnel helped create online surveys that were administered to the school community (including parents and community partners), students, and teachers. A public notice that we are applying for 21<sup>st</sup> CCLC continuation funding was posted on our school's website, including how to contact our Center for additional information.

#### 1.7. *The availability, or lack of, resources at the school to be served, and in the community.*

Our school and its community have some resources required for students to achieve academic and social success but lack many that are critical. The table below depicts the required resources, availability, and if lacking, how they will be provided.

Resources Available Outside of School Hours in the School Neighborhood		
Required Resource	Availability	Remedy
A safe, supervised, drug- & violence-free environment outside of school hours	None	The 21st CCLC program will provide both school-year & summer programming
Hip-hop dance/Music	Limited	Provided by the 21 <sup>st</sup> CCLC & a partner
Acting/Plays/Literacy	None	Provided by the 21 <sup>st</sup> CCLC & partner
Sports and Recreational Programs, including Archery and Basketball	Limited	Provided by the 21 <sup>st</sup> CCLC & partners
Reading/Math Intervention	Limited	Provided by the 21 <sup>st</sup> CCLC
Water Safety classes for adults & children	Limited	Provided by our co-applicant
Workforce development classes for adults	None	Provided by our partners

ESL classes for adults	None	Provided by our partners
CPR for adults or family members 18 yrs.+	Limited	Provided by the 21 <sup>st</sup> CCLC and co-applicant
Access to food and clothing and assistance	Very Limited	Provided by our FRYSC based on the Needs Assessment Survey
Access to Transportation and Housing resources and assistance	Very Limited	Provided by our FRYSC based on the Needs Assessment Survey

1.8. Describes *the consultation process with private/home school officials*.

A letter was sent to all home and private schools in the district, notifying them that we are applying for continuation funding, their student/s are eligible to participate in 21<sup>st</sup> CCLC Centers, and that they can participate in the design of our continuation program. Due to Covid-19, an in-person meeting was not held. An online survey was designed to gather input from them; the survey link was included in the letter. Private schools were also contacted by phone and email.

1.9. *Private/Home School Consultation form(s) are attached and signed with the proposal*.

The private/home school consultation form is completed and is attached.

1.10. *How students with special needs will have access and be served in the program*.

Students with disabilities are eligible to attend our center. When students are referred to the center, the program director will inquire as to the individual student's disability and/or special education status. The coordinator will meet with school (and district as needed) personnel, such as the Achievement and Compliance Coach or the student's case manager, to ensure the specific needs of the student are met. If necessary, the center will work with the school/district to provide an aide if required.

## Part 2 - Project Design

### 2.1. Activities and Services Supporting Performance Goals

The following table describes activities/services supporting the 6 performance goals.

#### Activities & Services Supporting Performance Goals

*Goal 1: Increase academic achievement of participating students in math, reading, and science.*



All of the activities & services below support increased student academic achievement.

- The center will use the same reading & math programs like those used during the school day. This will provide alignment & consistency as well as extending instruction &/or intervention time for students who are below grade level.
- The K-3 Reading Initiative, using Reading Recovery & CIM, will help ensure that students exit grade 3 reading on grade level.
- Homework help & tutoring will provide students with the time & assistance needed to complete & understand school assignments.
- The Art Explorers program will provide art activities that connect with & support the development of literacy and math skills.

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*Goal 2: Improve non-cognitive indicators of success in participating students.*

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All of the activities & services below support increased student non-cognitive achievement.

- Mentoring will allow students to form trusting, appropriate relationships with a caring adult.
- The social/emotional learning activities will teach identified students who struggle with behavior issues how to make better choices & how to appropriately handle frustration & disappointment.
- Cooking & nutrition classes will help students develop healthy habits & important skills.
- The Art Explorers program will help build confidence & self-esteem for students by providing a dynamic setting for collaborative exploration, discovery, creativity & non-competitive success.

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*Goal 3: Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year.*

---

All of the activities & services below support increasing student attendance at the Center.

- Center is open 12 hours/week during the school year & during the summer for 4 weeks, providing access to students more than 30 days annually.
- Our Community Center co-applicant is open on a year-round basis.

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*Goal 4: Increase access to high-quality programming.*

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All of the activities & services below support access to high-quality programming at the center.

- Students will receive research-based reading & math interventions delivered by certified educators through Imagine Learning. Students will have access to homework support by certified educators.
- Extensive PD provided for center staff will ensure that the program is implemented with fidelity by highly qualified personnel.

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*Goal 5: Increase access to K-3 literacy interventions and activities for elementary students.*

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All of the activities & services below support transition readiness and/or K – 3 literacy interventions.

- To provide equitable access, MAP Growth, and diagnostic testing through Imagine Learning for Math and Literacy to be analyzed and used to support instruction for grades 3-5.
- During the spring semester, 3rd-5th-grade students will participate in literacy and math mini-assessments and learning activities to help with more intentional focus on development to help with the transition from primary to intermediate/middle school grades. During spring, our 5th-grade students will participate in a “transitional disguise of a 6th grader” day, as well as mini-assessments and learning activities to help with the transition from elementary to middle school.

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*Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.*

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All of the activities & services below support increasing parent engagement & increased educational opportunities for parents & families.

- The following skill-building activities will be provided for parents/family members: 1) Promoting literacy in the home, 2) Promoting math skills at home, 3) Promoting healthy eating & wellness at home, 4) Financial Literacy for parents & families, 5) Community resources to support student success, & 6) Promoting the arts in the home.
-



- Partners will provide parent engagement activities for parents & families including cooking healthy meals.

## 2.2. SMART Performance Indicators (Objectives)

The following table provides and addresses three SMART performance indicators connected to identified needs for each performance goal.

Goals and SMART Objectives
<i>Goal 1: Increase academic achievement of participating students in math, reading, and science.</i>
1.1. Annually, there will be a 10% <b>increase</b> in the number of regularly participating students scoring at grade level on the NWEA MAP reading and/or math assessments.
1.2. Annually, there will be a 10% <b>decrease</b> in the number of regularly participating students scoring in the bottom quartile on the NWEA MAP reading and/or math assessments.
1.3. Science Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.
1.4. Annually, 75% of regularly participating students with English Learners (EL) status will increase one level on the ACCESS English proficiency assessment.
<i>Goal 2: Improve non-cognitive indicators of success in participating students.</i>
2.1. Annually, there will be a 5% decrease in the number of regularly participating students who are chronically absent.
2.2. Annually, 85% of regularly participating students will have no more than two school office disciplinary referrals.
2.3 Annually, 75% of regularly participating students will participate in kinesthetically-based activities two or more times a week.
<i>Goal 3: Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year.</i>
3.1. Annually, there will be a 5% increase in the number of students attending the 21 <sup>st</sup> CCLC program 30 or more days per year.
3.2. Annually, there will be a 10% increase in the number of teacher referrals.
3.3. Annually, there will be a 10% increase in the number of enrichment activities and/or services, based on student input in the student interest surveys.
<i>Goal 4: Increase access to high-quality programming.</i>
4.1. Annually, 100% of 21 <sup>st</sup> CCLC staff will participate in high-quality and relevant PD.
4.2. Annually, there will be a 10% increase in the number of STEM/STEAM activities offered.
4.3. Annually, there will be a 10% increase in the number of students participating in the summer program.
<i>Goal 5: Increase access to K-3 literacy interventions and activities for elementary students.</i>
5.1. Annually, 50% of regularly participating K-3 students reading significantly below grade level will increase their reading scores to the 40th percentile or higher on the NWEA MAP reading assessment.
5.2. Annually, there will be a 10% increase in the number of teacher referrals to the Center for K-3 students reading significantly below grade level.

5.3. Annually, 15% of regularly participating K-3 students reading significantly below grade level will increase their reading level to meet grade level exit criteria for intervention.

*Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.*

6.1. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in at least two 21<sup>st</sup> CCLC family engagement activities.

6.2. Annually, there will be a 10% increase in the number of parents/family members of participating students who participate in 2 or more skill-building activities.

6.3. Annually, there will be a 10% increase in the variety of family engagement and skill-building activities based on input in family surveys.

## **2.3. Academic Activities:**

### **2.3.1. *Participants will meet challenging State academic standards and local standards.***

Our school is utilizing the Kentucky Academic Standards (KAS) in Math and Reading as well as integrating Next Generation Science Standards (NGSS) in classroom instruction. Tutoring, intervention/enrichment instruction, and homework help are among the academic offerings of our 21<sup>st</sup> CCLC program, providing direct links between the program and the KAS. For example, the program will utilize the Wonders Reading Program and Imagine Learning, which are aligned with the KAS Reading standards. The Program Director will be the liaison between the program and the school and will continuously strive to ensure that program offerings are directly aligned with the classroom, the KAS, and the NGS.

#### **Connections Between Program Offerings and the Kentucky Academic Standards**

Activity	Content Area	KY Academic Standard Connection
Crazy 8's	Math	Math Standards--KY.MD.3, KY.MD.7, KY.MD.8, KY.NF.6, KY.NF.7
Wonders Reading; Creative Writing Club	ELA	Language Arts Standards--RL 1, RL 2, RL 3, RL 10, C1, C2, C3, C4, C7
4H	Social Studies	Social Studies Standards (financial literacy) E.MI.1, E.MI.2, E.IC.1
LEGO Robotics	STEM	Science Standards--ETS1.A, ETS1.B, ETS1.C
Sports, Art & Creative Arts	PE, Visual & Performing Arts	PE Standards--L1, NL1, BM1, BM2, MS1, PS1, SD1, SW1, RA1, SA1 Visual and Performing Arts standards--DA:Cr1.1, Cr2.1, Cr3.1, Pr4.1; MA:Cr1.1, Pr4.1, Re7.1; MU:Cr1.1, Pr4.1, Re7.1
Imagine Learning	ELA Math	Math Standards--KY.MD.3, KY.MD.7, KY.MD.8, KY.NF.6, KY.NF.7

### 2.3.2. *50% of activities provide remediation/acceleration, & 50% provide enrichment.*

After snack and homework help, the remaining program time is divided equally between academic remediation/acceleration and enrichment. Please reference the detailed schedules in parts 2.3.6 and 2.7.2.

### 2.3.3. *Describes how activities are evidence or research-based.*

Our district, school, and 21st CCLC program intentionally use evidence- and/or research-based strategies, activities, and curricula. These strategies and activities include small-group and individual instruction, tutoring, homework help, additional time spent in interventions (increased dosage), problem-based learning, and daily physical activity. Our evidence- and/or research-based curricula include the following.

Curricula:	Research/Evidence Base:
"Two-by-Two" Character Ed curriculum	In the last decade, findings show that effective character education supports & enhances the academic goals of schools & educational settings <sup>xi</sup> . <a href="https://www.twobytwoeducation.org/main/two-by-two-philosophy/">https://www.twobytwoeducation.org/main/two-by-two-philosophy/</a>
Imagine Learning	Multiple studies indicate that students increase in language/literacy proficiency, increase academic achievement in other subject areas, and their self-confidence for language and literacy increases. During the 2020-2021 school year, The Center for Research and Reform in Education at John Hopkins University is collaborating with Imagine Learning to conduct a randomized control trial, meeting Tier 1 ESSA Research standards to evaluate the effectiveness of the Imagine Language & Literacy and Imagine Math programs. <sup>xii</sup> <a href="https://www.imaginelearning.com/research/imagine-language-and-literacy">https://www.imaginelearning.com/research/imagine-language-and-literacy</a>
Art enrichment	Research shows engagement in arts education can improve school climate, empower students with a sense of purpose/ownership, & enhance mutual respect for their teachers & peers. Treatment students experienced a 3.6 % point reduction in disciplinary infractions, an improvement of 13 % of a standard deviation (SD) in standardized writing scores, & an increase of 8 % of 1SD in compassion for others <sup>xiii</sup> . <a href="https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/">https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/</a>
STEM Program	Students who learn science or technology through project-based learning also report that they find it more engaging than traditional instructional techniques (Geier et al., 2008; Yazzie-Mintz, 2010).

### 2.3.4. *Describes opportunities for STEM/STEAM activities.*

Students participated in numerous STEM opportunities including two science enrichment lessons offered once during both spring and fall semesters; Science EXPOs featuring "messy science" and "body" theme; Girl Scout STEM series; and art enrichment through community partners, including one who brings STEAM activities monthly including an art spinning wheel, Native American housing, robotics, and

rocketry. Our local 4-H Extension office also provides monthly enrichment activities including art and technology and provides an agricultural field trip each summer.

Science family nights take place once per semester, as do technology nights hosted by our local high school. Students have learned about drones, how to build their own games and apps using coding, all led by high school students. During our 21st CCLC kick-off, a community partner brings their spintron and rocketry stations to our school for a STEM family engagement night, providing five STEM rotations.

**2.3.5. *The program is or will be embedded in the school's comprehensive improvement plan.***

The 21st CCLC program will be embedded in the school's Comprehensive Improvement Plan, addressed in the Achievement Gap goal. The achievement gap goal states: Increase the percentage of Free and Reduced Lunch students scoring proficient/distinguished in Reading from 27% to 63.5% by May 2023 as measured by state-required academic assessments. The 21st CCLC program provides academic intervention in reading, as well as individual support for ELL students.

**2.3.6. *Provides a detailed program schedule***

Our 21<sup>st</sup> CCLC program will meet four days per week after school for at least 12 hours per week during the school year; and for a minimum of 120 hours during the summer break using a 4-week session schedule, running five days per week for a minimum of six hours per day. The school year program will begin no later than three weeks after the start of the school year and will conclude no sooner than two weeks prior to the last day of the school year (see Program Summary). Enrichment activities include sports, arts, dance, and STEM.

Anticipated Daily Schedule					
2:35-2:50		2:50-3:20	3:20-4:25	4:25-5:30	5:30-6:00
Mo	Snack	Homework, help	Academics: Literacy, Math rotations	Enrichment: Sports, arts, dance, STEM rotations	Meal, Break, Free Time

Tue	Snack	Homework, help	Academics: Literacy, Math rotations	Enrichment: Sports, arts, dance, STEM rotations	Meal, Break, Free Time
We d	Snack	Homework, help	Academics: Literacy, Math rotations	Enrichment: Sports, arts, dance, STEM rotations	Meal, Break, Free Time
Thurs	Snack	Homework, help	Academics: Literacy, Math rotations	Enrichment: Sports, arts, dance, STEM rotations	Meal, Break, Free Time

## 2.4. Recruitment and Retention:

### 2.4.1. *Describes a minimum of three recruitment strategies.*

Among the intentional student recruitment strategies that will be used are:

1. Teachers will refer students, using a referral form that indicates the subject areas for a struggling student with strategies on how to support the student.
2. The school's Lead EL teacher will refer eligible students to the program.
3. The school's principal, 21st CCLC director, and certified 21st CCLC teachers will review assessment data.

### 2.4.2. *Describes a minimum of three retention strategies.*

Among the intentional student retention strategies that will be used are:

1. Providing assistance to ensure students are academically successful.
2. Providing student opportunities in the areas of life skills, sports, recreational programs, STEM and art.
3. Progress monitoring on a weekly basis for student needs.

## 2.5. Linkage to the Regular School Day:

### 2.5.1. *How program staff & school day staff will communicate.*

Our program director will work with teachers, administrators and other staff, such as our FRC coordinator, in our school to establish and maintain preferred methods of communication. Communication via email, electronic meetings, and in-person meetings are the most utilized forms of communication.

Individual teachers are surveyed to determine their preferred method of contact at the beginning of the school year. The program director maintains regular communication with classroom teachers of 3rd-5th grade students regarding participating students' academic needs.

In addition, the program director will be making quarterly updates at monthly faculty meetings. Each presentation will include updates on the activities of the Center, on student progress, and gathering input from faculty and staff.

All 21st CCLC staff will meet monthly to review and reflect on student data, discuss continuous improvement, and review links between learning standards and 21st CCLC activities. These meetings enable 21st CCLC teachers to discuss and plan their lessons with the lead teacher for each grade level.

*2.5.2. Describes the program referral process and a system for prioritizing student enrollment.*

21st Century staff and administration will meet to review possible students for enrollment. Students that meet the following data points will qualify EL students, scoring in the bottom two quartiles on MAP reading and/or math assessments, failing one or more classes, scoring novice or apprentice on KPREP. Students that have may also participate if they have a teacher/counselor referral and/or having more than four behavioral referrals. Students in foster care and those experiencing homelessness will also have priority for services.

*2.5.3. Describes how key program personnel will participate in teacher meetings, & PD*

Professional Development (PD) opportunities will be provided for the 21st CCLC staff. Volunteers working for our co-applicant and partners will be offered relevant PD, such as training in the Imagine Learning program. This will help build capacity, increase the number of people willing to volunteer and enhance the quality of the programs and services offered. Project and partner staff members will attend school level and all state-required PD. District required PD includes safe schools training, reporting child abuse, active shooter response, & cultural competency. District supplemental PD includes modules on playground supervision, trauma-informed care, & health emergencies. State-required PD includes Levels II training, APlus data training and I, Summer-learning workshop, and the annual Multi-State Conference. Training in CPR and First



Aid will be provided to multiple staff members to ensure at least **two** employees who are CPR certified are on duty at all times.

## 2.6. Adult Skill Building

### 2.6.1. *Identifies 1% of grant funds for adult skill-building.*

The budget allocates one percent of grant funds for adult skill-building activities.

As indicated in the budget and the partnership forms, our community partners are providing resources for adult skill-building as well.

### 2.6.2. *Describes a minimum of six adult skill-building activities for parents.*

We used multiple data to identify the following needs of our parents.

- Fifty percent of our participating students' parents need EL classes.
- The Un- and under-employment rates in our community are high.
- Only 3% of parents at our school voted in the last SBDM election.
- No GED or EL classes are offered in the school community area, making it difficult for families without reliable transportation to attend.
- 74% of drowning incidents for children younger than 15 between 2015 and 2017 occurred in residential locations

Based on this information, we will offer the following skill-building activities, all of which will be held at our school to reduce barriers to parent/family attendance.

Skill-Building Activities	
Skill-Building Activity/Provider	Description
1 Infinite Campus Parent Portal Tutorial / School Staff, FRC	Two to three tutorials regarding how to access, understand, & use the Infinite Campus Parent Portal.
2 21st CCLC Q&A Session / Partners	An informational and interactive parent workshop that outlines and reviews 21st CCLC rules, discipline, attendance, and academic walk-throughs on each intervention program <b>used</b> .
3 EL classes / Partner	A 6-week series of classes to help families learn English.
4 GED classes / Partner	A 6-series of classes to help parents earn their GED
5 Class DOJO Behavior System / Partner	A 1.5-hour workshop on how to communicate effectively through DOJO, explanation of the behavior system, & encouraging positive behavior at home.
6 CPR/First Aid, Water Safety / Co-applicant	A one-day workshop at a facility owned by our co-applicant, to teach the importance of water safety
7 Internet Safety / Partner	A parent workshop on the precautions, steps, & guidelines to ensure student safety at school & home. Resources will be provided to families.
8 Financial Literacy / Partner	A parent workshop on financial literacy (budgets, planning, etc.)

We will determine adult skill-building needs in future years using multiple methods. Attendees of sessions in year one will be asked for input. Surveys will be sent home with 21<sup>st</sup> CCC students. The results of surveys conducted by the FRC and Title 1 will be reviewed and our program director will poll our SBDM, PTA, faculty, and staff.

## 2.7. Summer Programming

### 2.7.1. *Describes summer activities and services for Elementary Programs.*

Our summer program activities will continue to offer academic support including reading and math remediation/acceleration each day as well as enrichment programming, including STEM, sports, art, and dance--provided by our partners. Field trips relevant to our activities will be provided. Participating students will receive breakfast and lunch each day through the USDA Summer Feeding Program.

### 2.7.2. *Provides a detailed schedule for summer programming and a summer timeline.*

Our summer program will meet for six hours per day, for five days per week totaling 120 hours during the scheduled four consecutive weeks in June. Below is an anticipated summer program schedule that includes 1.25 hours of reading instruction and 1.25 hours of math instruction.

Anticipated Four-week Elementary School 21 <sup>st</sup> CCLC Summer Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast
8:15- 9:00	Hip-Hop dance	Hip-Hop dance	Hip-Hop dance	Hip-Hop dance	Hip-Hop dance
9:00-9:05	Transition	Transition	Transition	Transition	Transition
9:05 – 10:20	Reading	Reading	Reading	Reading	Reading
10:20 - 10:25	Transition	Transition	Transition	Transition	Transition
10:25 - 11:40	Math	Math	Math	Math	Math
11:40 –11:45	Transition	Transition	Transition	Transition	Transition
11:45 - 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
12:05 –12:40	Sports Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation	Enrichment Rotation



12:40- 12:45	Transition	Transition	Transition	Transition	Transition
12:45 – 1:30	Arts & Crafts	STEM	Arts & Crafts	STEM	Arts & Crafts
1:35 – 2:00	Camp themed activities	Camp themed activities	Camp themed activities	Camp themed activities	Camp themed activities
2:00 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### Part 3 - Operations

Our 21<sup>st</sup> CCLC program will meet four days per week after school for a minimum of 12 hours per week during the school year. The school year program will begin no later than three weeks after the start of the school year. It will conclude no sooner than two weeks prior to the last day of the school year (see Program Summary).

#### 3.1. Minimum Operations

3.1.1. *Applicant provides a timeline of minimum operations for the first year of programming.*

The timeline below includes the minimum key operations for year one.

3.1.2. *The timeline runs from July 1, 2021 – September 30, 2022.*

The timeline below runs from July 1, 2021 through September 30, 2022.

3.1.3. *The timeline addresses:*

The timeline below addresses all required elements.

Timeline of Minimum Operations		
Month	Activity	Responsibility
<b>FY 21-22</b> <b>1<sup>st</sup> Quarter</b> <b>July 1, 2021</b> <b>August &amp; September 2021</b>	<ul style="list-style-type: none"> <li>• School Summer break - Center closed</li> <li>• [Program Director begins position]</li> <li>• Planning</li> <li>• Advisory Council meeting (1) Review data, work on sustainability</li> <li>• Hiring Center staff</li> <li>• School year begins (August 11, 2021)</li> <li>• Student recruitment</li> <li>• 21<sup>st</sup> CCLC Center programming begins (Sept. 3)</li> <li>• Documentation of referrals, attendance for evaluation</li> <li>• Data entry into Cayen system for evaluation</li> <li>• Adult skill-building (1) - 21<sup>st</sup> CCLC Q&amp;A with Program Director and Partners Tutorial</li> </ul>	Principal Advisory Council Program Director Co-Applicant Community Partners

2 <sup>nd</sup> Quarter October, November, & December 2021	<ul style="list-style-type: none"> <li>• Student recruitment</li> <li>• Documentation of referrals, attendance for evaluation</li> <li>• Data entry into Cayen system for evaluation</li> <li>• Advisory Council meeting (2) Review data, work on sustainability</li> <li>• Adult skill-building (2) – Infinite Campus Parent Portal</li> <li>• Thanksgiving break - Center closed</li> <li>• Adult skill-building (3) - Class Dojo Workshop for Families</li> <li>• Winter break- Center closed</li> </ul>	Principal Advisory Council Program Director Co-Applicant Community Partners
3 <sup>rd</sup> Quarter January, February, & March 2022	<ul style="list-style-type: none"> <li>• Student recruitment</li> <li>• Documentation of referrals, attendance for evaluation</li> <li>• Data entry into Cayen system for evaluation</li> <li>• Adult skill-building (4) – Financial Literacy Program with Co-applicant</li> <li>• Advisory Council meeting (3) Review data, work on sustainability</li> <li>• Adult skill-building (5) - Internet Safety for Families with partner</li> </ul>	Principal Advisory Council Program Director Co-Applicant Community Partners
4 <sup>th</sup> Quarter April, May, & June 2022	<ul style="list-style-type: none"> <li>• Student recruitment</li> <li>• Spring break- Center closed</li> <li>• Advisory Council meeting (4) Review data, work on sustainability</li> <li>• Student recruitment for summer program</li> <li>• 21<sup>st</sup> CCLC Center programming ends [May 15, 2022]</li> <li>• School year ends [May 26, 2022]</li> <li>• Documentation of referrals, attendance for evaluation</li> <li>• Data entry into Cayen system for evaluation</li> <li>• Adult skill-building (6) – GED and/or ESL Classes</li> <li>• 21<sup>st</sup> CCLC summer program begins (June 1, 2022)</li> <li>• 21<sup>st</sup> CCLC summer program ends (June 30, 2022)</li> </ul>	Principal Advisory Council Program Director Co-Applicant Community Partners
FY 22-23 1 <sup>st</sup> Quarter 1 <sup>st</sup> Quarter July 1, 2022 August & September 30, 2022	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Advisory Council meeting (1) Review data, work on sustainability</li> <li>• Student recruitment</li> <li>• School year begins [08/10/2022]</li> <li>• 21<sup>st</sup> CCLC Center programming begins [09/07/2022]</li> <li>• Documentation of referrals, attendance for evaluation</li> <li>• Data entry into Cayen system for evaluation</li> <li>• Adult skill-building (1) TBD</li> </ul>	Principal Advisory Council Program Director Co-Applicant Community Partners

### 3.2. Staffing

The district's human resources department posts all 21<sup>st</sup> CCLC program positions; state and district policies and procedures are followed in the hiring process. For example, all applicants will provide resumes, undergo national background checks, and have references checked, etc. All staff will be paid via the district's Board approved annual Salary Schedule and receive the same benefits as other district employees.

3.2.1. *2+ certified teachers will provide a minimum of 8 hours per teacher for each site served.*

A minimum of 16 hours of instruction per week will be provided by certified teachers on our 21st CCLC program. It is anticipated that at least two or more certified teachers will provide services weekly. Last year, before COVID-19 school closures, we had two certified teachers each week providing the 16 total hours per week.

3.2.2. *Provides a staffing chart listing positions, qualifications, and program responsibilities.*

The staffing chart below outlines the responsibilities, qualifications, and responsibilities for 21<sup>st</sup> CCLC positions.

Staffing Chart
<b>Position: 21<sup>st</sup> CCLC Program Director</b>
<b>Responsibilities:</b> Serve as a liaison between the 21st CCLC program, the designated KDE consultant, the district's budget & staffing department, the district's Grant office, and the school. The 21st CCLC director is also responsible for the implementation of the 21st CCLC program, scheduling of activities, overseeing staff timesheets, managing the budget, continuous process improvement, submitting all required data reports, and inputting student data by the mandatory deadlines.
<b>Qualifications:</b> Bachelor's degree in Education and a minimum of 5 years of supervising and budgeting experience
<b>Position: Certified teachers in the 21<sup>st</sup> CCLC program</b>
<b>Responsibilities:</b> Submit weekly lesson plan sheets with specific Common Core standards; lead Math and/or Reading intervention; support student learning through individual support, small group instruction, and whole-group instruction. Assist at family nights and instructional field trips when needed. Must be available to work at least one day per week for a minimum of 2 hours of academic services.
<b>Qualifications:</b> A minimum of a Bachelor's degree is required.
<b>Position: Classified/Paraeducator in the 21<sup>st</sup> CCLC program</b>
<b>Responsibilities:</b> Lead the homework sessions during 21st CCLC; work a minimum of two days in 21st Century for a minimum of two hours (three hours are preferred)
<b>Qualifications:</b> A minimum of an Associate's degree is preferred OR at least 3 years of work experience with elementary-aged children.

3.2.3. *Describes how a minimum of two staff will be certified in CPR and First Aid.*

Training in CPR and First Aid will be provided to multiple staff members so that the center will have at least one staff member trained in CPR and First Aid on duty at all times. Our program director will be responsible for scheduling training.

3.2.4. *Program staff will be trained in emergency policies, procedures & guidelines.*

Teachers that serve the center will participate in all required training by the district and school. This includes but is not limited to Safe Schools training. Typically,

all program staff are district employees and work at our school, so they are already trained in these areas. The program director will ensure that all volunteers and any others working on site or assisting with field trips are training in them.

3.2.5. *At least one CPR certified staff member must be present at all times.*

The program director is responsible for developing weekly schedules to ensure that at least one CPR and First Aid certified staff member is on site during all programming and on field trips.

3.2.6. *The program has a full-time Site Coordinator employed a minimum of 220 days.*

Our center will employ a full-time program director for 220 days on-site.

3.2.7. *Program staff & volunteers will be trained & vetted/ background check*

The district has board-approved policies for all staff. All staff employed for the 21<sup>st</sup> CCLC program are board employees and must undergo the same vetting procedures as other district employees. This includes criminal background checks. Applicants apply through the district's Human Resources Department, which ensures that all background checks are conducted prior to being hired. Board policy includes:

- Applicants, employees, and student teachers must undergo records checks and testing as required by law and Board policy.
- New hires and student teachers assigned within the District must have both a state and a federal criminal history background check and a letter from the Cabinet for Health and Family Services documenting the individual does not have a substantiated finding of child abuse or neglect.

The district also has a board-approved policy for volunteers. This includes a requirement that all volunteers undergo a state criminal records check. The district has developed a handbook for volunteers. All volunteers with our 21<sup>st</sup> CCLC program will undergo the required record checks and be provided with the volunteer handbook.

3.2.8. *Describes how the program will maintain a staff to student ratio of 1:15.*

Our center will maintain a staff to student ratio of 1:15 at all times. This ratio may be lower depending upon the number of volunteers working with the program on any

given day. Volunteers will not be left alone with students nor supervise them, in

accordance with district policy.

### 3.3. Professional Development

#### 3.3.1. *PD chart for staff positions attending required state-level trainings & information shared*

The PD chart below identifies which staff positions will attend required state-level trainings. Information from PD sessions will be shared with other program staff during bi-weekly Center staff meetings.

#### 3.3.2. *Three additional PD opportunities provided to support the program.*

The chart below includes and describes additional PD opportunities.

Professional Learning Activities for Staff Members			
Topic	Staff Attending	Description	Timeline
Level I - 21 <sup>st</sup> CCLC program orientation 2 days (2 staff) (1x)	Program Director /Key Staff	Required training for all new 21st CCLC personnel to provide a guide and requirement log for the new Grant.	Year 1
APLUS Data training(s) (2 staff)	Program Director /Key Staff	CAYEN data trainings provide in-depth analysis on how to enter all required student, partner, staff, and program data for each year of the grant. Considered a "technical session"	Year 1
Multi-State Conference 3 days annually	Program Director /Key Staff Co-Applicant	Provides 5 workshops daily to improve the 21st CCLC program (Sustainability, building partners, recruitment & retention, etc.)	Yrs. 1-5
Level II – 21 <sup>st</sup> CCLC program training 2 days (2 staff)	Program Director /Key Staff	Provides a continuation from Level 1 to ensure the program stays on track, updated deadlines, and additional support is provided	Year 1
Directors' meeting annually (2 staff)	Program Director	Takes place at the Multi-State conference to review important upcoming dates and deadlines; reveal amendments to grant, & provides a summary of the conference	Yrs. 1-5
Regional Spring Training 1 Day	Program Director and one Certified teacher	Provides additional grant support and important announcements; review of data	Yrs. 1-5
Other PD will include opportunities such as the ones listed below			
CPR	Program Director /Key Staff	Mandatory certification for all 21st CCLC staff (Expires after two years)	Yrs. 1-5

First Aid	Program Director /Key Staff	Mandatory certification for all 21st CCLC staff (Expires after two years)	Yrs. 1-5
Imagine Learning	Program Director/All Staff	Training on using Imagine Learning for Reading and Math intervention and support EL students.	Yrs. 1-5
District Required PD	Program Director /All Staff	Various topics offered to all 21st CCLC & district staff & provided by the district, includes safe schools training, reporting child abuse, active shooter response, & cultural competency	Yrs. 1-5
District Supplemental PD	Program Director /All Staff	Various topics offered to all 21st CCLC & district staff & provided by the district, includes playground supervision, trauma-informed care, & health emergencies.	Yrs. 1-5

### 3.4. Health & Safety

#### 3.4.1. *Standard operating procedures based on the district/school policies/procedures.*

Our center operates in accordance with district/school policies and procedures as well as federal and state 21st CCLC requirements. These include

- Board-approved policies for all staff. All staff employed for the 21<sup>st</sup> CCLC program are Board employees and must undergo the same vetting procedures as other district employees.
- Board-approved policy for volunteers
- Each school and facility has an Emergency Management Plan, updated annually.
- Financial policies and procedures for making purchases and managing budgets

#### 3.4.2. *Will maintain copies of meal and snack menus, which meet USDA guidelines.*

Our program director will maintain a notebook that contains copies of all meal and snack menus. All meals and snacks are obtained through the district's food services department and meet USDA guidelines.

#### 3.4.3. *Will maintain copies of emergency procedures, dates, and a log of emergency drills*

Our program director will maintain a notebook that contains all emergency drill information (procedures, dates, log, etc.). The program site coordinator will conduct drills the same day as they are done at the school level.

#### 3.4.4. *Will post evacuation routes throughout the program space.*

As our program is located in our school, evacuation routes are already posted throughout the building. Our 21st CCLC Program Director will work with school

administrators to determine whether different routes would be required for the program.

If so, evacuation routes for the 21st CCLC program will be posted/practiced.

#### 3.4.5. *Will maintain copies of CPR and First Aid Training/Certification*

Our program director will maintain a notebook with copies of CPR and First Aid Training for staff. A minimum of two staff will be trained in CPR/First Aid.

#### 3.4.6. *Parents/stakeholders informed about emergency guidelines, procedures, etc.*

Our center will provide a parent orientation program that will inform parents of all 21st Century policies and procedures, including but not limited to behavioral policies, field trips, sign-in/sign-out procedures and emergency guidelines.

#### 3.4.7. *Describes how children will be supervised at all times.*

Children will be supervised by school staff at all times. Participating children will be dismissed from their last class of the day, and move directly to the school cafeteria. Upon entering the cafeteria, students will sign in with the Program Director. Students will be supervised by the Program Director and that day's teachers, staff and volunteers during snack time. Following snack, students will be guided to a classroom or library by the Program Director, teacher, staff, and volunteers. Students will not be left alone or alone with volunteers during program time. At dismissal, students will be chaperoned by staff to the building exit, where students will meet their assigned parent pick up.

### 3.5. Transportation

#### 3.5.1. *Describes how students will travel safely to and from the program.*

At the end of the school day, students will be dismissed to the 21st Century program. During the school year, students are dismissed from the program according to parent directions, either picked up by parents or as a walker. For our 21st Century summer program, we provide bus transportation to and from the program.

#### 3.5.2. *Describe how transportation will not be a barrier for students to participate.*

The 21st CCLC program works with parents to ensure that students are able to stay during the program's after school time. For example, students that qualify for the McKinney-Vento Homeless Assistance Act are provided with bus transportation during



the school year. During the summer program, all students are provided with bus transportation to and from the program.

**3.5.3. *The applicant addresses the safety/maintenance of all vehicles used for transportation.***

Our school district provides buses for field trips taken by students. The district's bus garage maintains the buses and keeps detailed records of such as required by law. Should a community partner provide transportation for any reason, detailed maintenance records and documentation of insurance must be provided for review and approval by the district's transportation department.

**3.6. Snack/Meals**

**3.6.1. *The program will provide participants a snack and/or meal during the program.***

All meals and snacks are obtained through the district's food services department and meet USDA guidelines. The Program Director will work with the director of food services to coordinate having an adequate number of meals/snacks available. These are served in the cafeteria.

**3.7. Facilities**

**3.7.1. *Applicant describes how the program will be available and accessible to all participants.***

Students in the targeted population groups will have first priority for enrollment. After that, all students in grades 3 - 5 will be eligible to participate. Students with IEPs or 504 plan are eligible to participate. Students will have access to any needed areas in the building. The school has a single-floor layout, facilitating access.

**3.7.2. *Applicant addresses if the school facility is ADA compliant.***

The school facility is ADA compliant.

**3.7.3. *Applicant describes dedicated space at the school to use daily in the program.***

The program director will have a dedicated office space along with access to any area deemed appropriate for the 21st Century Program.

**3.7.4. *Describes access to resources in the school that can be accessed by the program.***

Students will have access to the cafeteria, gymnasium, computer lab, library, music room, classrooms and outside areas. Students will have access to any needed



space in the building. Students will have access to all learning materials including computers and chrome books.

## **Part 4 Collaboration & Partnerships**

### **4.1. Collaboration and Partnerships**

#### *4.1.1. Signed Co-applicant agreement that lists specific contributions/support*

Our co-applicant partnership agreement (see attachments) outlines specific contributions, including:

- Provide a water safety enrichment activity for 21st CCLC students and families
- Serve on the Advisory Council.
- Serve as a food-sponsor for 21st CCLC skill-building and family nights.
- Provide a financial literacy workshop for 21st CCLC family members.
- Provide enrichment opportunities for 21st CCLC participating students.

#### *4.1.2. The Co-applicant is identified on the Cover Page.*

Our co-applicant is identified on the cover page of the original document and has signed it. This is redacted on the proposal copies for reviewers.

#### *4.1.3. LEA Proposal includes district partner agreement, and 4 community partner agreements*

Our continuation proposal includes a district partner agreement and 4 community partner agreements (see attachments).

- District partners' contributions include assistance from the FRC on parent skill-building and education classes, school year support through food contributions and student supplies, access to technology, and providing meals and snacks through the school lunch program.
- Community partners' contributions include: university students volunteering at our Center, providing enrichment activities such as dance class, Babysitting Certification, Gardening, Health & Nutrition and serving on the Advisory Council.

#### *4.1.4. If the fiscal agent is a CBO or FBO This does not apply to our proposal.*

### **4.2. Advisory Council**

#### *4.2.1. Applicant describes the make-up of membership that will serve on the advisory council.*

Our advisory council consists of the Program Director, School Administration, co-applicant, community partners, parents and students.

#### *4.2.2. Individuals on the advisory council were involved in planning & development*

Our Advisory Council was reconvened by the school's principal. It met multiple times to plan, discuss, and make recommendations for this proposal. The Advisory Council's community partners and co-applicant shared how they previously worked with the 21st Century program and how they could improve upon those experiences.

Advisory council members worked independently and as a group to provide feedback on our draft proposals.

#### 4.2.3. *Applicant describes the role of the advisory council.*

The Advisory Council works with the Program Director to plan for and provide learning opportunities for the students and families. The council reviews data pertinent to program implementation and provides suggestions for improvement or revision. Feedback concerning short term and long term goals is solicited and acted upon accordingly during the council's monthly meetings. The council supports program activities (i.e. family events) and can provide needed volunteers, materials and supplies.

### **Part 5 - Evaluation**

#### 5.1. *Comprehensive plan to evaluate the program using multiple sources of data.*

Evaluation information will be collected on a scheduled, ongoing basis for reports including the KDE quarterly reports and the federal APR report. Required data will be entered into the APLUS database. All partners in our 21<sup>st</sup> CCLC program will work with the state external evaluator and the Center for Evaluation and Education Policy (CEEP). Continuation progress reports will be submitted. All required reports will be submitted in a timely manner. The district's data department will work with the program coordinator and staff regarding data collection and analysis.

Multiple sources of data will be used to assess the success of the program.

<b>Data Sources to Monitor &amp; Evaluate Goals &amp; Objectives</b>	
<b>Goal</b>	<b>Sources of Data for Monitoring &amp; Evaluation</b>
Goal 1: Increase academic achievement ....in math, reading, and science.	Descriptive statistical analysis of MAP scores, student grades in Math & Reading. Diagnostic assessments in Math & Reading programs (online weekly reports). Exit slips. Teacher referral forms.
Goal 2: Improve non-cognitive indicators of success.	Center activities schedules for documentation of the number & types of activities offered. Behavior reports of SAFE referrals & pre/post student surveys to determine changes in health/wellness areas. Recreational and non-academic participation logs.
Goal 3: Increase regular program attendance	Attendance rates for participating students & family members. Program attendance rosters. Documentation of teacher referrals & attendance logs; Documentation of the number and types of STEM activities offered

Goal 4: Increase access to high-quality programming.	Documentation of the programs utilized, the number & types of training offered, & which staff members attended. Documentation & sign-in sheets of 21st CCLC staff PD logs; copies of certified CPR/FIRST AID cards
Goal 5: Increase access to K-3 literacy interventions & activities	Documentation of interventions for students (Tier 2 and Tier 3). Reading data to include but not limited to MAP, Next Steps to Guided Reading Assessment (NSGRA), and FAST.
Goal 6: Increase literacy & educational opportunities for parents & families.	Program attendance rosters of parent/family participation in skill-building & family engagement activities. Center activities schedules for documentation of the number & types of activities offered.
See Parts 2. 1. & 2.2., for detailed goals and objectives.	

**5.2. *The plan will address progress in meeting the program's performance goals/indicators.***

Our Project Director, Advisory Council, school Principal, and staff will celebrate progress in meeting our performance goals and indicators. This success will be shared through dissemination to stakeholders as described in Part 5.6. It will be used as a recruiting tool for our Center.

If adequate progress is not being made, the Advisory Council will review program implementation data to determine the reasons and make revisions as needed. For example, student attendance as well as program component implementation will be examined. Programs and/or activities with low attendance may be replaced with ones identified by students and parents as being of interest. Examples of potential adjustments are altering groupings, revising activities, and offering alternative activities.

**5.3. *Describes how the 21st CCLC Advisory Council will be involved in evaluation***

The collected monitoring data will be reviewed monthly by the Program Director and on at least a quarterly basis by the Advisory Council assessing the success of program goals and objectives, strengths and areas needing re-evaluation, with revisions being made as appropriate.

**5.4. *Includes a timeline for data collection.***

Data collection will occur on regular schedules, as indicated below.

Data Sources to Monitor and Document Program Impact	
Monitoring Tools	Frequency

NWEA Measures of Academic Progress (MAP) reading/math scores	Fall, Winter, Spring
ACCESS scores (EL English proficiency)	Spring
Teacher reports re homework	Monthly
Course grades	Each grading period
Center activities schedule	Weekly
IC behavior reports on SAFE referrals, suspensions	Monthly
Pre/post student surveys	Monthly
Program attendance rosters	Monthly/annually
Teacher referral records	Monthly
PD attendance records	Monthly
List of skill-building activities, attendance rosters	Monthly
List of parent engagement activities, attendance rosters	Monthly

5.5. *Feedback will be collected from students, parents, teachers, and the community.*

Feedback will be collected from stakeholders using surveys, end-of-year listening sessions, during Advisory Council meetings, and faculty meetings. Near the end of each semester, participating students, parents, and school faculty/staff will be surveyed. The Project Director will solicit feedback from our co-applicant and other community partners on a bimonthly basis. After family engagement and skill-building workshops, attendees will be asked to complete evaluation forms.

5.6. *Describes how results will be disseminated to all stakeholders.*

Results will be disseminated to stakeholders in a variety of ways. These include

- Easy-to-read flyers for parents. Our flyers are multi-lingual to ensure all families in our school are able to read them.
- Flyers and registration packets presented in the advisory council meetings and adjusted as needed/input is provided from all stakeholders.
- 21st CCLC Program Director communicates reports to the Site Based Decision Making Council.
- The school's website has a 21st CCLC link to showcase student accomplishments, eligibility requirements, summer programming, contact information of the 21st CCLC director, and the schedule for 21st CCLC on a daily basis. Upcoming reminders are communicated through the website.
- The 21st CCLC Facebook page.

- Our Family Resource Youth Service Coordinators parent newsletters contain a small section advertising 21st CCLC and eligibility requirements as well as data facts for our program.
- The 21st CCLC Program Director attends the school's PTA meetings on a bi-monthly schedule to inform them of our current needs for students and ways the PTA can support the 21st CCLC through advertising.
- Reports to the advisory council.

5.7. *Describes how the data will be used to strengthen/revise the program.*

All data sources will be used to plan for whole-program improvement. Analysis of all reading data (MAP, K-PREP, and other assessments) and math data (MAP, K-PREP, and other progress reports) will determine the overall effectiveness of academic program implementation. These results will be used to adjust the size of groupings for instruction, scheduling of after-school activities, and PD for staff.

Evaluation of family and community involvement data will be used to plan future programming for parent workshops and adult education classes (GED, ESL). Behavior data, attendance data, and analysis of semester surveys pertaining to student social skills will be used to enhance programs to promote positive social interactions between staff and students, between student peers, and between volunteers and students.

## **Part 6 - Budget**

### **6.1. Budget**

Our 21st CCLC program anticipates serving 50 regularly participating students annually at a cost per head of \$2,000 in grant funds ( $\$100,000/50 = \$2,000$ ). The budget narrative provides line-item detail for the costs of the proposed activities.

#### 6.1.1 *Administrative capacity to manage a grant program & fiscal resources*

The district has the qualifications and the capacity to successfully oversee the project. The District has extensive experience in successfully implementing federally funded grant programs. In addition to formula grants such as Title 1 and IDEA, the district has been awarded numerous federal discretionary grants by the US Department of Education and other federal departments. In addition, the district has received federally-funded grants awarded through the Kentucky Department of Education.

The district has the financial capacity to provide the startup funds required for successful implementation until the reimbursement process begins. Many of the district's grants are reimbursement grants. The working budget for the District for the 2020-2021 fiscal year is \$575 million. The District is subject to the requirements under the applicable Edgar regulations and is audited every year by an independent CPA firm. This ensures Fiscal control and accounting procedures ensure prudent use, proper and timely disbursement, and accurate accounting of funds.

6.1.2. *Completes the Budget Summary Form with Years 1-3 addressed on the form.*

The budget summary form, including years 1-3, is on page 32.

6.1.3. *Completes the Budget Narrative for Year 1, Year 2, and, Year 3.*

The budget narrative for years 1-3, is complete, beginning on page 33.

6.1.4. *Explains how grant funds will be used to supplement and not supplant.*

The programs and activities in our school's 21<sup>st</sup> CCLC will not supplant any other activities. Instructional materials will be the same or similar to those used during the school day for the purpose of continuity, but this will expand services, not supplant. Our school's ESS program is working collaboratively with our Center to expand and enhance services for students and is one component of our sustainability plan.

Other schools and organizations offer afternoon programs but our students do not have access to them. The advisory council will monitor all grant activities to ensure none of them supplants other activities.

6.1.5. *Maintains a separate accounting of funds for 21st CCLC.*

The District follows established accounting procedures using the state-mandated accounting software MUNIS. All funds flow through the district finance office, with the grant accounting department overseeing all grant funds. Each grant award is assigned its own unique project code for proper tracking and monitoring. Budget managers are established for each grant; the program coordinator will serve as the budget manager for this project. Purchase orders (written by budget managers and approved by their

school principals) are used to make purchases and invoices are paid through the district's finance office.

6.1.6. *Describes a plan for tracking staff time and effort.*

Stipend sheets (signed by the employee/supervisor) are used to pay staff working on an hourly basis. Grant paid employees are required to complete/sign monthly time/effort logs, which are approved by supervisors. The district has stipend and time/effort forms that are used by all grant programs. The Program Director maintains copies of the stipend sheets and the monthly time/effort logs on site.

## 6.2. Preliminary Sustainability Plan

6.2.1. *The plan addresses how the program will be sustained when grant funds end.*

With careful planning, our 21<sup>st</sup> CCLC program will continue beyond grant funding. The partnership with our co-applicant will enable the program to provide multiple enrichment and learning opportunities for our students and families. Our co-applicant provides enrichment programming including but not limited to swimming, yoga and Zumba. Our partners will continue to provide services, as their resources will allow. The Center's volunteers will be an essential piece of sustainability.

In addition to seeking and securing additional local, state, and/or federal grant funds, the Advisory Council will develop plans to raise money, including holding fundraisers to purchase needed supplies. The Center will NOT charge fees.

We did not receive a continuation grant award in Cycle 17. Due to the unexpected financial burdens imposed by Covid-19, we were unable to continue the program this year.

6.2.2. *How collaborating & leveraging funds with other programs will occur.*

The greatest challenge for sustainability is addressing salaries for needed positions. Funding for the after school certified teachers can be continued in a number of ways, including using ESS or Title 1 funds.

6.2.3. *The plan addresses how stakeholders will be included in the development of the plan.*



At each Advisory Council meeting, the sustainability committee will report on the status of plans. The Advisory Council will work with the Program Director to review data pertinent to program implementation and provides suggestions for improvement or revision. Feedback concerning short term and long term goals is solicited and acted upon accordingly during the council's monthly meetings. This data will be used to inform and revise our practices so that we will be able to sustain our program. Our co-applicant and partners all provide different resources that will be included in the plan. Our co-applicant is able to provide enrichment and learning opportunities that would be sustainable for future years. Our partners also provide enrichment and learning opportunities for our program along with volunteers to work within the program. School leadership will also pursue other sources of funding (Title 1, ESS, etc.) to help sustain the program.

#### **Part 7 - Required Attachments**

All required attachments and documents are included and are in the required order. Please reference the Table of Contents.

#### **Part 8 – Priorities**

Our school meets the absolute priority in that we are a school identified for improvement under Title I, Part A, Section 1116 and are submitting jointly with our co-applicant, a public organization.

- 8.1. *Continuation Grants Competitive Priority*
  - The applicant is submitting a continuation proposal.
- 8.2. *Targeted Support and Improvement Schools Competitive Priority N/A.*
- 8.3. *Comprehensive Support & Improvement Schools Competitive Priority N/A*
- 8.4. *School Never Served by a 21<sup>st</sup> CCLC Grant Competitive Priority N/A*



## Reference Page

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- <sup>i</sup> United States Census Bureau. (2016). *2016 American Community Survey (ACS) 5-Year Estimates*. Retrieved from <https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>
- <sup>ii</sup> *ibid*
- <sup>iii</sup> Feeding America. (2020) *Map the Meal*. Retrieved from <https://map.feedingamerica.org/>
- <sup>iv</sup> USDA data. (2020) Retrieved from <https://www.ers.usda.gov/data-products/food-access-research-atlas/documentation/>
- <sup>v</sup> Kids Count. (2020) Retrieved from <https://datacenter.kidscount.org/publications>
- <sup>vi</sup> Infinite Campus, Inc. (2020) *Student Information System*. Retrieved from <https://fayetteky.infinitecampus.org/campus/fayette.jsp>
- <sup>vii</sup> Kentucky Department of Education. (2020). *Qualifying Data*. Retrieved from <https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>
- <sup>viii</sup> *IC ibid*
- <sup>ix</sup> School PBIS Report (2020) Principal provided.
- <sup>x</sup> *IC ibid*
- <sup>xi</sup> Two by Two. Retrieved from <https://www.twobytwoeducation.org/main/two-by-two-philosophy/>
- <sup>xii</sup> Imagine Learning. Retrieved from <https://www.imaginelearning.com/research/imagine-language-and-literacy>
- <sup>xiii</sup> Arts Education. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>

## BUDGET SUMMARY

- **BUDGET SUMMARY FORM MUST BE COMPLETED FOR YEARS 1-3 AS OUTLINED BELOW AND SUBMITTED WITH THE APPLICATION.**
- **JUST BECAUSE THE APPLICATION IS AWARDED, DOES NOT MEAN EVERYTHING IN THE BUDGET IS APPROVED. BUDGETED ITEMS ARE SUBJECT TO FINAL KDE REVIEW AND APPROVAL. IF AWARDED, THE KDE MAY REQUIRE A BUDGET AMENDMENT.**

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	\$63,884	\$18,496	\$64,727	\$18,496	\$64,818	\$18,496
Summer Personnel	\$0	\$2,176	\$0	\$2,176	\$0	\$2,176
Fringe Benefits	\$25,166	\$0	\$25,323	\$0	\$25,232	\$0
Travel (program staff)	\$1,930	\$1,150	\$930	\$1,150	\$930	\$1,150
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies & Materials	\$0	\$5,750	\$0	\$5,750	\$	\$5,750
Adult Skill Building (1% of grant funds yearly)	\$1,000	\$2,750	\$1,000	\$2,750	\$1,000	\$2,750
Contractual	\$2,370	\$0	\$2,370	\$0	\$2,370	\$0
Indirect Cost 5.20% (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	\$5,200	\$0	\$5,200	\$0	\$5,200	\$0
Summer Materials & Supplies	\$0	\$1,310	\$0	\$1,310	\$0	\$1,310
Transportation (School Year, Summer, Field Trips)	\$450	\$5,000	\$450	\$5,000	\$450	\$5,000
Other-Parent Involvement (specify)	\$0	\$	\$0	\$	\$0	\$
Volunteers	N/A	\$3,500	N/A	\$3,500	\$0	\$3,500
Yearly Totals (Grant and In-Kind Funds)	\$100,000	\$40,132	\$100,000	\$40,132	\$100,000	\$40,132

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

## BUDGET NARRATIVE FORMAT

**BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.**

Budget Category - YEAR ONE	Amount Requested
<b>1. Personnel (School Year)</b> <i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i>  <b>GRANT FUNDS</b> ALL SALARIES AND STIPENDS WILL BE PAID PER BOARD APPROVED SALARY SCHEDULE.  <b>Program Coordinator:</b> 220 days Calculated as a Bachelor's Degree, preferable in Education or Social work, with 5 years' experience using the 2020-2021 Board salary schedule. This person will provide direct services to students and families in addition to grant management duties. Year one - <b>\$54,729</b> . ADDRESSES ALL GOALS  <b>Paraprofessionals</b> Estimated at \$15/hr: paraprofessionals working as classified teachers, up to 8 hrs./wk. during sch year. Year one - <b>\$9,175</b> . ADDRESSES GOAL 2  <i>IN-KIND: \$18,496 - Provided using ESS/Title 1 funds</i>  <i>Certified teachers</i> 16 hrs./week of certified teachers (2+) providing instruction/tutoring outside of school time. 16 hrs./wk. @ 34 wks. @ avg of \$34/hr. = \$18,496 ADDRESSES GOAL 1	<b>\$63,884</b>
<b>2. Personnel (Summer) Elementary= 4 weeks</b> <i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i> <b>Minimum Requirements for Elementary:</b> <ul style="list-style-type: none"> <li>• 4 consecutive weeks</li> <li>• 6 hours per day</li> <li>• 5 days per week</li> <li>• Minimum 2.5 hours academic support - remediation or acceleration in reading (1 hour and 15 minutes) and mathematics (1 hour 15 minutes) each day</li> <li>• Available to all students served by the grant</li> </ul> <b>GRANT FUNDS</b> No grant funds are allocated for this category.  <i>IN-KIND: \$2,176- Provided using ESS/Title 1 funds</i> <i>Certified teachers</i> 16 hrs./week of certified teachers (2+) providing instruction/tutoring during the summer program. 16 hrs. @ 4 wks = 64 hours total @ avg of \$34/hr. = <b>\$2,176</b> ADDRESSES GOAL 1	<b>\$0</b>
<b>3. Fringe Benefits</b> <i>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</i>  <b>GRANT FUNDS</b>	<b>\$25,166</b>

FICA (6.2%); Medicare (1.45%); KTRS Retirement (16.105%); CERS Retirement (24.06%); Unemployment (approximately 0.5%); Workers Compensation (0.8%) Health Insurance (federal funds) per FTE employee = \$12,000; Federal Group Life Insurance, per FTE employee = \$12; Federal Administration Fee, per FTE employee = \$100. ADDRESSES ALL GOALS

**Program Coordinator: \$22,167**

**Paraprofessionals: \$2,999**

**IN-KIND:**

No fringe benefits are calculated for in-kind salaries.

<b>4. Travel (Staff)</b>	<b>\$1,930</b>
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*In state – You must allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.*

**GRANT FUNDS**

On-the-job, in-district travel @ .42 per mile (estimated) Paid via approved reimbursement rates = \$100. ADDRESSES ALL GOALS

Program Coordinator Travel to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = \$210. ADDRESSES ALL GOALS

Required Professional Development - Total: \$1,000

- Level I Orientation (2 days) - Site Coordinator and Program Director.
- APLUS Data Training (1 day offered on three different dates) - Two staff, data entry & backup
- Level II (2 days) Site Coordinators and other key personnel.
- Extending Excellence for Continuous Improvement (2 days) (\$150 per person) – Site Coordinator and other key personnel
- Regional Spring Training (1 day)

ADDRESSES GOAL 4

Multi-State Conference annual attendance (3 days): Total: \$1,620 Only \$620 allocated to grant funds.

- Registration Estimated @ \$150/person (2) = \$300
- Mileage -(est. to be similar distance to that of Indianapolis, IN or Nashville, TN ) estimated 400+ mile r/t @ \$0.42 per mile; = \$168
- Lodging- \$150 per night - 3 nights - 2 rooms = \$900
- Per Diem - \$36/day B/L/D - 2 @ 3.5 days = \$ 252

**IN-KIND: \$1,150**

A community partner will provide **CPR/First Aid certification**. Valued at \$50 each for program director and 2 teachers = \$150

The state provides **\$1,000** to each 21st CCLC to cover costs of the Multi-State Conference.

<b>5. Equipment</b>	<b>\$0</b>
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*Itemize items and cost of each.*

**GRANT FUNDS**

No grant funds are allocated for this category.

<b>6. School Year Supplies &amp; Materials</b>	<b>\$0</b>
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*Itemize items and cost of each.*

**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND: \$5,750**

**Character Education kit by Two by Two.** Will be used as the character education curriculum for 12 weeks to build on empathy, responsibility, respect, and several other character traits. **\$500**

**All student materials and necessities**, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator. Estimated @ **\$250**.

ADDRESSES ALL GOALS

Monthly, two of our partners provide 2-3 bins of arts and crafts supplies, family engagement prizes, student resources, and teacher/office supplies. **\$5,000**

The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.

**7. Adult Skill Building**

**\$1,000**

1% of grant funds, yearly.

At least 1% of the annual budget must be spent on parent/family engagement/education.

**GRANT FUNDS**

\$1000 are allocated to fund the top three parent skill-building selections as indicated on parent surveys.

ADDRESSES GOAL 6

**IN-KIND: \$2,750**

**GED and EL classes** will be provided by our Family Resource coordinator in collaboration with community partners. **\$250**

ADDRESSES GOAL 6

Our co-applicant will provide a **water safety event** held at their facility for students and families, on the importance of water safety, plus a free swim following. **\$250**

ADDRESSES GOAL 6.

Our co-applicant will provide a family financial literacy skill-building workshop for parents/family members. **\$250**

The school will cover all **EL interpreter and translating costs**, in terms of monthly phone calls to all EL families to check-in, see if families have any questions, and provide reminders and important information for upcoming events in the 21st CCLC program est @ **\$2,000** per academic year.

ADDRESSES GOAL 6

**8. Contractual**

**\$2,370**

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

**GRANT FUNDS**

**STEAM programming** will be provided by one of our grant partners, one day per month for the months of October, November, January, March, and June @ \$210 per session, totaling **\$1,050** for the school year.

ADDRESSES GOAL 1

A grant partner will provide **hip-hop instruction** for up to 25 students from September through November and January through April, meeting one day per week for 45 minutes @ \$200 per semester, totaling **\$400** per school year. ADDRESSES GOAL 2

**Recreational services** will be provided by the co-applicant for a total of **\$420** (enrichment during the academic year) ADDRESSES GOAL 2

The co-applicant will provide a minimum of a 1/2 day extravaganza of **"Healthy-Living/Nutritional" cooking opportunities** during the summer programming, at a cost of \$10 per student, est. @ \$10 x 50 students = \$500 ADDRESSES GOAL 2

<b>9. Indirect Cost</b>	<b>\$5,200</b>
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LEA's must use the district rate. CBO/FBO use no more than 8%.

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

**GRANT FUNDS**

The KDE approved district indirect cost rate is 5.2%

<b>10. Summer Programming Supplies &amp; Materials</b>	<b>\$0</b>
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Itemize items and cost of each.

**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND: \$1,310**

All student materials and necessities, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator est @ \$250. ADDRESSES GOALS 1 & 2

A partner will provide free **hip-hop classes** one day per week for 4 weeks, for 45 minutes during summer programming, as well as provide family night performances throughout the school year and at the end of summer programming. Est. @ \$5/student for 53 student = \$265 x 4 weeks (once/week) = **\$1,060**

The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.

<b>11. Transportation (School Year, Summer, Field Trips)</b>	<b>\$450</b>
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Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.

**GRANT FUNDS**

**Instructional Field Trips** for after-school and summer programs: Estimated at **\$450** per trip (1 trip to Wild THYME Cooking/Culinary Arts per year in the Fall)

ADDRESSES GOALS 1, 2, & 5

**IN KIND: \$5,000**

ESS funds **transportation costs** for 1 educational field trip during the summer and transportation to and from the school for the summer program (5 days/week for 4 weeks) is est. @ \$4,800 + \$200/field trip x 1 = **\$5,000** ADDRESSES GOALS 1 – 5

<b>12. Other (Specify)</b>	<b>\$0</b>
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Itemize costs.

**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND: \$3,500**

**Volunteers:** \$8/hr. 25 or more college students from one of our grant partners are required to have at least 10 hours of volunteer service hours from our 21st CCL program, for each semester. 25 students x \$8/hr = \$200 x 10 hours = \$2000. College students volunteer on additional days including special events, family nights, and leading a Math or Reading activity/lesson--estimated @ \$1500. Total = **\$3,500** ADDRESSES GOAL 5

<b>TOTAL AMOUNT REQUESTED YEAR ONE</b>	<b>\$100,000</b>
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Budget Category - YEAR TWO	Amount Requested
<b>1. Personnel (School Year)</b>	<b>\$64,727</b>
<p><i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i></p> <p><b>GRANT FUNDS</b> ALL SALARIES AND STIPENDS WILL BE PAID PER BOARD APPROVED SALARY SCHEDULE.</p> <p><b>Program Coordinator:</b> The program coordinator is anticipated to continue in the position - 220 days. Year two estimated at <b>\$55,550</b>. ADDRESSES ALL GOALS</p> <p><b>Paraprofessionals</b> Estimated at \$15/hr: paraprofessionals working as classified teachers, up to 8 hrs./wk. during sch year. Year two - <b>\$9,177</b>. ADDRESSES GOAL 2</p> <p><i>IN-KIND: \$18,496 - Provided using ESS/Title 1 funds</i></p> <p><i>Certified teachers</i> 16 hrs./week of certified teachers (2+) providing instruction/tutoring outside of school time. 16 hrs./wk. @ 34 wks. @ avg of \$34/hr. = \$18,496 ADDRESSES GOAL 1</p>	
<b>2. Personnel (Summer)</b>	<b>\$0</b>
<p><i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i></p> <p><b>Minimum Requirements for Elementary:</b></p> <ul style="list-style-type: none"> <li>• 4 consecutive weeks</li> <li>• 6 hours per day</li> <li>• 5 days per week</li> <li>• Minimum 2.5 hours academic support - remediation or acceleration in reading (1 hour and 15 minutes) and mathematics (1 hour 15 minutes) each day</li> <li>• Available to all students served by the grant</li> </ul> <p><b>GRANT FUNDS</b> No grant funds are allocated for this category.</p> <p><i>IN-KIND: \$2,176- Provided using ESS/Title 1 funds</i></p> <p><i>Certified teachers</i> 16 hrs/week of certified teachers (2+) providing instruction/tutoring during the summer program. 16 hrs @ 4wks = 64 hours total @ avg of \$34/hr = <b>\$2,176</b> ADDRESSES GOAL 1</p>	
<b>3. Fringe Benefits</b>	<b>\$25,323</b>
<p><i>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</i></p> <p><b>GRANT FUNDS</b> FICA (6.2%); Medicare (1.45%); KTRS Retirement (16.105%); CERS Retirement (24.06%); Unemployment (approximately 0.5%); Workers Compensation (0.8%) Health Insurance (federal funds)</p>	



per FTE employee = \$12,000; Federal Group Life Insurance, per FTE employee = \$12; Federal Administration Fee, per FTE employee = \$100. ADDRESSES ALL GOALS

**Program Coordinator: \$22,317**

**Paraprofessionals: \$3,006**

**IN-KIND:**

No fringe benefits are calculated for in-kind salaries.

**4. Travel (Staff)**

**\$930**

*In state – You must allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.*

**GRANT FUNDS**

On-the-job, in-district travel @ .42 per mile (estimated) Paid via approved reimbursement rates = \$100. ADDRESSES ALL GOALS

Program Coordinator Travel to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = **\$210. ADDRESSES ALL GOALS**

Required Professional Development - Total: \$1,000

- Level I Orientation (2 days) - -Site Coordinator and Program Director.
- APLUS Data Training (1 day offered on three different dates) -Two staff, data entry & backup
- Level II (2 days) Site Coordinators and other key personnel.
- Extending Excellence for Continuous Improvement (2 days) (\$150 per person) – Site Coordinator and other key personnel
- Regional Spring Training (1 day)

ADDRESSES GOAL 4

Multi-State Conference annual attendance (3 days): Total: \$1,620 Only \$620 allocated to grant funds.

- Registration Estimated @ \$150/person (2) = \$300
- Mileage -(est. to be similar distance to that of Indianapolis, IN or Nashville, TN ) estimated 400+ mile r/t @ \$0.42 per mile; = \$168
- Lodging- \$150 per night - 3 nights - 2 rooms = \$900
- Per Diem - \$36/day B/L/D - 2 @ 3.5 days = \$ 252

**IN-KIND: \$1,150**

A community partner will provide **CPR/First Aid certification**. Valued at \$50/teacher for program director and 2 teachers = **\$150**

The state provides **\$1,000** to each 21st CCLC to cover the costs of this conference.

Multi-State Conference annual attendance (3 days):

- Registration Estimated @ \$200/person (2) = \$400
- Mileage -(est. to be similar distance to that of Indianapolis, IN or Nashville, TN ) estimated 400+ mile r/t @ \$0.42 per mile; = \$168
- Lodging- Lodging- \$99 per night - 3 nights - 1 room (shared with program director and a certified teacher) = \$297
- Per Diem - Per Diem - \$26/day B/L/D - 2 @ 4 days=\$208

**5. Equipment**

**\$0**

*Itemize items and cost of each.*

**GRANT FUNDS**

No grant funds are allocated for this category.

<b>6. School Year Supplies &amp; Materials</b>	<b>\$0</b>
<p><i>Itemize items and cost of each.</i></p> <p><b>GRANT FUNDS</b> No grant funds are allocated for this category.</p> <p><b>IN-KIND: \$5,750</b></p> <p><i>Character Education kit by Two by Two. Will be used as the character education curriculum for 12 weeks to build on empathy, responsibility, respect, and several other character traits. \$500</i></p> <p><i>All student materials and necessities, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator. est @ \$250.</i></p> <p><b>ADDRESSES ALL GOALS</b></p> <p><i>Monthly, two of our partners provide 2-3 bins of arts and crafts supplies, family engagement prizes, student resources, and teacher/office supplies. \$5,000</i></p> <p><i>The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.</i></p>	
<b>7. Adult Skill Building</b>	<b>\$1,000</b>
<p><i>1% of grant funds, yearly.</i></p> <p><i>At least 1% of the annual budget must be spent on parent/family engagement/education.</i></p> <p><b>GRANT FUNDS</b> The \$1000 will fund the top three parent skill-building selections as indicated on the parent surveys.</p> <p><b>ADDRESSES GOAL 6</b></p> <p><b>IN-KIND: \$2,750</b></p> <p><i>GED and EL classes will be provided by our Family Resource coordinator in collaboration with community partners. \$250</i></p> <p><b>ADDRESSES GOAL 6</b></p> <p><i>Our co-applicant will provide a water safety event held at their facility for students and families, on the importance of water safety, plus a free swim following. \$250</i></p> <p><b>ADDRESSES GOAL 6.</b></p> <p><i>Our co-applicant will provide a family financial literacy skill-building workshop for parents/family members. \$250</i></p> <p><i>The school will cover all EL interpreter and translating costs, in terms of monthly phone calls to all EL families to check-in, see if families have any questions, and provide reminders and important information for upcoming events in the 21st CCLC program est @ \$2,000 per academic year.</i></p> <p><b>ADDRESSES GOAL 6</b></p>	
<b>8. Contractual</b>	<b>\$2,370</b>
<p><i>Itemize costs as consultant fees &amp; related expenses such as travel, lodging, meals, training room, etc.</i></p> <p><b>GRANT FUNDS</b></p> <p><b>STEAM programming</b> will be provided by one of our grant partners, one day per month for the months of October, November, January, March, and June @ \$210 per session, totaling \$1,050 for the school year.</p> <p><b>ADDRESSES GOAL 1</b></p> <p>A grant partner will provide <b>hip-hop instruction</b> for up to 25 students from September through November and January through April, meeting one day per week for 45 minutes @ \$200 per semester, totaling \$400 per school year. <b>ADDRESSES GOAL 2</b></p>	

12 hours of recreational services will be provided by the co-applicant at an average rate of \$17.50/hr., for a total of \$420 (totaling 24 hours of enrichment per academic year) ADDRESSES GOAL 2

The co-applicant will provide a minimum of a 1/2 day extravaganza of "Healthy-Living/Nutritional" cooking opportunities during the summer programming, at a cost of \$10 per student, est. @ \$10 x 50 students = \$500 ADDRESSES GOAL 2

<b>9. Indirect Cost</b>	<b>\$5,200</b>
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LEA's must use the district rate. CBO/FBO use no more than 8%.

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

**GRANT FUNDS**

The KDE approved district indirect cost rate is 5.2%

<b>10. Summer Programming Supplies &amp; Materials</b>	<b>\$0</b>
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Itemize items and cost of each.

**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND: \$1,310**

All student materials and necessities, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator est @ \$250. ADDRESSES GOALS 1 & 2

A partner will provide free **hip-hop classes** one day per week for 4 weeks, for 45 minutes during summer programming, as well as provide family night performances throughout the school year and at the end of summer programming. Est. @ \$5/student for 53 student = \$265 x 4 weeks (once/week) = **\$1,060**

The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.

<b>11. Transportation (School Year, Summer, Field Trips)</b>	<b>\$450</b>
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Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.

**GRANT FUNDS**

**Instructional Field Trips** for after-school and summer programs: Estimated at \$450 per trip (1 trip to Wild THYME Cooking/Culinary Arts per year in the Fall) ADDRESSES GOALS 1, 2, & 5

**IN KIND: \$5,000**

ESS funds transportation costs for 1 educational field trip during the summer and transportation to and from the school for the entire summer programming (5 days/week for 4 weeks) is est. @ \$4,800 + \$200/field trip x 1 = **\$5,000** ADDRESSES ALL GOALS

<b>12. Other (Specify)</b>	<b>\$0</b>
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Itemize costs.

**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND**

**Volunteers: \$3,500**

**Volunteers:** \$8/hr. 25 or more college students from one of our grant partners are required to have at least 10 hours of volunteer service hours from our 21st CCL program, for each semester. 25 students x \$8/hr = \$200 x 10 hours = \$2000. College students volunteer on additional days including special events, family nights, and leading a Math or Reading activity/lesson--estimated @ \$1500. Total = **\$3,500** ADDRESSES GOAL 5

<b>TOTAL AMOUNT REQUESTED YEAR TWO</b>	<b>\$100,000</b>
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<b>Budget Category - YEAR THREE</b>	<b>Amount Requested</b>
<b>1. Personnel (School Year)</b>	<b>\$64,818</b>
<p><i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i></p> <p><b>GRANT FUNDS</b> ALL SALARIES AND STIPENDS WILL BE PAID PER BOARD APPROVED SALARY SCHEDULE.</p> <p><b>Program Coordinator:</b> The program coordinator is anticipated to continue in the position - 220 days. Year three estimated at <b>\$56,383</b>. ADDRESSES ALL GOALS</p> <p><b>Paraprofessionals</b> Estimated at \$15/hr: paraprofessionals working as classified teachers, up to 8 hrs./wk. during sch year. Year three - <b>\$8,435</b>. ADDRESSES GOAL 2</p> <p><i>IN-KIND: \$18,496 - Provided using ESS/Title 1 funds</i></p> <p><i><u>Certified teachers</u> 16 hrs./week of certified teachers (2+) providing instruction/tutoring outside of school time. 16 hrs./wk. @ 34 wks. @ avg of \$34/hr. = \$18,496</i> ADDRESSES GOAL 1</p>	
<b>2. Personnel (Summer)</b>	<b>\$0</b>
<p><i>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</i></p> <p><b>Minimum Requirements for Elementary:</b></p> <ul style="list-style-type: none"> <li>• 4 consecutive weeks</li> <li>• 6 hours per day</li> <li>• 5 days per week</li> <li>• Minimum 2.5 hours academic support - remediation or acceleration in reading (1 hour and 15 minutes) and mathematics (1 hour 15 minutes) each day</li> <li>• Available to all students served by the grant</li> </ul> <p><b>GRANT FUNDS</b> No grant funds are allocated for this category.</p> <p><i>IN-KIND: \$2,176- Provided using ESS/Title 1 funds</i></p> <p><i><u>Certified teachers</u> 16 hrs/week of certified teachers (2+) providing instruction/tutoring during the summer program. 16 hrs @ 4wks = 64 hours total @ avg of \$34/hr = <b>\$2,176</b></i> ADDRESSES GOAL 1</p>	

<b>3. Fringe Benefits</b>	<b>\$25,232</b>
<i>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</i>	
<b>GRANT FUNDS</b> FICA (6.2%); Medicare (1.45%); KTRS Retirement (16.105%); CERS Retirement (24.06%); Unemployment (approximately 0.5%); Workers Compensation (0.8%) Health Insurance (federal funds) per FTE employee = \$12,000; Federal Group Life Insurance, per FTE employee = \$12; Federal Administration Fee, per FTE employee = \$100. ADDRESSES ALL GOALS  <b>Program Coordinator: \$22,470</b>  <b>Paraprofessionals: \$2,762</b>  <b>IN-KIND:</b> No fringe benefits are calculated for in-kind salaries.	
<b>4. Travel (Staff)</b>	<b>\$930</b>
<i>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I &amp; II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</i>  <b>GRANT FUNDS</b> <u>On-the-job, in-district travel</u> @ .42 per mile (estimated) Paid via approved reimbursement rates = <b>\$100</b> . ADDRESSES ALL GOALS  <u>Program Coordinator Travel</u> to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = <b>\$210</b> . ADDRESSES ALL GOALS  <u>Multi-State Conference annual attendance (3 days):</u> Total: \$1,620 <b>Only \$620 allocated to grant funds.</b> <ul style="list-style-type: none"> <li>• Registration Estimated @ \$150/person (2) = \$300</li> <li>• Mileage -(est. to be similar distance to that of Indianapolis, IN or Nashville, TN ) estimated 400+ mile r/t @ \$0.42 per mile; = \$168</li> <li>• Lodging- \$150 per night - 3 nights - 2 rooms = \$900</li> <li>• Per Diem - \$36/day B/L/D - 2 @ 3.5 days = \$ 252</li> </ul> <b>IN-KIND: \$1,150</b> A community partner will provide <b>CPR/First Aid certification</b> . Valued at \$50/teacher for program director and 2 teachers = <b>\$150</b>  The state provides <b>\$1,000</b> to each 21st CCLC to cover the costs of this conference. <u>Multi-State Conference annual attendance (3 days):</u> <ul style="list-style-type: none"> <li>• Registration Estimated @ \$200/person (2) = \$400</li> <li>• Mileage -(est. to be similar distance to that of Indianapolis, IN or Nashville, TN ) estimated 400+ mile r/t @ \$0.42 per mile; = \$168</li> <li>• Lodging- Lodging- \$99 per night - 3 nights - 1 room (shared with program director and a certified teacher) =\$297</li> <li>• Per Diem - Per Diem - \$26/day B/L/D - 2 @ 4 days=\$208</li> <li>•</li> </ul>	
<b>5. Equipment</b>	<b>\$0</b>
<i>Itemize items and cost of each.</i>	
<b>GRANT FUNDS</b> No grant funds are allocated for this category.	
<b>6. School Year Supplies &amp; Materials</b>	<b>\$0</b>
<i>Itemize items and cost of each.</i>	



**GRANT FUNDS**

No grant funds are allocated for this category.

**IN-KIND: \$5,750**

**Character Education kit by Two by Two.** Will be used as the character education curriculum for 12 weeks to build on empathy, responsibility, respect, and several other character traits. **\$500**

**All student materials and necessities**, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator. est @ **\$250**.

ADDRESSES ALL GOALS

Monthly, two of our partners provide 2-3 bins of **arts and crafts supplies, family engagement prizes, student resources, and teacher/office supplies.** **\$5,000**

The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.

**7. Adult Skill Building****\$1,000**

1% of grant funds, yearly.

At least 1% of the annual budget must be spent on parent/family engagement/education.

**GRANT FUNDS**

The \$1000 will fund the top three parent skill-building selections as indicated on the parent surveys.

ADDRESSES GOAL 6

**IN-KIND: \$2,750**

**GED and EL classes** will be provided by our Family Resource coordinator in collaboration with community partners. **\$250**

ADDRESSES GOAL 6

Our co-applicant will provide a **water safety event** held at their facility for students and families, on the importance of water safety, plus a free swim following. **\$250**

ADDRESSES GOAL 6.

Our co-applicant will provide a family financial literacy skill-building workshop for parents/family members. **\$250**

The school will cover all **EL interpreter and translating costs**, in terms of monthly phone calls to all EL families to check-in, see if families have any questions, and provide reminders and important information for upcoming events in the 21st CCLC program est @ **\$2,000** per academic year.

ADDRESSES GOAL 6

**8. Contractual****\$2,370**

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

**GRANT FUNDS**

**STEAM programming** will be provided by one of our grant partners, one day per month for the months of October, November, January, March, and June @ \$210 per session, totaling **\$1,050** for the school year.

ADDRESSES GOAL 1

A grant partner will provide **hip-hop instruction** for up to 25 students from September through November and January through April, meeting one day per week for 45 minutes @ \$200 per semester, totaling **\$400** per school year. ADDRESSES GOAL 2

12 hours of **recreational services** will be provided by the co-applicant at an average rate of \$17.50/hr., for a total of **\$420** (totaling 24 hours of enrichment per academic year) ADDRESSES GOAL 2

The co-applicant will provide a minimum of a 1/2 day extravaganza of "Healthy-Living/Nutritional" cooking opportunities during the summer programming, at a cost of \$10 per student, est. @ \$10 x 50 students = \$500 ADDRESSES GOAL 2	
<b>9. Indirect Cost</b>	<b>\$5,200</b>
LEA's must use the district rate. CBO/FBO use no more than 8%. Itemize administrative expenses such as phones, postage, advertising, etc.	
<b>GRANT FUNDS</b> KDE approved district indirect cost rate is 5.2%	
<b>10. Summer Programming Supplies &amp; Materials</b>	<b>\$0</b>
Itemize items and cost of each.	
<b>GRANT FUNDS</b> No grant funds are allocated for this category.	
<b>IN-KIND: \$1,310</b> All student materials and necessities, plus office supplies, binders, art supplies, etc. will be provided by the Family Resource Coordinator est @ \$250. ADDRESSES GOALS 1 & 2  A partner will provide free <b>hip-hop classes</b> one day per week for 4 weeks, for 45 minutes during summer programming, as well as provide family night performances throughout the school year and at the end of summer programming. Est. @ \$5/student for 53 student = \$265 x 4 weeks (once/week) = <b>\$1,060</b>  The program has student iPads, projector, large (tall) storage cabinet, student supplies cart, access to all library and computer media resources, student headphones, and all necessary equipment needed for successful and continued implementation of the 21st CCLC program. No assigned in-kind value.	
<b>11. Transportation (School Year, Summer, Field Trips)</b>	<b>\$450</b>
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
<b>GRANT FUNDS</b>  <b>Instructional Field Trips</b> for after-school and summer programs: Estimated at <b>\$450</b> per trip (1 trip to Wild THYME Cooking/Culinary Arts per year in the Fall) ADDRESSES GOALS 1, 2, & 5	
<b>IN KIND: \$5,000</b> ESS funds <b>transportation costs</b> for 1 educational field trip during the summer and transportation to and from the school for the entire summer programming (5 days/week for 4 weeks) is est. @ \$4,800 + \$200/field trip x 1 = <b>\$5,000</b> ADDRESSES ALL GOALS	
<b>12. Other (Specify)</b>	<b>\$0</b>
Itemize costs.	
<b>GRANT FUNDS</b> No grant funds are allocated for this category.	
<b>IN-KIND</b>  <b>Volunteers: \$3,500</b> <b>Volunteers:</b> \$8/hr. 25 or more college students from one of our grant partners are required to have at least 10 hours of volunteer service hours from our 21st CCL program, for each semester. 25 students x \$8/hr = \$200 x 10 hours = \$2000. College students volunteer on additional days including special events, family nights, and leading a Math or Reading activity/lesson--estimated @ \$1500. Total = <b>\$3,500</b> ADDRESSES GOAL 5	
<b>TOTAL AMOUNT REQUESTED - YEAR THREE</b>	<b>\$100,000</b>



**BUDGET PAGE  
(NEW APPLICANTS)**

<b>Year One</b> 2021-2022	<b>Year Two</b> 2022-2023	<b>Year Three</b> 2023-2024	<b>Year Four</b> 2024-2025	<b>Year Five</b> 2025-2026
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$	\$	\$	\$	\$

**BUDGET PAGE  
(CONTINUATION OR EXPANSION APPLICANTS)**

<b>Year One</b> 2021-2022	<b>Year Two</b> 2022-2023	<b>Year Three</b> 2023-2024	<b>Year Four</b> 2024-2025	<b>Year Five</b> 2025-2026
\$100,000 max.	\$100,000 max.	\$100,000 max.	\$95,000	\$95,000
\$100,000	\$100,000	\$100,000	\$95,000	\$95,000

## **PRIOR GRANTEE HISTORY/CAPACITY FORM**

This section must only be completed by agencies who previously have received 21<sup>st</sup> CCLC grant funding. Must reflect data from the most recent APR Center Profile provided by the Center for Evaluation, Policy and Research (CEPR). Attach a copy of the most recent Center Profile.

<b>Most recent year of 21<sup>st</sup> CCLC grant funding: 2018-19</b>
<b>Grade Levels Served:</b> <input checked="" type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle (6-8) <input type="checkbox"/> High (9-12) <input checked="" type="checkbox"/> Adult Family Members
<b>Year of most recent center profile (must include in application):</b> Number of <b>regular participants</b> from most recent center profile: Number of students participating <b>30-59</b> days: 4 Number of students participating <b>60-89</b> days: 59 Number of students participating <b>90+</b> days: <b>No longer included as an option on the Center Profile as of 2017-2018 school year</b>

### **Describe Program Effectiveness for Continuation and/or Expansion Applications**

Using a variety of data, describe the prior program's success in the following areas:

**Student Improvement:** (Academic, behavioral, social): Based on the 2018-2019 center profile, 67% of participating students increased their reading/ELA grades from the fall to spring and 63% of participating students increased their math grades from the fall to spring. We had 0% of students decrease their reading/ELA grades and only 2% (one student) who decreased their math grade. Based on our most recent teacher surveys on our center profile, 91% of teachers reported students improved their homework completion; 91% of teachers reported students improved their classroom participation, and 93% of teachers reported students improved academically. Our overall school attendance has improved consistently each year of the grant. During the 2018-2019 academic school year, our school attendance averaged increased to 95.2%. Students have also been exposed annually to the following social and academic activities: STEM, reading intervention, homework help, ELL support, academic remediation/acceleration (gap reduction), CCR, sports, gardening, health/nutrition, fitness, music, theatrical play performances, and service learning by leading an annual Thanksgiving drive.

**Program Improvement:** Objectives met): We completed our 5<sup>th</sup> year of our 21<sup>st</sup> CCLC program in 2019-2020 at our school. We were approved to continue our program for the fourth and fifth years based on information and data provided to the Kentucky Department of Education in our expansion grant.

According to our attached 2018-2019 Center Profile through CEEP, our 21<sup>st</sup> CCLC program continued to offer an increasing number of academic programs and enrichment activities that are engaging to students and families.

The program director completed her fifth year with the program and consistently obtained weekly data for overall continuous process improvement in ways to continue closing our academic achievement gaps and providing numerous engaging opportunities for parents and families, through our 27 community partnerships.

Our objectives from our current grant have consistently been met, with an emphasis on the following two objectives: 1.1 Regularly participating students will demonstrate 1 ½ year growth annually on FAST assessment or receive a growth score on K-PREP assessment in Reading. 1.2 Regularly participating student will demonstrate a 1 ½ -year growth annually on FAST assessment or receive a growth score on K-PREP assessment in Math.

**Number of Students Currently Being Served: 66**

**Hours of Operation:**  
**2:35 p.m. to 6:00 p.m.**

**Current Sources of Funding:**  
**In 18-19, our Center was funded with 21st CCLC grant funds, ESS funds and school funds.**

**Program at the School or Offsite:**  
**Program is at the school.**

**Program Successes and Lessons Learned:**  
**We were able to partner with many groups that provided new enrichment and learning opportunities for students and families. Students and parents enjoyed the program and it's many different offerings after school. Students and families participated in STEM, Math, Literacy, Art and Coding offerings to name just a few. We were able to help with homework and provide necessary Literacy and Math instruction for students. We have learned how essential it is for the principal, program director and co-applicant to work closely together to ensure the success of the program.**

Kentucky 21<sup>st</sup> Community Learning Centers Initiative

## 2018-2019 Center Profile

Fayette County, Cycle 12, James Lane Allen Elementary

Total number of students attended	2018-2019	Prior Year (2017-2018)
Summer and School Year*	88	84
School Year	66	68

2018-2019 School Year Program Characteristics		
Program Location (in school or offsite)***: within a school		
Number of parent/guardian and/or family members who attended activities	68	
Number of community partners	25	
Number of school day teachers (volunteer)	Fall: 0	Spring: 0
Number of school day teachers (paid)	Fall: 6	Spring: 7
Summer 2018 Programming		
Number of weeks***	4 weeks	
Number of students served	52	

2018-2019 School Year Data	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
School Year Participation			
Students attending 30+ days (Regular School Year Participants)	57	86%	93%
Students attending 30-59 days	7	11%	6%
Students attending 60 or more days	50	76%	87%
Average number of unexcused school-day absences (Regular School Year Participants)	6	N/A	N/A
At-Risk Student Participation (Regular School Year Participants)			
Regular participants eligible for free/reduced lunch	56	98%	98%
Regular participants eligible for special education services	20	35%	10%
Regular participants classified as having Limited English Proficiency	30	53%	N/A
Regular participants who are homeless	2	4%	N/A
Regular participants who are classified as migrant students	0	0%	N/A
Regular participants who are classified as migrant priority-for-service (PFS)	1	2%	N/A
Regular participants in the foster care system	0	0%	N/A
Regular participants referred by school staff for disciplinary reasons	0	0%	N/A
Regular participants referred by school staff for academic reasons	8	14%	N/A
Regular participants referred by school staff for attendance concerns	3	5%	N/A

Program Outcomes for Regular School Year Participants	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
<b>Reading grades reported</b>	55	96%	87%
Students who achieved high reading/ELA grades in the fall and spring	5	9%	7%
Students who increased their reading/ELA grades from the fall to spring	37	67%	58%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	0%
Students who maintained their reading/ELA grades from the fall to spring	13	24%	35%
<b>Math grades reported</b>	56	98%	94%
Students who achieved high math grades in the fall and spring	3	5%	7%
Students who increased their math grades from the fall to spring	35	63%	68%
Students who decreased their math grades from the fall to spring	1	2%	3%
Students who maintained their math grades from the fall to spring	17	30%	22%
<b>Teacher survey reported results**</b>			
Students who improved homework completion	41	91%	95%
Students who improved their classroom participation	40	91%	85%
Students who improved academically	50	93%	92%
<b>K-3 Reading Intervention</b>			
Number of K-3 students receiving reading intervention	18		
Number of K-3 intervention students that met benchmark	17		

**NOTE:** Please refer to Table 1, on the last page of this profile for a description of how a *grade change*, and a *high grade* were determined for your site.

School Year Activity Types Offered			
<b>Academic Activities***</b>			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention	X	English Language Learner Support	X
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Credit Recovery		None	
<b>Transition Readiness Activities***</b>			
Career/Job Training for Youth		Career Exploration	
ACT or SAT Prep		None	
Individual Learning Plan	X		
<b>Enrichment Activities***</b>			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts	X	Community/Service Learning	X
Music & Drama	X	Mentoring	
Fitness	X	None	
Health/Nutrition	X		

School Year Activity Types Offered (continued)			
Adult Skill-Building Activities***			
Completing the FAFSA/College Admissions		Infinite Campus/Parent Portal or Google Classroom	X
How to Further Your Education	X	Job Skills/Work Readiness/Resume Dev.	X
Drug Awareness/Trends		ESL or GED Classes	
Social Media/Internet Safety		Communicating with School Staff	X
Literacy/Finding AR Books	X	Using Online Resources or Software	
Financial Literacy/Couponing		School Safety	
CPR/First Aid, Health & Safety		Distracted Driving	
Healthy Relationships		Afterschool Program Orientation & FAQ	X
Time Management/Organization		Understanding Test Scores or ILP	
Health & Nutrition		None	
Family Engagement Activities***			
Family Literacy Night	X	Christmas/Holiday Showcase	
Family STEM or STEAM Night	X	Chaperoning Opportunities	X
Lights On		Family Movie Night	
Afterschool Student Performances	X	Students/Families Preparing Meals	
Family Game Night	X	None	
Family Math Night	X		
Character Education Activities***			
Drug Prevention		Truancy Prevention	
Counseling		Youth Leadership	X
Violence Prevention		None	

## DATA NOTES:

A complete statewide dataset was provided to CEPR by Cayen Systems, Inc. The first request was made on July 23, 2019 and subsequent requests between August 14, 2019 and November 4, 2019.

Site level data are compared to data from the prior year if programming was provided in that year. In some cases, percentages round to 0 (e.g., 1 out of 300).

Analysis was not performed on program outcomes for sites reporting grades or teacher surveys for less than 50% of students attending 30+ days during the school year.

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the Cayen system, grantees may select “unknown” as a designation in these categories.

\* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

\*\*The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

\*\*\*Data is self-reported and comes from the KY 21<sup>st</sup> CCLC Data Verification 18-19 Form that was administered to grantees.

**Table 1. Grade Scale Types and Thresholds for Analysis**

<b>Scale Type</b>	<b>Grade Change Parameters</b>	<b>High Grade Threshold</b>
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in the fall and spring
11 point scale Example: A, A-, B+, B, B-, C+, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2



**CENTER FOR EVALUATION,  
POLICY, & RESEARCH**

1900 East Tenth Street, Bloomington, Indiana 47406

tel: 1.800.511.6575 fax: 1.812.856.5890 web: [cepr.indiana.edu](http://cepr.indiana.edu)



## **NEW APPLICANT FORM**

# N/A

**Are you a new applicant currently operating an afterschool program?** ☐Yes ☐No

**If you answered no, you do not need to complete this form.**

### **If a new applicant is currently operating an after school program**

**If a new applicant is currently operating a morning, afterschool, or summer program, at the school identified to be served in the proposal, the following information must be addressed:**

- **Current Goals for the Program:**  
Click or tap here to enter text.
- **Student Improvement:**  
Click or tap here to enter text.
- **Program Improvement:**  
Click or tap here to enter text.
- **Number of Students Currently Being Served and Grade Levels:**  
Click or tap here to enter text.
- **Hours of Operation:**  
Click or tap here to enter text.
- **Current Sources of Funding:**  
Click or tap here to enter text.
- **Where Program takes place at the school:**  
Click or tap here to enter text.
- **Program Successes and Lessons Learned:**  
Click or tap here to enter text.

# ORGANIZATIONAL CAPACITY STATEMENT FORM

(Required for non-governmental agencies) Not to exceed 1 page

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

# N/A

**1. The applicant must include a copy of the following, attached immediately behind this page:**

- 501(c)(3) IRS Verification Letter
- Agency organizational chart
- Proven fiduciary responsibility as demonstrated through annual audits (attach copy of the most recent audit – annual audits must be sent to the KDE each year between June – August)
- Demonstrate administrative capacity to successfully manage a program and list fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs necessary for program operation.

**2. Describe the organizational history and structure, including length of existence. Include general information on governing body.**

**3. List previous experience with grant funding at the city, state, federal or private/foundation level.**

**4. List previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school.**

## List of consortium members or partners

<b>Co-Applicant</b>	<b>Examples of coordinating program/services</b>
YMCA of Central KY	CCR exposure, Family involvement and skill-building activity; water safety skills; serve on the Advisory Board
<b>Partner</b>	<b>Examples of coordinating program/services</b>
Tippi Toes of the Bluegrass	Hip-hop dance classes offered both during the school year and summer programming, parent dance performances; participate in our Student Recognition ceremonies; serve on the Advisory Board
The FRYSC	Provide food for family and skill-building nights; support student supplies and enrichment activities during summer programming; assist with home visits; coordinate parent ESL classes, GED classes; serve on the Advisory Board
The Explorium of Lexington	Provide monthly STEM activities, participate in family nights, and provide 1 STEM activity and lesson for 2 hours during summer programming; serve on the Advisory Board
Extended School Services (ESS)	Cover all transportation costs for summer programming, to and from the school each day of programming; transportation for all seven field trips approved through KDE; serve on the Advisory Board
Transylvania University University of Kentucky by and through Fayette County Cooperative Extension Service (4-H)	Provide 25+ college students (through the University's requirement for field hours) for individual student support and small group sessions for homework, math, and reading; serve on the Advisory Board; enable participating students to tour campus with a focus on CCR awareness; collaborate on our annual Thanksgiving drive to support a minimum of ten 21st CCLC families demonstrating the most need, as well as other community families in need.
	Provide programming for students in multiple areas (Gardening, Health & Nutrition, Baby Sitting Certification Class, etc.); serve on the Advisory Board

## Chart listing positions, qualifications, and program responsibilities

<b>Staffing Chart</b>
<b>Position: 21<sup>st</sup> CCLC Program Director</b>
<u><b>Responsibilities:</b></u> Serve as a liaison between the 21st CCLC program, the designated KDE consultant, the district's budget & staffing department, the district's Grant office, and the school. The 21st CCLC director is also responsible for the implementation of the 21st CCLC program, scheduling of activities, overseeing staff timesheets, managing the budget, continuous process improvement, submitting all required data reports, and inputting student data by the mandatory deadlines.
<u><b>Qualifications:</b></u> Bachelor's degree and a minimum of 5 years of supervising and budgeting experience
<b>Position: Certified teachers in the 21<sup>st</sup> CCLC program</b>
<u><b>Responsibilities:</b></u> Submit weekly lesson plan sheets with specific Common Core standards; lead Math and/or Reading intervention; support student learning through individual support, small group instruction, and whole-group instruction. Assist at family nights and instructional field trips when needed. Must be available to work at least one day per week for a minimum of two hours of academic services.
<u><b>Qualifications:</b></u> A minimum of a Bachelor's degree and a teaching certificate is required.
<b>Position: Classified/Paraeducator in the 21<sup>st</sup> CCLC program</b>
<u><b>Responsibilities:</b></u> Lead the homework sessions during 21st CCLC; work a minimum of two days in 21st Century for a minimum of two hours (three hours are preferred)
<u><b>Qualifications:</b></u> A minimum of an Associate's degree is preferred OR at least 3 years of work experience with elementary-aged children.

## Equitable Access and Participation Plan

The District makes every effort to comply with Federal and State laws in providing equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs. Towards this effort, the District's Board of Education has enacted Board Policy 09.13, *Equal Educational Opportunities*.

Two very important, identified documented needs that this *21<sup>st</sup> Century Community Learning Centers* proposal addresses are lack of academic success and high percentage of students from low-income homes, with limited access to technology, educational, and recreational resources. These needs are identified in the school's Comprehensive School Improvement Plan (CSIP).

The District takes intentional approaches to tackle challenges of equity by using strategic decision-making to remedy opportunity gaps and create barrier-free learning environments within all of its schools. For example, the District Office of Equity works to provide teachers with culturally responsive teaching/learning strategies/supports and implementing programs to improve educational outcomes for minorities.

All students and their families are welcome to participate in program activities; all ethnicities, all socioeconomic levels, all cultures, immigrant and native born, all genders and students with and without disabilities.

Educational materials will be provided in formats that individuals can access; for example, a student may need materials translated into another language, or a blind student may need materials translated into Braille. As necessary, activities will be modified so that all students may participate to their capacity. This may mean showing a student who uses a wheelchair how to dance with their arms and in fact, use the wheelchair as a part of the dance routine or learn to play wheelchair basketball.

These are only a few examples of the ways that the District will implement and comply with the Equitable Access and Participation Plan.

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government- wide Debarment and Suspension (Nonprocurement) and Government- wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(c) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees , as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug- free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

- (1) The dangers of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free workplace;

- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and

- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

**Place of Performance** (Street address, city, county, state, zip code)

**1901 Appomattox Road**

**Lexington, KY 40504**

**Fayette County**

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

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

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<b>Name of Applicant:</b> Fayette County Public Schools / James Lane Allen Elementary School
<b>PR, Award # or Project Name:</b>
<b>Printed Name/Title of Authorized Representative:</b> Dr. Marlene Helm, Acting Superintendent

  
Signature

12/10/2020

Date



## PROGRAM SCHEDULE

Complete the following table for school year program operations:

The KDE requires that 21<sup>st</sup> CCLC programs offer services a minimum of 12 hours per week, with a required schedule of at least four days per week, three to four hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

Weekday	Before School (Times of Operation)		After-school (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	N/A	N/A	2:35 PM	5:35 PM	3hrs/day
Tuesday	N/A	N/A	2:35 PM	5:35 PM	3hrs/day
Wednesday	N/A	N/A	2:35 PM	5:35 PM	3hrs/day
Thursday	N/A	N/A	2:35 PM	5:35 PM	3hrs/day
Friday	N/A	N/A	N/A	N/A	N/A
Saturday	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A

	Regular School Year	Summer
Total # of hours per day	3hrs/day	6 hours/day
Total # of days per week	4 days/week	5 days/week
Total # of weeks	30 weeks	4 weeks
First date of operation	Within 3 weeks of school starting, as required by KDE— September 3rd	June 1, 2022
Last date of operation	April 28, 2022	June 30, 2022

Specify beginning and ending time site is in operation other times of the year (When school is not in session):

Weekday	Summer		Holidays		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 AM	2:00 PM	N/A	N/A	N/A	N/A
Tuesday	8:00 AM	2:00 PM	N/A	N/A	N/A	N/A
Wednesday	8:00 AM	2:00 PM	N/A	N/A	N/A	N/A
Thursday	8:00 AM	2:00 PM	N/A	N/A	N/A	N/A
Friday	8:00 AM	2:00 PM	N/A	N/A	N/A	N/A
Saturday	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A

**PROGRAM SUMMARY (PART 1)**

<b>Name of School or Organization Applying for Funds:</b> Fayette County Public Schools / James Lane Allen Elementary School	
<b>FISCAL AGENT DUNS #:</b> 079676854	<b>FISCAL AGENT SAMS CAGE CODE#:</b> 42BZ7
<b>Primary Contact Person and Title:</b> Greg Williams, Principal	
<b>District or Organization Name (for contact person):</b> Fayette County Public Schools	
<b>Mailing Address (for contact person):</b> 1901 Appomattox Road, Lexington, KY 40504	
<b>Phone #:</b> 859-381-3456	
<b>E-mail (for contact person):</b> greg.williams@fayette.kyschools.us	

<b>Superintendent Information</b>	
(Non-LEAs must provide information pertaining to the school the students served are attending.)	
<b>Superintendent Name:</b> Marlene Helm, Acting Superintendent	
<b>District Name:</b> Fayette County Public Schools	
<b>Mailing Address:</b> 450 Park Place, Lexington, KY 40511	
<b>Phone #:</b> 859-381-4104	

<b>School Information</b>	
(Complete one box for each school providing a 21 <sup>st</sup> CCLC program. No more than two schools.)	
<b>School Name:</b> James Lane Allen Elementary School	
<b>Grades to be Served:</b> 3rd through 5th grade	
<b>Principal Name:</b> Greg Williams	
<b>Physical Address:</b> 1901 Appomattox Road, Lexington, KY 40504	
<b>School Contact Person:</b> Greg Williams	
<b>Contact Phone #:</b> 859-381-3456	
<b>Contact E-mail:</b> greg.williams@fayette.kyschools.us	

## PROGRAM SUMMARY (PART 2)

- Proposed # of regular attendees must not be entire school enrollment
- Must use lunch data as reported to the KDE as of December 1, 2018
- Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

<b>School Name: James Lane Allen Elementary School</b>	
<b>District Name: Fayette County Public Schools</b>	
<b>Grade Levels to be Served:</b>	<b>Total Schoolwide Enrollment: 437</b>
<b>XX Urban   <input type="checkbox"/> Rural   <input type="checkbox"/> Suburban</b>	<b>Proposed # of Regular Attendees: 50</b>
<b>% Free or Reduced Lunch: 100%</b>	

1. **Applicant is a** (please check one):  
 XX Public School  
☐ Community Based Organization  
☐ Faith Based Organization
  
2. **Who will serve as the Fiscal Agent?** (Specify the name of the school district or the agency/organization.)  
**Fayette County Public Schools**
  
3. **Is the applicant** (school district or agency/organization) **a previous recipient of other 21<sup>st</sup> CCLC funds?**  
 XX Yes  
☐ No
  
4. **If yes, were they:**  
 XX Federal funds  
 XX State funds

**Award funding ended (month/year): September, 2025**

## SCHOOL SUMMARY

- 1. School Name: James Lane Allen Elementary School**
- 2. Proposed # of students to be served daily during the school year: 50 students**
- 3. Expected number of regular attendees (30 days or more): 50 students**
- 4. Number of adult family members (of students served) applicant is proposing to serve:**
- 5. Types of adult skill building to be provided:**
  - ☒ Computer usage
  - ☐ Accessing and using Infinite Campus
  - ☒ Financial Literacy
  - ☐ How to communicate with teachers
  - ☒ GED training, ESL classes
  - ☐ Completing the FASFA
  - ☐ Job Skills
  - ☐ Using Online Resources
  - ☒ School Safety Procedures
  - ☐ Time Management/Organization
  - ☒ Health and Nutrition
  - ☐ Resume building
  - ☒ Other, describe: Water safety, life skills
- 6. Types of family engagement activities to be provided:**
  - ☒ Family Literacy Night
  - ☒ Family Mathematics Night
  - ☐ Student Showcase
  - ☒ Family Game Night
  - ☒ Light's On Afterschool Event
  - ☐ Serving as a chaperone
  - ☒ Student performances
  - ☒ Other, describe: Archery Family nights

## CO-APPLICANT AGREEMENT

*JLA Elementary School  
And  
YMCA of Central Kentucky*

Hereby enter into an agreement to enable the applicant, *YMCA of Central Kentucky*, to maximize resources to support and jointly coordinate services for students and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

*YMCA of Central Kentucky* thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As the grant Co-applicant, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Co-applicant Contribution Table**

Contribution Description	Supports
Provide a Water safety enrichment activity for 21st CCLC students and family members.	CCR, Family Involvement, and water safety skills
Serve on the 21st CCLC Advisory board each year of the grant	Sustainability, program support, resources
Serve as a sponsor for food for 21st CCLC family nights	Healthy-Living & Nutrition
Provide a Financial Literacy workshop for all 21st CCLC parents and family members.	Parent skill-building and 21st CCLC family members
Provide enrichment opportunities for all 21st CCLC students.	Supports non-cognitive indicators of success and supports student retention.

It is agreed by both parties that this Co-applicant Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, *YMCA of Central Kentucky* will be notified immediately to begin the collaboration of services.

  
Co-applicant Signature

12/3/2020  
Date

  
Applicant Signature

12/3/2020  
Date

## DISTRICT PARTNER AGREEMENT FORM

### FAYETTE COUNTY DISTRICT PARTNER AGREEMENT

*to support*

*JLA Elementary School 21<sup>st</sup> CCLC Program*

Hereby enter into an agreement to support the JLA Elementary 21<sup>st</sup> CCLC Program. The district will work to maximize resources to support and jointly coordinate services for students and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC) at JLA Elementary.

The Fayette County District thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. The district agrees to ensure the following district programs provide support to the 21<sup>st</sup> CCLC program:

District Programs
Title I
ESS
Migrant
Adult Education
Food Services
Technology
FRC

It is agreed by both entities, that this District Agreement will focus on coordination of services to build local support for implementing and sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.

  
 \_\_\_\_\_  
 Superintendent Signature

12/10/2020  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Principal Signature

12/1/2020  
 \_\_\_\_\_  
 Date

# COMMUNITY PARTNER AGREEMENT

FAYETTE COUNTY DISTRICT & JLA Elementary School  
And

Tippi Toes Dance of the Bluegrass LLC

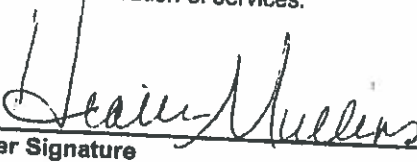
Hereby enter into an agreement to enable the applicant, JLA Elementary, and Co-applicant, Tippi Toes Dance of the Bluegrass LLC to maximize resources to support and jointly coordinate services for students and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Tippi Toes Dance of the Bluegrass LLC thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Community Partner Agreement Contribution Table**

Contribution Description	Supports
After school enrichment programming (i.e. Dance class)	Youth Development
Participate in at least two family engagement events one per semester.	Family Engagement
Serve on the JLA 21st Century Advisory Board	Sustainability

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Tippi Toes Dance of the Bluegrass LLC will be notified immediately to begin the collaboration of services.

  
Partner Signature

11/23/2020  
Date

  
Applicant Signature

11/23/2020  
Date



# COMMUNITY PARTNER AGREEMENT

## FAYETTE COUNTY DISTRICT & JLA Elementary School And Explorium of Lexington

Hereby enter into an agreement to enable the applicant, JLA Elementary, and Co-applicant, Explorium of Lexington to maximize resources to support and jointly coordinate services for students and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Explorium of Lexington thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Community Partner Agreement Contribution Table**

Contribution Description	Supports
Participate in at least two family engagement events one per semester.	Family Engagement
Serving on our monthly Advisory Board meetings.	Sustainability
Provide STEM activities.	STEM
Provide professional development for the 21st CCLC teachers.	Professional development for 21st CCLC educators.
Participate in the schoolwide summer kick-off family night.	Summer programming/Family engagement.

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Explorium of Lexington will be notified immediately to begin the collaboration of services.

Kelli L. Janner  
Partner Signature

December 4 2020  
Date

Ang D. Williams  
Applicant Signature

12/4/2020  
Date

## COMMUNITY PARTNER AGREEMENT

*FAYETTE COUNTY DISTRICT & JLA Elementary School*  
*And*  
Transylvania University

Hereby enter into an agreement to enable the applicant, JLA Elementary, and Co-applicant, Transylvania University to maximize resources to support and jointly coordinate services for students and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Transylvania University thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Community Partner Agreement Contribution Table**

Contribution Description	Supports
Provide student assistance through field placements, internships, and other means approved by the University	Youth development, program sustainability
Enable participating students to tour campus with a focus on CCR awareness	Life-skills, CCR
Collaborate for an annual Thanksgiving drive for needy families in our 21st CCLC program and also for families in our local community.	Service-Learning, Youth Leadership

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Transylvania University will be notified immediately to begin the collaboration of services.

Tiffany R. Wheeler  
 Partner Signature

11-23-2020  
 Date

Greg Wilbanks  
 Applicant Signature

11/23/2020  
 Date

# COMMUNITY PARTNER AGREEMENT

FAYETTE COUNTY DISTRICT & JLA Elementary School  
And

University of Kentucky by and through the Fayette County Cooperative Extension Service

Hereby enter into an agreement to enable the applicant, JLA Elementary, and Co-applicant, University of Kentucky by and through the Fayette County Cooperative Extension Service to maximize resources to support and jointly coordinate services for students and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

University of Kentucky by and through the Fayette County Cooperative Extension Service thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Community Partner Agreement Contribution Table**

Contribution Description	Supports
After school programming for students (i.e. Baby Sitting Certification, Gardening, Health & Nutrition)	Youth Development, Life Skills, CCR, STEM
Participate in two family engagement events, one per semester.	Family Engagement

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, University of Kentucky by and through the Fayette County Cooperative Extension Service will be notified immediately to begin the collaboration of services.

  
Partner Signature

12/4/2020  
Date

  
Applicant Signature

12/4/2020  
Date

# PRIVATE/HOME SCHOOL CONSULTATION

Students who attend state recognized private schools or home schools, in the area to be served by the proposed program, are eligible to participate. If any state recognized private school or home school is located in the area to be served, the applicant is expected to consult with private/home school officials during the design and development of the program.

List all private/home schools that were consulted regarding the opportunity to have students participate. Print the name, title and phone number of the school that was consulted. Provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference). Indicate whether the school accepted or declined. If declined, indicate the reason(s). Private/home schools whose students will participate in the program must be listed on the Grant Proposal Abstract and list the Principals/Administrators.

The applicant can duplicate this table to add more if needed.

As our program is located in a high poverty school (100% free/reduced meals), it is speculated that private/home-schooled parents have no interest in sending their children to a program here. In the 5-year history of our program, no private/home-schooled students have attended.

All private and home-schools were sent a letter inviting them to participate in the design of our program and providing them with a link to a survey to provide their input. In addition, private schools were sent this same information by email and then called in attempts to get their input on program design and to learn if their students would be interested in participating.

<b>Private/Home School Name: Ardor Montessori</b>		<b>Phone :859-276-2020</b>
<b>School Official Signature: Jason Vujakovich</b>		<b>E-mail:</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation:</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Closed in 2020	

<b>Private/Home School Name: Bluegrass Montessori</b>		<b>Phone #:859-608-5058</b>
<b>School Official Signature: Diane Lentz</b>		<b>E-mail:</b>
<b>Date of Consultation:11/29/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> PK only	

<b>Private/Home School Name: Christ the King School</b>		<b>Phone #:859-266-5641</b>
<b>School Official Signature: Vince Mongiardo</b>		<b>E-mail: it@ckslex.org</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Not sure if any of their students/parents would be interested.	

<b>Private/Home School Name: Clays Mill Christian Academy</b>		<b>Phone #:859-313-5285</b>
<b>School Official Signature: Troy Young</b>		<b>E-mail:</b> academyoffice@windstream.net
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Not sure if any of their students/parents would be interested.	

<b>Private/Home School Name: Community Montessori</b>		<b>Phone #:859-277-4805</b>
<b>School Official Signature: Janey Ashby</b>		<b>E-mail:</b> <b>cmsoffice@cmsmontessori.org</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone Call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Not sure if any of their families would be interested.	

<b>Private/Home School Name: Good Shepherd Day School</b>		<b>Phone #:859-335-8830</b>
<b>School Official Signature: Melanie Miller</b>		<b>E-mail:</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone Call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Never returned phone call	

<b>Private/Home School Name: KORE</b>		<b>Phone #:859-971-7129</b>
<b>School Official Signature: Carol Douglas</b>		<b>E-mail:</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Never returned phone call	

<b>Private/Home School Name: LaFayette Christian Church Day Care Center</b>		<b>Phone #:859-276-1801</b>
<b>School Official Signature: Angie McKenzie</b>		<b>E-mail:</b> <b>angiemckenzie@windstream.net</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> They are infant to Pre-K	

<b>Private/Home School Name: Lexington Catholic</b>		<b>Phone #:859-277-7183</b>
<b>School Official Signature: Matthew George</b>		<b>E-mail:</b> <b>mgeorge@lexingtoncatholic.com</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Not sure they would get parents/students to participate.	

<b>Private/Home School Name: Lexington Christian Academy</b>		<b>Phone #:859-223-2180</b>
<b>School Official Signature: Dr. Julie Giardure</b>		<b>E-mail:</b> <b>lhardin@lexingtonchristian.org</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call or email</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Never returned the call.	

<b>Private/Home School Name: Lexington Jr. Academy</b>		<b>Phone #:859-277-0093</b>
<b>School Official Signature: Debra Ito</b>		<b>E-mail: lexingtonadventistacademy@gmail.com</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call/email</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Never returned phone call or email.	

<b>Private/Home School Name: Lexington Universal</b>		<b>Phone #:859-254-3360</b>
<b>School Official Signature: Dr. Abdul-Jitmoud</b>		<b>E-mail: office@luaky.org</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call/email</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Not sure students /parents would participate in this program.	

<b>Private/Home School Name: Redwood Cooperative School</b>		<b>Phone #:859-608-4219</b>
<b>School Official Signature: Leah Endicott</b>		<b>E-mail:</b>
<b>Date of Consultation:11/18/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> No return call back	

<b>Private/Home School Name: Sayre School</b>		<b>Phone #:859-254-1361</b>
<b>School Official Signature: Stephen Manella</b>		<b>E-mail: roodmanjr@sayreschool.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> Parents and students would not be interested.	

<b>Private/Home School Name: Sphinx Academy</b>		<b>Phone #:803-539-1751</b>
<b>School Official Signature: Wafaa Elghoroury</b>		<b>E-mail: admin@sphinxacademy.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> No return phone call	

<b>Private/Home School Name: St. Agatha Academy</b>		<b>Phone #:859-744-6484</b>
<b>School Official Signature: Doris Gilbert</b>		<b>E-mail: dgilbert@cdlex.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> No return phone call or email	

<b>Private/Home School Name: St. Elizabeth Ann Seaton</b>		<b>Phone #:859-744-6484</b>
<b>School Official Signature: Lori Kirkpatrick</b>		<b>E-mail: lkirkpatrick@cdlex.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason:</b> No return phone call or email	

<b>Private/Home School Name: Mary Queen of the Holy Rosary</b>		<b>Phone #:859-277-3030</b>
<b>School Official Signature: Rebecca Brown</b>		<b>E-mail:tbrown@cdlex.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call or email</b>	

<b>Private/Home School Name: Montessori Middle School</b>		<b>Phone #:859-277-1169</b>
<b>School Official Signature: Vivian Langefeld</b>		<b>E-mail:info@cmsmontessori.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call or email</b>	

<b>Private/Home School Name: Providence Montessori</b>		<b>Phone #:859-255-7330</b>
<b>School Official Signature: Mrs. Joan Young</b>		<b>E-mail:infoprovmont@gmail.com</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call or email</b>	

<b>Private/Home School Name: St. Peter and Paul Elem. Campus</b>		<b>Phone #:859-254-9257</b>
<b>School Official Signature: Jamie Birch</b>		<b>E-mail:ccarr@sppeslex.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call or email</b>	

<b>Private/Home School Name: Summit Christian Academy</b>		<b>Phone #:859-277-0503</b>
<b>School Official Signature: Ms. Chriss Rooney</b>		<b>E-mail:business@lexsummit.org</b>
<b>Date of Consultation:11/19/2020</b>		<b>Type of Consultation: Phone Call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call or email</b>	

<b>Private/Home School Name: Trinity Christian Academy</b>		<b>Phone #:859-271-0079</b>
<b>School Official Signature: David Kirkendad</b>		<b>E-mail:</b>
<b>Date of Consultation:11/20/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call</b>	

<b>Private/Home School Name: Walnut Hill Day School</b>		<b>Phone #:859-263-2807</b>
<b>School Official Signature: Marilyn Todd</b>		<b>E-mail:</b>
<b>Date of Consultation:11/20/2020</b>		<b>Type of Consultation: Phone call</b>
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	<b>Reason: No return phone call</b>	