

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

## Application Cover Page

Submission Deadline: December 16, 2020 4:00 ET

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

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

Fiscal Agent DUNS #: 032904729

Fiscal Agent SAMS CAGE Code#: 4YWD4

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: Holmes Middle School

Physical Address: 2500 Madison Avenue Covington, KY 41014

Target Grades: 6-8

School #2:

Physical Address:

Target Grades:

Fiscal Agent: Covington Independent Public Schools

Superintendent/Chief Executive Officer: Alvin L Garrison

Physical Address: 25 East Seventh Street Covington, KY 41011

E-mail: alvin.garrison@covington.kyschools.us

Co-applicant: Covington Partners

Superintendent/Chief Executive Officer: Stacie Strotman

Physical Address: 257 W Pike Street Covington, KY 41011

E-mail: stacie.strotman@covington.kyschools.us

Grant Writer: Stacie Strotman

Agency: Covington Partners

Phone #: 859-392-3179

Email: stacie.strotman@covington.kyschools.us

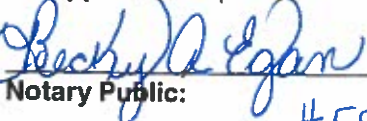
As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other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



Fiscal Agent: Superintendent/Chief Executive Officer

12/3/20  
Date

Co-applicant: Superintendent/Chief Executive Officer

12-2-20  
Date

Notary Public:

Date

#581 997

Notary Seal (My Commission Expires: June 26, 2021)

BECKY A. EGAN  
Notary Public - State at Large  
State of Kentucky  
Notary ID # 581997  
My Commission Expires June 26, 2021

## 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. SLS [Signature]
2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending. SLS [Signature]
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. SLS [Signature]
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. SLS [Signature]
5. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21<sup>st</sup> CCLC funds may not pay for snacks or meals. SLS [Signature]
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. SLS [Signature]
  - 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. SLS [Signature]
7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. SLS [Signature]
8. Must provide equitable opportunities for the participation of both public and private school students served by the award. SLS [Signature]
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. SLS [Signature]
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](#)). SLS [Signature]
11. Must administer the 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. SLS [Signature]
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. SLS [Signature]
13. CBO or FBO applicants must submit an annual external audit each year of the grant. SLS [Signature]
14. Must submit all required reports as required to the KDE. SLS [Signature]

15. The Fiscal Agent and Co-applicant must assure that supplies, materials, technology, or equipment will not be used during the school day. SLS [Signature]
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; SLS [Signature]
  - 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; SLS [Signature] and, [Signature]
  - Provide documentation of completed state reports as required. SLS [Signature]
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. SLS [Signature]
18. Must comply with the following Acts of Congress SLS [Signature]
- 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. SLS [Signature]
20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110). SLS [Signature]
21. The Fiscal Agent and Co-applicant must assure funds are not used for lobbying purposes. SLS [Signature]
22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds. SLS [Signature]
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). SLS [Signature]
24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, failure to become compliant, or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned a corrective action plan to implement and become compliant within 60 days. The KDE will provide additional technical assistance based on the area of compliance to support the grantee. SLS [Signature]
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. SLS [Signature]
26. **Assurance Regarding Applicant Ending Grant** – If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the

grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met), but will be ineligible for any priority points awarded to continuation applicants. SLS [Signature]

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

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). SLS [Signature]

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

The KDE follows a two-step process for reviewing and awarding application: SLS [Signature]

- 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)). SLS [Signature]

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. SLS [Signature]

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. SLS [Signature]

An original letter and two copies of the appeal must be delivered or mailed to the KDE. The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision. Upon review of the appeal, a response will be provided to applicant within 30 calendar days. The KDE mailing address: ATTN: Grants Management Branch, 21<sup>st</sup> CCLC RFA, Kentucky Department of Education, 5<sup>th</sup> Floor 300 Sower Boulevard, Frankfort, KY 40601. SLS [Signature]

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

### ASSURANCES SIGNATURE PAGE

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

[Signature] 12/3/20  
Fiscal Agent (Signature and Title): Superintendent Date

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

Stacie Strubman 12-2-20  
Co-applicant (Signature and Title): Executive Director Date

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

Janetta Kalkman 12-3-2020  
School Principal (School being served): Holmes Middle School Date

\_\_\_\_\_  
School Principal (additional school served): Date

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## 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER PROPOSAL – CYLCE 18

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# 21st CCLC LOGIC MODEL

## List Performance Goals:

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

## List Performance Indicators:

- 1a) Increase the combined average of participating students proficient in reading on KPREP from 35% to 60% by June 2026.
- 1b) Increase the combined average of students proficient in math on KPREP from 23% to 60% by June 2026.
- 1c.) Increase the combined average of participating students proficient in science on KPREP from 8.9% to 60% by June 2026.
- 2a) Increase the percentage of participating students who have 8 or fewer absences from 83% to 90% by June 2026
- 2b) Improve the percentage of participating students who have 5 or fewer office disciplinary referrals from 90% to 95% by June 2026.
- 2c) Decrease the percentage of students with K6 score higher than 13 from 38 (combined data from 6<sup>th</sup> and 8<sup>th</sup> graders) to 30 by June 2026.
- 3a) By June 2026, 100 students will attend the program 30 days or more during each academic year.
- 3b) By June 2026, 100 students will attend the program two times per week for at least 12 consecutive weeks.
- 3c.) Annually, the program will implement at least 6 student-generated programs (programs created and designed by students).
- 4a.) By June 2026, provide 16 hours of certified instruction on a weekly basis.
- 4b.) By June 2026, provide at least five hours of enrichment programming per week, per student.
- 4c.) By June 2026, provide 32 hours of high-quality summer learning programming.
- 5a) Increase the combined average of participating 8th grade students proficient in reading on KPREP from 42% to 60% by June 2026.
- 5b) Increase the combined average of participating 8th grade students proficient in math on KPREP from 27% to 60% by June 2026.
- 5c) Increase the percentage of eighth grade students understanding the concepts of high school credits from 44% to 90% by June 2026.
- 6a.) By June 2026, provide six skill-building activities annually.
- 6b.) By June 2026, 100% of participating students will have an adult family member attend a school event on their behalf.
- 6c.) By June 2026, 90% of participating students will have an adult family member attend at least three of six active skill-building sessions.

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

100 students in grades 6-8 and their families will be targeted from among the population (currently 741 enrolled students) at this urban school (Title I school, CSI school identified by KDE). The primary focus of the program is to intentionally serve students based on academic needs, teacher recommendations, and social-emotional needs, with a variety of academic and enrichment opportunities to address the whole child, including service-learning, project-based learning, evidence-based activities, etc. According to the 2019-2020 Kentucky Department of Education Qualifying Data Report, our school and district are listed as 100% free and reduced lunch. Additionally, our city has a poverty rate of 27.2% (nearly triple that of our county at 10.5%). The percentage of families receiving SNAP benefits in our city is also almost three times higher than the county. With this and several other contributing factors, our students are considered at-risk. Our school has a very diverse population, with an exponentially growing number of English Learners (8% of the school). In addition, 22% of our students identify as having a disability. On 2018-19 state accountability tests, the vast majority of students in all subgroups scored in the novice/apprentice range across ALL categories. The school's overall scores were well below the state averages in ALL content areas. Based on the assessment results, our students need extra support to be successful in reading proficiency and to become transition ready. There is also a need for students to develop a positive attitude about themselves and their future, as data from the KIP survey and school needs assessments show a high number of students feeling "hopeless" and "worthless" at school and in life. Only 22% of students report having appropriate, positive adults in their lives, while 30% report serious psychological distress. One in ten of our students have had some type of court involvement, and 8% of our students are homeless. The combination of poverty, homelessness, disability and the lack of positive adult role models only work to compound the typical and real challenges of growing up in today's world. By giving students a positive connection to their school and community and by providing a safe space (physically and mentally) for students, the program will be able to build non-cognitive skills of students and increase self-confidence, which in turn assists students in improving academically.

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document Improvement	Performance Measures (Outcomes)
<p>1a) Increase the combined average of participating students proficient in reading on KPREP from 35% to 60% by June 2026.</p> <p>1b) Increase the combined average of students proficient in math on KPREP from 23% to 60% by June 2026.</p> <p>1c.) Increase the combined average of participating students proficient in science on KPREP from 8.9% to 60% by June 2026.</p>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• CLC data tracker</li> <li>• Infinite Campus</li> <li>• Certified teachers</li> <li>• CLC coordinator</li> <li>• Mentors</li> <li>• Data specialist</li> <li>• OST quality standards tool and curriculum map</li> <li>• WIN time</li> <li>• Instructional coach</li> <li>• PLC meetings</li> <li>• KY Academic Standards</li> <li>• Reading Plus</li> <li>• Lexia Core5</li> <li>• Lexia Power-Up</li> <li>• ALEKS</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• WIN time</li> <li>• Remediation activities</li> <li>• Acceleration activities</li> <li>• Reading interventions</li> <li>• Math interventions</li> <li>• Mentoring</li> <li>• STEAM academic enrichment: LEGO robotics, coding, chess, 3D printing, film &amp; photography, construction</li> <li>• College and career exploration</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 students who meet at least one of the following criteria: academic need, social-emotional need, or teacher rec.</li> <li>• Begin program with 50 students and add as needed weekly based on student needs and teacher rec.</li> </ul>	<ul style="list-style-type: none"> <li>• Student report cards</li> <li>• CLC data tracker</li> <li>• Infinite Campus</li> <li>• Star</li> <li>• KPREP</li> </ul>	<p>1a.) Students will increase their reading score on KPREP, thus increasing their reading level.</p> <p>1b.) Students will increase their math score on KPREP.</p> <p>1c.) Students will increase their science score on KPREP.</p>
<p>2a) Increase the percentage of participating students who have 8 or fewer absences from 83% to 90% by June 2026</p> <p>2b) Improve the percentage of participating students who have 5 or fewer office disciplinary referrals from 90% to 95% by June 2026.</p> <p>2c) Decrease the percentage of students with K6 score higher than 13 from 38 (combined data from 6<sup>th</sup> and 8<sup>th</sup> graders) to 30 by June 2026.</p>	<ul style="list-style-type: none"> <li>• CLC coordinator</li> <li>• Student support team</li> <li>• Data specialist</li> <li>• Community partners</li> <li>• KIP</li> <li>• Gallup survey</li> <li>• VIA survey</li> <li>• Individual strength plans</li> <li>• Mentors</li> <li>• OST quality standards tool</li> <li>• OST curriculum map</li> <li>• Student surveys</li> <li>• PLC meetings</li> <li>• Fitness coach</li> <li>• School psychologist</li> <li>• Student support team</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Enrichment activities in five focus areas: SEL, health/wellness, youth leadership/development, visual/performing arts, transition ready</li> <li>• Youth Leadership Development (YLD)</li> <li>• Student support team meetings</li> <li>• PLC meetings</li> <li>• Fitness Rocks!</li> <li>• Let Me Run</li> <li>• Student-generated clubs</li> <li>• STEAM academic enrichment</li> <li>• College and career exploration</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 students who meet at least one of the following criteria: academic need, social-emotional need, or teacher rec.</li> <li>• Begin program with 50 students and add as needed weekly based on student needs and teacher rec.</li> </ul>	<ul style="list-style-type: none"> <li>• Gallup survey</li> <li>• Infinite Campus</li> <li>• CLC data tracker</li> <li>• Student surveys</li> </ul>	<p>2a.) Students will have good school attendance (8 or fewer absences).</p> <p>2b.) Students will have good behavior (5 or fewer behavior referrals).</p> <p>2c.) Students will feel hopeful, engaged, accepted, and will understand and manage feelings and have positive relationships (K6 score of 13 or below).</p>



Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document Improvement	Performance Measures (Outcomes)
<p>3a.) By June 2026, 100 students will attend the program 30 days or more during each academic year.</p> <p>3b.) By June 2026, 100 students will attend the program two times per week for at least 12 consecutive weeks.</p> <p>3c.) Annually, the program will implement at least 6 student-generated programs (clubs based on student interest and designed by students).</p>	<ul style="list-style-type: none"> <li>• CLC coordinator</li> <li>• Student support team</li> <li>• Advisory council</li> <li>• Data specialist</li> <li>• Student surveys</li> <li>• School staff and administration</li> <li>• Program schedule</li> <li>• VIA survey</li> <li>• Gallup survey</li> <li>• Individual strength plans</li> <li>• Data specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Communication</li> <li>• Mentoring</li> <li>• Student-generated clubs</li> <li>• Enrichment activities in five focus areas: social-emotional learning, health and wellness, youth leadership and development, and visual and performing arts, transition ready</li> <li>• WIN time and other individualized academic interventions</li> <li>• Academic enrichment clubs</li> <li>• Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 students who meet at least one of the following criteria: academic need, social-emotional need, or teacher rec.</li> <li>• Begin program with 50 students and add as needed weekly based on student needs and teacher rec.</li> </ul>	<ul style="list-style-type: none"> <li>• Center Profile</li> <li>• CAYEN APLUS</li> <li>• CLC data tracker</li> <li>• Program schedule</li> </ul>	<p>3a.) At least 100 students will attend the program 30 or more days.</p> <p>3b.) At least 100 students will attend program two times per week for at least 12 consecutive weeks.</p> <p>3c.) Six clubs will be implemented annually based on student interest and design, thus increasing engagement and student interest.</p>
<p>4a.) By June 2026, provide 16 hours of certified instruction on a weekly basis.</p> <p>4b.) By June 2026, provide at least five hours of enrichment programming per week, per student.</p> <p>4c.) By June 2026, provide 32 hours of high-quality summer learning programming.</p>	<ul style="list-style-type: none"> <li>• Certified teachers</li> <li>• Lesson plans</li> <li>• CLC coordinator</li> <li>• Instructional coach</li> <li>• OST quality standards tool</li> <li>• OST curriculum map</li> <li>• WIN time</li> <li>• KY Academic Standards</li> <li>• Community partners</li> <li>• Summer learning collaborative</li> <li>• SPARK</li> <li>• Fitness coach</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Help</li> <li>• WIN time</li> <li>• Remediation &amp; acceleration activities</li> <li>• Academic interventions</li> <li>• Enrichment activities in: SEL, health/wellness, youth leadership/development, visual/performing arts, transition ready</li> <li>• Student-generated clubs</li> <li>• Summer program</li> <li>• Summer learning collab. meetings</li> <li>• Fitness Rocks!</li> <li>• YLD</li> <li>• Let Me Run</li> <li>• College &amp; career exploration</li> <li>• STEAM: LEGO robotics, coding, chess, 3D printing, film &amp; photography, construction</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 students who meet at least one of the following criteria: academic need, social-emotional need, or teacher rec.</li> <li>• Begin program with 50 students and add as needed weekly based on student needs and teacher rec.</li> </ul>	<ul style="list-style-type: none"> <li>• CAYEN APLUS</li> <li>• Program schedule</li> <li>• Summer schedule</li> </ul>	<p>4a.) A minimum of 16 hours of instruction provided by certified teachers on a weekly basis will provide consistency, a strong rapport with school-day teachers, and link activities to KAS.</p> <p>4b.) At least five hours of enrichment will be offered weekly for each student, building non-cognitive skills.</p> <p>4c.) Each summer will provide hours of high-quality programming featuring academic and enrichment activities.</p>

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document Improvement	Performance Measures (Outcomes)
<p>5a) Increase the combined average of participating 8th grade students proficient in reading on KPREP from 42% to 60% by June 2026.</p> <p>5b) Increase the combined average of participating 8th grade students proficient in math on KPREP from 27% to 60% by June 2026.</p> <p>5c) Increase the percentage of eighth grade students understanding the concepts of high school credits from 44% to 90% by June 2026.</p>	<ul style="list-style-type: none"> <li>• KY Academic Standards</li> <li>• College and career coach</li> <li>• Gear Up</li> <li>• Instructional coach</li> <li>• Certified teachers</li> <li>• Career clusters at high school</li> <li>• Data specialist</li> <li>• CLC coordinator</li> <li>• ISP</li> <li>• Technology</li> <li>• Lexia Core5</li> <li>• Lexia Power-Up</li> <li>• Reading Plus</li> <li>• ALEKS</li> <li>• Star</li> </ul>	<ul style="list-style-type: none"> <li>• WIN time</li> <li>• Homework Help</li> <li>• Remediation activities</li> <li>• Acceleration activities</li> <li>• ISP</li> <li>• Family engagement and adult skill-building events</li> <li>• Clubs centered around career clusters</li> <li>• PBL</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 students who meet at least one of the following criteria: academic need, social-emotional need, or teacher rec.</li> <li>• Begin program with 50 students and add as needed weekly based on student needs and teacher rec.</li> </ul>	<ul style="list-style-type: none"> <li>• KPREP</li> <li>• Program schedule</li> <li>• CAYEN APLUS</li> <li>• Infinite Campus</li> </ul>	<p>5a.) Eighth grade students will be transition ready by increasing KPREP scores in reading.</p> <p>5b.) Eighth grade students will be transition ready by increasing KPREP scores in math.</p> <p>5c.) Students will be transition ready and understand concepts of high school.</p>
<p>6a.) By June 2026, provide six adult skill-building activities annually.</p> <p>6b.) By June 2026, 100% of participating students will have an adult family member attend a school event on their behalf.</p> <p>6c.) By June 2026, 90% of participating students will have an adult family member attend at least three skill-building sessions.</p>	<ul style="list-style-type: none"> <li>• CLC coordinator</li> <li>• Data specialist</li> <li>• Student support team</li> <li>• Community partners</li> <li>• Parent surveys</li> <li>• Needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Parent University with a minimum of six events annually, such as information technology, family literacy, homework assistance, communication with teachers, Infinite Campus Parent Portal, career/job training (will change annually based on needs of parents)</li> <li>• Family engagement activities in six categories: instructive, informative, interactive, collaborative, empowerment, observation</li> </ul>	<ul style="list-style-type: none"> <li>• 100 adult family members of participating students</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement report</li> <li>• CAYEN APLUS</li> <li>• Event sign-in sheets</li> </ul>	<p>6a.) Six adult skill-building activities will be provided annually.</p> <p>6b.) Students will have an adult family member attend a school event on their behalf.</p> <p>6c.) Students will have an adult family member attend at least three of six adult skill-build sessions.</p>

**PART I: NEEDS ASSESSMENT** - **Community notified:** Beginning mid-November, our school informed community members of our intent to apply. We used the school newsletter, social media accounts, one-call system, SBDM meeting, and survey (student, parent, staff and community partners). The school provided stakeholders multiple feedback opportunities in formal meetings (e.g., SBDM and advisory council), informal one-on-one conversations, and survey responses. **Stakeholders:** Members of all stakeholder groups (school staff and administrators, co-applicant, community partners, advisory council members, and parents) were involved in planning this proposal: participating in the needs assessment, establishing goals and objectives, and planning appropriate activities. A school administrative team meeting (11-10-20), community partnership meetings (ongoing in November and December), and advisory council meeting (11-18-20) solicited a variety of perspectives. Prior to writing, the project director presented the grant to the school board (11-19-20) and district administrators (November 11, 13, 18, 20 and 27, 2020) to answer questions and to ensure support for successful grant implementation. Questions and discussions throughout all meetings included an overview of the data to ensure that all were informed about how the data was collected and what it meant. **Target population:** The target population for this grant will be 100 students in grades 6-8. Students will be intentionally selected for the program based on 1) academic needs: those who scored below benchmark on Star assessment, were identified for additional support through RTI, or scored a grade below C in reading, math or science; 2) teacher recommendations: students who are not completing homework and in-class assignments; 3) social-emotional needs: students identified through student support team meetings as not having a safe, positive place during out of school hours, not having access to food, needing support for attendance (particularly chronically absent students), behavior (have more than three behavior referrals), and having low

grademean (Gallup survey). **Risk factors:** As an older urban area, the community faces daunting challenges, with serious risk factors our community must address for our students and families to be successful.

- **Poverty:** Our poverty rate is 27.2% (nearly triple that of our county (10.5%). For school aged children, the poverty rate jumps to 31%. (US Census, 2010).
- **Percentage Growth of English Learners:** In 2000, the percentage of English Learners was only 1.4%. That percentage nearly tripled to 3.9% in 2015; based on current school demographics, we anticipate it to be even higher in the next census report. The percentage for our entire county is only 2.6% (US Census, 2010).
- **Education Attainment:** Seventeen percent of the adults in our city have no high school diploma (8.8% for the county) and only 51.3% have a degree or certificate beyond high school (62% for the county) (US Census, 2010).
- **Food Insecurity:** The percentage of families receiving SNAP benefits in our city is 25.1%, a rate almost three times higher than our county (9.5%) (US Census, 2010). Among students, 33% require Power Packs, food for sustainability over the weekend (CIPS, 2019-2020). These data highlight the food insecurity in our community.
- **Median Income:** The median household income in our city is approximately \$35,664, more than 40% lower than that of the county (\$59,582) (US Census, 2010).

#### Data components:

- **Sub-Population/Group:** Our school has a very diverse population, serving 741 students. Approximately 8% of the students at our school are English Learners (EL).

Twenty-two percent (22%) of our students are identified as having a disability (16.1% state) (CIPS, 2020). As noted in the table, the majority of students in all subgroups scored

Sub Group KPREP Scores	2018-2019 Reading		2018-2019 Math		2018-2019 Science	
	% N/A	% P/D	% N/A	% P/D	% N/A	% P/D
All Students	64.9	35.1	91.1	8.9	91.1	8.9
Female	61.4	38.6	90.1	9.9	90.1	9.9
Male	67.9	32.1	92	8	92	8
AA	72.4	27.6	94.3	5.7	94.3	5.7
Hispanic/Latino	88.2	11.8	95	5	95	5
Two or More Races	71.4	28.6	84.4	15.6	84.4	15.6
F/R Lunch	66.8	33.2	90.5	9.5	90.5	9.5
Students w/ Dis.	88.4	11.6	100	0	90.6	9.4
EL	97.1	2.9	100	0		
Homeless	74.2	25.8	86.2	13.8	76.9	23.1

Novice/Apprentice, with particular concerns for math. It is worth noting that zero students scored distinguished in math in any subgroup (KDE, 2019-2020). The large majority of our students scored below proficiency in reading (65% vs. 40% state), below proficiency in math, (77% vs. 54% state), and below proficiency in science (91% vs. 74% state) (KDE, 2019-2020). Only 33% of our students are considered transition ready. The persistently low scores indicate that support is needed now more than ever.

- **Behavior:** 456 students had at least one discipline referral with a school total of 2,603 behavior events in the 2019-2020 school year, an average of 5.48 referrals per student with a referral. Students experienced 979 in-school suspensions and 310 out-of-school suspensions. In the 2018-2019 school year, 487 students had at least one behavior referral with a school total of 2,805 behavior events. 851 in-

school suspension and 425 out-of-school suspensions occurred (Infinite Campus, 2019-2020).

- **Homelessness:** Among our students in 2019-2020, 13% (93) were identified as homeless, a rate nearly four times as high as the 3.7% state rate (CIPS, 2019-2020).
- **F/R Lunch:** One hundred percent of our students qualify for the free and reduced lunch rate, versus only 53% in surrounding communities and 74.8% in Kentucky (KDE Qualifying Data, 2019-2020).
- **Chronic Absenteeism:** Our school serves 741 students. During the 2018-2019 school year, 111 students (14.9%) were chronically absent. During the 2019-2020 school year, 66 students (8%) were chronically absent.
- **Social-Emotional:** Our students are exposed to wide-ranging causes of trauma outside school, including death of parents and/or siblings (including overdose, community violence, abuse, and domestic violence), incarceration of parents, parent and/or sibling alcohol and drug abuse or mental illness, homelessness, abandonment, divorce with complications of custody issues, and other traumatic experiences. This has been exacerbated in the past eight months during the global pandemic and will continue to be an ongoing concern. Perhaps it's no surprise that 30% of our students report serious psychological distress (nervousness, hopelessness, being restless or fidgety, so depressed that nothing could cheer them up, and that everything is an effort) from the K6 evidence-based scale on the 2018 KIP survey. This rate far outpaces the state and the region. As noted in our goals and performance indicators, we will monitor this concerning data through the student's grandmean from the Gallup survey. Poor health also contributes to low achievement. During the previous school year, 34% of students were overweight (CIPS, 2018-2019). Additionally, lack of family engagement in school continues to contribute to poor achievement. Last year, only 66% of children had an adult family member who attended an academic program (Covington Partners, 2019-2020), and only 2% attended an educational parent event.

Despite the challenges they face, we know our students have great potential. They simply need additional support and guidance provided through the CLC program.

**Methods and Instruments used:** In early November 2020, we implemented a stakeholder survey to collect feedback from teachers, students, parents and community asking them to identify specific activities and programming they envisioned to meet the needs of our students and families. The survey was distributed at that time to allow time to analyze and implement feedback when designing and developing the application. We also held a variety of meetings with stakeholders (a school administrative team meeting, community partnership meetings, advisory council meeting, and school board meeting).

**Resources:** Through our co-applicant and key partners (arts organization, library, city officials, youth development organizations), we have a solid foundation for integrating the community into the school building and culture. Through these partnerships, we

have created a comprehensive out of school time program for before, after and summer. The school has integrated out of school time programming into the way we do education on a daily basis. The program is viewed as an intervention and best practice to support students' academic and social-emotional needs. The CLC coordinator is an integral member of the school staff and is part of academic meetings, professional development, and other school committees. The CLC coordinator also serves as the "connector" for integration with community-based organizations. The success of the foundation we have created within our school and community is evident in participation numbers. Our regular attendees increased from 77 in 2015-2016 to 158 in 2018-2019.

We have a robust mentoring organization that matches a student to a positive adult role model. Our district's mentoring program allows students to be matched in third grade and stay matched through twelfth grade. This provides much needed support for our students each school year as well as those transitional points from elementary to middle and middle to high school.

However, our students and families continue to lack significant resources needed to be successful in school and in life. Our students and families struggle with the most basic resources, such as food and housing. Student needs are closely tied to this lack of access to basic resources, including parental supervision and support. Parents/guardians work long hours and often 2<sup>nd</sup> or 3<sup>rd</sup> shift, which prevents them from being home with their children during the vulnerable, unsafe time from 3-6 p.m. In addition, mental and physical health resources (which correlate with social-emotional wellbeing) also are inaccessible to too many students due to poverty and lack of parent availability.

Our parents continue to have low engagement with their child's education which hinders their help with homework and learning. Additionally, over 50% of our students lack Wi-Fi access, and others lack strong Wi-Fi connections in dead spots in our community (CIPS, 2020). Without our program, quality care for our middle school

students after school would be almost nonexistent. The combination of these missing resources contributes to the low achievement scores our school and district have historically produced, putting our students at-risk for perpetuating the cycle of generational poverty. **Consultation process with private/home school:** District staff met virtually with each private school contact in our school's geographic area (11-16-20). The meeting provided adequate notice and opportunity to inform them of our intent to apply, to participate in design and development of the proposal, and to complete the required form for this application. If the school agreed to participate, we encouraged them to join the survey of staff, students, parents/guardians, and community stakeholders. District staff and CLC project director will continue to meet with private school contacts throughout the school year to enhance our productive working relationship and to give updates on the program, allowing the private schools full access to programming and input in future program implementation. The design team and District Pupil Personnel Department gathered feedback from home school families and invited them to participate in programming. Private/Home School Consultation form(s) are signed and attached. **Students with special needs will have access and be served:** Our CLC coordinator and key staff will ensure that individual needs and barriers are addressed so all students have access to the program. This includes transportation, supplies, staffing, interpreting services, specialized diets, and other identified support. Due to the significant number of students requiring special education services (22%), every effort will be made to ensure that at least one of the certified teachers recruited for academic assistance will be certified in special education. All program staff will be trained to work with students of different abilities so all students can safely participate in program activities with reasonable accommodations. We will also provide intentional recruiting and support for students who are identified as English Learners (8% of population), providing all materials in English and Spanish, using an

interpreter as needed, and being culturally responsive in all programming areas. Our homeless education coordinator will advise and collaborate with our program to ensure that homeless students have the support they need to participate. We will identify special needs and address them so ALL students are able to participate.

**PART II: PROJECT DESIGN - SMART Performance Indicators (Objectives):** The

chart below outlines three performance objectives for each of the six goals and demonstrates how those goals and performance indicators are directly connected to the needs and lack of resources identified through the thorough needs assessment.

Identified Needs	→ Goals	→ Performance Indicators
<ul style="list-style-type: none"> <li>• Low proficiency levels in reading as indicated by KPREP and Star</li> <li>• Low proficiency levels in math as indicated by KPREP and Star</li> <li>• Extremely low proficiency in science as indicated by KPREP and Star</li> </ul>	1. To increase academic achievement of regularly participating students.	1a) To increase percentage of participating students proficient in reading on KPREP from 35% to 60% by June 2026. 1b) To increase the percentage of students proficient in math on KPREP from 23% to 60% by June 2026. 1c.) To increase the percentage of participating students proficient in science on KPREP from 8.9% to 60% by June 2026.
<ul style="list-style-type: none"> <li>• 66 students were chronically absent</li> <li>• 456 students had at least one discipline referral with 2,603 total behavior events</li> <li>• 979 in-school suspensions and 310 out-of-school suspensions</li> </ul>	2. To improve non-cognitive indicators of success in regularly participating students.	2a) To increase the percentage of participating students who have 8 or fewer absences from 83% to 90% by June 2026. 2b) To improve the percentage of participating students who have 5 or fewer office disciplinary referrals from 90% to 95% by June 2026 2c) To decrease the percentage of 6 <sup>th</sup> and 8 <sup>th</sup> grade students with K6 score higher than 13 from 38% to 20% by June 2026.
<ul style="list-style-type: none"> <li>• Low proficiency levels in reading as indicated by KPREP and Star</li> <li>• Low proficiency levels in math as indicated by KPREP and Star</li> <li>• Extremely low proficiency in science as indicated by KPREP and Star</li> </ul>	3. To meet or maintain the number of students who will attend the program 30 days or more during academic year.	3a) By June 2026, 100 students will attend the program 30 days or more during each academic year. 3b) By June 2026, 100 students will attend the program two times per week for at least 12 consecutive weeks. 3c.) Annually, the program will implement at least 6 student-generated programs (programs created and designed by students).
<ul style="list-style-type: none"> <li>• Limited access to high quality out-of-school time programming</li> <li>• Parents working 2<sup>nd</sup> and 3<sup>rd</sup> shift jobs and in college classes</li> </ul>	4. To increase access to high-quality programming.	4a.) By June 2026, provide 16 hours of certified instruction on a weekly basis. 4b.) By June 2026, provide at least five hours of enrichment programming per week, per student. 4c.) By June 2026, provide 32 hours of high-quality summer learning programming.
<ul style="list-style-type: none"> <li>• Only 33% of our district's students were transition ready</li> <li>• Chronic absenteeism</li> <li>• High number of behavior referrals</li> <li>• Limited access to high quality out-of-school time</li> </ul>	5. To increase access to Transition Ready activities.	5a) To increase the percentage of participating 8th grade students proficient in reading on KPREP from 42% to 60% by June 2026. 5b) To increase the percentage of participating 8th grade students proficient in math on KPREP from 27% to 60% by June 2026. 5c) To increase the percentage of eighth grade students earning an algebra high school credit 44%



programming for middle school students		to 90%.
<ul style="list-style-type: none"> <li>• Low family engagement</li> <li>• Chronic absenteeism</li> <li>• High number of behavior referrals</li> </ul>	6. To increase literacy and educational opportunities, that are meaningful and intentional, to support parents and working families.	6a.) By June 2026, provide six skill-building activities annually. 6b.) By June 2026, 100% of participating students will have an adult family member attend a school event on their behalf. 6c.) By June 2026, 90% of participating students will have an adult family member attend at least three of six active skill-building sessions.

**Academic Activities: Meet challenging standards:** Our mission is clear and complements the purpose of this grant: to provide academic, artistic and cultural enrichment opportunities for our students and to meet challenging state academic standards. We will accomplish this through homework assistance, evidence-based activities and skill building activities for our parents/guardians. Low academic proficiency will be addressed through WIN (What I Need) time, targeted academic support during which certified teachers and activity leaders reteach needed concepts and skills or provide acceleration activities. One-on-one and small group tutoring will also be available for students needing extra assistance. Reading Instruction: To address the need for additional support in ELA, we will use the research-based Reading Plus, Lexia Core5 reading intervention program, and Lexia Power-Up reading intervention program. Reading Plus provides targeted materials to increase fluency and comprehension. Lexia Core5 will be provided to those students who need more foundational reading skills (those at a K-2nd grade level). Math Instruction: We will use the research-based program ALEKS. ALEKS achieves positive learning outcomes by meeting the specific needs of each student, targeting and filling gaps in knowledge, and providing an individualized learning path. Teachers will also assign specific lessons based on Kentucky Academic Standards (KAS) to provide additional learning and support in targeted areas ensuring mastery of basic math facts. Science Instruction: Fun, hands-on, and rigorous activities will promote learning. These will include LEGO

Robotics, Ready to Code, 3D Printing, Construction, Career & College Exploration, Mad Science, Film & Photography, and Chess Club.

The school district, co-applicant, and community partners have a long history of partnering to provide high-quality support programs connected to the challenging Kentucky Academic Standards. A long-standing community partner, with school staff, will update the out of school time curriculum map and align it to the district curriculum and pacing guide. This plan will ensure that all activities and programs offered by certified staff or community partners are aligned with KAS to improve student academic achievement. Additionally, using certified staff from the actual school day to implement all academic programming will guarantee rigor and alignment to the KAS and CSIP.

**50% remediation and/or acceleration; 50% enrichment:** The program will include homework help; of the remaining time, 50% will be for remediation and/or acceleration and 50% will be for enrichment. The academic hour will include WIN (What I Need) time and provide remediation and/or acceleration depending on the individual needs of the student as identified in the CLC data tracker (our tool to collect data monthly). The data tracker will include student assessment data, notes from classroom teachers, and prescriptions for individually targeted interventions so that each student is provided research-based programs and strategies. During this time the programs named above will be implemented to support math, reading, and science learning. The next hour of programming will include enrichment programs that will be based on responses to our needs assessments from students (student-generated programs), parents, staff, and community members. Students will choose from a variety of options so the enrichment activities stimulate their personal interests and talents. We will provide daily fun, hands-on, and engaging activities that will make students excited about attending the program. Clubs will be focused in five areas: social-emotional learning, health & wellness, youth leadership & development, visual & performing arts, and transition ready awareness. To

support social-emotional learning, our co-applicant is leading the effort for each student in our program to have an Individual Strength Plan (ISP). The ISP will identify students' top five strengths and ways they can participate in programming to strengthen those identified. It will also indicate areas of opportunity to increase engagement, hope, belonging and social-emotional wellbeing. The ISP will be co-authored by the student and a positive adult in the student's life and will be a blueprint for success in school and life that will follow the student from elementary through middle school to graduation. The ISP will be reviewed with the student throughout the school year and in the one-on-one coaching sessions with the CLC coordinator. To support health & wellness, the CLC will hire a part-time fitness coach who will collaborate with our school's physical education teacher to implement Fitness Rocks!, which will consist of daily fitness clubs, weekly pedometer clubs, family fitness nights, and weekly health/nutrition clubs that will provide opportunities for students and families of all fitness levels to learn and practice fitness and healthy nutrition skills. Fitness Rocks! will follow the SPARK Afterschool curriculum (already purchased by the school district). We will also incorporate programs such as Let Me Run and education surrounding nutrition. To support visual & performing arts, the premier local arts organization that currently provides teaching artists for school day art instruction will provide weekly hands-on programming after school. By partnering with experts in this area, we ensure that our students will receive the highest level of instruction and receive the benefits from the organization's extensive network of teaching artists. We will also include clubs such as Poetry Slam and activities incorporating graphic novels, film, photography, and fashion design. To support *youth leadership & development*, school-based mentoring, a collaborative effort between the school district and co-applicant will recruit and train mentors from the community to serve as appropriate adult role models. Mentoring will take place at the school during the after school hours. A local organization will facilitate Youth Leadership Development

(YLD), a youth leadership program focused on 21<sup>st</sup> century and transition skills, prevention, social-emotional development, and service. This curriculum is designed to guide middle school students through learning about themselves, their school and neighborhood, and the world in which they live. Students will complete several hours of community service and will complete a culminating project; they will identify a specific need, develop a plan to address the need, and present the plan to a local government body such as city council, SBDM council, or the Board of Education. *Transition activities* will include a partnership with the district high school (same campus), through which middle school students will have the opportunity to work closely with high school students to explore different career clusters. These will align with the pathways at the high school and will help students successfully transition from middle to high school. The pathways include construction, health sciences, advanced manufacturing, media arts, business, information technology, and leadership. Parent skill building sessions will also address transition issues. **Evidence or research-based:** The program consistently uses data to guide selection and implementation of evidence or research-based programs. Our academic interventions will be set up in a station approach in which students will rotate among 2-3 activities during academic time. Research-based strategies for this project reflect several activities and strategies that are part of this CSI school's turnaround plan accepted last school year by KDE. These include: 1) ALEKS (Assessment and Learning in Knowledge Spaces), a web-based, learning and assessment system that is research-based, provides KAS-based content, as well as progress monitoring. This system was an approved strategy by KDE in our turnaround plan; 2) Reading Plus includes the five components of reading noted by the National Reading Panel and will serve as an intervention in our program; and 3) homework help and project-based learning (PBL), an evidence-based approach to student learning. Additional programming also will be evidence-based. SPARK is an inclusive, fun

approach to physical fitness that is research-based and proven to be effective in an out of school setting (SPARK, 2020). The Covington Mentoring Program, including After School Buddies, is modeled after Big Brothers/Big Sisters mentoring program, an evidence-based program (BBBS, 1995). Our mentoring program has shown exemplary results for students; 84% of students matched with a mentor had fewer disciplinary referrals compared to the previous school year, and 51% of students matched with a mentor had fewer absences compared to the previous year (CIPS, 2020).

**STEM/STEAM activities:** Fun, hands-on, and rigorous activities to promote learning include LEGO Robotics, Ready to Code, 3D Printing, Construction, Career & College Exploration, Mad Science, Film & Photography, and Chess Club. These enrichment clubs will focus on STEAM (Science, Technology, Engineering, Art, and Math), meet weekly, and allow students of all modality strengths the opportunity to practice 21<sup>st</sup> Century skills (creativity, critical thinking, communication, collaboration) while engaging in friendly competition with classmates and, if possible, students from other schools in the district, region, and state. Additional activities will be developed in response to student needs and through interest surveys of students and recommendations of the advisory council. All activities will be aligned to Kentucky Academic Standards as outlined in the district's out of school time curriculum map and the school's comprehensive improvement plan. **Program embedded in CSIP:** The CLC is already identified as a best practice strategy in the school's comprehensive improvement plan (CSIP). Our administrative team used strategies outlined in our CSIP to draft this proposal. The CLC coordinator is a staff member within the school building and is an active participant in school committees that develop and review the comprehensive improvement plan annually. Through these ongoing committee meetings and during monthly administrative meetings, we will ensure the activities implemented in the CLC continue to support activities used in the school day, based on the CSIP.

**Detailed program schedule:**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:10-7:40	Academic Time	Academic Time	Academic Time	Academic Time	Academic Time
2:50-3:05	Dinner	Dinner	Dinner	Dinner	Dinner
3:05-3:35	Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
3:35 – 4:35	Academic Hour WIN Time (remediation & acceleration)	Academic Hour WIN Time (remediation & acceleration)	Academic Hour WIN Time (remediation & acceleration)	Academic Hour WIN Time (remediation & acceleration)	Academic Hour WIN TIME (remediation & acceleration)
<b>4:35 – First Dismissal</b>					
4:35-5:35	Activity Hour (SEL, Health & Wellness, Visual & Performing Arts, Youth Development and Leadership, & STEAM)	Activity Hour (SEL, Health & Wellness, Visual & Performing Arts, Youth Development and Leadership, & STEAM)	Activity Hour (SEL, Health & Wellness, Visual & Performing Arts, Youth Development and Leadership, & STEAM)	Activity Hour (SEL, Health & Wellness, Visual & Performing Arts, Youth Development and Leadership, & STEAM)	Activity Hour (SEL, Health & Wellness, Visual & Performing Arts, Youth Development and Leadership, & STEAM)
5:35-5:45	Snack	Snack	Snack	Snack	Snack
5:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Recruitment and Retention: Recruitment strategies:** Recruitment strategies include:

- CLC will initially select students who have been identified by school administrators and classroom teachers through the RTI process (students who scored below benchmark on Star assessment, are identified for additional support through RTI, have a grade below C in reading, math or science).
- The CLC will work with the student support team to identify and recruit students who have specific social-emotional and/or non-cognitive needs, including those who do not have a safe, positive place during out of school time hours, do not have access to food, score low on Gallup survey, and have behavior and attendance issues.
- Our program will work diligently to recruit students with special needs. Our CLC coordinator will engage EL parents to recruit students to the program. Intentional conversations will occur with our EL families so they feel safe leaving the child after school. We will also collaborate with the community partners and school EL community to ensure that CLC is culturally responsive.
- We will work with the Youth Services Center (YSC) and homeless education coordinator to intentionally recruit and retain students who are homeless or at-risk of becoming homeless. Priority registration will be given to these students, ensuring they have a safe environment after school, assistance with homework and academic needs, and access to a daily snack and dinner.
- CLC staff will survey students to provide program offerings that are of interest to the students (student-generated clubs).

**Retention strategies:** The program will implement:

- Consistent and regular communication with parents to provide program information and share how programming is supporting their child's academic achievement. Parents will be kept informed through information posted daily on our CLC bulletin board, monthly newsletter and monthly student/coordinator coaching session. This same communication will be used with classroom teachers so encouragement for student retention is coming from multiple angles.

- The CLC will work with extra-curricular sponsors and coaches to coordinate schedules so that all participants are participating in programming before or after practices.
- Youth development, fitness, and enrichment programming will be co-designed by the CLC coordinator and the students. This will ensure students have a vested interest in programming and will be motivated to attend programming.

**Linkage to School Day: Formal process:** Processes to ensure a direct link between programming and the school day will include: 1) weekly check-in with grade level and content level Professional Learning Community (PLC) meetings; 2) monthly administrative meetings to review individual student data and cross-reference to the student's program schedule; 3) scheduling certified school day teachers to work in program; 4) partners and staff using out of school time curriculum map based on the regular school day curriculum and pacing guide; and 5) using the CLC data tracker to allow the teachers, program staff, reading interventionist, and RTI team to communicate using common language and data. It will alert the CLC coordinator when a student has a "C" or below in reading, math, or science so that the coordinator will set up a meeting with that student's teacher to discuss individual needs. Ongoing, weekly communication through PLC meetings will also ensure students are completing homework and other assignments, students are being identified and referred to the program, program staff have adequate space, and appropriate training and professional development is provided. Additional face-to-face meetings will be as needed throughout the year.

**Prioritizing student enrollment:** The CLC program has a formal referral process to guarantee the students struggling most are identified, referred, and enrolled in the program. The process will begin prior to the first day of school. The CLC coordinator will meet with school administrators and teachers to identify 50 students who will start programming on the first day. These first 50 students will be identified by school administrators and classroom teachers and will be students who need additional support in reading, math, or science (as indicated by not meeting benchmark on Star or having a grade below C). The remaining 50 slots will be filled on a weekly basis as the

CLC coordinator and school staff identify students based on fall assessments, RTI process and student support meetings. Our CLC program puts a priority on enrolling students who have academic needs as previously noted through assessments, grades, and RTI process. Additional referrals will be based on social-emotional needs and teacher recommendations. **Teacher meetings and professional learning opportunities:** The CLC coordinator will participate in teacher meetings and professional learning opportunities offered by the school. The CLC coordinator will attend staff meetings and will arrange for program coverage when needed. Attending staff meetings will ensure that the CLC coordinator is aware of all school information and expectations. The project director will attend district level meetings to be kept informed of district initiatives, trainings and other important information. The CLC coordinator will be a regular participant in all grade level and content PLC meetings to be regularly informed of student performance challenges and needs as well as specific strategies of support for each student participating in the program. The CLC coordinator will participate in professional learning opportunities offered by the school and district, including academic, behavior management, and social-emotional support. These PDs are critically important to the alignment of the CLC program to school day strategies. Most of these PDs occur in the summer, allowing the CLC coordinator to participate during a more conducive time.

**Adult Skill Building and Funds:** The proposed budget identifies one percent of funds to be used for adult skill-building, \$1800 per year. It is clearly identified in the budget summary and budget narrative for years 1-3. **Six adult skill-building activities:** Through collaboration with the YSC, Kentucky Career Center, and other community partners, the program will initiate a Parent University to provide eight skill-building sessions for families (exceeding KDE minimum requirements). These skill-building sessions will include: **1.** A four-part adult nutrition series with UK Extension (4 weeks) –



The nutrition series will help families make healthy choices when planning meals and snacks. This will directly impact the health and wellness of our students and families. 2. Money Matters: Financial Literacy in the 21st Century/Digital Era – This program will educate adults on managing their household finances. 3. Work It! Basic Skills for Jobs/Work Readiness –This program will support families learning basic “soft skills” so they can be successful in the workforce. 4. Understanding High School Credits and GPA – Parents will be introduced to the importance of earning credits and GPAs in order for students to progress successfully through high school. 5. Resume Development/Interview Workshop – Adults will learn how to develop resumes and practice interviewing in role play with local business volunteers. 6. Education Continues After School! – Families will learn research-based techniques for maximizing student and family time outside of school and communication with school day and outside of school staff. 7. Technology Skills Training – A hands-on session walking caregivers through the learning platforms used by the middle school. 8. Social Media – An information and training session to help parents learn about new apps students are using, establishing social media boundaries, privacy, etc. For the remaining four years of the grant, we will assess student data to determine future adult skill building activities. We will also partner with the YSC to complete a parent needs assessment.

**Summer Programming: Summer activities:** The co-applicant and applicant have become national and state experts in providing age-appropriate activities during a summer program. In collaboration with community partners, we can maximize our resources and expertise to support quality programming which is engaging and enriching for our students. The summer program, Camp Covington, will focus on activities related to STEAM, youth development and leadership, and the arts. The summer curriculum is created each summer based on the specific needs of the school and students for that particular year. Youth voice will play an integral role in

development of the summer program. The program will work in collaboration with the school administrative team and certified teachers to ensure academic components are engrained in each week-long camp. Enrichment opportunities will occur daily, along with reflection exercises/journals. Project based learning and/or service learning will be embedded into the summer curriculum with each week concluding with a family engagement event. All programming will be age-appropriate for students who attend the summer program in grades 6-8. **Schedule for summer programming and summer timeline:** Camp Covington will run a program the first two full weeks of July. We will adhere to the following timeline each year to implement a successful program.

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Summer learning collaborative mtgs						X	X	X	X	X	X	X
Pre-test (Star assessment)									X			
Post-test (Star assessment)		X										
Analyze data & effectiveness		X	X									
Present program to BOE							X					
Hire and train staff										X	X	X
Summer program												X

**Meets required days and hours per week:** Camp Covington will operate daily; Monday through Friday from 10 a.m. – 3 p.m. (exceeds the minimum daily and hourly requirements outlined by KDE). **Schedule reflects 1.25 hours of reading and 1.25 of math instruction:** An example of the program schedule is reflected in the table below, outlining the 1.25 required hours of reading and math.

	10:00 – 11:15	11:15 – 12:30	12:30 – 12:50	12:50 – 2:05	2:05 – 2:50	2:50 – 3
6	Reading	Youth Dev & STEAM	Lunch	Math	Fitness	Dismissal
7	Math	Reading	Lunch	Youth Dev & STEAM	Fitness	Dismissal
8	Youth Dev & STEAM	Math	Lunch	Reading	Fitness	Dismissal

### **Part III: Program Operations - Minimum Operations: Timeline of minimum**

**operations for first year from July 1, 2021 – September 30, 2022.** A timeline of minimum operations for the first year of programming is outlined below, beginning July 1, 2021 through September 20, 2022.

ACTIVITY	2021						2022								
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
STAR assessment			X							X					X
Drills: tornado, earthquake, lockdown/evacuation, bus			X						X						X
CLC coord. evaluation						X				X					
First Aid, CPR, medication PD	X												X		
CHAMPS, Ruby Payne PD		X												X	
ALICE, Safe Schools PD			X												X
Foundations PD					X		X		X		X				
Student recruitment		X	X							X	X			X	X
School start			X												X
Advisory council			X		X		X		X		X				X
Fire drill (first Wednesday)			X	X	X	X	X	X	X	X	X	X	X		X
Data tracker analysis/CLC PLC			X	X	X	X	X	X	X	X	X	X	X	X	X
Adult skill-building activity				X	X		X	X	X	X	X				X
Summer learning program collaborative	X						X	X	X	X	X	X	X		
Grade level and content PLCs with teachers (weekly)			X	X	X	X	X	X	X	X	X	X	X	X	X
Student activities	Daily M-F, 7:10 a.m.-7:40 a.m. and 2:50 p.m.-5:45 p.m., second week of school till May 20, 2022, with the exception of all school closure days, including but not limited to: fall break, Oct. 8-11, 2021; Thanksgiving break; Nov. 22-26, 2021; winter break, Dec. 20, 2021-Jan. 1, 2022; spring break, Apr.11-15, 2022														
Summer program	Daily M-F, 10:00 a.m.-3:00 p.m., July 11 - 22, 2022														

**Staffing: two certified teachers, eight hours per teacher:** A combination of at least four certified teachers will staff the program to meet the required 16 hours per week. A certified teacher will be recruited for reading, math and science, as well as a special education teacher. The certified teachers will facilitate all WIN programming. This will ensure that students are working on individualized specific needs according to the data tracker. This will provide a direct correlation between the school day and program with a seamless transition. The special education teacher will provide support for students with disabilities and provide identified accommodations. **Staffing chart:** The staffing chart below outlines each position.

Position	Program Responsibilities	Qualifications
Project director	Provide program and budget oversight and staff support	Bachelor's degree required; proven experience overseeing federal and state grants; excellent communication skills; effective leadership capabilities
CLC coordinator	Plan, implement and oversee day to day operations of programming; design appropriate training and professional development; ensure	Bachelor's degree required (education preferred); Two years' related experience;

	data entry is up-to-date; submit all required state and federal reports; submit reimbursement requests; facilitate advisory council; and participate in required training and PD	ability to connect and build relationships with youth; excellent communication skills; high level of organizational skills
Certified staff	Plan and implement daily academic programming; meet with CLC coordinator regularly to analyze student data and needs; participate in required training and PD	Full or part-time certified teacher in school district; special education certification for at least one staff member
Mentoring coordinator	Oversee day-to-day operations to ensure students and mentors are appropriately supported	Bachelor's degree; at least three years' experience with urban youth; excellent written and communication skills
Fitness coach	Implement daily fitness clubs based on the SPARK curriculum	Bachelor's degree; at least three years' experience with urban youth; excellent behavior management
Data specialist	Collect and enter all required data; produce accurate and timely reports; work as a resource to program staff and administrators; participate in required training and PD	Bachelor's degree; knowledge of CAYEN APLUS computer system

**Staff will be certified in CPR and first aid:** The CLC coordinator, as well as two certified teachers, will be trained in CPR/first aid, through the district's health services department. The CLC coordinator and the project director will maintain a copy of certification, including dates, to schedule training as needed to keep certified status.

**Staff trained in emergency policies, procedures and guidelines:** In collaboration with the district safety committee and the school safety committee, the safety procedures and emergency readiness plan will be developed, written and then reviewed annually and shared via a take-home packet with all stakeholders. The safety procedures and emergency readiness plan will be specific to the program and will mirror school day procedures and plans as appropriate. All staff will be trained by the building administration on how to handle emergency situations during out of school time programs. This will include fire, tornado, intruder, and all evacuation routes. The CLC staff will also be trained in ALICE: Active Shooter Response and Safe Schools training during the summer professional development sessions provided to our entire district.

**CPR certified staff member present at all times:** Advanced planning will ensure that at least one CPR trained staff will be available each day of programming. Copies of CPR and first aid training/certification will be kept on file for trained and certified staff.

**Full-time coordinator:** A full-time coordinator will work seven hours per day for at least

220 days. The contracted days will be monitored by the project director to ensure the coordinator is present during the entire school year as well as the two-week summer program. **Staff and volunteers trained and vetted:** All staff and volunteers will go through an interview process. The interview process will identify any issues or concerns that may pose a risk to our students and families. Upon a successful interview process, all staff and volunteers will have a federal and state background check completed. While the state background check is the minimum requirement, our location is near two border states, making the federal background check a necessity each year. Any staff or volunteers that do not pass the background check or have questionable behavior on the report will be prohibited from working or volunteering in the program.

**Maintain a staff/student ratio of 1:15:** The program will be staffed by at least four certified teachers daily working a total of 16 hours per week and four classified staff or activity leaders. This staffing will maintain a 1:15 adult to student ratio. Students will be grouped by grade levels, content areas, or club-based interest in groups of 15 students or less and will be monitored by at least one adult staff member at all times, including transportation from the program. **Professional Development (PD): PD chart:** The chart below identifies which staff positions will attend state-level trainings. All information gathered and learned from state-level trainings will be shared with other program staff during weekly staff meeting, scheduled PD sessions, and other trainings scheduled as needed.

Month	Topic	Person(s) Attending
July 2021	KY 21 <sup>st</sup> CCLC Level I Part I	CLC coordinator, co-applicant, project director
August 2021	KY 21 <sup>st</sup> CCLC APLUS Data	CLC coordinator, data specialist
October 2021	KY 21 <sup>st</sup> CCLC Level I Part II	CLC coordinator
October 2021	21 <sup>st</sup> CCLC Multi-State Conf. KY 21 <sup>st</sup> CCLC Directors Meeting	CLC coordinator, project director
Feb./Mar. 2021	Regional Spring Training	CLC coordinator, project director

**Additional professional development opportunities:** Our CLC program will have three additional professional development opportunities, as outlined in the table below, scheduled throughout the school year as well as additional training to support the

program and based on identified needs and areas of growth outlined during administrative walk-throughs.

Month	Description	Person(s) Attending
July 2020	CLC Implementation Training: a training with staff to communicate district and school expectations, a review of the grant and requirements, overview of goals and objectives, overview of data tracker, etc.	CLC coordinator, project director, FRC coordinator, principal, instructional coach, co-applicant, CLC staff
August 2020	<i>A Framework for Understanding Poverty</i> (Dr. Ruby Payne's work): training to understand the culture, values and norms of students and families living in generational poverty	advisory council, CLC coordinator, CLC staff and collaborative partners
August 2020 – June 2021	Quarterly Trainings Topics: Student Behavior Management Refresher (CHAMPS), Student Appropriate Interventions, other topics as appropriate	CLC coordinator, school staff, CLC staff, project director
Monthly	Professional Learning Community meetings: protected time to review student and center data and research effective strategies and interventions	CLC coordinator, project director, data specialist

**Health & Safety: Standard operating procedures:** The CLC program will provide a safe, secure and drug-free environment. The CLC program is implemented within the school building and, therefore, will follow all school and district policies. Emergency drills will be practiced in the program on the same day as those drills are conducted during the school day. Field trips will be approved by the principal, school nurse, project director, and KDE. We will follow CHAMPS, a research-based program that is used districtwide and outlines procedures to establish a foundation of expectations for each activity in the program. The CLC coordinator and staff will use the same procedures and expectations in the common areas of the school such as the gymnasium, cafeteria, bathrooms and hallways as used during the school day. Attendance will be taken at the beginning of each program day and each program session. Students will only be allowed to leave the program at 4:35 p.m. or at the end of the program. Each student will be signed out by an approved adult or transported home by district transportation. Only students who have been pre-approved and live within a mile of the school will be allowed to walk home. The CLC coordinator and one other staff member will be trained by the school or district nurse to administer medicine as needed. All personnel will be hired through the school district, will be required to pass a drug test, and will adhere to

all personnel policies. Failure to do so will result in termination of employment. **Copies of meal and snack menus:** The program will provide dinner and snack to all after school program attendees. All meals and snacks will be provided through our Nutrition Services Department through the USDA National School Lunch Program. Nutrition services will provide trained and knowledgeable staff to plan, cook and serve all snacks and meals that meet federal guidelines and served according to standards and regulations. Nutrition services staff will complete all reporting accurately and timely. The CLC coordinator will follow KDE guidance on the amount of time allocated for snacks and meals to ensure compliance and that the maximum time possible is allotted to programming. A copy of meal and snack menus will be maintained by the CLC coordinator and shared with parents/guardians and posted on the CLC bulletin board. **Emergency procedures:** Emergency drills will be practiced in the program on the same day as those drills are conducted during the school day. The CLC coordinator will maintain copies of emergency procedures and a log to track dates of each drill as it is practiced. **Post evacuation routes:** All evacuation routes will be visibly posted throughout the program space and reviewed during practice drills. **Maintain copies of CPR and first aid training/certification:** At least three staff, including the CLC coordinator and a certified teacher, will be trained and certified in CPR and first aid. Copies of those certificates will be maintained by the CLC coordinator. **Parents and stakeholders informed about emergency guidelines, sign-in/sign-out procedures, fieldtrips, and behavioral policies:** Parents will receive information about all these procedures and policies at the beginning of each year and throughout the year through monthly newsletters, information board posts at sign-out locations, texts, ClassDojo and in-person conversations as needed. Staff, community partners and other stakeholders will be informed during planning sessions and throughout the school year through emails and in-person conversations. **Children supervised at all times:** Adequate staff

will be hired and retained to ensure a 15:1 student/staff ratio (four certified staff each day and four classified staff or activity leaders). Students will be supervised at all times of programming, including snack, dinner, and transporting home on school bus.

Through adequate training, schedule planning, and supervision, all staff will be aware of the ratio requirements and will take steps to see that the 15:1 student staff ratio is in place at all times. Communication among staff members will be available for emergency coverage as needed, and effective scheduling will ensure enough staff will be on hand.

The CLC coordinator will implement a transition plan with school administrators to provide adequate supervision as students transition from the school day to the program.

**Transportation: Students will travel safely to and from the program.** Bus transportation is provided for the morning program and a late bus will take students home safely at the end of daily programming. Only students who have been pre-approved and live within a mile of the school will be allowed to walk home.

**Transportation and access to the site:** Many of our students attending the program will need transportation at the end of the program and to and from the summer program.

The CLC coordinator and project director work closely with the district's Transportation Department so that transportation is not a barrier for any student eligible or interested in the program. Extended School Services will pay for the cost of daily transportation at the end of programming, as well as morning and afternoon bus transportation during the summer program. A handicap accessible bus will be provided as needed for identified students.

**Safety/maintenance of vehicles:** The Transportation Department works diligently to guarantee all vehicles used for transportation are safe and properly maintained. The Transportation Department maintains vehicle inspection logs and will provide those logs upon request.

**Snack/Meals: Snack and/or meal during the program:** The program will provide dinner and snack to all after school program attendees. All meals and snacks will be provided through our Nutrition Services



Department through the USDA National School Lunch Program. Nutrition services will provide trained and knowledgeable staff to plan, cook and serve all snacks and meals that meet federal guidelines and served according to standards and regulations. It will also ensure that all reporting is completed accurately and timely. The CLC coordinator will follow KDE guidance on the amount of time allocated for snacks and meals to ensure compliance and that the maximum time possible is allotted to programming. Dinner will be provided at the beginning of the program as this best fits the staffing requirements of the nutrition services staff, and a snack will be provided at the end of the program.

**Facilities: Available and accessible to all participants:** The CLC program will provide special education or EL staffing, transportation, language translation and interpretation, IEP/504 supports and other support as identified based on student needs. In this way, we will ensure that the program is available and accessible to all students. As new needs are identified, ongoing planning and partnerships will be developed. **Facility is ADA compliant:** Programs and services will be provided inside the school and school grounds. All classrooms and other school facilities (computer labs, library, gym, cafeteria, etc.) are compliant with ADA accessibility standards. Students will have access to elevators as needed as well as handicap accessible buses. **Dedicated space:** The program will take place in all areas of our school building and campus. The building includes a gymnasium, cafeteria, library, technology center, multi-purpose room and multiple classrooms. The CLC coordinator and program has access to all areas of the building and communicates regularly with the school principal to coordinate all activities. **Access to a variety of resources:** Our school has made CLC programming a priority for students and families. The school has provided many resources including access to common areas and classrooms, adequate office space, and administrator and staff time for data review and student recruitment. Our program

works collaboratively with our Nutrition Services Department to provide a snack and dinner as well as staff resources to enhance programming. We also work with the district's ESS coordinator to maximize resources and coordinate services.

#### **Part IV: Collaboration and Partnerships - Collaboration and Partnerships: Co-**

**applicant agreement:** The co-applicant agreement is signed and outlines the partnership and lists specific contributions and support. The agreement can be found in attachment section. **The co-applicant is identified on the cover page.** This proposal includes one district partner agreement and five community partner agreements that are signed and outline contributions and support that each partner will provide.

**Advisory Council: Membership of advisory council:** The advisory council will identify a representative from each key sector of programming to help develop programming and review its effectiveness. Those sectors include; mentoring (co-applicant), service learning, family engagement (YSC coordinator), visual & performing arts (local arts institution), academic (instructional coach), lifelong learning (local non-profit), and health & wellness (nutrition services). The advisory council will be led by the CLC coordinator and also include at least one parent/guardian, at least one student, a member of the school staff and a member of the school administrative team. **Advisory council involved in planning and development of proposal:** The advisory council members gave extensive input and feedback when preparing this grant application. Members were invited to review the RFA, engage in a discussion about our key data, and provide input on proposed goals and activities. During our fall advisory council meeting, the grant application was discussed and modified accordingly, as evidenced by the meeting minutes. All advisory council members also received the stakeholder survey as another method of feedback. **Role of advisory council:** The advisory council will meet every other month during the school year. The council will review the budget, give input on programming, provide guidance on areas of growth, review data and monitor evaluation

plan/process, create and implement a sustainability plan and monitor grant compliance. The advisory council will also serve as advocates of the program and will help tell the story of the program to the community.

**Part V: Evaluation - Comprehensive plan to evaluate program:** In partnership with the local children's hospital, the co-applicant has developed the CLC data tracker, which will collect data monthly, including school attendance, program attendance, Star 360 data, mid-term and quarter grades, and other relevant data to monitor that we reach or exceed all goals and performance indicators outlined in this proposal. With the support of the CLC coordinator, the data specialist will collect data that supports evaluation of student progress and program implementation. The district's data specialist will meet with the CLC coordinator on a monthly basis to review data. The CLC coordinator will use the data tracker to coordinate individual student programming that meets the individual needs of each student. The CLC coordinator will report on academic growth in monthly reports to principal, project director, and co-applicant and discuss needed program changes based on data and progress to meeting goals and objectives. The co-applicant also developed the OST quality standards tool, used at other 21<sup>st</sup> CCLC sites within the district, to monitor quality of programming through quarterly walk-throughs. The tool provides immediate feedback to the CLC coordinator on program operations, 21<sup>st</sup> CCLC compliance, and activity quality. The walkthrough team includes the project director, co-applicant, district instructional coaches, and school principal. When data from quarterly administrative walk-throughs are combined with student progress data from the CLC data tracker, it will allow the CLC coordinator to develop a plan of action to immediately make changes and develop strategies for improvement. The plan will be presented to the project director and advisory council for consideration and approval. **Progress in meeting performance goals and indicators:** Our comprehensive evaluation plan was intentionally created to not only monitor individual

student success but also to closely monitor our progress in meeting or exceeding our performance goals and indicators. The data tracker was created specifically with the data that aligns to the performance indicators and is monitored monthly so changes can be made in a timely manner to effect change and improve outcomes. The data specialist works with the CLC coordinator to update all required data in CAYEN APLUS data management system in a timely manner. All student (not only regular attendees) and adult participants will be tracked through this system and on the data tracker as a best practice.

**Advisory Council involved in the evaluation process:** Data and plans for improvement will be presented to the project director and advisory council for consideration and approval. The advisory council will monitor the implementation of the evaluation process and provide guidance. The advisory council will also use the evaluation process to plan and schedule programming.

**Timeline for data collection:** The following plan will be implemented:

Performance Indicator:	Data Sources	When Collected	Person Responsible
<b>GOAL:</b> To increase academic achievement of participating students in math, reading, and science.			
1a) To increase the combined average of participating students proficient in reading on KPREP from 35% to 60% by June 2026.	<ul style="list-style-type: none"><li>• KREP</li><li>• Student report cards</li><li>• CLC data tracker</li></ul>	Annually	Site coordinator
1b) To increase the combined average of students proficient in math on KPREP from 23% to 60% by June 2026.		Quarterly	Data specialist
1c.) To increase the combined average of regularly participating students proficient in science on KPREP from 8.9% to 60% by June 2026.		Weekly	
<b>GOAL:</b> To improve non-cognitive indicators of success in participating students.			
2a) To increase the percentage of regularly students who have 8 or fewer absences from 83% to 90% by June 2026	<ul style="list-style-type: none"><li>• Infinite Campus reports</li><li>• CLC data tracker</li></ul>	Monthly	CLC coordinator
2b) To improve the percentage of regularly students who have 5 or fewer office disciplinary referrals from 90% to 95% by June 2026.			Data specialist
2c) To decrease the percentage of students with K6 score higher than 13 from 38 (combined data from 6 <sup>th</sup> and 8 <sup>th</sup> graders) to 30 by June 2026.			
<b>GOAL:</b> To meet or increase the proposed number of students who will attend the program 30 days or more during the academic year			
3a) By June 2026, 100 students will attend the program 30 days or more during each academic year.	<ul style="list-style-type: none"><li>• CAYEN A+ attendance report</li><li>• Center profile</li></ul>	Daily	CLC coordinator
3b) By June 2026, 100 students will attend the program two times per week for at least 12 consecutive weeks.			Data specialist

3c.) Annually, the program will implement at least 6 student-generated programs (programs created and designed by students).			
<b>GOAL:</b> To increase access to high-quality programming.			
4a.) By June 2026, provide 16 hours of certified instruction on a weekly basis.	<ul style="list-style-type: none"><li>• CAYEN A+ APR report</li><li>• Program schedule</li><li>• Summer schedule</li></ul>	Daily	CLC coordinator
4b.) By June 2026, provide at least five hours of enrichment programming per week, per student.		Quarterly	Data specialist
4c.) By June 2026, provide 32 hours of high-quality summer learning programming.		Summer	
<b>GOAL:</b> To increase access to transition readiness activities.			
5a) To increase the combined average of participating 8th grade students proficient in reading on KPREP from 42% to 60% by June 2026.	<ul style="list-style-type: none"><li>• Student surveys</li><li>• Quarterly schedule</li><li>• CAYEN A+ attendance report</li></ul>	Annually	CLC coordinator
5b) To increase the combined average of participating 8th grade students proficient in math on KPREP from 27% to 60% by June 2026.		Quarterly	Data specialist
5c) To increase the percentage of eighth grade students understanding the concepts of high school credits from 44% to 90% by June 2026.		Monthly	
<b>GOAL:</b> To increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.			
6a.) By June 2026, provide six skill-building activities annually.	<ul style="list-style-type: none"><li>• Family engagement report</li></ul>	Monthly	CLC coordinator
6b.) By June 2026, 100% of participating students will have an adult family member attend a school event on their behalf.			Co-applicant
6c.) By June 2026, 90% of participating students will have an adult family member attend at least three of six active skill-building sessions.			

**Feedback collected:** Feedback from students, parents, teachers and the community will be analyzed on a quarterly basis throughout the school year. Students will have the opportunity to provide feedback during weekly coaching sessions, when creating student-interest clubs, and through a student survey. Parents will provide feedback through in-person conversations, event evaluations, and parent surveys. Teachers will have the opportunity to provide feedback during weekly PLC meetings and staff surveys. Community stakeholders will provide feedback during partner meetings, neighborhood association meetings, and community surveys. Advisory council meetings will also serve as a method to collect feedback and provide responses to stakeholders.

**Results disseminated:** Parents/guardians will be notified of their child's progress through in-person conversation, emails, and progress reports. All school staff will be kept informed through weekly PLC meetings and monthly administrative meetings. Both the school and the co-applicant will use multiple social media platforms to disseminate

information to the school and larger communities. The co-applicant convenes a community coalition meeting twice per year to release data and progress at that point in time and to gather feedback from partners and stakeholders. The co-applicant also will release a “report card” (annual report) informing the community, including stakeholders, donors, families, and partners, of annual outcomes and next steps. Additionally, the co-applicant will work with the CLC coordinator to provide an annual update to the Board of Education. The CLC coordinator will provide a monthly report to the SBDM council.

**Data used to strengthen/revise program:** Programming will be strengthened, refined, and revised based on the data collected. CLC programming will be student-led and data informed. The CLC data tracker will be used monthly and on an individual student basis to design programming and then to monitor the effectiveness of programming throughout the school year. The monthly analysis of the data tracker will allow the CLC coordinator to refine and revise the program throughout the course of the year to ensure that we will meet our program goals and performance indicators and students have positive outcomes. Additionally, the CLC coordinator will meet with the administrative team who will monitor student programming in response to student data on a monthly basis. The CLC coordinator will also meet with other CLC coordinators in the district, using the Professional Learning Community model, to share best practices and effective program interventions.

**Part VI: Budget - Administrative capacity:** The school district is experienced with administering 21<sup>st</sup> CCLC grants and other state and federal funding and has an excellent track record of compliance with Kentucky Department of Education. The district’s finance director and superintendent are prepared to cover initial startup and operating costs from general fund and related school funding. Community partners are prepared to provide in-kind support. The finance director prepares KDE required reports with the CLC coordinator and project director for timely submission and compliance.

The project director will review monthly financial statements (MUNIS) sent by the finance director to ensure good financial stewardship of grant funds.

**Budget Summary Form with Years 1-3:** The Budget Summary Form with Years 1-3 is attached to this proposal. **Budget Narrative for Year 1, Year 2, and, Year 3:** The Budget Narrative for Years 1, 2, and 3 is completed and attached. **Grant funds used to supplement, not supplant:** Clear and ongoing communication and coordination with all school and federal programs will ensure 21<sup>st</sup> CCLC funds are used to supplement and not supplant current programs. Grant funds will not be used to sustain or replace funding of current positions, programs or initiatives. **Maintains separate accounting of funds:** The program will maintain separate accounting of funds for 21st Century dollars by setting up a separate project in the MUNIS accounting system. The finance director of the school district has more than 15 years of experience in managing grant and school district funds. **Plan for tracking staff time and effort:** All program staff will use the district timesheet according to the payroll schedule. All hours worked by program staff will be logged daily and monitored by the coordinator and project director to ensure hours worked stay within the budget and meet grant requirements. The CLC coordinator will do regular walk-throughs with school administrators to evaluate staff effort, and the CLC coordinator will do quarterly evaluations with all staff.

**Preliminary Sustainability Plan: Program will be sustained:** The co-applicant has been successful in sustaining program and initiatives in our district for the past 20 years. Several initiatives, such as day-time mentoring and prevention programming, were started through grants and are now implemented through the support of community foundations and individual donors. Upon notification of the grant and throughout the five years of programming, the advisory council, along with the co-applicant, will create a plan of sustainability that includes establishing and strengthening funding partners who are knowledgeable about the needs of our students and families and the effectiveness

of the program. Our plan will also include strategies to streamline and coordinate resources with our community partners so programming can continue after five years of funding. **Collaborating and leveraging funds:** ESS funds will be used to support program staff as well as provide transportation during the school year and summer. With CLC funding, we are able to leverage general funds from the school district to support the summer program. We also have a significant amount of in-kind funds from a variety of partners including the co-applicant (professional development, programs and services and volunteers) and the school district (grant and finance oversight, curriculum development, and staff training and support). **Stakeholders included in development of plan:** The advisory council, school leadership, teachers, co-applicant, partners and other stakeholders will be invited to participate in the development of the sustainability plan. Throughout the span of the grant, sustainability will be discussed at our various stakeholder meetings. As partner organizations develop their yearly budgets, discussions will center around including CLC program pieces. The district Board of Education and the co-applicant's Board of Directors will identify additional general fund dollars and specific fundraising for CLC program sustainability. All the previously mentioned stakeholders will be engaged partners throughout all five years of the grant and will bring needed resources to play as they have a vested interest in the continuation of the program beyond grant funding.

**Part VII: Required Attachments** - All required attachments are included in proposal.

**Part VIII: Priorities - Absolute Priority (required)**—Our school meets the absolute priority for the application. **Comprehensive Support and Improvement Schools**

**Competitive Priority (10 Points)** – Our school is a CSI school as identified by KDE.



### Reference Page

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## BUDGET SUMMARY

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

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
<b>School Personnel</b>	73,480	33,200	74,028	33,864	74,587	34,540
<b>Summer Personnel</b>		6,000		6,000		6,000
<b>Fringe Benefits</b>	18,370	8,300	18,507	8,466	18,647	8,635
<b>Travel</b> (program staff)	2,464		2,464		2,464	
<b>Equipment</b>	1,406		253		262	
<b>Supplies &amp; Materials</b>	1,680	6,870	2,148	6,870	1,440	6,870
<b>Adult Skill Building</b> (1% of grant funds yearly)	600	1,200	600	1200	600	1200
<b>Contractual</b>	2,000		2,000		2,000	1,350
<b>Indirect Cost</b> (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)						
<b>Summer Materials &amp; Supplies</b>		1,000		1,000		1,000
<b>Transportation</b> (School Year, Summer, Field Trips)		15,200		15,200		15,200
<b>Other</b> (specify)						
<b>Volunteers</b>	N/A					
<b>Yearly Totals</b> (Grant and In-Kind Funds)	\$100,000	73,120	\$100,000	73,950	\$100,000	74,795

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

# BUDGET NARRATIVE FORMAT

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

Please complete a budget narrative for each of the three project years.

Budget Category Year 1	Amount Requested
<b>1. Personnel (School Year)</b>	<b>\$73,480</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><u>School Year</u>  Coordinator - \$42,000 X .5 FTE = \$21,000  Certified Teachers - \$25/hr X 32 hrs/week X 36 weeks = \$28,800  Activity Leaders - \$12/hr X 15 hours/week X 36 weeks X 2 people = \$12,960  Fitness Coach - \$24/hr X 5 hours per week X 36 weeks = \$4,320  Data Specialist - \$26,000 X .10 FTE = \$2,600  Mentoring Coordinator - \$38,000 X .10 FTE = \$3,800</p> <p><b>Total - \$73,480</b></p> <p>Certified teachers will be highly qualified and recommended by the school principal.</p> <p>Five Activity Leaders will be hired and be responsible for one grade level of students, each. This will ensure that a 15:1 staff to student ratio is maintained. Activity Leaders will take attendance, assist Academic Leaders with academic activities, lead activities and transition students from one activity to the next. This is a best practice model that has been used effectively at other 21<sup>st</sup> CCLC sites in the district.</p> <p>The Data Specialist is responsible for all reporting requirements for the CAYEN APlus Data System. She has over 10 years of experience with CAYEN APlus and is responsible for inputting data at the district's other 21<sup>st</sup> CCLC sites. This process allows our data to be entered efficiently and consistently and gives site coordinators time to run their program.</p> <p>The Mentoring Coordinator will be responsible for recruiting and retaining afterschool mentors and tutors and provide year-round support to those adult volunteers.</p> <p><u>In-Kind</u>  Coordinator - \$42,000 X .5 FTE - \$21,000 (Through other district funds)  Youth Services Center Coordinator - \$36,000 X .10 = \$3,600  Project Director - \$50,000 X .10 FTE = \$5,000 (Through co-applicant)  District Family Engagement Coordinator - \$36,000 X .10 = \$3,600 (Through co-applicant)  <b>Total = \$33,200</b></p>	
<b>2. Personnel (Summer)</b>	<b>\$</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><u>In-Kind</u>  Certified Teachers - \$25/hr X 6 hrs/day X 5 days X 2 weeks X 4 people = \$6,000  <b>Total - \$6,000</b></p> <p>The Board of Education and ESS will cover the cost all of program staff during the summer program.</p>	
<b>3. Fringe Benefits</b>	<b>\$18,370</b>
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>\$73,480 X .25 = \$18,550  <b>Total - \$18,370</b></p> <p><u>In-Kind</u></p>	

Budget Category Year 1	Amount Requested
$\$33,200 \times .25 = \$8,300$ <b>Total - \$8,300</b>	
<b>4. Travel (Staff)</b>	<b>\$2,464</b>
<p><b>In state</b> – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I &amp; II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Mandated training sessions (as noted above and in the RFA)</p> <p>Mileage: <math>.58/\text{mile} \times 200 \text{ miles} \times 4 \text{ trainings} = \\$464</math>  Lodging: <math>\\$95/\text{night} \times 2 \text{ nights} \times 4 \text{ trainings} \times 2 \text{ people} = \\$1,520</math>  Per Diem - <math>\\$30/\text{day} \times 2 \text{ days} \times 4 \text{ trainings} \times 2 \text{ people} = \\$480</math>  <b>Total - \$2,464</b></p>	
<b>5. Equipment</b>	<b>\$1,406</b>
<p>Itemize items and cost of each.</p> <p>Cell Phone for Site Coordinator - \$242  Computer for Coordinator - \$1,164  <b>Total - \$1,396</b></p> <p>The site coordinator will need access a cell phone so that parents and partners will be able to easily get a hold of them during program hours when they will not be in their office. The CLC coordinator will need to upgrade computer due to wear and tear of previous use.</p>	
<b>6. School Year Supplies &amp; Materials</b>	<b>\$1,680</b>
<p>Operational Supplies: <math>\\$140/\text{month} \times 12 \text{ months}</math> (basic educational supplies for program staff, not found at Crayons to Computers) = \$1,680  <b>Total - \$1,680</b></p> <p><b>In-Kind</b>  Site Coordinator will shop at Crayons to Computers (C2C), a non-profit free store for educational professionals in our region. The store stocks basic education supplies such as crayons, pens, rulers, etc. The organization values that an average shopping is worth \$687 and the site coordinator is eligible to shop ten times per school year.</p> <p><math>\\$687/\text{trip} \times 10 \text{ shopping trips} = \\$6,870</math>  <b>Total - \$6,870</b></p>	
<b>7. Adult Skill Building</b>	<b>\$600</b>
<p>1% of grant funds, yearly.</p> <p><math>\\$100 \text{ per Skill Building Activity} \times 6 = \\$600</math>  <b>Total = \$600</b></p> <p>Materials and Supplies will be purchased for each Family Engagement/Skill Building Event.</p> <p><b>In-Kind</b>  <math>\\$200 \text{ per Skill Building Activity} \times 6 = \\$1200</math>  <b>Total = \$1200</b></p> <p>Additional costs for family engagement and skill building activities will be covered by co-applicant and Family Resource Center.</p>	
<b>8. Contractual</b>	<b>\$2,000</b>
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p> <p>YLD = \$2,000  <b>Total - \$2,000</b></p>	
<b>9. Indirect Cost</b>	<b>\$</b>
<p>LEA's must use the district rate. CBO/FBO use no more than 8%.</p> <p>Itemize administrative expenses such as phones, postage, advertising, etc.</p>	

Budget Category Year 1	Amount Requested
<b>10. Summer Programming Supplies &amp; Materials</b>	\$
Itemize items and cost of each.	
<u>In-Kind</u> \$500/week X 2 weeks = \$1,000 <b>Total - \$1,000</b>	
Supplies and Materials needed for summer programming will be covered through co-applicant, ESS and Family Resource Center. The CLC coordinator will also be able to utilize C2C throughout the summer.	
<b>11. Transportation (School Year, Summer, Field Trips)</b>	\$
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
<u>In-Kind</u> Bus Service: \$80/day X 5 days/week X 38 weeks = \$15,200 (Provided through Extended School Services) <b>Total - \$15,200</b>	
<b>12. Other (Specify)</b>	\$
Itemize costs.	
<b>TOTAL AMOUNT REQUESTED</b>	<b>\$100,000</b>

# BUDGET NARRATIVE FORMAT

Budgeted items are only proposed amounts and subject to final KDE review and approval.  
Please complete a budget narrative for each of the three project years.

Budget Category Year 2	Amount Requested
<b>1. Personnel (School Year)</b>	<b>\$74,028</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><b>School Year</b>  Coordinator - \$42,840 X .5 FTE = \$21,420  Certified Teachers - \$25/hr X 32 hrs/week X 36 weeks = \$28,800  Activity Leaders - \$12/hr X 15 hours/week X 36 weeks X 2 people = \$12,960  Fitness Coach - \$24/hr X 5 hours per week X 36 weeks = \$4,320  Data Specialist - \$26,520 X .10 FTE = \$2,652  Mentoring Coordinator - \$38,760 X .10 FTE = \$3,876</p> <p><b>Total - \$74,028</b></p> <p>Staffing stays the same as Year 1 with a 2% increase salary.</p> <p>Certified teachers will be highly qualified and recommended by the school principal.</p> <p>Five Activity Leaders will be hired and be responsible for one grade level of students, each. This will ensure that a 15:1 staff to student ratio is maintained. Activity Leaders will take attendance, assist Academic Leaders with academic activities, lead activities and transition students from one activity to the next. This is a best practice model that has been used effectively at other 21<sup>st</sup> CCLC sites in the district.</p> <p>The Data Specialist is responsible for all reporting requirements for the CAYEN APlus Data System. She has over 10 years of experience with CAYEN APlus and is responsible for inputting data at the district's other 21<sup>st</sup> CCLC sites. This process allows our data to be entered efficiently and consistently and gives site coordinators time to run their program.</p> <p>The Mentoring Coordinator will be responsible for recruiting and retaining afterschool mentors and tutors and provide year-round support to those adult volunteers.</p> <p><b>In-Kind</b>  Coordinator - \$42,840 X .5 FTE - \$21,420 (Through other district funds)  Youth Services Center Coordinator - \$36,720 X .10 = \$3,672  Project Director - \$51,000 X .10 FTE = \$5,100 (Through co-applicant)  District Family Engagement Coordinator - \$36,720 X .10 = \$3,672 (Through co-applicant)  <b>Total = \$33,864</b></p>	
<b>2. Personnel (Summer)</b>	<b>\$</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><b>In-Kind</b>  Certified Teachers - \$25/hr X 6 hrs/day X 5 days X 2 weeks X 4 people = \$6,000  <b>Total - \$6,000</b></p> <p>The Board of Education and ESS will cover the cost all of program staff during the summer program.</p>	
<b>3. Fringe Benefits</b>	<b>\$18,507</b>
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>\$74,028 X .25 = \$18,507</p>	

Budget Category Year 2	Amount Requested
<b>In-Kind</b> $\$33,864 \times .25 = \$8,466$ <b>Total - \$8,466</b>	
<b>4. Travel (Staff)</b>	<b>\$2,464</b>
<p><b>In state</b> – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I &amp; II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Mandated training sessions (as noted above and in the RFA)</p> <p>Mileage: <math>.58/\text{mile} \times 200 \text{ miles} \times 4 \text{ trainings} = \\$464</math>  Lodging: <math>\\$95/\text{night} \times 2 \text{ nights} \times 4 \text{ trainings} \times 2 \text{ people} = \\$1,520</math>  Per Diem - <math>\\$30/\text{day} \times 2 \text{ days} \times 4 \text{ trainings} \times 2 \text{ people} = \\$480</math>  <b>Total - \$2,464</b></p>	
<b>5. Equipment</b>	<b>\$253</b>
<p>Itemize items and cost of each.</p> <p>Cell Phone for Site Coordinator - \$253  <b>Total - \$253</b></p> <p>The site coordinator will need access a cell phone so that parents and partners will be able to easily get a hold of them during program hours when they will not be in their office.</p>	
<b>6. School Year Supplies &amp; Materials</b>	<b>\$2,148</b>
<p>Operational Supplies: <math>\\$179/\text{month} \times 12 \text{ months}</math> (basic educational supplies for program staff, not found at Crayons to Computers) = \$2,148  <b>Total - \$2,148</b></p> <p><b>In-Kind</b>  Site Coordinator will shop at Crayons to Computers, a non-profit free store for educational professionals in our region. The store stocks basic education supplies such as crayons, pens, rulers, etc. The organization values that an average shopping is worth \$687 and the site coordinator is eligible to shop ten times per school year.  <math>\\$687/\text{trip} \times 10 \text{ shopping trips} = \\$6,870</math>  <b>Total - \$6,870</b></p>	
<b>7. Adult Skill Building</b>	<b>\$600</b>
<p>1% of grant funds, yearly.</p> <p><math>\\$100 \text{ per Skill Building Activity} \times 6 = \\$600</math>  <b>Total - \$600</b></p> <p>Materials and Supplies will be purchased for each Family Engagement/Skill Building Event.</p> <p><b>In-Kind</b>  <math>\\$200 \text{ per Skill Building Activity} \times 6 = \\$1200</math>  <b>Total - \$1200</b></p> <p>Additional costs for family engagement and skill building activities will be covered by co-applicant and Family Resource Center.</p>	
<b>8. Contractual</b>	<b>\$2,000</b>
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p> <p>YLD = \$2,000  <b>Total - \$2,000</b></p>	
<b>9. Indirect Cost</b>	<b>\$</b>
<p>LEA's must use the district rate. CBO/FBO use no more than 8%.  Itemize administrative expenses such as phones, postage, advertising, etc.</p>	
<b>10. Summer Programming Supplies &amp; Materials</b>	<b>\$</b>

Budget Category Year 2	Amount Requested
Itemize items and cost of each.	
<u>In-Kind</u> \$500/week X 2 weeks = \$1,000 <b>Total - \$1,000</b>	
Supplies and Materials needed for summer programming will be covered through the co-applicant, ESS and Family Resource Center. The CLC coordinator will also be able to utilize C2C throughout the summer.	
<b>11. Transportation (School Year, Summer, Field Trips)</b>	<b>\$</b>
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
<u>In-Kind</u> Bus Service: \$80/day X 5 days/week X 38 weeks = \$15,200 (Provided through Extended School Services) <b>Total - \$15,200</b>	
<b>12. Other (Specify)</b>	<b>\$</b>
Itemize costs.	
<b>TOTAL AMOUNT REQUESTED</b>	<b>\$100,000</b>



# BUDGET NARRATIVE FORMAT

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

Please complete a budget narrative for each of the three project years.

Budget Category Year 3	Amount Requested
<b>1. Personnel (School Year)</b>	<b>\$74,587</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><u>School Year</u>  Coordinator - \$43,696 X .5 FTE = \$21,848  Certified Teachers - \$25/hr X 32 hrs/week X 36 weeks = \$28,800  Activity Leaders - \$12/hr X 15 hours/week X 36 weeks X 2 people = \$12,960  Fitness Coach - \$24/hr X 5 hours per week X 36 weeks = \$4,320  Data Specialist - \$27,050 X .10 FTE = \$2,705  Mentoring Coordinator - \$39,535 X .10 FTE = \$3,954  <b>Total - \$74,587</b></p> <p>Staffing stays the same as Year 1 and 2 with a 2% increase salary.</p> <p>Certified Teachers will be highly qualified and recommended by the school principal.</p> <p>Five Activity Leaders will be hired and be responsible for one grade level of students, each. This will ensure that a 15:1 staff to student ratio is maintained. Activity Leaders will take attendance, assist Academic Leaders with academic activities, lead activities and transition students from one activity to the next. This is a best practice model that has been used effectively at other 21<sup>st</sup> CCLC sites in the district.</p> <p>The Data Specialist is responsible for all reporting requirements for the CAYEN APlus Data System. She has over 10 years of experience with CAYEN APlus and is responsible for inputting data at the district's other 21<sup>st</sup> CCLC sites. This process allows our data to be entered efficiently and consistently and gives site coordinators time to run their program.</p> <p>The Mentoring Coordinator will be responsible for recruiting and retaining afterschool mentors and tutors and provide year-round support to those adult volunteers.</p> <p><u>In-Kind</u>  Coordinator - \$42,696 X .5 FTE - \$21,848 (Through other district funds)  Youth Services Center Coordinator - \$37,454 X .10 = \$3,745  Project Director - \$52,020 X .10 FTE = \$5,202 (Through co-applicant)  District Family Engagement Coordinator - \$37,454 X .10 = \$3,745 (Through co-applicant)  <b>Total = \$34,540</b></p>	
<b>2. Personnel (Summer)</b>	<b>\$</b>
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). <b>A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</b></p> <p><u>In-Kind</u>  Academic Leaders - \$25/hr X 6 hrs/day X 5days X 2 weeks X 4 people = \$6,000  <b>Total - \$6,000</b></p> <p>The Board of Education and ESS will cover the cost all of program staff during the summer program.</p>	
<b>3. Fringe Benefits</b>	<b>\$18,647</b>
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>\$74,587 X .25 = \$18,647  <b>Total - \$18,647</b></p>	

Budget Category Year 3	Amount Requested
<b><u>In-Kind</u></b> $\$34,540 \times .25 = \$8,635$ <b>Total - \$8,635</b>	
<b>4. Travel (Staff)</b>	<b>\$2,464</b>
<p><b>In state</b> – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I &amp; II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Mandated training sessions (as noted above and in the RFA)</p> <p>Mileage: <math>.58/\text{mile} \times 200 \text{ miles} \times 4 \text{ trainings} = \\$464</math>  Lodging: <math>\\$95/\text{night} \times 2 \text{ nights} \times 4 \text{ trainings} \times 2 \text{ people} = \\$1,520</math>  Per Diem - <math>\\$30/\text{day} \times 2 \text{ days} \times 4 \text{ trainings} \times 2 \text{ people} = \\$480</math>  <b>Total - \$2,464</b></p>	
<b>5. Equipment</b>	<b>\$252</b>
<p>Itemize items and cost of each.</p> <p>Cell Phone for Site Coordinator - \$262  <b>Total - \$262</b></p> <p>The site coordinator will need access a cell phone so that parents and partners will be able to easily get a hold of them during program hours when they will not be in their office.</p>	
<b>6. School Year Supplies &amp; Materials</b>	<b>\$1,440</b>
<p>Operational Supplies: <math>\\$120/\text{month} \times 12 \text{ months}</math> (basic educational supplies for program staff, not found at Crayons to Computers) = \$1,440</p> <p><b><u>In-Kind</u></b>  Site Coordinator will shop at Crayons to Computers, a non-profit free store for educational professionals in our region. The store stocks basic education supplies such as crayons, pens, rulers, etc. The organization values that an average shopping is worth \$687 and the site coordinator is eligible to shop ten times per school year.  <math>\\$687/\text{trip} \times 10 \text{ shopping trips} = \\$6,870</math>  <b>Total - \$6,870</b></p>	
<b>7. Adult Skill Building</b>	<b>\$600</b>
<p>1% of grant funds, yearly.</p> <p><math>\\$100 \text{ per Skill Building Activity} \times 6 = \\$600</math>  <b>Total - \$600</b></p> <p>Materials and Supplies will be purchased for each Family Engagement/Skill Building Event.</p> <p><b><u>In-Kind</u></b>  <math>\\$200 \text{ per Skill Building Activity} \times 6 = \\$1200</math>  <b>Total - \$1,200</b></p> <p>Additional costs for family engagement and skill building activities will be covered by co-applicant and Family Resource Center.</p>	
<b>8. Contractual</b>	<b>\$2,000</b>
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p> <p>YLD - \$2,000  <b>Total = \$2,000</b></p>	

Budget Category Year 3	Amount Requested
<b>9. Indirect Cost</b>	\$
LEA's must use the district rate. CBO/FBO use no more than 8%.	
Itemize administrative expenses such as phones, postage, advertising, etc.	
<b>10. Summer Programming Supplies &amp; Materials</b>	\$
Itemize items and cost of each.	
<u><b>In-Kind</b></u>	
\$500/week X 2 weeks = \$1,000	
<b>Total - \$1,000</b>	
Supplies and Materials needed for summer programming will be covered through co-applicant, ESS and Family Resource Center. The CLC coordinator will also be able to utilize C2C throughout the summer.	
<b>11. Transportation (School Year, Summer, Field Trips)</b>	\$
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
<u><b>In-Kind</b></u>	
Bus Service: \$80/day X 5 days/week X 38 weeks = \$15,200 (Provided through Extended School Services)	
Total - \$15,200	
<b>12. Other (Specify)</b>	\$
Itemize costs.	
<b>TOTAL AMOUNT REQUESTED</b>	<b>\$100,000</b>

**BUDGET PAGE**

**(Continuation or Expansion Applicants)**

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

# PRIOR GRANTEE HISTORY/CAPACITY FORM

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

<b>Most recent year of 21<sup>st</sup> CCLC grant funding: 2018-19 (2019-20 with carryover funds)</b>
<b>Grade Levels Served:</b> <input type="checkbox"/> Elementary (K-5) <input checked="" type="checkbox"/> Middle (6-8) <input type="checkbox"/> High (9-12) <input checked="" type="checkbox"/> Adult Family Members
<b>2018-2019 center profile (must include in application):</b> Included Number of <b>regular participants</b> from 2018-2019 center profile: 158 Number of students participating <b>30-59</b> days: 98 Number of students participating <b>60-89</b> days: ("60 or more days" per Center Profile) 60 Number of students participating <b>90+</b> days: (not included on Center Profile) 17

## 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:

During the 2018-19 school year, 48% of regular participants attending our program increased their reading/ELA grade or achieved the highest grade possible (a 6% increase from the previous school year). In addition, 36% were able to maintain their reading/ELA grade from fall to spring. In math, 49% of regular participants attending the program increased their grade or achieved the highest possible grade from fall to spring (also a slight increase from the previous year). Thirty-nine percent of students maintained their math grade from fall to spring.

In 2018-19, ninety-four percent of students attending our program qualified for free/reduced lunch, 33% more than the state average of 61% in 2018-19 (KDE State Report Card, 2018-19). In addition, 18% of students who attended our program qualified for special education services, more than double the state average of 8% (KDE State Report Card, 2018-19). Despite these challenges, regular participants in our program thrived academically and socially. Students use the program as a safe space where they can receive homework help, reading intervention, explore career pathways, etc. Since its inception, the program has helped our school move the needle toward proficiency for students and families, especially in terms of creating a positive environment to enhance non-cognitive skills.

### Program Improvement:

1a.) Increase reading K-PREP scores for all students from 30% to 70% proficient/distinguished.

- In 2018-19, 35.1% of students were proficient or distinguished in reading on the state assessment, increasing 5.1%.

1b.) Increase the math K-PREP scores for all students from 28% to 68% proficient/distinguished.

- In 2018-19, 23% of students were proficient or distinguished in math on the state assessment, decreasing from previous years. The school and district have a history of struggling math students. The school has been designated a federal classification of CSI and now needs more help than ever with remediation and intervention.

1c.) Increase percentage of students who are college and career ready from 40.3% to 56.5%.

- EXPLORE tests are no longer given. The program offers career exploration through various pathways, as well as transition events preparing students and families for high school and post-secondary plans.

2a.) Reduce number of students "without hope" as presented on the Gallup survey by increasing the number of mentors in non-school hours.

- The district did not use Gallup in recent years. According to the K6 evidence-based scale on the 2019 KIP survey, 70% of students report no psychological distress (hopelessness, nervousness, being restless, etc.).

**Most recent year of 21<sup>st</sup> CCLC grant funding: 2018-19 (2019-20 with carryover funds)**

2b.) Reduce number of students who feel they are “struggling in their life experience” as presented on the Gallup survey by providing opportunities for students to build self-esteem during programming.

- Students in the program have access to a wide variety of enrichment activities meant to build social-emotional awareness, values, and 21<sup>st</sup> Century skills. Clubs/activities include but are not limited to fitness and nutrition, robotics, coding, self-defense, career exploration, animals and nature, visual and performing arts, financial literacy, leadership and resiliency, yoga and meditation, life skills, service-learning, and mentoring.

3a.) Increase family participation from 43% to 55% for family engagement events.

- In 2018-19, 68% of students had a family member attend at least one family engagement event in our six event categories of empowerment, informative, collaborative, interactive, instructive, and observation. This is an increase of 25%. Of regular attendees in 2018-19, 80% had an adult family member attend an event.

3b.) By 2020, 80% of parents/guardians will have participated in at least one family event with an academic component.

- The program continues to offer multiple adult skill-building events throughout each school year. To accommodate parents/guardians, events range in topic and are offered on different days and times. In 2019-20, sixty-six percent of parents/guardians attended an event with an academic component.

**Number of Students Currently Being Served:**

During 2018-19, the program served 376 students during the school year, with 158 of those students participating as regular attendees. During the 2019-20 school year, 258 students were served prior to school closures due to COVID-19. Since summer 2020, the program has served 50 students (majority of programming through virtual/digital forums during COVID-19).

**Hours of Operation:**

While in session, the program operates 60 minutes of morning programming and 2.25 hours of after school programming, five days per week throughout the school year. During summer, the program typically operates from 8:00 a.m. - 2:00 p.m., five days per week for a minimum of two weekly programs. Summer 2020 integrated a two-week virtual/digital program due to the pandemic. During the 2020-21 school year, the program is mainly operating through a virtual/digital forum with multiple clubs and activities available daily, including live academic tutoring sessions with certified teachers.

**Current Sources of Funding:**

Current sources of funding include 21<sup>st</sup> CCLC carryover funds from the 2018-19 school year (approved through KDE), district ESS funds, outside funding from community partners, and grants from local foundations and nonprofits.

**Program at the School or Offsite:**

The program operates at the school and is fully embedded as part of the school culture with access to all common spaces and classrooms for programming. The CLC coordinator is housed on site and is part of the school staff, meeting regularly with teachers, administration, and other school and district staff members, including the FRC coordinator, homeless coordinator, school nurse, reading interventionist, curriculum coach, etc.

**Program Successes and Lessons Learned:**

A large part of being successful in a middle school program relies on including the students as a partner in planning. Creating a diverse environment where everyone feels welcomed has increased enrollment throughout the grant cycle. Having a youth-centered program has meant allowing the student voice to drive programming. Forming community partner relationships with agencies and organizations that have the same mission, vision, and approach as the program equates to meaningful and sustainable enrichment that is focused on the needs of our specific students and families. Programming is designed to complement the school day curriculum, so communication with school-day staff has also been imperative to success. The program allows for support of the academic and social-emotional success of students with work to support each individual student.

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

# 2018-2019 Center Profile

### Covington Ind. Schools, Cont. 12, Holmes Middle School

Total number of students attended	2018-2019	Prior Year (2017-2018)
Summer and School Year*	409	384
School Year	376	350

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	183		
Number of community partners	13		
Number of school day teachers (volunteer)	Fall: 0	Spring: 0	
Number of school day teachers (paid)	Fall: 7	Spring: 7	
Summer 2018 Programming			
Number of weeks***	2 weeks or less		
Number of students served	77		

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)	158	42%	42%
Students attending 30-59 days	98	26%	23%
Students attending 60 or more days	60	16%	18%
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	149	94%	94%
Regular participants eligible for special education services	28	18%	18%
Regular participants classified as having Limited English Proficiency	8	5%	N/A
Regular participants who are homeless	2	1%	N/A
Regular participants who are classified as migrant students	0	0%	N/A
Regular participants who are classified as migrant priority-for-service (PFS)	0	0%	N/A
Regular participants in the foster care system	2	1%	N/A
Regular participants referred by school staff for disciplinary reasons	4	3%	N/A
Regular participants referred by school staff for academic reasons	25	16%	N/A
Regular participants referred by school staff for attendance concerns	1	1%	N/A

Program Outcomes for Regular School Year Participants	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
<b>Reading grades reported</b>	151	96%	92%
Students who achieved high reading/ELA grades in the fall and spring	18	12%	11%
Students who increased their reading/ELA grades from the fall to spring	54	36%	31%
Students who decreased their reading/ELA grades from the fall to spring	24	16%	17%
Students who maintained their reading/ELA grades from the fall to spring	55	36%	40%
<b>Math grades reported</b>	151	96%	92%
Students who achieved high math grades in the fall and spring	12	8%	9%
Students who increased their math grades from the fall to spring	62	41%	39%
Students who decreased their math grades from the fall to spring	18	12%	13%
Students who maintained their math grades from the fall to spring	59	39%	39%
<b>Teacher survey reported results**</b>			
Students who improved homework completion	62	62%	54%
Students who improved their classroom participation	69	58%	51%
Students who improved academically	66	61%	48%
<b>K-3 Reading Intervention</b>			
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			
<b>Academic Activities***</b>			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention	X	English Language Learner Support	X
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Credit Recovery		None	
<b>Transition Readiness Activities***</b>			
Career/Job Training for Youth		Career Exploration	X
ACT or SAT Prep		None	
Individual Learning Plan			
<b>Enrichment Activities***</b>			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	X
Visual Arts	X	Community/Service Learning	X
Music & Drama	X	Mentoring	X
Fitness	X	None	
Health/Nutrition	X		



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

## DATA NOTES:

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

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

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

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

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

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

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

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

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



**CENTER FOR EVALUATION,  
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# NEW APPLICANT FORM

Not to exceed 1 page

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

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

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

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

- **Current Goals for the Program:**
- **Student Improvement:**
- **Program Improvement:**
- **Number of Students Currently Being Served and Grade Levels:**
- **Hours of Operation:**
- **Current Sources of Funding:**
- **Where Program takes place at the school:**
- **Program Successes and Lessons Learned:**

# ORGANIZATIONAL CAPACITY STATEMENT FORM

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

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

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

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

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

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

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

\*This form is not applicable, as the fiscal agent is a governmental agency.

## LIST OF CONSORTIUM PARTNERS

Representatives from the following listed organizations serve in different capacities.

ArtsWave	Kenton County Alliance
Baker Hunt Art & Cultural Center	Kenton County Public Library
BB&T Bank aka Truist Financial	Kentucky Cabinet for Health & Family Services
Behringer-Crawford Museum	Kentucky Career Center
Boys & Girls Clubs of Greater Cincinnati	Kentucky Department of Juvenile Justice
Boy Scouts of America, Dan Beard Council	Kicks for Kids
Brighton Center	Learning Grove
Carol Ann & Ralph V. Haile, Jr./US Bank	Love Must Win
Catholic Charities	MainStrasse Village Association
Center for Great Neighborhoods of Covington	Northern Kentucky Chamber of Commerce
Cincinnati Arts Association	Northern Kentucky Community Action Commission
Cincinnati Museum Center	Northern Kentucky Health Department
Citi Group	Northern Kentucky University
City of Covington	NorthKey
Covington Independent Public Schools District Programs	Read Ready Covington
Covington Partners	Skool Aid
Creative House of Art & Design	St. Elizabeth Healthcare
Family Nurturing Center	Strive Partnership
FC Cincinnati	Taft Museum
Fidelity	The Carnegie Visual & Performing Arts Center
Freestore Foodbank	The Greater Cincinnati Foundation
Gateway Community & Technical College	Thomas More University
GE Aviation	United Way of Greater Cincinnati
Girl Scouts of Kentucky's Wilderness Road Council	WAVE Foundation
Greater Cincinnati Service Learning Collaborative	Welcome House of Northern Kentucky
Greater Cincinnati STEM Collaborative	Women's Crisis Center
Housing Authority of Covington	YMCA of Greater Cincinnati
Keep Covington Beautiful	

# STAFFING CHART

## POSITION: PROJECT DIRECTOR

### RESPONSIBILITIES

- Plan, organize, implement and coordinate all 21<sup>st</sup> Century Community Learning Centers programs in the district
- Serve as a member of each site's leadership team
- Assist in facilitation in meetings of each site's Advisory Council
- Coordinate professional development for all staff and other participants as required
- Recruit and communicate with community organizations, private schools, businesses, and related collaborators to implement the program
- Coordinates events, community participation and communication
- Produce timely and accurate reports required by 21<sup>st</sup> Century
- Assure compliance with all federal, state and districts policies
- Lead and coordinate sustainability activities
- Supervises site coordinators and data specialist

### QUALIFICATIONS

- Bachelor's degree in social work, psychology, education, or a related field
- Extensive experience with research-based education and student/family support programs and strategies, specifically afterschool programs
- Experience with 21<sup>st</sup> Century preferred
- Ability to collaborate and lead others in collaboration
- Experience with organizing and developing community partnerships
- Excellent oral and written communications skills
- Appropriate computer skills
- Understanding of Kentucky Academic Standards

## POSITION: CLC SITE COORDINATOR

### RESPONSIBILITIES

- Works with district for implementation of 21<sup>st</sup> Century Community Learning Center out-of-school time program
- Manages the daily operations of the program including managing activities, staff and recruiting community partners
- Manages meetings of the advisory council
- Arranges for professional development for all staff and other participants as required
- Consults and cooperates with community, schools, businesses, and related collaborators to implement the program
- Assists in involving the community, schools, and businesses in program projects
- Coordinates events, community participation, and communication
- Keeps complete data, as required, and reports on activities
- Assists in sustainability activities
- Supervises activity leaders and youth workers

### QUALIFICATIONS

- Bachelor's degree in social work, psychology, education, or a related field
- Experience with research-based education and student/family support programs and strategies
- Ability to collaborate and lead others in collaboration
- Experience with organizing and developing community partnerships
- Excellent oral and written communications skills
- Well-developed group facilitation and training skills with youth and adults
- Appropriate computer skills
- Understanding of Kentucky academic standards

## POSITION: DATA SPECIALIST

### RESPONSIBILITIES

- Collects and enters all data required by 21<sup>st</sup> Century
- Produces accurate and timely required reports
- Works as a resource to site coordinators, school principals and project director to provide data when requested
- Participates in training to develop and maintain the skills necessary to perform the job effectively

### QUALIFICATIONS

- Bachelor's degree in social work, psychology, education, or a closely related field
- Knowledge of community and resources
- Demonstrated ability to work collaboratively with school and community partners
- Excellent computer skills, with experience in CAYEN APLUS required
- Excellent oral and written communication skills

## POSITION: CERTIFIED STAFF/TEACHER/ACADEMIC LEADER

### RESPONSIBILITIES

- Leads homework help/project completion and/or one-on-one or small group academic activities during WIN time
- Provides instruction to meet area of need with participants
- Supports site coordinator in success plans of all students
- Collaborates with site coordinator to design tools and activities that help students meet individual academic goals
- Contributes to the positive public relations of the program
- Serves on the advisory council

### QUALIFICATIONS

- Kentucky Department of Education Teaching Certification (one teacher with special education certification)
- Excellent oral and written communication skills
- Positive, friendly, and energetic attitude

<b>POSITION: ACTIVITY LEADER</b>	
<b>RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>• Maintains a safe and orderly environment</li> <li>• Supports student success at all times</li> <li>• Implements student discipline policy and policies and procedures of the program</li> <li>• Attends and/or completes required professional development throughout the year</li> <li>• Provides a positive place for students to come during out-of-school time hours</li> <li>• Actively supervises students at all times to ensure safety</li> <li>• Creates and sets up activities as directed</li> <li>• Provides proper record keeping as instructed</li> <li>• Maintains a calm, patient and professional demeanor with students, families, staff, and community partners</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• High school diploma or G.E.D.; some college preferred</li> <li>• Experience in out-of-school time youth programming preferred</li> <li>• Strong organizational and communication skills, both verbal and written</li> <li>• Positive, friendly, and energetic attitude</li> <li>• Ability to work evenings and weekend</li> </ul>

<b>POSITION: FITNESS COACH</b>	
<b>RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>• Maintains a safe and orderly environment</li> <li>• Supports student success at all times</li> <li>• Actively supervises students to ensure safety</li> <li>• Provides proper record keeping</li> <li>• Collaborates with site school PE teacher to design fitness and nutrition activities that will help students meet goals</li> <li>• Provides opportunities for students and families of all fitness levels</li> <li>• Utilizes SPARK Afterschool curriculum</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Knowledge of community and resources</li> <li>• Demonstrated ability to work collaboratively with school and community partners</li> <li>• Experience in out-of-school time youth programming preferred</li> <li>• Strong organizational and communication skills, both verbal and written</li> <li>• Positive, friendly, and energetic attitude</li> </ul>

<b>POSITION: MENTORING COORDINATOR</b>	
<b>RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>• Oversees day-to-day operations to ensure students and mentors are appropriately supported</li> <li>• Trains all volunteer mentors and conduct background checks</li> <li>• Maintains all mentoring attendance records</li> <li>• Recruits community volunteers as mentors</li> <li>• Collaborates with CLC coordinator to provide match support for students and volunteers</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Bachelor's degree in social work, psychology, education, or a closely related field</li> <li>• At least three years' experience with urban youth</li> <li>• Excellent written and communication skills</li> <li>• Knowledge of community and resources</li> <li>• Well-developed group facilitation and training skills with youth and adults</li> </ul>

<b>POSITION: VOLUNTEER</b>	
<b>RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>• Positive role model for students</li> <li>• Maintains proper boundaries and follows all program protocols</li> <li>• Works well with students on an individual level or in small groups</li> </ul>	<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• Meet age requirements set by district</li> <li>• Approved background check/properly vetted</li> <li>• Positive, friendly, and caring demeanor</li> </ul>

## EQUITABLE ACCESS AND PARTICIPATION PLAN

To ensure equitable access to and participation in the initiative funded through the 21<sup>st</sup> Century Community Learning Centers grant, the policies established by the school district and co-applicant regarding nondiscrimination will be followed. These additional steps will be taken to ensure equitable access:

- Student progress toward goals will be reviewed in total and in groups defined by gender, race, disability, etc. Disparity among groups will be noted and corrective action taken to ensure equitable progress for all groups toward program outcomes.
- The school district's director of special education will be consulted in any situations in which student disability might interfere with participation in learning center activities.
- A member of the private school community will be on the 21<sup>st</sup> Century Community Learning Center Advisory Council to ensure equitable access of said community to 21<sup>st</sup> Century programs and services.
- The school district's director of equity's input on the 21<sup>st</sup> Century Community Learning Center Advisory Council will provide an additional layer of assurance to ensure equitable access for students, teachers, and other program beneficiaries with special needs.



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

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

### **1. LOBBYING**

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

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

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

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

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

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Holmes Middle School

2500 Madison Avenue

Covington, Kenton County, KY 41014

Check ☐ if there are workplaces on file that are not identified her

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

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

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

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

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

**Name of Applicant: Covington Independent Public Schools**

**PR, Award # or Project Name: 21<sup>st</sup> Century Community Learning Center**

**Printed Name/Title of Authorized Representative: Alvin Garrison, Superintendent**



Signature

12/3/20

Date

## PROGRAM SCHEDULE

**Complete the following table for school year program operations:**

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

Weekday	Before School (Times of Operation)		After-school (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:10 a.m.	7:40 a.m.	2:50 p.m.	5:45 p.m.	3.4 hours
Tuesday	7:10 a.m.	7:40 a.m.	2:50 p.m.	5:45 p.m.	3.4 hours
Wednesday	7:10 a.m.	7:40 a.m.	2:50 p.m.	5:45 p.m.	3.4 hours
Thursday	7:10 a.m.	7:40 a.m.	2:50 p.m.	5:45 p.m.	3.4 hours
Friday	7:10 a.m.	7:40 a.m.	2:50 p.m.	5:45 p.m.	3.4 hours
Saturday					
Sunday					

	Regular School Year	Summer
Total # of hours per day	3.4 hours (205 minutes)	5 hours
Total # of days per week	5 days	5 days
Total # of weeks	32 weeks	2 weeks
First date of operation	September 13, 2021	July 11, 2022
Last date of operation	May 20, 2022	July 22, 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	10:00 a.m.	3:00 p.m.				
Tuesday	10:00 a.m.	3:00 p.m.				
Wednesday	10:00 a.m.	3:00 p.m.				
Thursday	10:00 a.m.	3:00 p.m.				
Friday	10:00 a.m.	3:00 p.m.				
Saturday						
Sunday						

## PROGRAM SUMMARY PART 1

<b>Name of School or Organization Applying for Funds:</b> Covington Independent Public Schools (Holmes Middle School)	
<b>FISCAL AGENT DUNS #:</b> 032904729	<b>FISCAL AGENT SAMS CAGE CODE#:</b> 4YWD4
<b>Primary Contact Person and Title:</b> Ashley McClure, 21 <sup>st</sup> Century Project Director	
<b>District or Organization Name</b> (for contact person): Covington Partners	
<b>Mailing Address</b> (for contact person): 257 W Pike Street Covington, KY 41011	
<b>Phone #:</b> 859.392.3176	
<b>E-mail</b> (for contact person): ashley.mcclure@covington.kyschools.us	

<b>Superintendent Information</b>	
(Non-LEAs must provide information pertaining to the school the students served are attending.)	
<b>Superintendent Name:</b> Alvin Garrison	
<b>District Name:</b> Covington Independent Public Schools	
<b>Mailing Address:</b> 25 E Seventh Street Covington, KY 41011	
<b>Phone #:</b> 859.392.1000	

<b>School Information</b>	
(Complete one box for each school providing a 21 <sup>st</sup> CCLC program. No more than two schools.)	
<b>School Name:</b> Holmes Middle School	
<b>Grades to be Served:</b> 6-8	
<b>Principal Name:</b> Jeanetta Kathman	
<b>Physical Address:</b> 2500 Madison Avenue Covington, KY 41014	
<b>School Contact Person:</b> Jeanetta Kathman	
<b>Contact Phone #:</b> 859.392.1100	
<b>Contact E-mail:</b> jeanetta.kathman@covington.kyschools.us	

## PROGRAM SUMMARY PART 2

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

<b>School Name: Holmes Middle School</b>	
<b>District Name: Covington Independent Public Schools</b>	
<b>Grade Levels to be Served: 6-8</b>	<b>Total Schoolwide Enrollment: 741</b>
<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	<b>Proposed # of Regular Attendees: 100</b>
<b>% Free or Reduced Lunch: 100%</b>	

- 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.)  
**Covington Independent Public Schools**
- 3. Is the applicant (school district or agency/organization) a previous recipient of other 21<sup>st</sup> CCLC funds?**
  - ☒ Yes
  - ☐ No
- 4. If yes, were they:**
  - ☐ Federal funds
  - ☒ State funds

**Award funding ended (month/year): Ongoing (KDE approved Cycle 12 carryover funds)**

# SCHOOL SUMMARY

1. School Name: Holmes Middle School

2. Proposed # of students to be served daily during the school year: 100

3. Expected number of regular attendees (30 days or more): 100

4. Number of adult family members (of students served) applicant is proposing to serve: 100

5. Types of adult skill building to be provided:

- ☒ Computer usage
- ☒ Accessing and using Infinite Campus
- ☒ Financial Literacy
- ☒ How to communicate with teachers
- ☐ GED training
- ☐ Completing the FASFA
- ☒ Job Skills
- ☒ Using Online Resources
- ☐ School Safety Procedures
- ☒ Time Management/Organization
- ☒ Health and Nutrition
- ☒ Resume building
- ☒ Other, describe: Understanding GPA and High School Credits; Social Media Safety

6. Types of family engagement activities to be provided:

- ☒ Family Literacy Night
- ☒ Family Mathematics Night
- ☒ Student Showcase
- ☒ Family Game Night
- ☒ Lights On Afterschool Event
- ☒ Serving as a chaperone
- ☒ Student performances
- ☒ Other, describe: Family Fitness Night

**CO-APPLICANT AGREEMENT**  
**Covington Independent**  
**Public Schools**  
**And**  
**Covington Partners**

Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and co-applicant, Covington Partners, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

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


**Co-Applicant Agreement Contribution**

<b>Description of Contribution</b>	<b>Supports</b>
Promote awareness of CCLC.	All goals
Provide collaborative support and community connections with additional activity partners for all aspects of Community Learning Center activities.	All goals
Provide professional development in support of the Community Learning Center.	All goals
Work with school staff and Advisory Council to raise funds to sustain the program.	All goals
Provide technical assistance to ensure program compliance and quality.	All goals
Provide afterschool mentoring program and enrichment activities to support non-cognitive development.	Goal #2
Serve on the district's Summer Learning Collaborative team.	Goal #1; Goal #2; Goal #4

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

  
Co-Applicant Signature

12-2-20  
Date

  
Applicant Signature

12/3/20  
Date

## DISTRICT PARTNER AGREEMENT FORM

**Covington Independent Public Schools  
Partner Agreement  
to support  
Holmes Middle School 21<sup>st</sup> Century CCLC Program**

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

Covington Independent Public Schools thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **The district agrees to ensure the following district programs provide support to the 21<sup>st</sup> CCLC Program:**

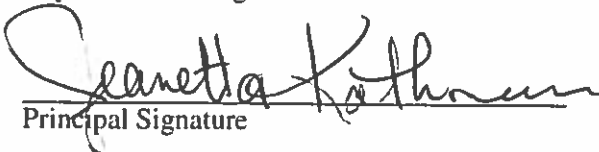
### District Programs

Title I
Extended School Services
Health Services
Nutrition Services
Technology
Transportation
Family Resource Youth Service Centers
Project Home
Exceptional Children Services
Communications
Community and Family Engagement

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

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

12/3/20  
\_\_\_\_\_  
Date

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

12/8/2020  
\_\_\_\_\_  
Date



**PARTNER AGREEMENT**  
**Covington Independent**  
**Public Schools**  
**And**  
**Covington Housing Authority**

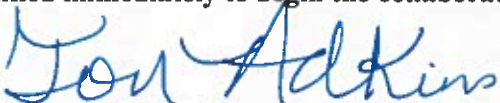
Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and partner, Covington Housing Authority, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

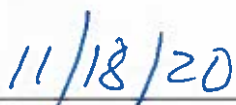
The Covington Housing Authority thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:

**Partner Agreement Contribution Table**


<b>Description of Contribution</b>	<b>Supports</b>
Communicate program opportunities and create awareness.	Goal #3
Provide support for family skill-building events.	Goal #6
Provide programming for Summer Learning Program and be a member of the Summer Learning Collaborative.	Goals #1 and #4

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

  
\_\_\_\_\_  
Partner Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Applicant Signature

  
\_\_\_\_\_  
Date

## **PARTNER AGREEMENT**

**Covington Independent  
Public Schools**

**And**

**The City of Covington**

Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and partner, The City of Covington, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

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

**Partner Agreement Contribution Table**

<b>Description of Contribution</b>	<b>Supports</b>
Communicate program opportunities and create awareness.	Goal #3
Provide support for family skill building events.	Goal #6
Provide programming for Summer Learning Program and be a member of the Summer Learning Collaborative.	Goals #1 and #4

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

  
Partner Signature

11/10/2020  
Date

  
Applicant Signature

12/3/20  
Date

**PARTNER AGREEMENT**  
**Covington Independent**  
**Public Schools**  
**And**  
**Kenton County Public Library**

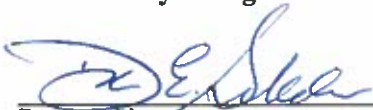
Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and partner, Kenton County Public Library, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

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

**Partner Agreement Contribution Table**

<b>Description of Contribution</b>	<b>Supports</b>
Communicate program opportunities and create awareness.	Goal #3
Provide support for family literacy nights.	Goal #6
Provide programming for Summer Learning Program and be a member of the Summer Learning Collaborative.	Goals #1 and #4

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

  
\_\_\_\_\_  
Partner Signature

11/18/2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Applicant Signature

12/3/20  
\_\_\_\_\_  
Date

## **PARTNER AGREEMENT**

**Covington Independent**

**Public Schools**

**And**

**The Center**

Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and partner, The Center, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

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

**Partner Agreement Contribution Table**

<b>Description of Contribution</b>	<b>Supports</b>
Promote awareness of CCLC.	Goal #3; Goal #4
Collaborate on service-learning projects and opportunities.	Goal #1; Goal #2; Goal #4
Facilitate leadership opportunities	Goal #3; Goal #4; Goal #5
Serve on the district's Summer Learning Collaborative team.	Goal #1; Goal #2; Goal #4

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



Partner Signature

11/9/2020  
Date



Applicant Signature

12/3/20  
Date

**PARTNER AGREEMENT**  
**Covington Independent**  
**Public Schools**  
**And**  
**Brighton Center**

Hereby enter into an agreement to enable the applicant, Covington Independent Public Schools, and partner, Brighton Center, to maximize resources to support and jointly coordinate services for children and families participating in the 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

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

**Partner Agreement Contribution Table**

<b>Description of Contribution</b>	<b>Supports</b>
Communicate program opportunities and create awareness.	Goal #3
Provide support for family skill-building events.	Goal #6
Provide programming with academic components aligned with service-learning, social-emotional development, leadership, 21 <sup>st</sup> century skills, transition-ready skills, and/or character development.	Goals #1-5
Serve on the 21 <sup>st</sup> CCLC Advisory Council.	All goals by providing support to increase program effectiveness and providing oversight.

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

Wanda Whitaker

Partner Signature

11-19-2020

Date

Alvin D.

Applicant Signature

12/3/20

Date

## PRIVATE/HOME SCHOOL CONSULTATION

Private/Home School Name: Prince of Peace		Phone #: 859-431-5153
School Official Signature: <i>Mr Tony Barkley</i>		E-mail: tbarkley@popcov.com
Date of Consultation: 11/16/2020		Type of Consultation: Virtual Meeting
<input checked="" type="checkbox"/> Participate <input type="checkbox"/> Declined		Reason:

## PRIVATE/HOME SCHOOL CONSULTATION

Private/Home School Name: Holy Family		Phone #: 859-581-0290
School Official Signature: <i>S. Leggett</i>		E-mail: <i>evieth@holyfamilycovington.org</i>
Date of Consultation: 11/16/20		Type of Consultation: Virtual Meeting
<input type="checkbox"/> Participate	<input checked="" type="checkbox"/> Declined	Reason: <i>We provide an afterschool and summer program.</i>