KENTUCKY DEPARTMENT

21st Century Community Learning Centers Cycle 18 RFA

Application Cover Page

Submission Deadline: December 9, 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)**

Fiscal Agent DUNS #:07-409-407	**Fiscal Agent SAMS CAGE Code#: 5NVA9**

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: Lincoln County High School
Physical Address: 265 Education Way, Stanford, KY 40484
Target Grades: 9-12

School #2:
Physical Address:
Target Grades:

Fiscal Agent: Lincoln County Schools
Superintendent/Chief Executive Officer: Mr. Michael Rowe
Physical Address: 305 Danville Ave., Stanford KY 40484
E-mail: Michael.rowe@lincoln.kyschools.us

Co-applicant: Eastern Kentucky University
Superintendent/Chief Executive Officer: Scott Townsend
Physical Address: 521 Lancaster Ave, Richmond, KY 40475
E-mail: scott.townsend@eku.edu

Grant Writer: Colleen Benson
Agency: Lincoln County Schools
Phone #: 606-365-2124   **Email: colleen.benson@lincoln.kyschools.us**

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

_____   12/9/2020
Fiscal Agent: Superintendent/Chief Executive Officer   **Date**

_____   12-9-20
Co-applicant: Superintendent/Chief Executive Officer   **Date**

_____ 12/9/20
Notary Public: **Date**   **Notary Seal (My Commission Expires: March 1, 2023**

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. _____

2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending. _____

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. _____

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. _____

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. 21st CCLC funds may not pay for snacks or meals. _____

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. _____

   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. _____

7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. _____

8. Must provide equitable opportunities for the participation of both public and private school students served by the award. _____

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. _____

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). _____

11. Must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. _____

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. _____

13. CBO or FBO applicants must submit an annual external audit each year of the grant. _____

14. Must submit all required reports as required to the KDE. _____

15. The Fiscal Agent and Co-applicant must assure that supplies, materials, technology, or equipment will not be used during the school day.

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;
    - 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; and,
    - Provide documentation of completed state reports as required.

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.

18. Must comply with the following Acts of Congress
    - 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.

20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

21. The Fiscal Agent and Co-applicant must assure funds are not used for lobbying purposes.

22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.

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).

24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statues, 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.

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.

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

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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.

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

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).

29. **Assurance Regarding Appeals Process** – The 21st Century Community Learning Centers (21st 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 21st 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)).

The KDE follows a two-step process for reviewing and awarding application:
    - 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)).

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.

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.

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, 21st CCLC RFA, Kentucky Department of Education, 5th Floor 300 Sower Boulevard, Frankfort, KY 40601.

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21st CCLC Logic Model
Not to exceed four pages

List Performance Goals:
Goal 1: Increase academic achievement of regularly participating students
Goal 2: Improve non-cognitive indicators of success in participating students
Goal 3: Increase the number of students attending the program 30 day or more during the academic year
Goal 4: Increase access to high quality programming
Goal 5: Increase access to transition readiness activities
Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families

List Performance Indicators:
1.1 30% of regular participants will score proficient or distinguished on KPREP annually
1.2 30% of students who regularly attend the ACT prep classes will score at or above the state average on ACT annually
1.3 50% of regular participants will achieve the highest grades possible or increase their grades in core academic subjects
2.1 Attendance among targeted participants will meet or exceed 95% annually as measured by Infinite Campus records
2.2 Counseling referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records
2.3 Behavior referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records
3.1 The number of new program participants will increase by 25% annually, as measured by Cayen attendance reports
3.2 75% of program participants will attend a minimum of three academic and enrichment activities each week as measured by Cayen attendance reports by the end of year 1
3.3 Increase the number of students attending the school year program 30 days or more by 20% annually, as measured by the annual Center Profile
4.1 Increase the number of certified teacher hours provided in the after-school program to at least 24 hours weekly, beginning year one, as measured certified time sheets
4.2 Increase the number of quality STEAM enrichment choices offered by 25% annually, as measured by Cayen activity reports
4.3 Increase the number of academic remediation and acceleration classes by 20, annually, as measured by Cayen activity reports
5.1 Increase the number of workplace readiness certification classes offered by 50%, by the end of year 3, as measured by Cayen activity reports
5.2 Increase the number of ATC industry certification classes offered by 50%, by the end of year 3, as measured by Cayen activity reports
5.3 Increase the number of high school, post-secondary, and career-ready transition activities by 25%, by the end of year 3, as measured Cayen activity reports
6.1 100% of participant parents/guardians will have access to Adult Education and Skill Building opportunities as measured by Cayen activity reports, beginning year 1
6.2 50% of participant families will attend at least two 21st CCLC skill-building activities, as measured by Cayen attendance reports, beginning year 1
6.3 Increase the number of literacy and educational opportunities offered, as well as the times and days they are offered to parents and working families by 20%, by the end of year 3, as measured by Cayen activity reports

Describe the participants to be served by the program: This continuation grant is written for a high school grades 9 - 12. Our students are predominately white, with 5% Hispanic, 6% African American, and 4% identified as two or more races. They live in a rural community where education is vastly undervalued, more than half are identified as low income, and many come from families of generational poverty. While our school is 78.13% free, because of the high poverty rate in our district all students are eligible for free breakfast and lunch. Of the 1,029 students, 12% receive special education services. This grant proposes to serve **at least 50 students and their families** and will use priority criteria to ensure we are targeting those with the most need first.

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Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document improvement	Performance Measures (Outcomes)
1.1 30% of regular participants will score proficient or distinguished on KPREP **1.2** 30% of students who regularly attend the ACT prep classes will score at or above the stae average on ACT annually **1.3** 50% of regular participants will achieve the highest grades possible or increase their grades in math, reading, and science annually	**Computer Lab** **Chromebooks** **Certified Teachers** **TOP Teacher Test Prep, LLC** **ACT Prep Guide** **Community Partners**	Morning & Afternoon Tutoring ACT Prep Accelerated Classes Credit Recovery Homework Help Summer Programs	**Students with special needs** **Students testing one or more grade level behind in core academic subjects** **Students failing one or more core classes** **Migrant and EL students**	KPREP scores MAP scores ACT scores Report Card grades	**Increase in student understanding of core academic standards** **Increase in ACT score** **Increase in student proficiency in core academic standards**
2.1 Attendance among targeted participants will meet or exceed 95% annually as measured by Infinite Campus records **2.2** Counseling referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records **2.3** Behavior referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records	**Evening Meals** **Counselors** **TILO-B** **Cowboy Ethics** **TOPs**	Academic Supports Engaging Enrichment Activities Character Education Small Group Counseling Sessions	**Chronically Absent Students** **Students with counseling referrals** **Students with behavior referrals**	IC attendance data Counseling data TILO-B Screener Scores IC behavior data	**Fewer chronically absent students** **Fewer counseling and behavior referrals** **Increase in students scoring "low risk" on the TILO-B screener** **More students demonstrating good social/emotional skills**
3.1 The number of new program participants enrolled in the program will increase by 25% annually, as measured by Cayen attendance reports **3.2** 75% of program participants will attend a minimum of three academic and enrichment activities each week as measured by Cayen annual activity attendance reports **3.3** Increase the number of students attending the school year program 30 days or more by 20% annually	**Library** **Gym** **Edgenuity** **Art Room** **STEM camps** **Co-applicant** **Partners** **Area Tech. Center**	ACT Prep Tutoring Credit Recovery Engaging Enrichment Activities Workplace Readiness & ATC Industry Certification Classes	**Incoming freshmen students** **Students new to the district** **Enrolled students who are not attending regularly**	Cayen Student Attendance Report Cayen Activity Attendance Report Infinite Campus attendance data	**Increase in student proficiency** **More at-risk students attending the program** **More students recovering missing credits** **More on students on target to graduate** **Fewer chronically absent students**

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Performance Indicators (objectives)	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures (outcomes)
4.1 Increase the number of certified teacher hours provided in the after-school program to at least 24 hours weeks beginning year one, as measured by certified time sheets. 4.2 Increase the number of quality STEAM enrichment choices offered by 25% annually, as measured by Cayen activity reports 4.3 Increase the number of academic remediation and acceleration classes by 20% annually, as measured by Cayen activity reports.	Knowledgeable Staff invested in student learning Co-applicant Partners Creative and effective teachers and staff Edgenuity Program	Additional tutoring classes Additional STEAM enrichment classes Additional acceleration classes Additional Credit Recovery classes	All enrolled students	Cayen Activity Reports Survey data Advisory Council Minutes Time & Effort Logs	Smaller class sizes More one-on-one interventions Increase in student engagement Increase in student proficiency Increase in students performing at distinguished levels
5.1 Increase the number of Workplace Readiness certification classes offered by 50% by the end of year 3, as measured by Cayen activity reports 5.2 Increase the number of Area Technology Center certification classes offered by 25% by the end of year 3, as measured by Cayen activity reports 5.3 Increase the number of high school and post-secondary transition activities by 25% by the end of year 3, as measured by Cayen activity reports	Computer labs Chromebooks Global Courseware Curriculum Area Technology Center	Workplace Readiness & ATC Industry Certifications classes FAFSA/scholarship workshops ACT Prep Adulting 101 College 101 Freshmen Transition	Career ready students Incoming freshmen Graduating seniors Juniors College bound students	Cayen activity reports Global Courseware Certifications Area Technology Certifications	More high school students will have opportunities to earn career certifications More students will be career ready upon graduation Higher ACT scores More students will have the knowledge & skills to successfully transition from middle to high school and from high school to college or careers
6.1 100% of participant parent/guardians will have access to GED, resume building, job search, application assistance, and career building classes, as measured by Cayen activity reports. 6.2 50% of participant families will attend at least two 21st CCLC skill-building activities beginning year 1, as measured by Cayen attendance reports. 6.3 Increase the number of literacy & education opportunities offered, the days & times they are offered to parents & working families by 20% by the end of year 3, as measured by Cayen Activity Reports	Adult Education Teacher Computer lab Co-applicant Partnerships School Library	GED classes English Lang. Classes Career Nights Parent Academies Expanded hours and days for adult educational opportunities (i.e. Saturdays, daytime, and program hours)	Parents and families of students identified as free/reduced lunch status Migrant and EL families All program parents/ families	Cayen Activity Reports Cayen Activity Attendance Reports Survey data GED completions U.S. Census NCES data	Increase in family educational attainment Increased GED attainments Increased literacy rates Decrease in poverty/ unemployment levels Decrease in food insecurity More parents will have the skills to actively participate in their child's social, emotional, and academic education

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PART I: NEEDS ASSESSMENT

1.1 Community Notified of Intent to Apply: Before writing this continuation application, the community was notified of our intent to apply through a write up on our district website, a one-call, text message, and Facebook/Twitter posts. The application was **available for public input** through a Needs Assessment survey included with the Intent to Apply notice.

1.2 Involvement of Stakeholders: The survey was open to all parents/caregivers, school staff, students, and community members. Survey questions included needs as determined by the prior grant application and school leadership. Space was provided for any additional needs not identified in the survey and 237 responses were received. (a. Needs Survey).

	NOT A NEED	SOMEWHAT A NEED	ABSOLUTE NEED
Poverty	5.1%	18.6%	76.4%
Behavior Problems	7.2%	33.3%	59.5%
Family Disinterest in Education	8.4%	24.5%	67.1%
Lack of Opportunity/Resources	4.6%	31.6%	63.8%
Student Disinterest in Education	3.8%	29.5%	66.7%
Low Literacy Rates	5.1%	29.1%	65.8%
Lack of Jobs	5.1%	35.9%	59.1%
Lack of Education Family/Comm.	7.6%	34%	62%
Truancy	8.9%	39.2%	51.9%
High School Dropout Rate	11%	53.6%	35.4%
Food Insecurity	3.4%	28.3%	68.4%
Homelessness	12.2%	55.3%	32.5%

Additional needs identified in the survey were coping skills, internet access, drugs, pregnancy, and the growing number of children raised by grandparents, other relatives, and foster families. The survey further asked **for programming ideas** that would help to address needs. Suggestions included homework help, life skills, counseling, support groups for dealing with addiction, literacy programs, childcare for working families, and summer programs. Survey results were then brought to the **21st CCLC advisory council** consisting of two parent representatives, the principal, district administrator, the family resource coordinator, a school-day teacher, the 21st CCLC coordinator and director, the co-applicant, and a community partner from the public library. The advisory council analyzed survey results, discussed the effectiveness of current programming and the need for additional programming. Survey results and proposed remedies were also brought to the **School Based Decision-Making council,** comprised of parents and school staff for further input.

1.3 Target Population to be Served: This continuation grant is written for a high school grades 9 through 12. Our students are predominately white, with 5% Hispanic and 6% African American, and 4% identified as two or more races (b. IC SESR). They live in a rural community where education is vastly undervalued, more than half are identified as low income, and many come from families of generational poverty. While our school is 78.13% free according to the Qualifying Data Report (c.QDR), because of the high poverty rate in our district all students are eligible for free breakfast and lunch (d. MOSAIC). Of the 1,029 students, 12% are receiving special education services. These students and their families are our population. This grant proposes to serve at least 50 students and will use the following priority criteria to ensure we are targeting those with the most need first. The **targeted student population** will be any student who meets one or more of the following priority criteria (see also 2.5.b.)

1. Students with special needs (including 504 plans and IEPs)
2. Students testing one or more grade levels behind in reading and/or math
3. Students with behavior or counseling referrals
4. Student failing one or more core academic classes
5. Students who are chronically absent
6. Migrant Students and those identified as English Language Learners
7. Other risk factors: single parent home, foster care, free/reduced lunch status

Targeted adult populations are the undereducated/unemployed adults, who are then connected to adult education classes. Grant staff also targets those in poverty, foster parents, and non-parent guardians, who are invited to take part in skill-building and family engagement activities.

1.4 Risk Factors for the Community or County:

1.4.a Poverty: The following table was compiled from the 2018 County Data Book (e. CDB) and shows the percentage of our students living in poverty as compared to the State and the Nation. The table also addresses a second risk factor of **1.4.b Food Insecurity**

	County	State	Difference	Nation	Difference
Children in Deep Poverty	18%	12%	6% higher	9%	9% higher
Children in Poverty	31.6%	24.4%	7.2% higher	19%	12.6% higher
Children in Low Income	60%	48%	12% higher	41%	19% higher
Children in Food Insecure Households	23.8%	19.2%	4.6% higher	17%	5.8% higher

Both risk factors are further addressed in the Needs Survey results which show 76.4% of those surveyed believe **Poverty** and 68.4% believe **Food Insecurity** are Absolute Needs for our students and families. Additional risk factors of **1.4.c Median Income and 1.4.d Education Attainment in the Community** are addressed in the table below. (f. 2019 U.S.Census)

	County	State	Difference	Nation	Difference
Median Income	$35,832	$48,392	$12,560 less	$60,293	$24,461 less
High School Graduates	77.5%	85.7%	8.2% fewer	87.7%	10.2% fewer
Bachelor's Degree	9.9%	23.6%	13.7% fewer	31.5%	21.6% fewer

Currently, our county has a median income 26% lower than that of the state and 40% lower than the nation, with only 77.5% of students graduating high school and less than 10% going on to receive a bachelor's degree. A final risk factor is **1.4.e Literacy Rates.** According to the National Center for Education Statistics 17% of the people in our county lack "Basic Prose Literacy Skills" as compared to 12% of Kentuckians and 8.4% of the Nation (g.2003 NCES). The impact of lower education levels and the resultant poverty in our district is further demonstrated by the classification of **"Distressed County"** for the 12th year in a row, by the Appalachian Regional Commission (h.2019 ARC). The ARC's "Distressed" designation is determined by a three-year average of **poverty rates**, unemployment, and **per capita income** and is given to those counties economically in the **lowest 10% of the nation**.

1.5 Data Components of Schools

1.5.a Free and Reduced Lunch Rates: The Kentucky Department of Education's 2019-2020 Qualifying Data Report shows our high school has a **78.13% free and reduced lunch rate,** however due to the high poverty rate in our county, the district is classified at a 100% free lunch rate.

1.5.b Chronic Absenteeism: The 2019-20 Daily Attendance Report shows 9th – 12th grade students accumulated 4,060 unexcused tardies and absences. More disturbing is that 176 (18%) of these students are **chronically absent**, missing 10 or more days of school. A recent report from the U.S. Department of Education (i. 2016 USDE) revealed chronically absent students are at greater risk of missing early learning milestones, failing courses, and not graduating on time.

These students are also at greater risk for negative long-term consequences, to experience poverty, have diminished mental and physical health, and be involved in the **criminal justice system.**

1.5.c Behavior/Discipline: There were 563 discipline referrals during the 2019-2020 school year. Infinite Campus data reveals that special needs, migrant, and students in poverty **(1.5.d. Sub-populations/Groups)** were referred for discipline at a rate far exceeding their more affluent peers (j.2020 IC BIR) The table below shows that of the 563 total behavior referrals 35% were students with special needs, 71% were students in poverty, and while migrant students made up 7% of the total referrals, migrant students also make up only 3% of the student population.

Types of Referrals	Classroom/School/Bus Disruptions	Fighting	Totals
Total Referrals	543	20	563
Special Needs Students	190	4	194
Migrant/EL Students	36	3	39
Students in Poverty	390	9	399

1.5.e Social Emotional Indicators: Our high school students are being referred to counseling services at an alarming rate and for a variety of issues including anxiety, depression, abuse, neglect, coping skills, and grief. As with behavior referrals, our **sub-populations** make up a majority of those referred, with special needs students at 67% and students in poverty at 74% of the total counseling referrals. *(2019-20 Counseling Referrals)*

Referred to:	School Counselor	Mental Health Services	Social Services	Totals
All Students	375	49	16	440
Spec. Needs Students	267	18	9	294
Migrant Students	8	0	1	9
Students in Poverty	304	11	12	327

1.6 Methods/Instruments used to Collect Feedback from Teachers, Students, Parents, and Community: Feedback was collected through a Needs Assessment survey *(1.2)* advertised using the district website, one-call, text message, and Facebook/Twitter posts. The survey was open to all parents/guardians, teachers, students, and community members. Feedback was also solicited through the **21st CCLC advisory councils** and the **School Based Decision-Making council,** which include, parents, teachers, students, and community members.

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work in our after-school program. The school is completely ADA compliant and special needs

buses are also available to students who require modified transportation.

Part II: PROJECT DESIGN

2.1 Activities and Services to Address Performance Goals

Goal 1: Increase academic achievement of regularly participating students
Activity/Service: Tutoring & Credit Recovery provide targeted interventions and support for struggling students; Credit Acceleration allows students to gain additional credits and credits above their grade level; Homework Help provides the needed support and resources for students to complete homework and projects. Our professional ACT prep has shown to increase student ACT scores by an average of 3 points.
Goal 2: Improve non-cognitive indicators of success in regularly participating students
Activity/Service: Character Education opens up a dialog about what character and ethics mean, what they look like, and practical ways to demonstrate both; Small-Group Counseling is a targeted intervention tool for students with behavior or emotional needs, sessions teach coping skills, relationship and communication skills, and practicing self-control.
Goal 3: Increase the number of students attending the program 30 days or more during the academic school year
Activity/Service: Academic Support/Acceleration Classes provide the needed supports and engaging activities for students to feel successful and want to attend the program. STEM, Art, & Fitness Enrichment Classes provide engaging hands-on activities designed to entice even reluctant learners to attend.
Goal 4: Increase access to high quality programming
Activity/Service: High Quality programming is increased by employing certified teachers with the skill and education to teach intervention and accelerated classes effectively. Additionally, research based academic programs and enrichment activities ensure students are always learning or practicing skills to master standards. Increased access is provided by both morning and afternoon classes, transportation, increased teacher hours, and summer programming.
Goal 5: Increase access to transition readiness activities
Activity/Service: Workplace readiness certifcations, ATC industry certifications, credit recovery, credit acceleration, freshman transition week, FAFSA/scholarship workshops, and transition enrichment activities all help students navigate high school and graduate ready to enter college, trade schools, or the work force.
Goal 6: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families
Activity Service: 4 Parent Academies teach parents the skills and academic understanding to become partners in their child's education. 2 Career Nights help parents find, apply for and interview effectively for jobs. On-going GED and English Language classes provide a path for better education and employability.

2.2 SMART Performance Indicators Connected to Needs

NEEDS	PERFORMANCE INDICATORS	CONNECTIONS
Poverty	**1.1** 30% of regular participants will score proficient or distinguished on KPREP annually	Education is the key to overcoming and breaking the cycle of poverty.
Low Literacy Rates	**1.2** 30% of students who regularly attend the ACT prep classes will score at or above the state average, annually	Higher KPREP scores correlate to better standards mastery and higher ACT scores which in turn opens the door for grants, scholarships, and college choices.
High School Drop-out rate	**1.3** 50% of regular participants will achieve the highest grade possible or increase their report card grade core academic subjects	Increased academic supports for struggling students not only positively impacts learning but also removes barriers keeping students on target to reach their college/career goals

| Chronic Absenteeism

Emotional Issues

Behavior Problems | 2.1 Attendance among targeted participants will meet or exceed 95% annually as measured by Infinite Campus records
2.2 Counseling referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records
2.3 Behavior referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records | Academic supports, engaging enrichment activities, and skilled, invested teachers create a culture and a caring environment of which students want to be a part.

Character education, counseling, and emotional support services will directly impact the students emotional and behavioral health |
|---|---|---|
| Lack of Opportunity/ Resources

Food Insecurity | 3.1 The number of new program participants will increase by 25% annually, as measured by Cayen attendance reports
3.2 75% of program participants will attend a minimum of three academic and enrichment activities each week as measured by Cayen annual activity attendance reports
3.3 Increase the number of students attending the school year program 30 days or more by 20% annually as measured by the annual Center Profile | By intentionally targeting both the number of students attending the program and the frequency in which students participate, we can provide the opportunities and resources sorely lacking in our community.

A hot meal is provided every evening. Breakfast and a hot lunch are provided during the summer program. |
| Low Literacy Rates

Student Disinterest in Education | 4.1 Increase the number of certified teacher hours provided in the after-school program to at least 24 hours weekly beginning year one, as measured by certified time sheets
4.2 Increase the number of quality STEAM enrichment choices offered by 25% annually, as measured by Cayen activity reports
4.3 Increase the number of academic remediation and acceleration classes by 20% annually, as measured by Cayen Activity Reports | In order to combat systemically low literacy rates, particular attention will be paid to the academic growth of participating students. It is vital that the program provides the teachers and supports necessary to move all students forward regardless of their starting point.

Offering a wide variety of activities gives students the opportunity to explore and develop their interests |
| Student Disinterest in Education

High School drop-out rate

Lack of jobs

Lack of Education | 5.1 Increase the number workplace readiness certification classes offered by 50%, by the end of year 3, as measured by Cayen activity report
5.2 Increase the number of ATC industry certification classes offered by 50%, by the end of year 3, as measured by Cayen activity report
5.3 Increase the number of high school, post-secondary, & career-ready transition activities offered by 25% by the end of by the end of year 3, as measured by Cayen activity reports | Providing classes that allow students to earn workplace and industry certifications creates a culture where students feel they're working toward something tangible. This in turn keeps students in school and graduates a greater job-ready student body.

Additional transition activities give students the skills and knowledge needed to be successful during high school and after graduation. |
| Poverty

Lack of Jobs

Family Disinterest in Education | 6.1 100% of participant parents/guardians will have access to Adult Education and Skill Building opportunities as measured by Cayen activity reports, beginning year 1
6.2 50% of participant families will attend at least two 21st CCLC skill-building activities beginning year 1, as measured by Cayen attendance reports
6.3 Increase the number of literacy and educational opportunities offered, as well as the times and days they are offered to parents and working families by 20% by the end of year 3, as measured by Cayen activity reports | Connecting parents to GED classes, resume building workshops, job search and application assistance, and career building classes positively impact the education levels of our families, subsequent job opportunities, and generational poverty.

By educating parents on how to help their child learn, they have the resources and understanding to become active partners in their child's education |

2.3 Academic Activities

2.3.a Meeting Challenging State and Local Standards. Our commitment to meeting the State's academic standards is evident in our first three Performance Indicators dedicated to increasing KPREP and ACT scores and report card grades. The program uses a variety of targeted learning opportunities to help participants meet these challenging standards. To begin, the program offers daily ACT practice, credit acceleration, and homework help. In addition, professional ACT workshops are offered three times each year. **Activities that help low-performing students meet these standards** include tutoring classes and credit recovery for all core academic subjects. An *intervention team* made up of the coordinator, principal, counselor, and academic instructional coach track the academic data, of all low-performing students, on a monthly basis to ensure student progress. Because the high school has standards-based grading, the intervention team can monitor standards that need additional interventions and adjust to the students tutoring or credit recovery schedule to include this additional support.
 As attendance and behavior have a profound impact on student achievement, the coordinator also attends the **monthly Attendance/Behavior meetings**. Every month the District DPP meets with the assistant principal, attendance clerk, counselor, and coordinator. Attendance and behavior data is reviewed, and next steps discussed. Next steps include home visits, meetings with parents/caregivers and students, in-school counseling sessions, or referrals for outside student and/or family counseling. After-school, small group counseling sessions are also available every Wednesday afternoon.

To ensure students are receiving the highest quality academic supports and accelerations, classes are reviewed by the school's academic instructional coach and taught by certified teachers.   Low-performing students are **identified** and **targeted** for instruction using the priority criteria (1.3, 2.5.b.). These students are given **priority enrollment** in the program. All program offerings are vetted by the schools' academic instructional coach and the principal. To ensure the quality of intervention and tutoring programming, our staff includes special education teachers

who provide specialized instruction and assistive technology when required. Regular education teachers provide additional tutoring classes, acceleration activities, and enrichment opportunities. Additionally, students have access to a three-week innovative summer program designed to diminish summer learning loss, keep students on track for graduation, further extend student achievement, and provide transition activities for incoming freshmen. Weekly lesson plans are required for every academic support, acceleration, and enrichment class. Lesson plans must include connections to program goals, the school curriculum map (local standards), and the KY Academic Standards. Tutoring, credit recovery, and acceleration classes are offered before and after school.

2.3.b 50% Remediation/Acceleration and 50% Enrichment: Our morning program runs from **7:15 AM to 8:00 AM,** Monday through Friday. Certified teachers collect students from the café to **spend 45 minutes in either tutoring or credit recovery classes.** This robust morning program includes a component for **accelerated students** by using Edgenuity which allows students to attain credits outside their regular school schedule. While our morning program is strictly for academics our afternoon provides a more diverse schedule.

Students are dismissed shortly after 3:00 and at **3:10 students are provided a full evening meal,** with staffing and food paid by our district food service program. From **3:30- 4:15** students go to one of the following: intervention students attend **Tutoring** or **Credit Recovery** while accelerated students can choose from **Credit Acceleration, Workplace Readiness or ATC Industry Certification classes.**

Homework Help is available on a drop-in basis for students who need assistance on a specific assignment, need to study for and/or take a test, or just need a quiet place to work with access to resources and support. Only students who are not in tutoring or credit recovery classes go to Homework Help. Athletes are required to use this time to complete homework before practice begins.

The remainder of the afternoon **4:15 – 5:45** is dedicated to a variety of Enrichment Activities.

Guidance sessions, Cowboy Ethics, and TOPS (Teen Outreach Program) are also available

every Wednesday from 4:15 to 5:45. This schedule allows for **1 hour and 30 minutes of**

academic remediation and acceleration, and **1 hour 30 minutes for enrichment activities**.

The following tables provide an overview of a few of the proposed enrichment activities.

	All activities incorporate and teach the Next Generation Science & Technology Standards
Animation Studio	Stop Motion Animated Movie Productions
Robotics Lab	Bioloid Kits from Stemfinity are used to build and program robots
Engineering Projects	Design and build projects such as rockets, drones, and 3D Images
Science Experiments	Challenging science experiments
STEAM Activity	Once per week our **co-applicant** or partners will supply an instructor, materials, and curriculum for hands-on STEAM activities.

	Activities support Visual/ Performing Arts
Global Language	Students can attend classes for the global language classes offered during the school day.
Musical Culture	Study of different cultures through music
Arts/Craft Class	Art and Craft projects from around the world

	Activities Support Health & Physical Education Standards
Open Gym	A variety of activities including basketball, volleyball, and indoor soccer.
Self-Defense Class	Students learn various types of Self-Defense maneuvers.
Culinary Class	Students are taught the basics of cooking nutritious meals/snacks

	Services to Address Non-Cognitive Barriers
Guidance Sessions	Referred students are grouped by age/need to meet with the school counselor/therapist on a weekly basis. Topics covered will be determined by the counselor and based on the needs of the referred students.
Cowboy Ethics	Based on the Ten Principles of the Code of the West, the course helps students build the personal qualities needed to achieve true career and life success.
TOPS (Teen Outreach Program)	Classes are separated by gender. Through lessons, discussion, and service projects, students are encouraged to see their value and make positive choices.

	Activities to Support Transition to Life After School
Adulting 101	Students will have the opportunity to attend a multitude of skill classes; classes including Life Skills (cooking, cleaning, sewing, laundry), Auto Mechanics, Finance Management, Basic Plumbing, etc.
Small Business Sense	Students plan, organize, and work in the Patriot Cafe, a coffee shop open each morning before school for the staff and students. The start-up costs will be provided by our FFYSC and the profits made will be returned to the Patriot Cafe for expansion.
College 101	Current & former college students lead discussion about the pitfalls and successes of their first year of college including topics such as: time management, homesickness, getting along with your dorm-mate, productive struggle, when to ask for help, etc. Students practice what they've learned through role-play and hands on projects.

2.3.c Research-Based Activities: The curriculum and programs used are **Researched-Based**

and demonstrate a significant impact on student achievement. For example, the Edgenuity

program used for Credit Recovery and Credit Acceleration has multiple case studies showing the positive impact of their program and meets ESSA highest tier of Level I: Strong Evidence. Here in Kentucky, a 2013-14 study of Jessamine County students showed significant gains in reading and math on the MAP assessment (n.2014 Instr. Prac.). Cowboy Ethics and TOPs are two of the character enrichment classes offered on Wednesdays, both meet ESSA Level III of Promising Evidence. A 2017 study on Cowboy Ethics revealed a marked percentage of improvement in student optimism, courage, diligence, truthfulness, dependability, fairness, respect, and honor (n. 2017 ethics). A 2012 study of TOPs showed teens who completed the program had a lower risk of failing grades and course failure, a decrease in engaging in risky behaviors, a lower risk of engaging in risky sexual behavior, lower pregnancy rate, and a lower risk of suspensions and skipping school (o. 2012 Amer. Jour.).

2.3.d Opportunities for STEM/STEAM Activities: 1 ½ hours is set aside for **enrichment activities**. Along with a variety of fitness enrichment choices, an array of STEM and Arts programming is available. Choices run the gamut from **Science Experiments and STEM projects to Arts, Crafts, and Music activities.** A more detailed, but not exhaustive, list of these activities can be found under section 2.3.b. All students have access and multiple opportunities to take part in STEAM activities each week. Furthermore, either our co-applicant or one of our community partners provides a STEAM activity every Wednesday afternoon.

2.3.e Program is Embedded in the Comprehensive Improvement Plan

The 21st CCLC program is currently embedded in several parts of our comprehensive improvement 30-60-90-180 day plan. It impacts the areas of growth, proficiency, and culture. In the CDIP, the program is referred to as "a supplementary program to enhance our district's reform and improvement efforts through collaborative agreements with other programs in place (i.e. Title I, Title IV, and Title V)." Moreover, one of the objectives under School Culture & Safety states, "Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, 21st Century."

2.3.f Detailed Program Schedule

TIME	Monday	Tuesday	Wednesday	Thursday
7:15-8:00	Morning Tutoring	Morning Tutoring	Morning Tutoring	Morning Tutoring
	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery
	Credit Acceleration	Credit Acceleration	Credit Acceleration	Credit Acceleration
3:10-3:30	*Attendance/Dinner*	*Attendance/Dinner*	*Attendance/Dinner*	*Attendance/Dinner*
3:30-4:15	Tutoring	Tutoring	Tutoring	Tutoring
	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery
	Credit Acceleration	Credit Acceleration	Credit Acceleration	Credit Acceleration
	Homework Help	Homework Help	Homework Help	Homework Help
4:30-5:45	STEM Enrichment	Arts Enrichment	Partner Activity Guidance Sessions Cowboy Ethics TOPS	Fitness Enrichment
	Adulting 101	Small Business Sense		College 101
5:45- 5:50	Dismissal	Dismissal	Dismissal	Dismissal

2.4 Recruitment and Retention

2.4.a Minimum of Three Recruitment Strategies: Students are first recruited through the **referral/priority process** detailed in sections 1.3 and 2.5. Additionally, the **coordinator is a visible and active** part of the school day. From 3:10 until 5:45, Monday through Thursday, **the SBDM council has designated that the café, library, and computer labs are exclusively for program use** and that **all make-up assignments and tests** are to be taken during program hours. **Athletes are to attend homework help** before practice begins to complete needed assignments. Coaches are given a copy of the 'athlete' sign in so they can monitor their players. Students and parents are **surveyed** to gain insight on activities to be offered. Once programming is set, it is the expectation of school administration that the coordinator and school staff actively promote the program and recruit students through **word-of-mouth, posters, one-call, Facebook, Twitter, Instagram, local radio announcements,** and **school website posts.**

2.4.b Minimum of Three Retention Strategies: Students are retained with **engaging activities,** special events, and field trips. **Effective and on-going communication with parents/caregivers** is also an essential part of retaining students. Parents receive monthly

reports to inform them of their child's activities and progress. When parents are kept apprised of the progress their child is making both academically and socially, they are more likely to make sure their child attends regularly. Weekly Facebook posts and monthly newsletters are also used to keep parents informed of the past activities and any upcoming special events. Arguably, the most effective retention strategy is the advent of a **student advisory council,** who act as programming advisors and liaisons to the rest of the student body. In essence, students are retained because they will have both voice and choice in after-school programming.

2.5 Linkage to the Regular School Day

2.5.a Formal Process of Communication: The coordinator is housed in the school building so communication with teachers occurs daily via in-person conversations, text messages, phone calls, and emails. To ensure the coordinator is communicating with teachers regularly, a log with the teacher's name, the method of communication, and a one-sentence description of the communication is kept. To facilitate timely sharing of student assignments, grades, and progress, a monitoring tool has been developed and shared via Google Docs. Every teacher is provided a list of his or her priority students who attend the program. Teachers review the list bi-weekly and provide progress reports which include areas of concern and standards mastered for each student listed. Copies of homework, missing assignments, or standards that need review and revisions are placed in a 21st CCLC designated file cabinet located in the teacher's lounge providing easy access for teachers and the coordinator.

2.5.b Formal Process and System for Prioritizing Student Enrollment: Our 21st CCLC program has a multitiered system for prioritizing student enrollment.

Tier 1: First enrollments are students meeting one or more of the following criteria:
- Students with special needs (including 504 plans and IEPs)
- Students who's RIT score shows one or more grade levels behind in math or reading
- Students failing one or more core classes
- Students with 4 or more behavior or counseling referrals in one semester
- Students who are chronically absent

students, not in Credit Recovery, can choose to take part in a plethora of enrichment activities including but not limited to Culinary Arts, Adulting 101, Take 2 Acting, Arts & Crafts, or a variety of STEM and STEAM classes, such as Forensics, Around the World Architecture, 3D Printing, and Claymation Videography. Lesson plans are required to show the standards being addressed, the learning intention, success criteria and connections to the curriculum map from the previous school year or, for accelerated students, the upcoming year. Transportation ensures all students have access to the summer program. Breakfast and a hot lunch are provided daily. Fridays are dedicated to pre-approved field trips to colleges, trade schools, and local industry.

2.7.b Summer Operational Requirements, Program and Timeline: Our planned summer programming will exceed the requirements by offering **3 consecutive weeks, for 5 hours per day, and 5 days per week** (75 total hours). Because we are a continuation grant, summer programming begins **June 7, 2021 and runs through June 25, 2021**.

Summer Schedule & Timeline:

	WEEK 1: June 7 – June 11	WEEK 2: June 13 – June 17	WEEK 3: June 20 – June 25
9:00 – 9:30	Students Arrive, Breakfast, Morning Announcements, Transition		
9:30–12:00	Credit Recovery, Credit Acceleration, ACT Prep, Online Freshman Health, Online Freshmen Financial Literacy, Enrichment Classes		Credit Recovery, Credit Acceleration, ACT Prep, Freshman 101, Enrichment Classes
12:00-12:30	Physical Activities (20 min) Transition		
12:30-1:00	Lunch (20 min) Transition		
1:00 - 2:00	Credit Recovery, Credit Acceleration, ACT Prep, Online Freshman Health, Online Freshmen Financial Literacy, Enrichment Classes		Credit Recovery, Credit Acceleration, ACT Prep, Enrichment Classes
2:00 – 2:05	Dismissal		

PART III: PROGRAM OPERATIONS

3.1 Timeline of Minimum Operations for the First Year 7/1/21 to 9/30/22								
	Program Times	Breaks	6 Adult Skill Bld.	Evaluation Process	4 Advisory Meetings	Emer. Drills	Recruit Students	Summer Times
JULY	Break - No School until August 12 Evaluation: July 5-9th - Site Coordinator reviews and compiles summer data for evaluation, creates a preliminary list of students to be recruited for the school year program.							
AUG.	Evaluation: Aug. 5 – meet with intervention team to review summer data and begin priority list 1st Advisory: Aug. 10 meet with Advisory to review summer data, priority list, program revisions Recruitment: Aug. 12 – First Day of school for students – Program information is added to the website Recruitment: Aug. 13 – Send registration forms/program information home with priority students – personal phone calls from 21st staff, teachers, and counselors to each student Recruitment: Aug. 23 – Send registration forms/program information home with all students – one call and social media used to promote the program Program Times: Aug. 30 – First Day of 21st CCLC program (Discussion on emergency procedures) 1st Adult Skill: Aug. 30 - Adult GED-Eng. Lang. Education Classes Begin							

SEPT.	Break: Sept 6 - No School - No Programming Emergency Drill - Sept 8 – Fire, Sept 30 - Lockdown Advisory. Sept. 13- New parent advisory members are recruited Evaluation: Sept. 13-meet with intervention team to review RTI data -program adjustments as needed 2nd Adult Skill: Sept. 14 – Parent Academy 2nd Advisory: Sept. 20 -Advisory Council Meeting Evaluation: Sept. 27-meet with intervention team to review RTI data-program adjustments as needed
OCT.	Break: Fall break Oct 4-8 - No Programming Emergency Drill: Oct. 12 – Fire, Oct. 21 -Earthquake Evaluation: Oct. 11-meet with intervention team to review RTI data-program adjustments as needed 3rd Adult Skill: Oct. 12 – Career Night Evaluation: Oct. 25 – meet with intervention team to review RTI data -program adjustments as needed
NOV.	Break: Nov. 1 – PD day No Programming; Nov. 24 – 26 Thanksgiving Break - No Programming Evaluation: Nov. 8 – meet with intervention team to review RTI data -program adjustments as needed 4th Adult Skill: Nov. 9 – Parent Academy Emergency Drill: Nov. 8 – Fire, Nov. 23 -Severe Weather 3rd Advisory: Nov. 22 -Advisory Council Meeting Evaluation: Nov. 22 – meet with intervention team to review RTI data -program adjustments as needed
DEC.	Evaluation: Dec. 6-meet with intervention team to review RTI data-program adjustments-revise priority list 5th Adult Skill - Dec. 7 – Budgeting Class Recruitment: Dec. 13 – Send registration forms/program information home with revised priority students – personal phone calls from 21st CCLC staff, teachers, and counselors to each student Break: Dec. 20-31 Winter Break – No Programming
JAN.	Break: Jan. 3 – Staff Workday No Programming; Jan. 17 – HOLIDAY - No Programming Emergency Drill: Jan 10 – Fire, Jan. 31 - Lockdown Evaluation: Jan. 10 – meet with intervention team to review RTI data -program adjustments as needed 6th Adult Skill: Jan. 11 – Parent Academy Evaluation: Jan. 24 – meet with intervention team to review RTI data -program adjustments as needed
FEB.	Break: Feb. 7 – Staff Workday –No Programming Evaluation: Feb. 7 – meet with intervention team to review RTI data -program adjustments as needed 7th Adult Skill: Feb. 8 – Health/Nutrition & Exercise Class Emergency Drill: Feb. 8 – Fire, Feb. 15 - Earthquake 4th Advisory: Feb. 21 -Advisory Council Meeting Evaluation: Feb. 21 – meet with intervention team to review RTI data -program adjustments as needed
MAR.	Evaluation: Mar. 7 – meet with intervention team to review RTI data -program adjustments as needed 8th Adult Skill: Mar. 8 – Parent Academy Emergency Drill: Mar. 14 – Fire, Mar. 22 – Severe Weather Break: Mar. 18 - Staff Workday – No Programming Evaluation: Mar. 21 – meet with intervention team to review RTI data -program adjustments as needed
APR.	Break: Apr. 4-8 Spring Break - No Programming Emergency Drill: Apr 11 – Fire, Apr. 28 - Lockdown Evaluation: Apr. 11 – meet with intervention team to review RTI data -program adjustments as needed 9th Adult Skill: Apr. 12– Career Night Evaluation: Apr. 25 – meet with intervention team to review RTI data -program adjustments as needed
MAY	Program Times: May 5 – last day of 21st CCLC program Recruitment: May 2 – Summer Program information is added to the website Evaluation: May 9 – meet with intervention team to review RTI data -create summer priority list 10th Adult Skill: May 10 – Computer Class Recruitment: May 10 – Send registration forms/program information home with revised priority students – personal phone calls from 21st CCLC staff, teachers, and counselors to each student Recruitment: May 16 – Send registration forms/program information home with all students – one call and social media used to promote the program Break: May 18 – last day for students Break: May 19 - Aug TBD Summer Break 5th Advisory: May 23 -Advisory Council Meeting
JUNE	Summer Programming: June 6: First day -June 24: Last day of Summer Programming Emergency Drill: June 6-9 – Fire, Lockdown, Earthquake, & Severe Weather
JULY	Break: No School until August date TBD Evaluation: July 5-8, Site Coordinator reviews and compiles summer data for evaluation, creates a preliminary list of students to be recruited for the school year program.
AUG.	Evaluation: Beginning of Aug- meet with intervention team to discuss summer data and begin priority enrollment list

	1st Advisory: Beginning of Aug–meet with Advisory Council to review summer data and programming results
	Program Times: First Day of programming to begin 3 weeks after schools starts
SEPT.	2nd Advisory: Sept. TBD- New parent advisory members are recruited
	Evaluation: Sept. TBD – meet with intervention team to review RTI data -program adjustments as needed
	Break: Sept. TBD – Staff Workday - No Programming
	2nd Advisory: Sept. TBD—Advisory Council Meeting
	Evaluation: Sept. TBD – meet with intervention team to review RTI data -program adjustments as needed

3.2 Staffing:

3.2.a Minimum of 16 Certified Hours per Week: At least **two certified teachers** work in the

after-school program for two hours each day, four days per week **(16 hours total)**. Because only

certified staff lead the tutoring and acceleration classes, our program schedule reflects this

requirement, as does the budget narrative.

3.2.b Staff Chart

POSITION	RESPONSIBILITY	QUALIFICATION
Program Director	Assist in the development of program design and monitor programming. Ensure complete grant compliance and program implementation. Ensure the accuracy, quality, and timeline of all required reports Recruit & train program staff Oversee program development Prepare, submit, and maintain payroll, purchasing, and budget. Serve as liaison with outside agencies, department, parents and the community. Attend all 21st CCLC advisory council meetings and required 21st CCLC trainings	Completion of two years of college training is a minimum;
Coordinator	Supervise the operations and maintenance of the site. Recruit and serve students Contribute to the positive public relations of the program. Maintain accurate attendance records and student registrations. Assist the program director to recruit, supervise and train volunteers. Develop and implement engaging activities with a special focus on academic assistance/acceleration/enrichment Work with school personnel to identify and recruit students to the program Communicate with school day teachers Track student grades and compile any necessary student work. Coordinate programs for parents including family literacy programs. Lead 21st CCLC advisory council meetings and required 21st CCLC trainings.	Completion of two years of college training is a minimum; Work experience may be considered in lieu of college
Teacher for Tutoring & Accelerated Classes	Ensure safety of students. Work with individual or small groups of students Maintain necessary environment conducive to learning Provide positive reinforcement and feedback to acknowledge and motivate Consistently confront undesirable behavior firmly and fairly. Follow established discipline procedures as needed. Always show respect for participants. Submit lesson plans and any other required reports on a timely basis. Attend all program staff meetings & trainings	Current teaching certificate specific to the content and/or grade level
Enrichment Instructor	Ensure safety of students. Facilitate enrichment activities Maintain necessary environment conducive to learning Provide positive reinforcement and feedback to acknowledge and motivate	64 college hours or diploma & paraeducator exam

	Consistently confront undesirable behavior firmly and fairly. Follow established discipline procedures as needed. Always show respect for participants. Submit lesson plans and any other required reports on a timely basis. Attend all program staff meetings & trainings	

3.2.c CPR/First Aid Trained: The coordinator, program director, and two after-school teachers are **CPR certified and fully trained in first aid**, defibrillator, epi pen, and all emergency policies, procedures, and guidelines. These training are provided free of charge by Family Health Associates, our district's medical services provider.

3.2.d Training in Emergency Policy, Procedures, & Guidelines: The program site adheres to the same school safety procedures and district emergency readiness plans as are used during the school day. Schools safety procedures are shared with all program staff, partners, parents and students. The emergency readiness plan is shared only with the site coordinator/director and certified program staff as recommended by the State. Emergency policies and procedures are included in the staff handbook, and all staff are trained before starting in the program. Trainings are through written information, Public School Works emergency procedures videos and quizzes, and in-person. Emergency trainings cover Active Shooter and Natural Disaster procedures.

3.2.e CPR Trained Staff are Present: The coordinator, program director, and a minimum of two after-school teachers are CPR certified to ensure at least one person is always present.

3.2.f Full-Time Coordinator: Reflected in the budget is an allocation for a **full-time (220 day)** coordinator. The coordinator works 7 ½ hours per day, with three hours dedicated to overseeing the after-school program and ensuring all students arrive home safely. The coordinator works the same 185 days allocated to teachers, plus 15 days of the summer program, leaving 20 days for professional development, program preparation, reports, and inventory.

3.2.g Vetting Process: All program staff submit to a full FBI fingerprint background check and DCBS Child Abuse and Neglect check. Volunteers submit a volunteer background check and DCBS check. All paid and volunteer staff complete required district and program trainings **prior** to working with students.

3.2.h Staff to Student Ratio: To maintain a 1:15 staff to student ratio, tutoring and acceleration classes do not exceed 15 students. Enrichment classes do not exceed 25 students if conducted by both a certified teacher and paraeducator. The program has a list of substitutes willing to work if a staff member is out due to illness or other unavoidable situation. The program director, administrative director, and other central office staff are also available should the need arise.

3.3 Professional Development: The following chart outlines professional development for all program staff. **Information is shared** with other program staff and is part of the **Additional PD Opportunities**. These trainings take place after school on staff workdays or on flexible PD days. **Three additional PD opportunities** are the Y4Y trainings, District Technical Assistance trainings, and District Best Practice trainings, also listed in the chart below.

Professional Development for Coordinator, Director, & Key Personnel	
KDE One-time Trainings	**Staff Attending**
Level I Orientation & Level II	Director, Coordinator, Principal
APLUS Data Training	Any New Staff
KDE Required Annual Trainings	
Multi-State Conference & Regional Spring Training	Director & Coordinator Principal and/or Select teaching staff
Required School Day & Program Training	
21st CCLC program purpose/requirements and the grant application including goals, objectives, and outcomes.	New staff Reviewed with all staff annually
Program personnel handbook procedures, code of ethics, code of conduct, confidentiality, and emergency procedures	
Public School Works Trainings (CPR, First Aid, EpiPen, Bloodborne Pathogens, Active Shooter, Natural Disasters)	
Additional PD Opportunities	
Shared Regional or Multi-State Conference Trainings	Director Coordinator, Program Staff
Select Y4Y Training (i.e. project based learning, family engagement, literacy)	
Technical Assistance (Google Classroom, Edgenuity)	
Best Practice (Effective Tutoring, & Behavior Management)	

3.4 Health & Safety

3.4.a Standard Operating Procedures: The program follows the same policies for emergency drills (3.1), medication dispension, personnel practices, discipline and behavior referrals, field trip permissions, and student sign in/out (3.5.a), as the school day. Furthermore, the program uses the same procedures and forms as are used by the school district.

3.4.b Meals and Snack Menus: Monthly breakfast and dinner menus are maintained by the coordinator, posted on the district web page, the 21ˢᵗ CCLC Facebook page, and paper copies are visibly posted in the café. All meals are provided by district food service and meet **USDA guidelines**.

3.4.c Emergency Drills & Log: The coordinator maintains copies of all emergency procedures and a log of emergency drill dates and times. After school emergency drills follow the same schedule and are practiced on the same day as the school, with fire drills monthly and lockdown, earthquake, and severe weather drills scheduled to take place three times each school year. The timeline on pgs. 17-19 shows a complete list of drills and dates.

3.4.d Posted Evacuation Routes: Evacuation routes are visibly posted beside the doorway of every classroom, as well as the café, gym, library, bathrooms, and all other program space.

3.4.e CPR/First Aid Certification: The coordinator keeps on site, a copy of CPR certifications and First Aid trainings for all staff who complete them. A minimum of two staff members, the coordinator, and director are CPR certified and trained in First Aid.

3.4.f Parent/Stakeholder Informed of Emergency Guidelines: Before the school year or summer programming begins, a parent night is held to review the district's emergency guidelines, sign-in/sign out procedures, field trip permissions, and behavior policies. Additionally, these guidelines are included in the 21ˢᵗ CCLC program guide. The program mission, vision, grants goals, staff contact information, drop off/pick up procedures, and bus transportation plan are also included in the guide.

3.4.g Students Supervised at All Times: The staff to student ratio does not exceed the 1:15 guidance for best practice. This ratio does not include volunteers. The staff handbook requires that cell phones are put away and staff supervises and actively engages students at all times. All staff are trained on these expectations. The coordinator is on site and available for any student behavior issues allowing teachers and assistants to focus on student learning and supervision.

3.5 Transportation:

3.5.a Students Safe Travel To and From the Program: Before school, parents drop off morning students, who are met by a staff person. After school, students come to the café for sign in. Participants **leaving the program early** are signed out at the front desk. For students who do not drive and are being checked out by a family member, identification is checked against Infinite Campus records to ensure students are released only to those so designated. Once programming ends, **student drivers, car riders, and walkers** leave from an entrance separate from bus riders and are supervised at all times. For car riders, program staff approach each car, check identification, and have the parent/guardian sign out the student. **Bus transportation** to the designated locations is available for all students. Each driver has a list of assigned students, which includes addresses and phone numbers. Bus numbers are called individually and the coordinator visually confirms each student is boarding the proper bus.

3.5.b Transportation and Access Not a Barrier: In order to eliminate participation barriers, bus transportation is provided to all students. This same transportation service is available for summer programming as well, with both pick-up and drop-off services. Special Needs buses are available to students who require this service.

3.5.c Safety/Maintenance of Vehicles: Because school buses are used for all transportation, maintenance and safety inspections are conducted on a regular basis. All buses must pass inspection in order to transport students. Copies of inspections logs are kept on site.

3.6 Meals: Breakfast and dinner are provided, free of charge, to all program participants. The district food service provides meals and staffing. All meals follow the USDA guidelines.

3.7. Facilities

3.7.a Program is Available and Accessible: While criteria is used to prioritize enrollment, the program is available to all students, grades 9-12, including home school students. The building is fully ADA compliant; the program offers both morning and afternoon programming, and transportation is provided to ensure all students have access.

3.7.b The Facility is ADA Compliant: A safe and secure environment is of paramount importance. The program site is a high school and routinely inspected. It meets all safety and accessibility requirements of the **ADA federal statute** (Board Policy 05.5 AP .1).

3.7.c Coordinator has Designated Space: The district provided dedicated office space for the coordinator and adequate storage for supplies. The coordinator is provided with office furniture, a phone, and unrestricted use of copiers, scanners, and fax machines. The office is not a closet, hallway, stage area, or any other undesirable location.

3.7.d Access to a Variety of Resources: All classes and activities take place at the school site. The school has a front office, nurses' station, multiple classrooms, computer labs, cafeteria, library, and gymnasium. To provide continuity and facility familiarity, program staff and students can access and use all areas for program activities. As discussed in section 2.4, **the SBDM council designated that the café, library, and computer labs are to be used for 21st CCLC activities only** until 6:00 PM, Monday through Thursday.

PART IV: COLLABORATION AND PARTNERSHIPS

4.1.a Co-Applicant Agreement: Attached to this grant proposal is the co-applicant agreement with our a local University. The Univerity will provide literacy activities including any needed supplies, staff, or volunteers to help with specific activities such as College 101. Additional contributions and supports are listed on the agreement.

4.1.b Co-Applicant on the Cover Page: The co-applicant is identified on the cover page.

4.1.c Applicant is an LEA: Our proposal includes **one district partner** agreement and **five community** partner agreements.

4.2 Advisory Council

4.2.a Make-up of Membership: Current members of the advisory council are two parent representatives, the building principal, a district administrator, the family resource coordinator, a school-day teacher, the 21st CCLC coordinator, 21st CCLC director, the co-applicant, and a community partner from the public library.

4.2.b Council Involved in the Planning and Development of the Proposal: The advisory

council's role in the development of this proposal was to analyze the Needs Survey results,

discuss the effectiveness of current programming, suggest additional programming, supplies, and

advise on changes to the budget.

4.2.c Role of the Advisory Council: If this continuation grant is awarded, the advisory council

will review student progress, programming, and attendance data on a regular basis. They will

discuss and provide input on budget and expenses and help to revise and implement the

sustainability plan.

Part V: EVALUATION

5.1 Comprehensive Plan for Continuous Evaluation: The comprehensive evaluation plan for

our program consists of tracking student progress toward grant goals through **weekly** PLC

meetings, **monthly** meetings with the Intervention Team, and **monthly** Attendance/Behavior

meetings (2.3.a.).   Additionally, the coordinator and program director meet **bi-weekly** to review

grades, homework completion, behavior, and attendance of participants not tracked by the

Intervention or A/B teams. **Data is used to evaluate progress toward the grant goals and**

performance indicators addressed in the Logic Model. The Advisory Council also plays a vital

role in program evaluation (5.3). Below is a list of the data sources used for continuous evaluation

of the program's progress toward grant goals for regular participants.

5.1.a Multiple Data Sources:

Goal 1: Increase Academic Achievement
Data Sources
K-PREP scores, report card grades, MAP scores, Edgenuity scores and completions
Goal 2: Improve Non-Cognitive Indicators of Success
Data Sources
Counseling data, IC attendance/behavior data, TILO-B data, Teacher/ Parent /Student surveys
Goal 3: Increase Number of students Attending 30 or More Days
Data Sources
Cayen student attendance reports, Cayen activity attendance reports, IC Attendance data,
Goal 4: Increase Access to High Quality Programming
Data Sources
Cayen Activity reports, Parent/Student/Teacher surveys, Advisory Council Minutes, Time & Effort Logs
Goal 5: Increase Access to Transition Readiness Activities
Data Sources
Cayen Activity Reports, Workplace Readiness & ATC Industry Certifications Earned, Edgenuity Credits Recovered and Accelerated Credits Earned, Advisory Council Minutes, Volunteer Logs

Cayen Activity Reports, Cayen Activity Attendance Reports, Parent/Student Surveys, GED completions,
English Language completions

5.2 Plan Addresses Progress in Meeting Program Goals & Indicators: The coordinator uses

a predetermined set of performance measures or benchmarks to determine if adequate progress

is being made toward grant goals and performance indicators. For example, performance

indicator 3.3 is to *"increase the number of students attending the school year program 30 days or*

more, by 20% annually." If 40 students attended 30+ days in the previous year, the benchmark

would be to have 20% more (48 students) attending 15 or more days by winter break. These

benchmarks are tracked monthly and quarterly, and are reported to the advisory council. If

adequate progress is not being made toward each benchmark, programming specific to that

indicator is reviewed and modifications are made.

5.3. Advisory Council's Role in the Evaluation Process: The advisory council plays crucial

role in program evaluation. While specific student data cannot be divulged, overall data

regarding grades, reading levels, attendance, and behavior is shared. The council reviews the

data, discusses any needed programming changes, and approves any budget expenses.

5.4 Timeline for Data Collection:

Data Point	When Data is Collected	Purpose of Data
KPREP	Sept. (1 x per year)	Establish a baseline for reading, math, & science
MAP	Aug - May (3 x per year)	Reading & Math diagnostic
QPA Quarterly Performance Assessment	Aug. - May (monthly)	Created by the high school. QPA is subject specific monitoring tool that tracks student progress toward standards mastery
Report Card	Aug. - May (4 x per year)	Grades are directly tied to standards mastery
Tilo-B	Aug. - May (3 x per year)	Behavior data directly linked to learning
Counseling Reports	Aug. - May (monthly)	Details reason for visit, areas of concern, and follow up
IC Behavior	Aug. - May (monthly)	Details any referral to office and reason
IC Attendance	Aug. - May (monthly)	Details all absences and reasons

Surveys	Aug - May (3 x per year)	Input on needs, progress, satisfaction, and revisions
Cayen Reports	Aug. - May (bi-weekly)	Data on attendance per activity, grades, enrollments, and progress toward 30 days

5.5 Feedback from Students, Parents, Teachers, and the Community: Regular communication between the coordinator, **school day teachers**, and administration (i.e. Google monitoring form, intervention team meetings, PLC's, attendance/behavior meetings, staff meetings) provide a vehicle for teachers to communicate, monitor, and provide on-going feedback on program quality and its impact on student progress. Formal and informal surveys are used to collect feedback from **students.** Formal surveys are given twice per year to determine student needs, inform changes to current enrichment programs and summer enrichment opportunities, monitor student engagement with teachers and program staff, and gauge student's overall satisfaction with the program. Informal surveys are used more frequently to assess special events, field trips, or short-term programming. Formal **Parent** satisfaction surveys are sent out twice per year. Surveys target parent perspective on the effectiveness of the student academic and enrichment programs, level of satisfaction with communication from the program, level of satisfaction with the adult educational activities, and suggestions to improve program quality. Informal feedback from parents is obtained through phone calls and face-to-face conversations with parents at drop off/pick up times or special events. Feedback from the **community** is collected through annual surveys and quarterly advisory council meetings. Formal surveys for parents and community are available on the school web page and advertised through One-Call, Facebook, Twitter, and Remind.

5.6 Dissemination of Results: Program results and revisions are communicated to **parents** through monthly newsletters and on the school Facebook page. Individual student results are communicated to parents through monthly progress reports, written in the home language of the students. **School administrators and teachers** are kept abreast of program results at monthly staff meetings, PLC's, intervention and attendance/behavior meetings. Data and program results

are included on every **Advisory Council** agenda and discussed at every meeting. The **community** is informed of the program results via Facebook, Twitter, local radio spots, and newspaper articles.

5.7 Strengthen/Refine/Revise: Ongoing analysis of all data points is used to systematically assess program implementation and effectiveness. The intervention team (2.3.a.) meets monthly to review scores, grades, and diagnostic data to determine the effectiveness of current programming and student placement. The A/B team meets monthly to review counseling, behavior, and attendance reports. The intervention team, and A/B team work with the coordinator and director to analyze programming to determine if it is effective, needs revision, or should be removed altogether. All program revisions are reviewed by the advisory council. Any resultant budget amendments must be approved by the council.

Part VI: Budget

6.1.a Administrative Capacity: Our county has several years of successful grant implementation. The district was awarded its first 21st CCLC grant in 2002. More recently, new and continuation grants have been awarded in 2009, 2011, 2013, 2014, 2016, 2018, and 2019. During this time, district personnel, co-applicants, and community partners gained tremendous implementation experience and many of the program staff that began with our 2009 program are still in place today. Our current 21st CCLC grants have received exemplary desk reviews, CEEP visit scores, and excellent compliance monitoring visits. Our past and current grant experiences demonstrate the district's capacity to manage large grants and provide model out-of-school time programming that meets grant goals. The district also has the **fiscal capacity** with a financial capital of a 41-million-dollar budget with which to absorb additional overhead costs (custodial services and supplies, maintenance of both buses and buildings, additional heat, water, and electric costs, and other ancillary costs associated with the 21st CCLC program). The district pays the salary and benefits for the extra duty services incurred by the executive director, finance officer, building principals, payroll clerks, and other in-kind district providers.

6.1.b Budget Summary & 6.1.c. Budget Narrative: Both items are complete for years 1-3 and are attached.

6.1.d Supplement Not Supplant: Program leadership has been in place since 2009 and is very conscientious about supplanting requirements. Programming expenditures and purchase orders are reviewed by the grant's executive director and advisory council who ensure that grant funds support stated goals, adhere to the funding matrix, and **do NOT supplant** expenditures of existing programs (i.e. STLP, choir, band).

6.1.e Separate Accounting of Funds: The district finance director has established a separate project number to monitor the 21st CCLC grant. All grant expenditures and receipts are identified and monitored via Munis, the district accounting software.

6.1.f Time & Effort: Program employees submit time and effort logs every two weeks which are reviewed for accuracy by the coordinator and program director and approved by the executive director.

6.2 Preliminary Sustainability Plan

6.2.a Program Sustained when Grant Funds End: The grant co-applicant, district, and community partners will continue to provide program services and resources that ensure programming continues even after funding ends. In order to sustain the program, sponsorships from local businesses, donations from the community, service-learning projects, partner activities, fundraisers, and grant monies are required. Program staff will begin a media blitz through social media, radio spots, and newspaper ads. Letters will be sent to local businesses describing the program, its services, and its students, and asking for their assistance in continuing the program. Program staff will also make in-person visits to each local business.

6.2.b Collaboration and Leverage of Funds from Local, State, and Federal Programs:
Business Sponsorships: Local businesses that agree to be sponsors receive a framed and dated certificate, a recognition and thank you in the local paper, quarterly updates on the program progress, and recognition at all parent/family events.

Community Sponsorships: Community donations will be obtained in two ways.

- o In April and September of each year, local businesses will ask patrons to increase their purchase amount to the next highest dollar to help support afterschool programming.
- o Ads in the local paper and radio will encourage community members to becomes "Friends of Learning" by donating $10 or more to the afterschool program. Community members who become "Friends of Learning" receive a dated certificate and quarterly updates.

Partner Activities: The Co-applicant, district partners, and community partner activities are a huge part of sustainability. Program staff will work to expand partnerships and ensure these activities continue even after grant funding ends.

Federal & State Funding: Program staff will meet with the Title I and ESS directors to discuss ways to leverage those funds for the after-school program. They will also meet with the School Board to discuss adding a portion of the 21st CCLC program to the budget.

Grant Monies: Program staff will actively seek out and apply for grants that will aid in funding the afterschool program and provide services for students and families.

6.2.c Advisory Council, School Leadership, Teachers, Partners Role: Sustainability cannot be achieved alone. The plan outlined above was developed with guidance of many of our stakeholders. Program staff met with the Advisory Council to enlist their help in creating the plan. Meetings with Superintendent, Title I, and ESS directors, district and other community partners aided in its further development. Going forward, program staff will enlist the assistance of teachers, community leaders, and parents to leverage their knowledge and assistance.

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21st Century Community Learning Centers
Budget Summary

Budget Category	Year One (2021-2022 School Year)		Year Two (2022-2023 School Year)		Year Three (2023-2024 School Year)	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	$57,000	$26,500	$57,000	$26,500	$57,000	$26,500
Summer Personnel	$8,700		$8,700		$8,700	
Fringe Benefits	$14,400		$14,000		$14,000	
*Travel (program staff)	$2,000		$2,000		$2,000	
Equipment	0	$7,700	0	$7,700	0	$7,700
Supplies/Materials	$6,500	$22,500	$6,500	$22,500	$6,500	$22,500
Adult Skill Building (1% of grant funds years)	$1,000		$1,000		$1,000	
Contractual	$750		$750		$750	
Indirect Cost (LEA's must use district restricted rateCBOs & FBOs use 8% or less)	0		0		0	
Summer Materials & Supplies	$1,650		$1,650		$1,650	
Transportation (School Year, Summer, Field Trips)	$8,000	$10,000	$8,000	$10,000	$8,000	$10,000
Other (specify)		$7,500		$7,500		$7,500
Volunteers		$4,400		$4,400		$4,400
Yearly Totals (Grant and In-Kind Funds)	$100,000	$78,600	$100,000	$78,600	$100,000	$78,600

Note: Grants funds cannot be used to purchase facilities or support new construction.
Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

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BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year	**$57,000**

Site Coordinator: $26,200 Salary based on 7.5 hours per day x 220 days per year, 20% percentage of directors salary **$6,300**

Classified Staff for school year: $9,000
(3 assts. x 2.5 hrs/day)
Certified Teachers for school year: **$15,500**
2-morning/3-after-school (2 x 45 min/day) (3 x 2.25 hrs/day)

IN-KIND
Personnel $26,500
Bookkeeper salary- $2,000
Executive Director (district) salary - $9,000
Payroll Personnel - $2,000
Principal Supervision salary - $7,500
School Year -2 Custodians -$4,400
Summer - 2 Custodians- $1,600

Volunteers - $4,400
4 Parent Volunteers (1 parent/day x 2.5 hr/day X $8/hr)
Unversity Partner. 1 volunteer/day x 1 hr/day x $8/hr)
Family Health Assoc.:Nutrition instructor for 1.5 hour parent/ student health/nutrition class
Supplies for parent/student health/nutrition classes;Certified Instructor for staff CPR/First Aid/EPI pen training

2. Personnel (Summer)	**$8,700**

Classified Staff for summer camp: $2,200 (9:00 to 2:00 Monday - Friday)
(3 assts. x 5 hrs/dayx 15 days)
Certified Teachers for summer camp: $6,500
4 teachers x 4.5 hr/day x 15 day (9:30 to 2:00 Monday –Thursday)

3. Fringe Benefits FICA for classified personnel $1,600 Medicare for all staff $700 KTRS/ CERS $9,300 Workman's Comp for all staff $300 Health/ Life Insurancefor site coordinator/ 20% director $2,500	**$14,400**
4. Travel (Staff)	**$2,000**

Required Orientation/Workshops/Training

Estimated cost of mileage, hotel and food for Site Coordinator & Key Personnel to attend:

- Multi -State conference
- Regional Trainings
- Level I & Level II
- A Plus Data Training – if needed for new staff

5. Equipment	**$0**

IN-KIND $7,700
Office equipment including phones, printer, copier and fax est. value of $85.00 per month = $1020
Computer lab est. value of $80.00 per month = $960
Office space, class rooms, library, cafeteria, computer lab, heat/air est. value of $480 per month = $5720

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6. School Year Supplies & Materials	$6,500

As a continuation grant, our purchases have always been made with a careful eye to sustainability. As such, we purchased supplies that can be recirculated through the grant every few years.

Funds allotted are for the purchase of additional consumable supplies, new STEM/STEAM projects, and supplies needed for Arts, Crafts, Music, and etc.

IN KIND $22,500
Food & Staff provided through District Food Service
School Year Breakfast - $1.20 x 20 x 120 = $2,900
School Year Dinner- 2.50/student x 50 students x 120 days = $15,000
Summer Program – breakfast $1.20 x 50 x 15 = $900
Summer Program - lunch 2.50 x 50 x 15 = $1,900
Staff to prepare and serve: $1,800

7. Adult Skill Building Online Job Search/Applications/Resume Workshop/Interview Skills Parent Academy Workshops Budgeting/Nutrition/Edu-speak (or other parent initiated workshop)	**$1,000**
8. Contractual	**$750**

Contracts with the following:
Jason Lindsey –STEM presentation $750

9. Indirect Cost	$0
10. Summer Programming Supplies & Materials Materials for visual & performance arts Supplies for culinary class, arts & crafts, acting class STEM/STEAM supplies Engineering projects	**$1,650**
11. Transportation (School Year, Summer, Field Trips)	**$8,000**

Transportation Costs include:
School Year & Summer mileage for 2 buses
2 Bus Drivers for school year & Summer program
Fringe for school year and summer

IN-KIND $10,000
Rental for 2 buses, bus maintenance, and insurance – approx. yearly value $5000/bus/year All 21st CCLC students will be transported on the district school buses. All buses are regularly inspected and maintained as per district policy and procedures.

12. Other (Specify) **IN – KIND $7,500.00** Edgenuity	**$0**
TOTAL REQUESTED =	**$100,000**

3 4

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	**$57,000**

Site Coordinator: $26,200 Salary based on 7.5 hours per day x 220 days per year, 20% percentage of directors salary **$6,300**

Classified Staff for school year: $9,000
(3 assts. x 2.5 hrs/day)
Certified Teachers for school year: $15,500
2-morning/3-after-school (2 x 45 min/day) (3 x 2.25 hrs/day)

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Personnel $26,500
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Payroll Personnel - $2,000
Principal Supervision salary - $7,500
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Volunteers - $4,400
4 Parent Volunteers (1 parent/day x 2.5 hr/day X $8/hr)
Unversity Partner. 1 volunteer/day x 1 hr/day x $8/hr)
Family Health Assoc.:Nutrition instructor for 1.5 hour parent/ student health/nutrition class
Supplies for parent/student health/nutrition classes;Certified Instructor for staff CPR/First Aid/EPI pen training

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4 teachers x 4.5 hr/day x 15 day (9:30 to 2:00 Monday –Thursday)

3. Fringe Benefits FICA for classified personnel $1,600 Medicare for all staff $700 KTRS/ CERS $9,300 Workman's Comp for all staff $300 Health/ Life Insurancefor site coordinator/ 20% director $2,500	**$14,400**

4. Travel (Staff)	**$2,000**

Required Orientation/Workshops/Training

Estimated cost of mileage, hotel and food for Site Coordinator & Key Personnel to attend:

- Multi -State conference
- Regional Trainings
- National Conference

5. Equipment	**$0**

IN-KIND $7,740
Office equipment including phones, printer, copier and fax est. value of $85.00 per month = $1020
Computer lab est. value of $80.00 per month = $960
Office space, class rooms, library, cafeteria, computer lab, heat/air est. value of $480 per month = $5720

35

6. School Year Supplies & Materials	$6,500

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Summer Program – breakfast $1.20 x 50 x 15 = $900
Summer Program - lunch 2.50 x 50 x 15 = $1,900

Staff to prepare and serve: $1,800

7. Adult Skill Building Online Job Search/Applications/Resume Workshop/Interview Skills Parent Academy Workshops Budgeting/Nutrition/Edu-speak (or other parent initiated workshop)	$1,000

8. Contractual	$750

Contracts with the following:
Jason Lindsey or similar STEM/STEAM presentation $750

9. Indirect Cost	$0

10. Summer Programming Supplies & Materials Materials for visual & performance arts Supplies for culinary class, arts & crafts, acting class STEM/STEAM supplies Engineering projects	$1,650

11. Transportation (School Year, Summer, Field Trips)	$8,000

Transportation Costs include:
School Year & Summer mileage for 2 buses
2 Bus Drivers for school year & Summer program
Fringe for school year and summer

IN-KIND $10,000
Rental for 2 buses, bus maintenance, and insurance – approx. yearly value $5000/bus/year **All 21st CCLC students will be transported on the district school buses. All buses are regularly inspected and maintained as per district policy and procedures.**

12. Other (Specify)	$

IN – KIND $7,500
Site License for program students for the following:

Edgenuity

TOTAL REQUESTED =	**$100,000**

36

.BUDGET CATEGORY	AMOUNT REQUESTED
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4. Travel (Staff)	**$2,000**

Required Orientation/Workshops/Training

Estimated cost of mileage, hotel and food for Site Coordinator & Key Personnel to attend:

- Multi -State conference
- Regional Trainings
- National Conference

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Office space, class rooms, library, cafeteria, computer lab, heat/air est. value of $480 per month = $5720

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6. School Year Supplies & Materials	$6,000

As a continuation grant, our purchases have always been made with a careful eye to sustainability. As such, we purchased supplies that can be recirculated through the grant every few years.

Funds allotted are for the purchase of additional consumable supplies, new STEM/STEAM projects, and supplies needed for Arts, Crafts, Music, and etc.

IN KIND $22,500
Food & Staff provided through District Food Service
School Year Breakfast - $1.20 x 20 x 120 = $2,900
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Summer Program – breakfast $1.20 x 50 x 15 = $900
Summer Program - lunch 2.50 x 50 x 15 = $1,900
Staff to prepare and serve: $1,800

7. Adult Skill Building Online Job Search/Applications/Resume Workshop/Interview Skills Parent Academy Workshops Budgeting/Nutrition/Edu-speak (or other parent initiated workshop)	$1,000
8. Contractual	$750

Contracts with the following:
Jason Lindsey or similar STEM/STEAM presentation $750

9. Indirect Cost	$0

10. Summer Programming Supplies & Materials Materials for visual & performance arts Supplies for culinary class, arts & crafts, acting class STEM/STEAM supplies Engineering projects	$1,650
11. Transportation (School Year, Summer, Field Trips)	$8,000

Transportation Costs include:
School Year & Summer mileage for 2 buses
2 Bus Drivers for school year & Summer program
Fringe for school year and summer

IN-KIND $10,000
Rental for 2 buses, bus maintenance, and insurance – approx. yearly value $5000/bus/year **All 21st CCLC students will be transported on the district school buses. All buses are regularly inspected and maintained as per district policy and procedures.**

12. Other (Specify) **In-Kind $7,500** Edgenuity	
TOTAL REQUESTED =	**$100,000**

BUDGET PAGE
(New Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
$150,000 max	$150,000 max	$150,000 max	$125,000 max	$100,000 max
$_____	$_____	$_____	$_____	$_____

BUDGET PAGE
(Continuation Applicant or Expansion Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
$100,000 max	$100,000 max	$100,000 max	$95,000 max	$95,000 max
$100,000	$100,000	$100,000	$95,000	$95,000

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PRIOR GRANTEE HISTORY/CAPACITY FORM

This section must only be completed by agencies who previously have received 21st CCLC grant funding. Must reflect data from the 2018-2019 APR Center Profile provided by the Center for Evaluation, Policy and Research (CEPR). Attach a copy of the 2018-2019 Center Profile.

Most recent year of 21st CCLC grant funding: September 30, 2020
Grade Levels Served: ☐ Elementary (K-5) ☐ Middle (6-8) ☒ High (9-12) ☐ Adult Family Members
2018-2019 center profile (must include in application): Number of **regular participants** from 2018-2019 center profile: **152** Number of students participating **30-59** days:**114** Number of students participating **60-89** days:**38** Number of students participating **90+** days:**13**

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: Our students have shown tremendous growth throughout the years. According to the APR Center Profile, student participation increased 16% in our 2017-18 school year and 22% in 2018-19. We maintained our numbers during the 2019-20 COVID-19 pandemic. Academic scores also show growth. Reading scores increased by 21% and Math scores increased 16% from our 2016-17 Center Profile data to our 2019-20 Center Profile data. According to our teaching staff, our regular participants have improved in their classroom participation and their homework completion by more than 10% in the last three years. Our teaching staff promote the program by utilizing our referral process and priority referrals have grown each year by more than 5%. Cayen activity attendance reports show that parent/family participations increased by 50% during the last three years.

Program Improvement: We have increased the amount of tutoring assistance and homework help along classes and academic assistance morning and afternoon. These small changes have increased our program participation 20% in the last year. Our family education events have been updated with a greater variety of life-skills classes and college readiness opportunities which has resulted in a 50% increase in parent participation. We implemented the Workforce Readiness and ATC Indursty Certification classes our high school students entering into the workforce. These classes give our students insight and skills needed to pursue successful careers.

Number of Students Currently Being Served: **288**

Hours of Operation: **Monday – Thursday 7:15 am – 8:00 am, 3:10 pm – 5:45 pm**

Current Sources of Funding: **21st Century Community Learninig Centers**

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

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Program Successes and Lessons Learned: One of the lessons we've learned is our students need more time for the summer program. Two (2) weeks of summer, do not provide enough time for students to complete credit recovery or accelerated classes. We extended our summer program to three (3) weeks and our students earned 235 credits in 2020, a 21% increase over the 2019 summer.

However, the most important lesson we learned this past year is to think outside the box. We've needed to come up with unusual ways to retain and build relationships with our students and parents. The district is now 100% virtual, so the program is virtual, as well. We use ZOOM meetings to provide enrichment activities along with daily tutoring and homework help. However, we quickly realized that our students didn't have the needed, or in many cases any, supplies at home for the enrichment activities. So we expanded our program to provide weekly Enrichment Kits; which are bags that contain all the instructions and supplies necessary to complete two STEM/STEAM projects, two Art/Craft projects, an SEL project, a journaling prompt, and miscellaneous other activities such as character education projects, puzzles, games, and other community donations. Each project can be completed by the student alone or with a group of students during the daily Enrichment Zoom Meetings. Due to internet connectively issues in many parts of the county, we also offer academic and enrichment assistance via phone, facetime,and facebook messenger. We will continue to adjust our teaching strategies so we can continue to meet student needs.

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2018-2019 Center Profile

Lincoln County, Cont. 12 Cont. 13, Lincoln County High School

Total number of students attended	2018-2019	Prior Year (2017-2018)
Summer and School Year*	716	778
School Year	705	765

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	213	
Number of community partners	8	
Number of school day teachers (volunteer)	Fall: 6	Spring: 6
Number of school day teachers (paid)	Fall: 16	Spring: 14
Summer 2018 Programming		
Number of weeks***	3 weeks	
Number of students served	168	

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)	152	22%	16%
Students attending 30-59 days	114	16%	8%
Students attending 60 or more days	38	5%	8%
Average number of unexcused school-day absences (Regular School Year Participants)	5	N/A	N/A
At-Risk Student Participation (Regular School Year Participants)			
Regular participants eligible for free/reduced lunch	147	97%	90%
Regular participants eligible for special education services	14	9%	7%
Regular participants classified as having Limited English Proficiency	2	1%	N/A
Regular participants who are homeless	2	1%	N/A
Regular participants who are classified as migrant students	5	3%	N/A
Regular participants who are classified as migrant priority-for-service (PFS)	1	1%	N/A
Regular participants in the foster care system	0	0%	N/A
Regular participants referred by school staff for disciplinary reasons	6	4%	N/A
Regular participants referred by school staff for academic reasons	20	13%	N/A
Regular participants referred by school staff for attendance concerns	4	3%	N/A

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Program Outcomes for Regular School Year Participants	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
Reading grades reported	148	97%	95%
Students who achieved high reading/ELA grades in the fall and spring	47	32%	26%
Students who increased their reading/ELA grades from the fall to spring	27	18%	22%
Students who decreased their reading/ELA grades from the fall to spring	35	24%	16%
Students who maintained their reading/ELA grades from the fall to spring	39	26%	36%
Math grades reported	149	98%	90%
Students who achieved high math grades in the fall and spring	46	31%	30%
Students who increased their math grades from the fall to spring	21	14%	28%
Students who decreased their math grades from the fall to spring	45	30%	17%
Students who maintained their math grades from the fall to spring	37	25%	25%
Teacher survey reported results**			
Students who improved homework completion	42	55%	65%
Students who improved their classroom participation	45	56%	70%
Students who improved academically	52	63%	77%
K-3 Reading Intervention			
Number of K-3 students receiving reading intervention	0		
Number of K-3 intervention students that met benchmark	0		

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			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention		English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	X
Credit Recovery	X	None	
Transition Readiness Activities***			
Career/Job Training for Youth	X	Career Exploration	X
ACT or SAT Prep	X	None	
Individual Learning Plan			
Enrichment Activities***			
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	X	Infinite Campus/Parent Portal or Google Classroom	
How to Further Your Education		Job Skills/Work Readiness/Resume Dev.	
Drug Awareness/Trends	X	ESL or GED Classes	
Social Media/Internet Safety	X	Communicating with School Staff	X
Literacy/Finding AR Books		Using Online Resources or Software	
Financial Literacy/Couponing	X	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		Christmas/Holiday Showcase	X
Family STEM or STEAM Night		Chaperoning Opportunities	
Lights On		Family Movie Night	
Afterschool Student Performances	X	Students/Families Preparing Meals	
Family Game Night		None	
Family Math Night			
Character Education Activities*			
Drug Prevention	X	Truancy Prevention	X
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 21st CCLC Data Verification 18-19 Form that was administered to grantees.

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21ST CENTURY COMMUNITY LEARNING CENTER PARTNERS

Co-applicant	Contact Person – Phone Number
Eastern Kentucky University 521 Lancaster Ave. Richmond, KY 40475	Scott Townsend Outreach Agent 812-272-3322

Partners	Contact Person – Phone Number
Family Resource Center 265 Education Way Stanford, KY 40484	Mindy Stevens Family Resource Coordinator 606-365-9111
Lincoln County Adult Education 305 Danville Ave. Stanford, KY 40484	Melissa Rolph Adult Education Lead Instructor 606-365-9665
Lincoln County Extended School Services 305 Danville Ave. Stanford, KY 40484	Dreama Tomlison Chief Academic Officer 606-365-2124
Lincoln County Food Service 305 Danville Ave. Stanford, KY 40484	Darren Yaden Chief Operations Officer 606-365-2124
Lincoln County Title 1 Program 305 Danville Ave. Stanford, KY 40484	Dreama Tomlison Chief Academic Officer 606-365-2124
Lincoln County Migrant Program 305 Danville Ave. Stanford, KY 40484	Betty England Coordinator 606-365-2124
Lincoln County Area Technology Center 422 Education Way Stanford, KY 40484	Amy Tracy Principal 606-365-8500
Lincoln County Health Department 44 Health Way Stanford, KY 40484	Diane Miller Director 606-365-3106
Lincoln County Parks & Rec US-150, Stanford, KY 40484 Stanford, KY 40484	Beth Boyle Director 606-365-3984
Lincoln County Public Library 201 Lancaster St, Stanford, KY 40484 Stanford, KY 40484	Amanda Wheeler Librarian 606-365-7513
WPBK Radio Station 201 E. Main St. Stanford, KY 40484	Tim Estes Station Manager/Radio Personality 606-365-2126

Chart of Positions, Qualifications, and Program Responsiblities

POSITION	RESPONSIBILITY	QUALIFICATION
Program Director	Assist in the development of program design and monitor programming. Ensure complete grant compliance and program implementation. Ensure the accuracy, quality, and timeline of all required reports Recruit & train program staff Oversee program development Prepare, submit, and maintain payroll, purchasing, and budget. Serve as liaison with outside agencies, department, parents and the community. Attend all 21st CCLC advisory council meetings and required 21st CCLC trainings	Completion of two years of college training is a minimum;
Coordinator	Supervise the operations and maintenance of the site. Recruit and serve students Contribute to the positive public relations of the program. Maintain accurate attendance records and student registrations. Assist the program director to recruit, supervise and train volunteers. Develop and implement engaging activities with a special focus on academic assistance/acceleration/enrichment Work with school personnel to identify and recruit students to the program Communicate with school day teachers Track student grades and compile any necessary student work. Coordinate programs for parents including family literacy programs. Lead 21st CCLC advisory council meetings and required 21st CCLC trainings.	Completion of two years of college training is a minimum; Work experience may be considered in lieu of college
Teacher for Tutoring Intervention Accelerated Classes	Ensure safety of students. Work with individual or small groups of students Maintain necessary environment conducive to learning Provide positive reinforcement and feedback to acknowledge and motivate Consistently confront undesirable behavior firmly and fairly. Follow established discipline procedures as needed. Always show respect for participants. Submit lesson plans and any other required reports on a timely basis. Attend all program staff meetings & trainings	Current teaching certificate specific to the content and/or grade level
Enrichment Instructor	Ensure safety of students. Facilitate enrichment activities Maintain necessary environment conducive to learning Provide positive reinforcement and feedback to acknowledge and motivate Consistently confront undesirable behavior firmly and fairly. Follow established discipline procedures as needed. Always show respect for participants. Submit lesson plans and any other required reports on a timely basis. Attend all program staff meetings & trainings	64 college hours or diploma & paraeducator exam
Peer Tutor	Assist teachers in work with small or large groups of students Provide positive reinforcement and feedback Follow established discipline procedures Always show respect for participants. Attend all program staff meetings & Training	Current student, 16 years of age, 3.75GPA or above

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Equitable Access and Participation Plan

Section 427

All Lincoln County High School students, home-school students, and family members will have equitable access to and will be encouraged to participate in activities, events, and learning opportunities. "*The Lincoln County Board of Education does not discriminate on the basis of race, color, national origin, sex, genetic information, disability, religion, marital status, or age in its programs and activities and provides equal access to its facilities to the Boys Scouts and other designated youth groups.*"

Staff and partners will make every effort to include everyone by printing programs, promotional and information literature in both Spanish and English. The Lincoln County Migrant program and Limited English Proficient Program will provide additional educational material in Spanish to accommodate the needs of our Spanish speaking population. Lincoln County High School meets all state and federal requirements to accommodate people with special needs.

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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

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(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)

305 Danville Ave., Stanford, KY 40484

_____

_____

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 conduction 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.

Name of Applicant: Lincoln County Schools
PR, Award # or Project Name:
Printed Name/Title of Authorized Representative: Michael Rowe

~~Michael~~   12/04/2020

Signature   **Date**

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PROGRAM SCHEDULE

Complete the following table for school year program operations:
The KDE requires that 21st 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	7:15	8:00	3:10	5:45	3:20
Tuesday	7:15	8:00	3:10	5:45	3:20
Wednesday	7:15	8:00	3:10	5:45	3:20
Thursday	7:15	8:00	3:10	5:45	3:20
Friday					
Saturday					
Sunday					

	Regular School Year	Summer
Total # of hours per day	3:20	5
Total # of days per week	4	5
Total # of weeks	30	3
First date of operation	August 30, 2021	June 6, 2022
Last date of operation	May 5, 2022	June 24, 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	9:00	2:00				
Tuesday	9:00	2:00				
Wednesday	9:00	2:00				
Thursday	9:00	2:00				
Friday	9:00	2:00				
Saturday						
Sunday						

PROGRAM SUMMARY PART 1

Name of School or Organization Applying for Funds:	
FISCAL AGENT DUNS #:07-409-407	FISCAL AGENT SAMS CAGE CODE#: 5NVA9
Primary Contact Person and Title: Ms. Diana Hart	
District or Organization Name (for contact person): Lincoln County Schools	
Mailing Address (for contact person): 305 Danville Ave., Stanford, KY 40484	
Phone #: 606-365-2124	
E-mail (for contact person): diana.hart@lincoln.kyschools.us	

Superintendent Information
(Non-LEAs must provide information pertaining to the school the students served are attending.)

Superintendent Name: Mr. Michael Rowe
District Name: Lincoln County Schools
Mailing Address: 305 Danville Ave., Stanford, KY 40484
Phone #: 606-365-2124

School Information
(Complete one box for each school providing a 21st CCLC program. No more than two schools.)

School Name: Lincoln County High School
Grades to be Served: 9-12
Principal Name: Michael Godbey
Physical Address: 265 Education Way, Stanford, KY 40484
School Contact Person: Michael Godbey
Contact Phone #: 606-365-9111
Contact E-mail: Michael.godbey@lincoln.kyschools.us

School Information
(Complete one box for each school providing a 21st CCLC program. No more than two schools.)

School Name:
Grades to be Served:
Principal Name:
Physical Address:
School Contact Person:
Contact Phone #:
Contact E-mail:

PROGRAM SUMMARY PART 2

- Proposed # of regular attendees must not be entire school enrollment
- Must use lunch data as reported to the KDE for 19-20
- Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

School Name: Lincoln County High School	
District Name: Lincoln County Schools	
Grade Levels to be Served: 9-12	**Total Schoolwide Enrollment:** 1,029
☐ Urban ☒ Rural ☐ Suburban	**Proposed # of Regular Attendees:** 50
% Free or Reduced Lunch: 78.13%	

School Name:	
District Name:	
Grade Levels to be Served	**Total Schoolwide Enrollment:**
☐ Urban ☐ Rural ☐ Suburban	**Proposed # of Regular Attendees:**
% Free or Reduced Lunch:	

1. **Applicant is a** (please check one):
   ☒ 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.)

3. **Is the applicant** (school district or agency/organization) **a previous recipient of other 21st CCLC funds?**
   ☒ Yes
   ☐ No

4. **If yes, were they:**
   ☐ Federal funds
   ☒ State funds

   Award funding ended (month/year): **September 30, 2020**

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LINCOLN COUNTY HIGH SCHOOL
And
EASTERN KENTUCKY UNIVERSITY

Hereby enter into an agreement to enable the applicant, Lincoln County High School, and Co-applicant, Eastern Ky University, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

Eastern Ky University thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As the grant Co-applicant, our organization agrees to provide the following contributions to the 21st CCLC program:

Co-applicant Contribution Table

Contribution Description	Supports
Promotes Awareness of the Program	Consulting and Academic Program Assistance
Recruits and Refers Students and Families	Student Voluteers for Program Implementation
Provides Parent Education Staff and Resources	Assists with Action Plan for Improvement

It is agreed by both parties that this Co-applicant Agreement will focus on coordination of services to build local support for sustaining the 21st 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, Community Agency for Lifelong Learning will be notified immediately to begin the collaboration of services.

(signature)   12-9-20

Co-applicant Signature   **Date**

(signature)   12/9/2020

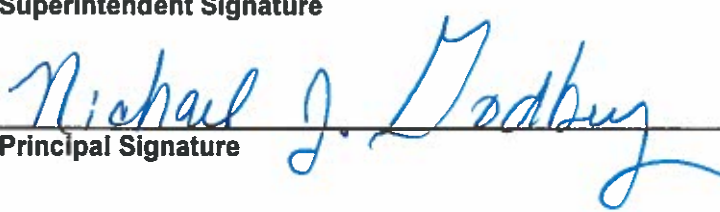**Applicant Signature**   **Date**

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LINCOLN COUNTY SCHOOL DISTRICT PARTNER AGREEMENT
to support
Lincoln County High School 21ˢᵗ CCLC Program

Hereby enter into an agreement to support the Lincoln County High School 21ˢᵗ CCLC Program. The district will work to maximize resources to support and jointly coordinate services for students and families participating in the 21ˢᵗ Century Community Learning Centers Program (CCLC) at Lincoln County High School.

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

District Programs
Title I
ESS
Migrant
Adult Education
Food Services
Family Resource Center

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 21ˢᵗ 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.

_____   12/09/2020
Superintendent Signature   **Date**

_____   12/9/2020
Principal Signature   **Date**

LINCOLN COUNTY HIGH SCHOOL
And
LINCOLN COUNTY AREA TECHNOLOGY CENTER

Hereby enter into an agreement to enable the applicant, Lincoln County High School and Lincoln County Area Technology Center to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Lincoln County Area Technology Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Promote Awareness of Program	Share Responsibility for Program Outcomes and assist with action plan for improvement
Expand Technology by Including Afterschool Program Hours and assistance	Serve on the 21st Century Advisory Council
Provide Teachers to Educate Students on Career Choices and assist with career readiness	
Provide Career Information and Resources for Students and Families	

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st 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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

_____   1/19/2020
Partner Signature   **Date**

_____   12/9/2021
Applicant Signature   **Date**

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Lincoln County High School 21st Century Program
And
Lincoln County Health Department

Hereby enter into an agreement to enable the applicant, <u>Lincoln County High School and Lincoln County Health Department</u>, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

<u>The Lincoln County Health Department</u> thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Promotes Awareness of Program	Character Education and Prevention Programs
Recruits Program Volunteers	Serve on 21st Century Advisory Council
Provide Health Education to Assist in Program Implementation	Share Responsibility for Program Outcomes w/Action Plan for Improvement
Provide Health Education Information, Activities, & Programs	Review and Comment on 21st Century Evaluation Plan

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st 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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

_____   11/17/2020
Partner Signature   **Date**

_____   12/9/2020
Applicant Signature   **Da**

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LINCOLN COUNTY HIGH SCHOOL
And
LINCOLN COUNTY PARKS & RECREATION

Hereby enter into an agreement to enable the applicant, <u>Lincoln County High School and Lincoln County Parks and Recreation</u>, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

<u>The Lincoln County Parks and Recreation</u> thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Promote awareness of program	Review and Comment on Annual Program Evaluation for Program Improvement
Encourage Participation and Provide Opportunities for Family Nights at Park	Serve on 21st Century Advisory Council

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st 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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Beth Boyle
Partner Signature

_11/19/20_
Date

mmmm
Applicant Signature

_12/9/202_
Date

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LINCOLN COUNTY HIGH SCHOOL
And
LINCOLN COUNTY PUBLIC LIBRARY

Hereby enter into an agreement to enable the applicant, Lincoln County High School and Lincoln County Public Library, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Lincoln County Public Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Promotes Awareness of Program.	Share responsibility for program outcomes and assist with action plan improvement
Provide resources to families	Serve on the 21st Century Advisory Council
Provides STEM and Literacy Programming	Provides Volunteers

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st 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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

1/20/20

Date

Applicant Signature

12/9/2021

Date

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LINCOLN COUNTY HIGH SCHOOL
And
WPBK-FM RADIO STATION

Hereby enter into an agreement to enable the applicant, <u>Lincoln County High School and WPBK-FM Radio Station</u>, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

<u>The WPBK-FM Radio Station</u> thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Serve as a media outlet by using PSAs to promote, support, and raise awareness for the program.	Share responsibility for program outcomes and assist with action plan improvement
Provide resources to families	Serve on the 21st Century Advisory Council

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st 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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

_____   11/20/20
Partner Signature   **Date**

_____   12/9/2020
Applicant Signature   **Date**

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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.

Private/Home School Name: Home School Cooperative	Phone #:
School Official Signature: علي أحمد	E-mail:homeschool@newhopemoreland.org
Date of Consultation: 11/16/2020	Type of Consultation: email & in-person meeting
☒ Participate ☐ Declined	Reason:

Private/Home School Name:	Phone #:
School Official Signature:	E-mail:
Date of Consultation:	Type of Consultation:
☐ Participate ☐ Declined	Reason:

Private/Home School Name:	Phone #:
School Official Signature:	E-mail:
Date of Consultation:	Type of Consultation:
☐ Participate ☐ Declined	Reason: