###### KEnTUCKY DEPARTMENT OF EDUCATION

**21st Century Community Learning Centers**

Check application type – must be indicated in order for application to be reviewed.

√ New Applicant

🞐 Continuation Applicant-21st CCLC Grant Funds are in 5th year or have expired

* + Expansion Applicant –current 21st CCLC grantee
  + ESEA Flexible Waiver Option

**Site(s) to be served by grant (3 sites maximum):**

**1)\_\_South Todd Elementary School\_\_\_\_\_\_\_**

**2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Amount Requested for first grant year:** | **$** | $150,000 |

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| Fiscal Agent  Todd County Schools | Co-Applicant  Todd County Extension Office |
| Mailing Address (street, city zip code)  205 Airport Road  Elkton, KY 42220 | Mailing Address (street, city zip code)  Washington Street  P.O. Box 95  Elkton, KY 42220 |
| Superintendent/Chief Executive Officer  Typed Name: \_Wayne Benningfield\_\_\_\_\_\_\_\_\_ | Superintendent/Chief Executive Officer  Typed Name: Judy Curt |
| Project Contact (name) \_\_\_Camille Dillingham, Principal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Agency \_Todd County Schools\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone No. \_\_\_\_\_270-265-5785\_\_\_\_\_\_\_\_\_\_\_\_\_  Fax No. \_\_270-265-3808\_\_\_\_\_\_\_\_\_\_\_\_ Email \_\_\_camille.dillingham@todd.kyschools.us\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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

**Fiscal Agent:** Superintendent/Chief Executive Officer Date

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**Co-Applicant:** Superintendent/Chief Executive Officer Date

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Notary Public My commission expires

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**Table of Contents**

Cover Sheet 1

Table of Contents 2

Project Summary 3

Project Narrative 6

Part 1: Need 6

Part 2: Quality of Plan 12

Part 3: Collaboration and Partnerships 23

Part 4: Program Evaluation 26

Part 5: Budget 28

Part 6: Priorities 32

Three-Year Budget Summary with Narrative 33

Attachments

List of Consortium Members or Partners 43

Job Descriptions of Key Personnel 44

Equitable Access and Participation Plan 50

Signed Certifications Regarding Lobbying, Debarment, Suspension, and

Drug free Workplace Requirement Form 51

Prior Grantee History/Capacity Form 52

Program Summary and Abstract 53

Site Summary and Abstract 55

Co-Applicant / Partner Agreements 58

Additional Agreement Forms 59 Annual Progress Report / School Report Card

21st Century Community Learning Centers Project Summary

***Please limit summary to the space provided here.***

|  |  |
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| List Goal(s). | Goal 1: Academic success for all participating students  Goal 2: Actively involve parents in improving academic and non-cognitive indicators of success.  Goal 3: Promote student and parent awareness of a healthy lifestyle |
| List Objective(s). | * Objective 1 A: By May 2015, increase proficiency scores in reading, math, science, social studies, and writing on K-PREP and MAP. * Objective 1 B: By May 2015, decrease the number of students scoring novice on K-PREP. * Objective 1 C: By May 2015, increase student awareness of a wide variety of careers. * Objective 2 A: By May 2015, increase students’ interest and motivation in learning. * Objective 2 B: By May 2015, increase student attendance during the school day. * Objective 2 C: By May 2015, increase consistent attendance and participation in Center activities. * Objective 2 D: BY May 2015, increase positive student social skills, peer interactions, and adult interactions. * Objective 2 E: By May 2015, increase parental involvement in student academic activities. * Objective 2 F: By May 2015, increase parental involvement in family literacy and academic activities. * Objective 2 G: By May 2015, increase parents participation in personal educational opportunities. * Objective 3 A: By May 2015, increase students and parents’ decision-making ability and participation in healthy choices, including diet and exercise. * Objective 3B: By May 2015, increase students and parents knowledge in health related diseases and their prevention. |

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| Briefly Describe the Participants Served By Program.  The Center will be open for 490 K-5 students served by South Todd Elementary School in Todd County. The Center will serve approximately 75 students the first year, with an increase in subsequent years. The Center will be located in South Todd Elementary School, Elkton, KY. Todd County is a rural, agricultural area in south central Kentucky with 32.63% of the population at the poverty level, and meets the guidelines for a Rural, Low-Income School. The elementary school has a total free lunch program, 65% of our students qualify for free/reduced lunch. The student population for South Todd Elementary school is 68% white, 17% African American, 11% Hispanic, and 5% reporting two or more races. South Todd has great diversity with a non-English speaking Hispanic population. Students score less than proficiency on reading, math, science, social studies, and writing. Currently, 32.9% of South Todd Elementary 3rd graders read proficiently and 47.4% of 3rd graders score proficient in mathematics on K-PREP and MAP assessments. Our PLCS and Arts/Humanities program reviews show that we need to provide more programs and opportunities for our students. The only exposure to culture and the arts students receive is through the school. Of the adults 25 and older, 36.5% do not have a high school diploma, and only 9.2% have a bachelor’s degree, compared to 17.1% in Kentucky. Health is a concern for both students and parents. The obesity rate for Todd County is 29.2%, which is above the U.S. average of 24%. Other statistics include: 35% with diabetes, 30.4% smoke, 45% do not exercise, and 84.7% eat few fruits and vegetables. Combining obesity with smoking, lack of exercise, and poor eating habits make our community at risk for health diseases. South Todd Elementary is in the 69th percentile on the new K-PREP Accountability Model and is classified as Needs Improvement and is Title I school. South Todd Elementary would benefit greatly from an after school and summer program that targets both students and parents. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Describe Need(s) Program Will Address** | **Describe How Need(s) Were Determined** | **List Key Activities Funded By Grant To Address Need(s)** | **Identify Expected Outcomes for These Key Activities** |
| 1 A. Students score below proficiency in reading, math, science, social studies, writing | 2013 K-PREP; MAP scores; Star Reading & Math; Unit Common Assessments; | Research-based STEM enrichment activities; homework help; extended library hours; partnership with public library; Saturday & Summer programs; Math Whizz; | The number of students reaching benchmark will increase by 30% by May 2015. |
| 1 B. Students are unfamiliar with careers and how subjects learned in school relate to the real world. | Student surveys and informal interviews; PLCS Program Review | Incorporating careers into STEM activities; cultural activities; arts programs; recreational activities; and service learning projects | The number of students who report familiarity with careers and applying school related content to the real world will increase by 50% by May 2015. |
| 2 A. Students lack positive social skills, and need peer and adult interactions. Truancy is an issue, especially with some of the students in the at-risk groups. | Infinite Campus reports; Teacher feedback; Safe School Report | Providing high school student tutors will increase students’ interest and motivation. Incorporating hands-on, fun activities will allow students see learning can be fun. Include team building skills and peer interaction strategies. | By May 2015, student attendance and truancy will improve, along with positive social skills, peer, and adult interactions. |
| 2 B. Only a small group of parents are involved in their children’s education. | Parent Involvement Logs; Parent Volunteer Logs; FRYSC Survey | Provide training on how to provide homework and study skills at home. Provide parents of IEP students with training specific to their needs. Enlist parents as volunteers and partners. Provide training to utilize Infinite Campus to keep check on students’ progress and attendance. | By May 2015, parents are training in using the parent portal of Infinite Campus.  By May 2015, parents that attend and participate in events at their child’s school will increase by 30%.  By December 2014, parents will be given information explaining how to support their child’s education and tips for working with them at home. |

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| **21st Century Community Learning Center Overview** Page 2 | | | |
| **Describe Need(s) Program Will Address** | **Describe How Need(s) Were Determined** | **List Key Activities Funded By Grant To Address Need(s)** | **Identify Expected Outcomes for These Key Activities** |
| 2 C. A significant percentage of parents lack basic literacy, math, technology, and job searching skills.  3 A. A significant percentage of parents and students are overweight, unhealthy, have bad eating habits, and seldom exercise. The obesity rate is 29.2%, 45% do not exercise, and 84.7% do not eat fruits and vegetables.  3 B. Parents and students lack the understanding how diet and exercise relate to diseases and health problems. | Census data; Find the Best Data – County Health Risk Factors Statistics; Business feedback  Census data; KY Health Facts; Find the Best Data- County Health Risk Factors Statistics; Health Dept.; Think KY Statistics; County Food Service Dept.  KY Health Facts; Health Dept.; Parent Surveys | Provide parents that need their GED with tutoring and adult writing partners. Refer all parents without a high school education to Adult Ed. Provide literacy, math, technology, and job searching skills.  Partner with Health Dept. to provide well child services to all participating students and parents. Involve students in family gardens. Provide family nutritional programs; cooking classes; healthy meal planning; no-fuss exercise, which will demonstrate how to get physical activity without going to the gym or spending lots of time. Provide Fun Family Exercise & Games. Provide Health screenings at school & churches to make community aware of need to exercise and making smart diet choices. | By May 2015, all participating parents without a high school graduation will be contacted and encouraged to pursue their GED with Adult Ed.  By May 2015, 75% of participating parents that are unemployed will participate in job searching skills training.  By May 2015, increase the families attending the County Health fair.  BY May 2015, increase the number of families that can plan and prepare a healthy meal.  By May 2015, increase the families that can track their diet and fitness choices. |

**Project Narrative**

**1.1** South Todd Elementary School has a compelling need for an after school program, summer programs, and services based on multiple sources of data, including state and school assessment data, poverty rate, guidelines for rural, low income school, attendance data, adult literacy, obesity rate, and healthy lifestyle information. The elementary school’s needs are based on the percentage of students scoring below proficiency, the gap between free/reduced lunch and non-free/reduced lunch, and the gap between white and African American students. With 32.63% of the population at the poverty level, Todd County meets the guidelines as a Rural, Low-Income School (RLIS). In Todd County, there are two elementary schools. On the 2013 K-PREP assessment, South Todd Elementary had an overall score of 62.4 and a percentile rank of 69, which classifies South Todd Elementary as Needs Improvement school. A key issue for South Todd Elementary is that 32% of minority students score below white students in the same grade levels.

One of the county’s concerns is literacy both for adults and our students. According to the National Literacy Survey, over 40% of the adult population does not have a high school diploma, with over 38% of these adults at assessment levels I and II. Students who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers (Hernandez, 2011). This is of great concern because according to 2013 KPREP data, only about 38% of the county’s 3rd graders read proficiently. In addition to reading, the elementary schools have a need in math, writing, and social studies, which is indicated in the table below.

2013 KPREP Percentage Meeting Proficient & Distinguished

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **STE** | Reading  School/State | | Math  School/State | | Science  School/State | | Social Studies  School/State | | Writing  School/State | | Language Mechanics  School/State | |
| School | 47.7 | 47.8 | 47.4 | 43.5 | 79.7 | 68.5 | 54.7 | 59.3 | 25.3 | 35.7 | 50.7 | 53.7 |
| 3rd | 32.9 | 47.6 | 48.6 | 42.8 |  |  |  |  |  |  |  |  |
| 4th | 60.9 | 48.8 | 62.3 | 43.9 | 79.7 | 68.5 |  |  |  |  | 50.7 | 53.7 |
| 5th | 50.7 | 47.1 | 48 | 44.3 |  |  | 54.7 | 59.3 | 25.3 | 35.7 |  |  |

The following table of Percent Proficient & Distinguished on Kentucky Core Content Test provides historical data, which shows that South Todd Elementary school continually struggles to be show academic growth continuously not only in reading, but in all content areas. Both the K-PREP table and KCCT table show that in addition to reading, math, social studies and writing are two areas of weakness.

Percent Proficient & Distinguished on Kentucky Core Content Test 2008-2011

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Reading**  **STE** | **Math**  **STE** | **Science**  **STE** | **Social Studies**  **STE** | **Writing**  **STE** |
| 2008 | 68.78 | 67.32 | 73.33 | 50.00 | 50.00 |
| 2009 | 79.34 | 74.18 | 76.83 | 67.80 | 67.80 |
| 2010 | 71.67 | 73.83 | 59.46 | 54.44 | 53.25 |
| 2011 | 66.53 | 68.60 | 68.54 | 45.24 | 55.95 |

In addition, South Todd had an overall score of 62.4 and a percentile rank of 69 on the 2013 K-PREP classifying the South Todd Elementary School as a Needs Improvement School. South Todd Elementary needs to reduce the gap between white and African American students’ achievement, as shown in the table below.

2013 K-PREP Reading Results by Ethnicity & Gender

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Percentage of 3rd Grade Students Scoring Below Proficiency** | **Percentage of 4th Grade Students Scoring Below Proficiency** | **Percentage of 5th Grade Students Scoring Below Proficiency** |
| **Male** | 58.3% | 38.7% | 36.3% |
| **Female** | 75% | 39.5% | 59.5% |
| **White** | 61.5% | 34.5% | 32.6% |
| **African Am** | 85.7% | 44.6% | 70.6% |

Over the past three years, Todd County had 70% of elementary students scoring proficient on the state reading assessment. The gap between African American students and their classmates is approximately 30%. The table below shows the gap between students scoring proficient/distinguished based on ethnicity. Even though South Todd was not identified as a Focus School on the ***2012 K-PREP***, these gaps between white and African American students clearly indicated a need. On the ***2013 K-Prep*** South Todd Elementary did not reach the growth goals needed or reduce the gaps and is now identified as a Needs Improvement School. South Todd Elementary also has 10% Hispanic population, but the numbers were not reportable.

2013 KPREP Proficient & Distinguished Percentage Data by Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| South Todd | Reading  White/AfAm | | Math  White/AfAm | | Science  White/AfAm | | Social Studies  White/AfAm | | Writing  White/AfAm | | Language Mechanics  White/AfAm | |
| 3rd | 38.5 | 14.3 | 47.4 | 21.4 |  |  |  |  |  |  |  |  |
| 4th | 65.5 | --- | 67.3 | --- | 87.3 | --- |  |  |  |  | 52.7 | --- |
| 5th | 67.4 | 29.4 | 65.2 | 23.5 |  |  | 71.7 | 23.5 | 34.8 | 5.9 |  |  |

South Todd Elementary has a gap between students participating in the free/reduced lunch program and those who do not qualify. The following table shows the percentage of students scoring proficiency in each grade who qualify for the free/reduced lunch program. For this subpopulation, a gap exists in reading and math.

2013 KPREP Proficient & Distinguished Percentage Data By Free/Reduced Lunch

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STE | Reading  Free/Reduced Lunch  F&R All | | Math  Free/Reduced Lunch  F&R All | | Science  Free/Reduced Lunch  F&R All | | Social Studies  Free/Reduced Lunch  F&R All | | Writing  Free/Reduced Lunch  F&R All | | Language Mechanics  Free/Reduced Lunch  F&R All | |
| 3rd | 24.1 | 32.9 | 31.5 | 47.4 |  |  |  |  |  |  |  |  |
| 4th | 54.8 | 60.9 | 54.8 | 62.3 | 65.3 | 79.7 |  |  |  |  | 47.6 | 50.7 |
| 5th | 48 | 50.7 | 36 | 48 |  |  | 50 | 54.7 | 22 | 25.3 |  |  |

In addition to academic needs, our students have a future of being unhealthy if they continue the cycle of their community. According to Find the Data website (2013), the citizens of Todd County do not live a healthy lifestyle. Todd County has a smart rating of 46 out of 100 by Find the Best. Over 29% of the people in Todd County are obese, which is above the national average of 24%. Also, 45% reported that they get no exercise, and almost 88% reported eating few fruits and vegetables. In order to break this cycle, students need opportunities for exercise, need to learn healthy eating habits, and how to make healthy choices. While South Todd Elementary School has an attendance rate of 94.6%, motivating some students to attend school is a concern. Planned programs that are engaging and stimulating will increase student motivation and attendance.

**1.2** The participants to be served by this project will come from the South Todd Elementary School which serves 490 students. The Center will anticipate regularly serving approximately 75 students the first year, with an increase in subsequent years. All students interested in attending the program will be allowed to attend. Todd County school district is located in a rural farming community on the Tennessee border in Western Kentucky. According to the 2010 Census Data, the total county population is 12,463, with a declining population over the past ten years. As of July 2012, Todd County’s unemployment rate was 8.2% (U.S. Bureau of Labor Statistics). The school system is the largest employer in the county. The per capita income was $17,460 and the median income was $36,989 (U.S. Census, 2012). Kentucky has an average of 81% graduating from high school, but Todd County only has 72.8% has a high school diploma. Only 10% of the county’s residents has a bachelor’s degree or higher. The Learning Center will address the needs of our parents. Many of these parents need additional skills to enable them to obtain their GED or a better job.

There are 2200 students spread over four schools: two elementary, one middle school, and one high school. In Todd County, all elementary and middle school students receive free lunch. South Todd Elementary has 67% of students qualifying for free and reduced lunch, according to the FY2013 Qualifying Data spreadsheet.

South Todd Elementary School is 68% white, 17% African American, 11% Hispanic, and 5% reporting two or more races.

**1.3** Through the varied programs, the Learning Center will provide students opportunities for remediation, homework, academic enrichment, and recreation that are clearly connected to the identified needs. The Learning Center will operate four days a week for three hours a day after school and four weeks during the summer. Each day after school, students will spend one hour on homework and remediation exercises, one-hour participating in recreational activities, and one-hour participating in enrichment programs. The Center will provide adult and high school tutors, as well as adult volunteers that will work with students individually and in small groups on homework and needed skills, such as basic math facts. While the needs are many, the focus of the Learning Center will be improving students’ academic achievement in reading, math, and social studies, while engaging students in science, technology, engineering, and mathematics (STEM) activities for enrichment. Reading after school is the activity most predictive of higher student achievement. Partnering with the school and public library will allow students access to quality literature and time to read for fun. Through partnering with area, state, and community partners, the Center will provide stimulating and engaging enrichment activities, such as rocketry, construction, architecture, trial/law, theatre/drama, which addresses STEM and social studies concepts, as well as career paths as described in Senate Bill 1, schools are required to involve arts and humanities into the daily curriculum. The Center will include authentic, student created dramas, which will include script writing, art, music, and dance. Students, to enhance the dramatic performance with students creating musical scores and accompanying digital movies, will use technology.

To address students’ physical education needs, students will participate in a variety of activities; i.e., Archery, Zumba, Xbox Dance, outdoor games, and sports. To promote healthy lifestyle, students will learn about nutrition through guest speakers and cooking classes. Students will be taught how to read nutrition labels, calculate calories burned, and to plan a healthy, delicious meal for their family. The Center will ensure student investment by providing fun, hands-on, high-interest activities taught by concerned and informed adults who care about the success of these students. The family involvement programs include GED, tutoring, literacy, computer skills, budgeting, and healthy lifestyle information; i.e., nutritious meal planning, reading nutrition labels, benefits of exercise, heart disease, and diabetes.

**1.4** The identified needs are reading, math, social studies, and writing. This will ensure students progress toward meeting proficiency on school and state assessments. The programs address arts and humanities, practical living, family involvement, career readiness, and academic achievement, which are components of Senate Bill 1. By providing opportunities for students to experience new career clusters, it will help the transition to middle school when they develop their ILP.

The outcomes are tightly connected to the needs. We will increase the percentage of students reaching proficiency in reading, writing, math, science, and social studies. We will also reduce the gap between socioeconomic levels and ethnicity by providing academic enrichment activities. Researchers have determined that where children go after school, what they do, and how their activities affect them depend on the characteristics of the families, communities, and programs. There is some evidence that after school programs are more beneficial for children from high-risk communities than for middle-class children (Shumow, 2012). All children deserve access to quality experiences outside school and the Center will help equalize those experiences. Students will be motivated to attend the Center’s programs, as well as increase school attendance. Having high school student tutors will give these young children positive role models, which in turn will be beneficial for the older students, too. The number of parents who attend school events, such as literacy nights, and special informative programs will increase. The number of parents who attend tutoring, register, and complete their GED will increase, which will demonstrate the importance of education to their children. Finally, the number of families that participate in regular exercise will increase through awareness and opportunities provided by the Center.

**1.5** The Learning Center will address and remedy the risk factors for elementary students and their families, specifically low socioeconomic and minority students. The academic risk is that a large percentage of students are not scoring proficient on assessments in reading, math, social studies, science, and writing. Research shows that students who are not reading on grade level at the end of third grade are more likely to drop out of school. We anticipate teachers reporting these students are more interested in class work, and understand the content due to the communication between teachers and the Center personnel. Students who participate in the 21st CCLC programs show greater improvement in grades, math and reading proficiency, homework completion, class participation, and student behavior (Learning Point Associates, 2010). A study found that students regularly attending high-quality programs over two years demonstrated gains up to 20 percentiles in standardized math scores compared to peers who were unsupervised during after school hours (Policy Studies Associates, Inc., 2007). The Center will provide students who are unsupervised with quality activities that will increase their academic knowledge, as well as provide a safe environment in which they can learn, exercise, and grow. The summer program will introduce students to topics and activities, which they do not have access through school, community, or home. These enrichment activities will expose students to forensics, engineering, theatre, law enforcement, and the legal system, which will introduce them to a variety of career pathways. The Center will partner with Adult Education, Migrant, and Family Resource Centers in order to reach more parents and more effectively provide much needed services, and to foster school/family

**2.1** The goals, objectives, and outcomes of the Center address both academic and non-cognitive indicators. The student goals are:

Goal 1: Academic success for all participating students

The objectives are:

* Objective 1 A: By May 2015, increase reading scores on K-PREP and MAP.
* Objective 1 B: By May 2015, increase math scores on K-PREP and MAP.
* Objective 1 C: By May 2015, increase science scores on K-PREP.
* Objective 1 D: By May 2015, increase social studies scores on K-PREP.
* Objective 1 E: By May 2015, increase writing scores on K-PREP.
* Objective 1 F: By May 2015, decrease the number of novice students on K-PREP.
* Objective 1 G: By May 2015, increase student awareness of a wide variety of careers.

The following measurable outcomes will determine whether the goals are met:

* By May 2015, the reading academic index on increase on K-PREP by 30%.
* By May 2015, the math academic index on increase on K-PREP by 30%.
* By May 2015, the science academic index on increase on K-PREP by 30%.
* By May 2015, the social studies academic index on increase on K-PREP by 30%.
* By May 2015, the percentage of novice students on K-PREP will decrease by 30%.
* By May 2015, increase student awareness of a wide variety of careers by 30% as evidenced on student survey.

Goal 2: Improve non-cognitive indicators of success.

* Objective 2 A: By May 2015, increase students’ interest and motivation in learning.
* Objective 2 B: By May 2015, increase student attendance during the school day.
* Objective 2 C: By May 2015, increase consistent attendance and participation in Center activities.
* Objective 2 D: BY May 2015, increase positive student social skills, peer interactions, and adult interactions.

The following measurable outcomes will determine whether the goals are met:

* By May 2015, the percentage of students who identify their interest and motivation as improving on the Interest Survey will increase by 50%.
* By May 2015, increase percentage of school day attendance of participants by 50%.
* By May 2015, maintain 65% of consistent Center attendance and participation.
* By May 2015, increase positive student social skills, peer interactions, and adult interactions by 30% as evidenced by student and teacher surveys.

Goal 3: Promote student awareness of a healthy lifestyle

* Objective 3 A: By May 2015, increase students’ decision-making and participation in healthy choices, including diet and exercise.
* Objective 3B: By May 2015, increase students knowledge in health related diseases and their prevention.

The following measurable outcomes will determine whether the goals are met:

* By May 2015, the percentage of students choosing physical activities will increase by 50% as evidenced by the activity log.
* By May 2015, increase the percentage of students who can plan and prepare a healthy meal by 50% as evidenced by student menu calendar.
* By May 2015, increase students knowledge in health related diseases and their prevention by 50% as evidenced on student health survey.

**2.2** The programs and activities are tightly connected to the Common Core Standards (CCSS) Math and ELA, as well as the Core Content for science, social studies, practical living, and the arts. Activities and programs will be planned based on the appropriate standards. The new CCSS specify at which level students need to acquire concepts and skills. Also, the standards have an emphasis on applying content to real-life situations, which encompass all of the following programs: Rocketry, Engineering, Robotics, Mock Trial, Smart Money Investing, Map Quest, Energy Power, Rock Star, Theatre, Cooking and Food Science, Invention Camp, Historical Happenings, Spanish, Kentucky Our Home, and Physical Fitness. The Math CCSS are based on mathematical practices, which include important processes and proficiencies and standards for math content. The process standards include problem solving, reasoning and proof, communication, representation, and connections. The strands of mathematical proficiency include adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Homework help and remediation of skills directly relate to procedural fluency and foundational skills. ELA standards include key ideas and details, craft and structure, and the integration of knowledge and ideas. Students who meet the ELA standards and are college and career ready have the following skills: demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and understand other perspectives and cultures.

**2.3** The Center will incorporate varied enrichment activities based on STEM, artistic and cultural opportunities, literacy, social studies, and practical living. Some of the STEM activities include experiencing the field of engineering through constructing buildings, bridges, and replica monuments; building and launching rockets and comparing results based on different variables; build robots to complete a specified task; exploring the world of inventions through learning scientific principles and creating new inventions; learning about different forms of energy and exploring ways to reduce usage and create a sustainable system. Students will experience the scientific method in these activities. The Center will also provide artistic and cultural opportunities through writing and producing a drama, creating, performing, and responding to various forms of art. Students will design t-shirts and album covers for fictitious rock band and conduct interviews. Students will learn about law enforcement and the legal system through a scenario based crime and mock trial. Also, all of these hands-on activities address the 21st century skills of critical thinking, problem solving, creativity, and collaboration.

The Center will survey the community to determine needs before planning specific programs. We will be administering the following assessments: K-PREP yearly; MAP 3 times a year; Star Reading/Math tests 4 times a year; learning checks 3 times a year, Common Assessments at end of units; YPQA; as well as surveys and logs. The Center will utilize various types of surveys and logs to provide pre and post program data. The Program Director will give the Advisory Council, SBDM, principals, and school board a report on academic indices, attendance rates and parent participation quarterly.

Based on the descriptions above, the enrichment programs meet the following principles of effectiveness:

* A pre-program assessment in the form of surveys, multi-year analysis of school and state testing data, and demographic data on the community determined the needs
* In order to ensure quality academic enrichment programs are designed and planned, the proposal follows the Common Core Standards, Core Content Standards, and KDE’s guidelines for high-quality program characteristics of goal setting, quality staffing, high academic standards, and strong involvement of families, effective partnerships, and collaboration.
* The programs and activities will incorporate research-based strategies.

**2.4** The Center will serve 490 K-5 elementary students at South Todd Elementary School, starting with serving approximately 75 students each day. The 21st CCLC will extend the learning of the regular school day to after school hours, weekend, and summer camps. The after school program will be in session Monday through Thursday for 25 weeks from September to May, three hours per day. While specific activities (homework help, remediation, physical fitness) will be provided daily, other clubs will be featured on specific days of the week. The club schedule will allow students to delve deeper into an activity by lasting consecutive days. A typical daily schedule follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Activity** | **Description** | **Indicator of Success** |
| 3:00-3:15 PM | Snacks provided by Todd County Food Service | Provide nutritious snack and allow time for positive social interaction and build relationships | Student surveys |
| 3:15 – 4:00 PM | Homework help & Academic Remediation | Students will receive help on homework by certified tutors, adult volunteers, or high school tutors. Academic remediation will be available for students in small group or one-on-one formats. Students will be allowed to work on academic weaknesses. Students not needing remediation will have time to work on academic projects. | Increase in academic scores on the KPREP, STAR Reading and Math, and MAP tests. |
| 4:00 – 4:45 PM | Recreational Activities | Students will have the opportunity to participate in a variety of recreational activities including group and individual sports, fitness games, and other physical activities that encourages personal health and fitness. | Physical Activities Log  Health Surveys |
| 4:45 – 5:45 PM | Enrichment Activities | Participants will engage in a variety of activities meant to broaden personal knowledge. For example cooking, construction, rocketry, engineering, and banking may be potential activities. | Student and Teacher Surveys |
| 5:45 – 6:00 PM | Clean-up; Dismissal | Students will assist in picking up and cleaning the Center. Students will board transportation and be transported home. | N/A |

**2.5** The programs and services were selected based on the needs derived from data analysis, which provided the framework for the program’s goals, objectives, and outcomes. Combined, this will enhance the academic and social success of participating students. Tutoring, remediation, and enrichment activities will be based on the Common Core and state standards. Enrichment activities will be based on student interests to increase their motivation to learn. Recreational activities will increase students’ physical and mental strength and endurance and will provide students with options for a healthy lifestyle. Group sports and activities, such as volleyball, basketball, archery, and outdoor games improves social and team building skills. Board games and computer games will improve thinking skills and problem solving strategies.

**2.6** The Center will work with the partners in order to provide activities that introduce elementary students to a variety of careers, which will not only provide information, but make creating their ILP easier. Part of being college and career ready is obtaining 21st century skills: problem solving, critical thinking, collaboration, cooperation, communication, creativity, organization, self-direction, social responsibility, and technology fluency. The hands-on activities are designed for students to obtain these skills. Our postsecondary partners (Hopkinsville Community College, Western Kentucky University, Murray State University, and Austin Peay University, will lead STEM activities with students and work with staff in designing additional ones. The Elkton Rotary Club has agreed to be one of our partners and their members represent varied careers. The fire department, police department, mayor’s office, and county attorney and judge have agreed to present programs on their respective careers. Law enforcement and the justice system will be key to providing students with real life career experience through a mock trail at the new Justice Center.

**2.7** An implementation timeline for implementing these programs and services follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Responsible Person** | **Date / Timeline** | **Necessary Resources** |
| Advertise, Interview, and Hire staff | Superintendent | February 2014 | Provided by District |
| Advertise program to staff, students, parents, community | Project Director | February 2014, ongoing | Printing provided by District |
| Community communication: radio, newspapers, newsletters, churches, FRYSC, school events, community businesses and events | Project Director | February 2014, ongoing | Printing costs, staff time |
| Professional Development for staff as directed in RFP for 21st CCLC | Project Director | February 2014, ongoing | Registration fees, hotel, travel; Grant Funded |
| Survey families to determine needs | Project Director | June & August 2014, ongoing | Printing and ads provided by district |
| Purchase materials needed for activities and operation | Project Director | March 2014, ongoing | Grant Funded |
| Center is open and operational | Project Director | June 2014, ongoing | Grant, District, Partners |
| Provide tutoring | Project Director, Student Tutors, Volunteers | Start June 2014, ongoing | Staff costs, supplies |
| Provide enrichment | Project Director; 4-H Extension Agent, Student Tutors | Start June 2014 | Supplies |
| Provide Career and Exploration services | Project Director, Community volunteers, college partners | Start June 2014 | Supplies |
| Provide healthy snacks | Todd Co Food Service, Project Director | Start June 2014 | Provided by Food Service |
| Provide transportation | Projector Director & Transportation Dir. | Operational Days Start June 2014 | Transportation costs, grant funded |
| Provide Family Services | FRYSC; Adult ED | Start June 2014, one day per week | Program costs |
| Provide technological and recreational time for parents | Project Director | Start June 2013, 4 days per week | Supplies, computers |
| Attend national, regional, and state conferences required in 21st CCLC | Project Director | TBD | Registration fees, travel |
| Provide Saturday activities | Project Director | 4 times per year (Oct, Nov., March, May) | Supplies, travel, meals, staff |
| Provide Summer Program | Project Director, 4-H, | 2 weeks annually in June and July | Staff, meals, supplies |
| Review and refine evaluation plan | Project Director | 4 times per year (Aug, Nov, March, April) | Staff time |
| Advisory Council Reviews and Revises Plan | Project Director | Regularly email, phone, and quarterly meetings | Staff time |
| Work with community leaders to seek additional funding | Project Director | Years 2-4 | Staff time |
| Work with Center partners to sustain program | Project Director | Years 2-4 | Staff time |
| Advisory Council Bi-Monthly Meetings | Project Director | Every other month | Staff time, meeting supplies |

**2.8** South Todd Elementary School has successfully run before and after school programs through Extended School Services for years. That program operated 1 ½ hours after school two days a week and provided extra help and enrichment opportunities so students could master the standards. Currently, South Todd has a before school homework help program for ½ hour each morning. Both schools have adult literacy tutors. Administrators and teachers are used to working with volunteers and different programs that provide additional services to students. Currently, the district financial officer uses MUNIS, as directed by KDE as the method of payment and payroll. The financial officer is accustomed to establishing grant accounting practices.

**2.9** The goals, objectives, and outcomes are:

Family Goal 1: Actively involve parents in improving academic and non-cognitive indicators of success.

The family objectives are:

* Objective 1 A: By May 2015, increase parental involvement in student academic activities.
* Objective 1 B: By May 2015, increase parental involvement in family literacy and academic activities.
* Objective 1 C: By May 2015, increase parents’ involvement in educational opportunities.

The family outcomes are:

* By May 2015, the percentage of parents who register for GED will increase by 30%.
* By May 2015, the percentage of parents who attend academic tutoring and/or informational sessions will increase by 30%.
* By May 2015, the percentage of parents who attend Family Literacy, Academic nights, and parent/teacher conferences will increase by 30%.
* By May 2015, the percentage of parents who participate in PTO activities will increase by 30%.

Family Goal 2: Promote student and parent awareness of a healthy lifestyle

The objectives are:

* Objective 2 A: By May 2015, increase students and parents’ decision-making and participation in healthy choices, including diet and exercise as evidenced by participant survey, health log, etc.
* Objective 2 B: By May 2015, increase students and parents knowledge in health related diseases and their prevention as evidenced by sign in sheets.

The outcomes are:

* By May 2015, increase the percentage of parents and students who can plan and prepare a healthy meal by 50%.
* By May 2015, the percentage of physical activities in families will increase by 50%.
* By May 2015, the percentage of parents participating in health related informational sessions will increase by 50%.

**2.10** Partnering with Adult Literacy, Migrant Education Services, and the Health Dept. will ensure appropriate services are provided to family members. A pre-program assessment in the form of surveys and interviews, along with analysis of demographic data on the community will determine the needs for the family programs. The principles of effectiveness were used in designing the parental involvement component of the program. Initially, data was analyzed from the U.S. Census Bureau, Kentucky Health Facts, Find the Data website to determine initial needs. Todd County has 63.5% of high school graduates, and 9.2% with a bachelor’s degree or higher. Based on the results of that analysis, the program was designed to increase the number of GED candidates and college enrollments among adults in Todd County. Proposed activities include literacy and continuing education programs offered to parents; GED classes; tutors for the parents in the adult program; information related to higher education enrollment and financial aid; and library access, including Internet and technology.

**2.11** Continuing education, literacy, tutoring, and other educational services provided to family members will be conducted in collaboration with Adult Ed, Migrant Services, Todd County Extension Office, Todd County Health Dept, and Todd County Public Library. There will be family events held throughout the school year and summer. The services support the following program goals: 1) Academic success for all; 2) Improve non-cognitive indicators; and 3) Promote awareness of a healthy lifestyle.

**2.12** In order to support the program goals, objectives, and outcomes related to family participation, the Center will actively recruit and encourage parents to attend the programs. When parents participate in programs with their children, they have a better understanding of the school, the academic standards, and how they can support their child. The Center will refer parents to Adult Ed for GED and adult literacy courses. When students see parents seeking to improve their literacy and skills, it increases the value they put on education. Then the cycle has the potential to be broken.

**2.13** The timeline will begin after notification of the awarded grant, with programs beginning July 2013. The timeline for implementing these family program services:

|  |  |
| --- | --- |
| **Date** | **Milestone** |
| April 2014 or upon notice of award | Recruit volunteers and conduct background checks; notify related partners (Adult Ed, Migrant, Health Dept.) |
| June 2014 | Announce class schedule |
| June 2014 - ongoing | Recruit families for literacy, GED, tutoring |
| July 2014 - ongoing | Begin literacy, GED, tutoring programs |
| July 2014 - ongoing | Conduct family health surveys, BMI, and offer Health programs (diet, exercise, health related diseases) |
| July 2014 – ongoing | Continue to recruit families; Adult Ed continues; Parents as Partners; GED testing; GED graduation; Summer Reading Program; Summer Family Event |
| August 2014 | Informational booths at Back to School Nights |

**2.14** The superintendent will be responsible for advertising, interviewing, and selecting staff, and ensuring that all state and local regulations are followed during the process. Advertising for staff will be circulated through surrounding counties via Todd County School’s website, newspaper advertisement, and the KDE website. The Advisory Council will be actively involved in the selection process. Reasonable compensation will be based on the Todd County School Board salary schedule. The Center will retain staff due to positive working conditions, personal satisfaction due to feeling included and wanted in the schools, and valued as a partner in students and parents’ education.

**2.15** Professional Development (PD) for the 21st CCLC staff will be intensive to ensure the effective administration of the programs and services. After these two key personnel are trained, they will train other staff members. The Program Director and site manager will attend national, regional, and state conferences, as well as meetings required by KDE that is related to our after-school program. After the program begins, PD will be ongoing, job-embedded for the duration of the grant to ensure staff continues to grow and improve. Todd County is a member of the Green River Regional Educational Cooperative (GRREC), which offers quality PD in reading, math, science, writing, and social studies, as well as other topics related to our non-cognitive initiatives. GRREC trainings align with the KDE standards of PD, Common Core, and Core Content. School administrators and staff will conduct training to ensure staff will be able to support students on the new Common Core standards, as well as work collaboratively with Center staff to ensure quality programming that meets the academic and non-cognitive needs of students. The timeline for PD is:

|  |  |
| --- | --- |
| **Timeline** | **Type of PD Experience** |
| June 2014 | 21st CCLC Program Orientation for Job Duties Overview; Training on documentation and record keeping; YPQA assessment tool training & Training on data analysis |
| June 2014 | Training in providing after-school tutoring using research based strategies & Designing innovative after school activities |
| June 2014 | CPR & First Aid training |
| July 2014 | Family Literacy training |
| TBD (as scheduled) | 21st CCLC State & National meetings; Director’s Meeting; Level I, II, & III A/B trainings; regional Meetings 2 times a year; 21st CCLC Fall & Summer Institute |
| August 2014 | Staff Meetings to review progress, revise and develop plans |

**2.16** All activities will be provided at South Todd Elementary School. The facilities are ADA accessible and meet all guidelines. The location has a playground and gym with basketball court, volleyball, soccer, and stage. The Program Director and Site Manager will be CPR and first aid trained. The Advisory Council, along with personnel, will collaboratively create an emergency response plan. There will be emergency weather radios in the Center. The Emergency Response Team of Elkton, KY has agreed to monitor the radio through dispatch so that the director has instant access to 911 emergency services through radio or phone. Adequate storage space will be provided for program equipment and materials to keep them secure. The Program Director will have a cell phone available at all times during the hours of operation, in order to have immediate communication with first responders, school personnel, dispatch, and parents. The Program Director will have a district office.

**2.17** The Center will utilize various methods for communicating the program goals and activities to the community. The Program Director will be responsible for publicizing information to students, teachers, parents, and the community. Since 36.5% of adults 25 or older do not have a high school diploma, we will ensure the written announcements are written on an understandable level for our community. Written advertisement will be written in both English and Spanish. Public service announcements will be sent to the local radio stations and newspapers. Publicity will include: posting to school and district websites; school marquees; newsletters; church bulletins; flyers posted in local businesses and library; flyers sent home with students; email morning report; and morning school announcements. Migrant and Adult Ed Coordinators will make initial personal contacts. Follow up phone calls will be made. The Program Director will speak at Rotary, retired teacher, homemaker, and other organizations/clubs, and set up informational booths at back to school nights, family literacy nights, Bike Night, and community festivals.

**2.18** Volunteers will be an important part of the Center. All volunteers will go through a selection process, along with background check. They will assist the site manager and partners with providing tutoring, maintaining student data/work folders, organizing supplies and equipment, making copies, and providing physical fitness, diet, recreational activities, and team building skills. The Retired Teachers Association are enthusiastic volunteer partners who look forward to reading and tutoring in our program.

**2.19, 2.20, 2.21** Both elementary schools in Todd County are applying for the 21st CCLC grant individually. The Superintendent and both principals planned the program and developed the proposal. The Program Director will work with the building administrator to provide information and work collaboratively to provide the services each student needs.

**2.22** The Center will be located South Todd Elementary School with summer programs being available. The facility includes classrooms, gym, computer labs, library, kitchen, restrooms, and areas for storage and recreational activities.

**2.23** All participating students will stay after school and then ride the bus(s) home.

**2.24** The Center will be located within the South Todd Elementary School.

**3.1** With the goal of providing a large variety of remediation and enrichment activities for student participants, The Center will collaborate with various local, state, and federal entities. The following is a brief summary of the most important relationships:

|  |  |
| --- | --- |
| Todd County 4-H Youth Development | 4-H Youth Development will provide a variety of student enrichment activities and programs. Activities and programs may include, but are not limited to: archery, carpentry, cooking, animal science, crafts, environmental education, group sports, physical fitness, drama/theatre, and career education. |
| Petrie Memorial Church | Petrie Memorial will provide volunteers to work in the program and special programs. |
| Todd County Public Library | The public library will work with The Center to ensure that students have access to age-appropriate literacy materials. The public library will maintain specific hours of operation in order to work with The Center. In addition, the library will work with Center directors, tutors, and volunteers to help students obtain literacy materials. |
| Postsecondary Partners | Postsecondary partners (Hopkinsville Community College, Western Kentucky University, Murray State University, and Austin Peay University), will assist participants with STEM activities that may include, but are not limited to, construction, rocketry, robotics, and engineering. In addition to the enrichment activities listed above, the postsecondary partners will provide college and career readiness programs for Center participants. |
| Todd County FRYSC | The Todd County Family Resource and Youth Services Center will provide steady volunteers and adult tutors. Participant support services will be in place with FRYSC to provide support services such as daytime mentoring. FRYSC will act as a family liaison, working with adult parents to obtain family resources and adult education. |
| Todd County  Rotary Club | The Todd County Rotary Club consists of community leaders from a variety of backgrounds, business types, and socio-economic statuses. This club is dedicated to serving Todd County Schools and improving education. Rotary club members have agreed to provide enrichment activities as associated with their respective jobs. Activities may include, but are not limited to, mock legal trials, banking/money sense, marketing, and engineering. |
| Todd County Adult Literacy and Education | Todd County Adult Education will provide literacy resources to parents in the form of workshops and GED classes. This organization is committed to the education of adults, including the parents of center participants. TC Adult Education will provide a variety of literacy services for involved adults and will serve as an adult resource. |
| Elkton Baptist Church | Elkton Baptist Church will provide regular adult volunteers and tutors. |

In addition to the collaborations listed above, many other collaboration relationships will be or has been formed in order to meet the needs of participants. Todd County Extension Family Health and Agricultural Services will provide a range of participant enrichment activities including environmental education, agricultural education, team building, leadership, cooking, homemaking, and other subject-appropriate programs.  The Todd County Health Department will provide health workshops for student and adult participants, specializing in nutrition, exercise, and common diseases. In addition to providing family resources, Todd County Migrant Education, will provide translation and participate enrichment in the form of Spanish classes. The Todd County Sheriff’s Department and the Kentucky State Police will provide personal and public safety classes to student and adult participants; the local fire departments will provide fire safety/awareness classes. Other relationships include local dance and artists studios that will provide arts and humanities enrichment.

**3.2** Our advisory council consists of the following people: Todd County Superintendent, Instructional Supervisor, DPP, Elementary School Principals, Todd County Extension Agent, Ministers of two partnering churches, Editor of the Elkton Newspaper, a local business man, a parent of an elementary school student, a upper grade elementary school student, a Todd County Board Member, President of Hopkinsville Community and Technical College, and the local FRYSC program director. These people come from a range of cultural and socio-economic backgrounds and will be an asset to the program. The advisory council will ensure that diverse sets of perspectives are included during program planning and decision-making. District staff, administrators, school staff, parents, and students will have equal pull in the advisory council. The council will meet bi-monthly.

**3.3** As described in section 3.1, the Center will maintain multiple collaborative relationships in order to provide education, enrichment, and services to program participants and parents. As described above, the Center will be housed at South Todd Elementary School. The 4-H Youth Development program will provide a majority of enrichment activities covering a wide variety of topics (detailed in section 3.1). The 4-H program and the extension offices will offer summer camps to provide our students with summer enrichment opportunities.  These services will be offered at least once a week and some are extended sessions covering a 6-8 hour period.  The Adult Education Center will provide our parents with adult basic educational opportunities, GED classes and adult literacy 4 days a week.  ESS will supply tutoring teachers 2 days a week, our retired teachers will provide tutors and academic mentors each day the Center is open.  The Food Services, as part of National School Food Lunch Program, will provide nutritional snacks for the after-school program and will supply breakfast and lunch for our summer programs. Local police, fire, and government officials will provide safety training, and enrichment activities. Postsecondary institutions will provide enrichment activities, and career exploration opportunities. The Jefferson Davis National Park in Todd County will provide land and water for students to plant family gardens.  This will provide fresh vegetables, watermelons, and cantaloupes for the Center and for the families of participants.

**3.4** Local extended school programs and Adult Education programs have committed to continuing the program after the grant. In addition. The 4H Youth Program will continue to provide a large variety of enrichment services, without cost, to program participants. The local food services will continue to offer snacks and meals for after-school programs for our county.  We will offer enrichment and recreational activities with a sliding-scale payment offer those students able to pay.  We will firmly establish a culture of the after school programs to foster support through sponsors and volunteers within the community as we prepare for the grant funding to end.

**3.5** The Advisory Council has already reviewed and contributed to the development of the Center’s programs. Our advisory council consists of the Superintendent, Instructional Supervisor, DPP, Elementary School Principals, Todd County Extension Agent, Ministers of partnering churches, Newspaper, Editor, a local business man, a parent of an elementary school student (one form each school), a upper grade elementary school student, a Todd County Board Member, President of Hopkinsville Community and Technical College, and FRYSC program director.  These people come from a range of cultural and socio-economic background and will be an asset to the program.  On-going efforts will be made to develop new partnerships by inviting prospect partners to visit and participate in the Center’s programs and objectives.

**4.1** The evaluation plan will measure and report data based on the program’s goals, objectives, and outcomes. The Center will report progress to the CCLC Advisory Council, school SBDM Councils, the Todd County Board of Education, PTO, and local media. The Center has three goals, objectives, and outcomes based on academic achievement, non-cognitive indicators, and family participation.

Goal 1: Academic success for all participating students

The objectives are:

* Objective 1 A: By May 2015, increase reading scores on K-PREP and MAP.
* Objective 1 B: By May 2015, increase math scores on K-PREP and MAP.
* Objective 1 C: By May 2015, increase science scores on K-PREP.
* Objective 1 D: By May 2015, increase social studies scores on K-PREP.
* Objective 1 E: By May 2015, increase writing scores on K-PREP.
* Objective 1 F: By May 2015, decrease the number of novice students on K-PREP.
* Objective 1 G: By May 2015, increase student awareness of a wide variety of careers.

The following measurable outcomes will determine whether the goals are met:

* By May 2015, the reading academic index on increase on K-PREP by 30%.
* By May 2015, the math academic index on increase on K-PREP by 30%.
* By May 2015, the science academic index on increase on K-PREP by 30%.
* By May 2015, the social studies academic index on increase on K-PREP by 30%.
* By May 2015, the percentage of novice students on K-PREP will decrease by 30%.
* By My 2015, increase student awareness of a wide variety of careers by 50% as evidenced on student survey.

Goal 2: Improve non-cognitive indicators of success.

The objectives are:

* Objective 2 A: By May 2015, increase students’ interest and motivation in learning.
* Objective 2 B: By May 2015, increase student attendance during the school day.
* Objective 2 C: By May 2015, increase Center attendance and participation.
* Objective 2 D: By May 2015, increase positive student social skills, peer interactions, and adult interactions.

The measurable outcomes are:

* By May 2015, the percentage of students who identify their interest and motivation as improving on the Interest Survey will increase by 50%.
* By May 2015, increase percentage of school day attendance of participants by 50%.
* By May 2015, maintain 65% consistent Center attendance and participation.
* By May 2015, increase positive student social skills, peer interactions, and adult interactions by 30%.

Goal 3: Promote student awareness of a healthy lifestyle

The objectives are:

* Objective 3 A: By May 2015, increase students and parents’ decision-making and participation in healthy choices, including diet and exercise.
* Objective 3B: By May 2015, increase students knowledge in health related diseases and their prevention.

The measurable outcomes are:

* By May 2015, the percentage of students choosing physical activities will increase by 10% as evidenced by the activity log.
* By May 2015, increase the percentage of students who can plan and prepare a healthy meal by 50% as evidenced by student menu planner.
* By May 2015, increase students’ knowledge in health related diseases and their prevention by 50% as evidenced on student health survey.

**4.2** The Center will use a variety of data sources (informal and formal) to monitor and document ongoing program impact on student academic achievement and social success. The Center will collect data from the yearly K-PREP test, as well as students’ scores from the MAP tests, three times per year. At the beginning of each 9-weeks, participating students will take the STAR Reading and STAR Math assessments. At the end of each instructional unit, student success will be measured based on the common assessments given in each of the content areas. For non-cognitive data, the Center will keep logs for parent participation, family exercise, attendance, and program surveys. In addition to student surveys/evidence (listed above), the Center will survey teachers to obtain information on students’ classroom involvement, motivation, and attitudes. The Youth Program Quality Assessment (YPQA) tool will be given to evaluate the quality of the programs and identify staff training needs. The Center will monitor students and families’ healthy lifestyle choices through BMI and eating habits survey. The following table illustrates the types of data collection, the frequency, and responsible person.

|  |  |  |
| --- | --- | --- |
| **Data Source** | **Timeline** | **Person Responsible** |
| K-PREP Testing | September, yearly | Assessment Coordinator |
| MAP | 3 x per year (fall, winter, spring) | Assessment Coordinator |
| STAR Reading & STAR Math test | Each 9 weeks | Program Director & Computer Lab Teacher |
| Unit Common Assessments | At end of units (monthly, 9weeks) | Assistant Principal |
| Youth Program Quality Assessment | At least once a year | Program Director |
| Program Attendance | Monthly | Program Director & DPP |
| Parent Participation & Exercise Log | Monthly | Program Director |
| Program Survey | Monthly | Program Director |
| Teacher Survey | 3 times per year | Program Director /Asst. Principal |
| BMI & Eating Habits Survey | Monthly | Program Director/Health Dept. |
| Student Career & Health Survey | Twice a year | Program Director |
| Student Interest Survey | Once a year | Program Director |
| Student Menu Calendar | Twice a year | Program Director |
| Volunteer Log | Monthly | Program Director |
| Partner Participation Log | Monthly | Program Director |

**4.3** The Program Director and staff will maintain two-way communication with the students’ teachers, parents, and principals. Student progress will be monitored throughout the year to determine if progress is being met. If adequate progress is not being met by mid-year measure, then the Advisory Council will determine if the lack of progress is due to the quality of the programs and activities or if additional academic programs need to be planned. Individual and group progress will be evaluated. If specific students require intensive intervention, they will receive additional services.

**4.4** As described in the chart above, the Program Director will handle a majority of the data collection. In addition to the Program Director, the Center identified the assistant principal as the lead person in each elementary school to collect data that supports evaluation of student progress and program implementation. The lead persons will communicate with the Program Director and provide the data, so it can be combined and reported to all stakeholders. The administrators and the Program Director will determine if program goals are successfully implemented and met.

**5.1** The Center’s budget demonstrates a clear connection between project activities and the desired results of improving student achievement in math, science, literacy, writing, social studies, practical living, and the arts, along with an increase in parent literacy and involvement. The majority of the budget goes toward hiring a director and staff in order to provide these programs. The Center will hire a Program Director and a Site Manager, two adult tutors, two instructional assistants, and student tutors. The Program Director will coordinate all volunteers and activities. The Center will also benefit from adult and high school student volunteers. These employees, along with the additional students will engage, inspire, and motivate students to learn through exciting, hands-on activities and a caring atmosphere. The Program Director will purchase sufficient office supplies and materials for the enrichment activities, along with board games, music, game consoles, and equipment for recreation and fitness. Field trip transportation is included to remove the barriers for our disadvantaged students. These summer trips will be made to Mammoth Cave, museums, and academic, social, and cultural sites.

**5.2** The District, partners, and 4H have agreed to allocate fiscal resources to support the implementation of this plan. The Center will be held at South Todd Elementary School. The site has agreed to pay for all utilities during Center hours. The program director will have office space in the South Todd Elementary School building. Based on other successful after school programs, $150,000 will be sufficient to operate a quality program. At the elementary level, we anticipate having many adult volunteers. The salary for the Director is commensurate with a Bachelor’s degree, Rank 3, with less than 5 years experience. The wage per hour is comparable to local wages. The budget reflects in-kind contributions range from $48,468 in year one to $55,668 in year three.

**5.3** The total cost of the proposed center is $150,000 per year. The total population to be served is 972 K-5 elementary students. This reflects an appropriate expense in relation to number students served. The anticipated number of students to be served the first year is 75 per day, with an increase after it is established and more parents become aware of the academic, enrichment, and recreational opportunities. The number of different students served will be 150. The cost per pupil is $1,000.

**5.4** In addition to salary and transportation needs, the Center will require services provided with different funds in order to have a successful program. The school district will provide in-kind costs of custodial ($3,500); utilities ($2,500); office space; furniture for staff ($1,500); paper/copies/mailings ($1,000); printer for Program Director ($1,000); and student supplies ($1,500), along with 5% of the principals’ salaries ($8,300) and 2% of the superintendent’s salary ($1,900). The principal will work 12 hours per week; the superintendent will work 4 hours per week to collaboratively analyze data and contribute to the successful of the Center. South Todd Elementary will contribute to the in-kind expenses by paying for utilities and supplying the location. Todd County Food Service will provide $6,000- $7,500 in nutritious snacks for afterschool ($1.00 per student for 100 days), and lunch and snacks during the summer program at a cost of $5.00 per day for 70 students for $3,500 estimate.

**5.5** The district and volunteer organizations are showing a commitment to implement and provide students with a successful program with their in-kind contributions of personnel and facility use. As the program proceeds, we anticipate even more organizations, clubs, and organizations to provide various types of assistance.

**5.6** Detailed budget:

|  |  |  |
| --- | --- | --- |
| **Category** | **Line Item** | **Item Cost** |
| Personnel | Center Project Director Salary (190 days @ $195 per day) | $37,050 |
| Fringes | Fringes for Director (health insurance, retirement, medicare) | $13,030 |
| Personnel | Program Site Manager (860 hours @ $12.75 per hour) | $10,965 |
| Fringes | Fringes for Site Manager (FICA, Medicare, CERS) | $10,040 |
| Personnel | 2 Adult Tutors (300 hours @ $20.00 per hour) | $8,300 |
| Fringes | Fringes for Adult Tutors (retirement, Medicare) | $2,119 |
| Personnel | 2 Instructional Assistants (415 hours @ $7.25 per hour) | $8,300 |
| Fringes | Fringes for Instruct. Assistants (Medicare, Social Security) | $2,358 |
| Personnel | 2 Student Tutors (415 hours @ $7.25 per hour) | $6,018 |
| Fringes | Fringes for Student Tutors | $48 |
| Travel | Registration fees, hotel, travel, food for 2 Center staff (4 mandatory meetings for 21st CCLC) | $9,575 |
| Materials & Supplies | Materials & supplies for robotics, archery, Xbox Connect Dance/Fit, Music, board games, rocketry, engineering, Invention Camp, Advertising, and curriculum planning materials for summer program, emergency weather radios. | $19,390 |
| Equipment | Laptop for Project Director | $1,500 |
| Field Trip | Field trip expenses for summer camp | $2,500 |
| Transportation | Transportation (85 miles per day 100 days @ 1.5 per mile, 160 miles per 4 Saturdays @ 1.5 per mile; 85 miles per 10 summer days @ 1.5 per mile) | $14,985 |

The budget reflects a staff of 6 adults, including one Program Director, one Site Manager, 2 adult tutors, 2 aids, and 2 student tutors. The tutors will be at the Center for two hours and the instructional aids will remain for all three hours. The student tutors will remain the entire time, and work directly with students on homework, academic projects, service learning activities, and recreation. The aides will work with students, assist with Saturday programs, and assist students with special needs. Since the schools are in a rural area, transportation is a necessity. The costs reflect transporting students home in the evenings, and to/from the Center on Saturdays and summer. Since our students have many disadvantages, we will go on educational field trips.

**6.1** South Todd Elementary Schools is a Title I schools, thus meeting the absolute priority. According to the FY2013 Qualifying Data, South Todd has 67% students qualifying for free/reduced lunch.

**6.2** South Todd Elementary is considered a priority school. On 2013 K-PREP assessment, it is listed as Needs Improvement. In 2011, South Todd did not meet AYP for NCLB. Also, during 2010, South Todd did not meet AYP for NCLB for its minorities.

**21st Century Community Learning Centers**

**Budget Summary**

*Please attach an itemized budget narrative that explains expenditures in detail.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Budget Category** | **Year One**  **(2014-2015 School Year)** | | **Year Two**  **(2015-2016 School Year)** | | **Year Three**  **(2016-2017 School Year)** | |
| **Amount**  **Requested** | **\*\*In-Kind**  **(optional)** | **Amount**  **Requested** | **\*\*In-Kind**  **(optional)** | **Amount**  **Requested** | **\*\*In-Kind**  **(optional)** |
| **Personnel** | $74,333 | $6,050 | $74,333 | $6,050 | $74,333 | $6,050 |
| **Fringe Benefits** | $27,717 | $1,968 | $27,717 | $1,968 | $27,717 | $1,968 |
| **\*Travel (staff)** | $9,575 |  | $9,575 |  | $9,575 |  |
| **Equipment (Computers/Printers)** | $1,500 | $5,000 | 1,500 | $5,000 |  | $5,000 |
| **Supplies/Materials** | $19,390 | $2,500 | $19,390 | $2,500 | $20,140 | $2,500 |
| **Contractual**  **(Custodial Services)** |  | $3,500 |  | $3,500 |  | $3,500 |
| **Indirect Cost** |  | $2,500 |  | $2,500 |  | $2,500 |
| **Transportation**  **(program)** | $14,985 |  | $14,985 |  | $14,985 |  |
| **Field Trip Expenses, Summer Camp Fees & Expenses** | $2,500 |  | $2,500 |  | $3,250 |  |
| **Other (specify)**  **Snacks & Meals**  **Nurse Services** |  | $9,750  $10,000 |  | $9,750  $10,000 |  | $9,750  $10,000 |
| **Volunteers**  **($8.00/hour – in-kind only)** |  | $7,200 |  | $10,800 |  | $14,400 |
| **Yearly Totals**  **Grant and In-Kind Funds** | $150,000 | $48,468 | $150,000 | $52,068 | $150,000 | $55,668 |

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

Budget Narrative Format – Year 1

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

|  |  |
| --- | --- |
| BUDGET CATEGORY | **AMOUNT**  **REQUESTED** |
| **1. Personnel** | **$74,333** |
| Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).  **Program Director @ 190 days x $195.00 per day = $37,050**  **Site Manager @ 860 Hours x $12.75 per hour = $10,965**  **2 Adult Tutors @ 300 hours x $20.00 per hour = $12,000**  **2 Instructional Aids @ 415 hours x $10.00 per hour = $8,300**  **2 Student Tutors @ 415 hours x $7.25 per hour = $6,018**  **In-Kind Salary Benefits from the District $6,050** | |
| **2. Fringe Benefits** | **$27,717** |
| List benefit and estimated cost or portion of cost for each staff person employed through the grant.  Program Director  Health Insurance @ $6,733  Retirement @ $5,226  Medicare @ $537  Site Manager  Health Insurance @ $6,733  FICA @ $680  Medicare @ $159  CERS @ $2,144  2 Adult Tutors  Medicare @ $174  Retirement @ $ 1,693  2 Instructional Aids  FICA @ $515  Medicare @ $120  CERS @ $1,623  2 Student Tutors  FICA @ $0  Medicare @ $ 0  CERS @ $0  In-Kind District Fringe Benefits $1,968 | |
| **3. Travel (Staff)** | **$9,575** |
| **In state** – You must allocate funds for at least 2 project staff to attend **21st CCLC** program orientation (or other state event in years two and three) and **3** state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $95 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15. You must also allocate funds for an annual Directors’ meeting and at least two other state mandated meetings and conferences.  .  **Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.  **In-State** – State Orientation and 3 Workshops – 3 people – 4 nights, $100/2 hotel rooms = $800  Meals – 8 days x 3 people x $30/day = $720  Travel – Director and/or site manager local travel – 500 miles per month x $0.33 = $1,980  **Out-of-State**  Air Far $350 x 3 people = $1,050  Registration Fees $500 x 3 people = $1,500  Hotel $200 night x 5 nights xx 3 people = $3,000  Food $30 daily x 5 days x 3 people = $525  Total for out-of-state $6,075 | |
| **4. Equipment** | **$1,500** |
| Itemize items and cost of each.  Laptop computer for Project Director = $1,500  The Todd County School District will provide printer, office furniture, and related items = $5,000 | |
| **5. Materials and Supplies** | **$19,390** |
| Itemize items and cost of each.  2 Sets of Archery (Bows, arrows, targets) x $3,200 = $6,400  2 Xbox Connect x $250 = $500  3 Xbox Games x $50 = $150  Board Games (Chess, Candyland, Monopoly, etc) & Music = $140  Invention Camp @ $6,000 (for 70 students) x 2 = $12,000  Supplies for rocketry, engineering/construction = $200  (In-Kind) Weather radio, emergency supplies, materials for robotics, and curriculum planning materials = $750 | |
| **6. Contractual** | **$0** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.  In-Kind – Nursing services paid by Todd County Public Schools = $10,000 | |
| **7. Indirect (5% maximum)** | **$2,500** |
| Itemize administrative expenses such as phones, postage, advertising, etc.)  (In-Kind) Utilities, copies, postage, advertising $2,500 | |
| **8. Transportation (Program)** | **$14,985** |
| Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)  **Transportation home 85 miles per day x 100 days @ $1.50 per mile, 160 miles per 4 Saturday sessions @ $1.50 per mile, 85 miles per 20 summer days @ $1.50 per mile** | |
| **9. Other (Specify and Itemize)** | **$2,500** |
| **Field Trips/Summer Camps –** Students will travel to Mammoth Cave, museums, and academic, social, and cultural sites.  **In-Kind Meals** – The National Lunch Food Service will supply $6,000 = $7,500 in after school snacks ($1.00 per student x 100 days\_. They will also provide breakfast, lunch, and snack during the summer program at a cost of $5.00 per day for 75 students for an estimated total of $3,50 for a total In-Kind of $9,750  **(In-Kind) Volunteers ($8.00 / hour x 2 volunteers x 225 hours each volunteer = $7,200** | |
| TOTAL REQUESTED = | **$150,000** |

**BUDGET PAGE- New Applicants**

**PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

|  |  |  |
| --- | --- | --- |
| **Original Award Period**  **(Year One)**  **150,000 max**  **2014-2015 School Year** | **Continuation Funding**  **(Year Four)**  **75% of grant amount**  **2015-2011 School Year** | **Continuation Funding**  **(Year Five)**  **50% of grant amount, not be less than $50,000**  **2019-2020** |
| $\_\_$150,000\_\_\_\_\_\_\_\_\_ | $\_\_$112,500\_\_\_\_\_\_\_\_ | $\_\_\_$75,000\_\_\_\_\_\_\_\_\_ |

Budget Narrative Format – Year 2

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

|  |  |
| --- | --- |
| BUDGET CATEGORY | **AMOUNT**  **REQUESTED** |
| **1. Personnel** | **$74,333** |
| Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).  **Program Director @ 190 days x $195.00 per day = $37,050**  **Site Manager @ 860 Hours x $12.75 per hour = $10,965**  **2 Adult Tutors @ 300 hours x $20.00 per hour = $12,000**  **2 Instructional Aids @ 415 hours x $10.00 per hour = $8,300**  **2 Student Tutors @ 415 hours x $7.25 per hour = $6,018**  **In-Kind Salary Benefits from the District $6,050** | |
| **2. Fringe Benefits** | **$27,717** |
| List benefit and estimated cost or portion of cost for each staff person employed through the grant.  Program Director  Health Insurance @ $6,733  Retirement @ $5,226  Medicare @ $537  Site Manager  Health Insurance @ $6,733  FICA @ $680  Medicare @ $159  CERS @ $2,144  2 Adult Tutors  Medicare @ $174  Retirement @ $ 1,693  2 Instructional Aids  FICA @ $515  Medicare @ $120  CERS @ $1,623  2 Student Tutors  FICA @ $0  Medicare @ $ 0  CERS @ $0  In-Kind District Fringe Benefits $1,968 | |
| **3. Travel (Staff)** | **$9,575** |
| **In state** – You must allocate funds for at least 2 project staff to attend **21st CCLC** program orientation (or other state event in years two and three) and **3** state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $95 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15. You must also allocate funds for an annual Directors’ meeting and at least two other state mandated meetings and conferences.  .  **Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.  **In-State** – State Orientation and 3 Workshops – 3 people – 4 nights, $100/2 hotel rooms = $800  Meals – 8 days x 3 people x $30/day = $720  Travel – Director and/or site manager local travel – 500 miles per month x $0.33 = $1,980  **Out-of-State**  Air Far $350 x 3 people = $1,050  Registration Fees $500 x 3 people = $1,500  Hotel $200 night x 5 nights xx 3 people = $3,000  Food $30 daily x 5 days x 3 people = $525  Total for out-of-state $6,075 | |
| **4. Equipment** | **$1,500** |
| Itemize items and cost of each.  Laptop for Site Manager = $1,500  (In-Kind) Office furniture, computer, printer, storage = $5,000 | |
| **5. Materials and Supplies** | **$19,390** |
| Itemize items and cost of each.  2 Sets of Archery (Bows, arrows, targets) x $3,200 = $6,400  2 Xbox Connect x $250 = $500  3 Xbox Games x $50 = $150  Board Games (Chess, Candyland, Monopoly, etc) & Music = $140  Invention Camp @ $6,000 (for 70 students) x 2 = $11,500  Supplies for rocketry, engineering/construction = $200  Robotics supplies = $250  Curriculum planning materials = $250 | |
| **6. Contractual** | **$0** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.  In-Kind – Nursing services paid by Todd County Public Schools = $10,000  In-Kind – Custodial services for cleaning Center = $3,500 | |
| **7. Indirect (5% maximum)** | **$0** |
| Itemize administrative expenses such as phones, postage, advertising, etc.)  (In-Kind) Utilities, copies, postage, advertising $2,500 | |
| **8. Transportation (Program)** | **$14,985** |
| Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)  **Transportation home 85 miles per day x 100 days @ $1.50 per mile, 160 miles per 4 Saturday sessions @ $1.50 per mile, 85 miles per 20 summer days @ $1.50 per mile** | |
| **9. Other (Specify and Itemize)** | **$2,500** |
| **Field Trips/Summer Camps –** Students will travel to Mammoth Cave, museums, and academic, social, and cultural sites.  **In-Kind Meals** – The National Lunch Food Service will supply $6,000 = $7,500 in after school snacks ($1.00 per student x 100 days\_. They will also provide breakfast, lunch, and snack during the summer program at a cost of $5.00 per day for 75 students for an estimated total of $3,50 for a total In-Kind of $9,750  **(In-Kind) Volunteers ($8.00 / hour x 3 volunteers x 225 hours each volunteer = $10,800** | |
| TOTAL REQUESTED = | **$150,000** |

**BUDGET PAGE- New Applicants**

**PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

|  |  |  |
| --- | --- | --- |
| **Original Award Period**  **(Year One)**  **150,000 max**  **2014-2015 School Year** | **Continuation Funding**  **(Year Four)**  **75% of grant amount**  **2015-2016 School Year** | **Continuation Funding**  **(Year Five)**  **50% of grant amount, not be less than $50,000**  **2019-2020** |
| $\_\_$150,000\_\_\_\_\_\_\_\_\_ | $\_\_$112,500\_\_\_\_\_\_\_\_ | $\_\_\_$75,000\_\_\_\_\_\_\_\_\_ |

Budget Narrative Format – Year 3

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

|  |  |
| --- | --- |
| BUDGET CATEGORY | **AMOUNT**  **REQUESTED** |
| **1. Personnel** | **$74,333** |
| Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person).  **Program Director @ 190 days x $195.00 per day = $37,050**  **Site Manager @ 860 Hours x $12.75 per hour = $10,965**  **2 Adult Tutors @ 300 hours x $20.00 per hour = $12,000**  **2 Instructional Aids @ 415 hours x $10.00 per hour = $8,300**  **2 Student Tutors @ 415 hours x $7.25 per hour = $6,018**  **In-Kind Salary Benefits from the District $6,050** | |
| **2. Fringe Benefits** | **$27,717** |
| List benefit and estimated cost or portion of cost for each staff person employed through the grant.  Program Director  Health Insurance @ $6,733  Retirement @ $5,226  Medicare @ $537  Site Manager  Health Insurance @ $6,733  FICA @ $680  Medicare @ $159  CERS @ $2,144  2 Adult Tutors  Medicare @ $174  Retirement @ $ 1,693  2 Instructional Aids  FICA @ $515  Medicare @ $120  CERS @ $1,623  2 Student Tutors  FICA @ $0  Medicare @ $ 0  CERS @ $0  In-Kind District Fringe Benefits $1,968 | |
| **3. Travel (Staff)** | **$9,575** |
| **In state** – You must allocate funds for at least 2 project staff to attend **21st CCLC** program orientation (or other state event in years two and three) and **3** state workshops. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $95 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15. You must also allocate funds for an annual Directors’ meeting and at least two other state mandated meetings and conferences.  .  **Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.  **In-State** – State Orientation and 3 Workshops – 3 people – 4 nights, $100/2 hotel rooms = $800  Meals – 8 days x 3 people x $30/day = $720  Travel – Director and/or site manager local travel – 500 miles per month x $0.33 = $1,980  **Out-of-State**  Air Far $350 x 3 people = $1,050  Registration Fees $500 x 3 people = $1,500  Hotel $200 night x 5 nights xx 3 people = $3,000  Food $30 daily x 5 days x 3 people = $525  Total for out-of-state $6,075 | |
| **4. Equipment** | **$0** |
| Itemize items and cost of each.  (In-Kind) Office furniture, computer, printer, storage = $5,000 | |
| **5. Materials and Supplies** | **$20,140** |
| Itemize items and cost of each.  2 Sets of Archery (Bows, arrows, targets) x $3,200 = $6,400  2 Xbox Connect x $250 = $500  3 Xbox Games x $50 = $150  Board Games (Chess, Candyland, Monopoly, etc) & Music = $140  Invention Camp @ $6,000 (for 70 students) x 2 = $12,000  Supplies for rocketry, engineering/construction = $400  Robotics replace and add additional supplies = $400  Curriculum planning materials = $150 | |
| **6. Contractual** | **$0** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.  In-Kind – Nursing services paid by Todd County Public Schools = $10,000  In-Kind – Custodial services for cleaning Center = $3,500 | |
| **7. Indirect (5% maximum)** | **$0** |
| Itemize administrative expenses such as phones, postage, advertising, etc.)  (In-Kind) Utilities, copies, postage, advertising $2,500 | |
| **8. Transportation (Program)** | **$14,985** |
| Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)  **Transportation home 85 miles per day x 100 days @ $1.50 per mile, 160 miles per 4 Saturday sessions @ $1.50 per mile, 85 miles per 20 summer days @ $1.50 per mile** | |
| **9. Other (Specify and Itemize)** | **$3,250** |
| **Field Trips/Summer Camps –** Students will travel to Mammoth Cave, museums, and academic, social, and cultural sites.  **In-Kind Meals** – The National Lunch Food Service will supply $6,000 = $7,500 in after school snacks ($1.00 per student x 100 days\_. They will also provide breakfast, lunch, and snack during the summer program at a cost of $5.00 per day for 75 students for an estimated total of $3,50 for a total In-Kind of $9,750  **(In-Kind) Volunteers ($8.00 / hour x 4 volunteers x 225 hours each volunteer = $14,400** | |
| TOTAL REQUESTED = | **$150,000** |

**BUDGET PAGE- New Applicants**

**PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

|  |  |  |
| --- | --- | --- |
| **Original Award Period**  **(Year One)**  **150,000 max**  **2014-2015 School Year** | **Continuation Funding**  **(Year Four)**  **75% of grant amount**  **2015-2016 School Year** | **Continuation Funding**  **(Year Five)**  **50% of grant amount, not be less than $50,000**  **2019-2020** |
| $\_\_$150,000\_\_\_\_\_\_\_\_\_ | $\_\_$112,500\_\_\_\_\_\_\_\_ | $\_\_\_$75,000\_\_\_\_\_\_\_\_\_ |

**ATTACHMENTS**

**List of Partners**

Co-Applicant - Todd County 4-H Youth Development

Petrie Memorial United Methodist Church

Hopkinsville Community College

Murray State University

Elkton Baptist Church

Mennonite Schools

Boy Scouts of America

Christian Way Farms

Elkton City Government – Mayor Nancy Camp

Elkton Fire Department

Elkton Police Department

Fish & Wildlife Conservation

Girl Scouts of America

Image School of Dance & Gymnastics

Jefferson Davis Monument State Park

Pennyrile Rural Electric Co-op

Rotary

Arts & Humanities Contacts –

Photography

Todd County Cooperative Extension Service Agriculture

Todd County Cooperative Extension Service Family & Health Services

Todd County Migrant Education Program

Todd County FRYSC

Todd County Adult Literacy

Todd County Sheriff Department

Todd County Health Department

Todd County Public Library

**Job Description of Key Personnel**

Project Director

**TITLE:** Todd County Elementary Schools 21st Century CCLC Program Center Project Director

**QUALIFICATIONS:**

1. A related 4-year degree is required
2. Demonstrates ability to work effectively with a variety of agencies
3. Demonstrates ability to coordinate training

**REPORTS TO:**

Superintendent and Elementary Principals

**PERFORMANCE RESPONSIBILITIES:**

1. Recruits students and parents for Center’s programs
2. Participates in professional development in common core standards (ELA, Math) and core content standards (Science, Social Studies Arts & Humanities, and Practical Living/Career Studies), along with best instructional practices
3. Attends national, state, and regional 21st CCLC meetings
4. Purchases supplies for the Center
5. Coordinates with Center partners to offer enrichment and recreational activities
6. Gathers data for evaluation
7. Coordinates with local food service to provide snacks for students
8. Assigns adult and student tutors
9. Manages all activities when program is in session
10. Organizes and plans excursions
11. Matches summer camps to student interests
12. Coordinates with district transportation officer to provide transportation for after-school and summer program
13. Designs schedule for events of afterschool program
14. Conducts Advisory Council meetings
15. Revise and improve Center activities according to evaluation plan
16. Coordinate with Adult Learning Center activities and refer parents for adult learning activities or GED classes
17. Build and maintain additional collaborative relationships in the community
18. Assist with integrating a science based prevention program in the schools
19. Assist with data collection and evaluation
20. Assist in the financial management of funding
21. Seek additional funding to sustain the Center
22. Pursue continuing education opportunities in best practices and science-based strategies
23. Oversee media and public relations campaigns
24. Arrange training opportunities for coalition members
25. Attend parent-teacher conferences, Back to School Nights, and other activities to advertise program opportunities
26. Develops printed materials
27. Manage assistant, coordinate center staff and volunteers
28. Responsible for all project documentation
29. Other responsibilities as required

**FUNDING SOURCE:**

The Project Manager will be a full-time position and will work 190 days on a 7.5 hour per day schedule. Position to begin June 1, 2014, pending funding notification. The annual salary established for this position is $37,050 and fringe benefits of $12,396.

**Job Description of Key Personnel**

Assistant Director/Site Manager

**TITLE:** Todd County Elementary Schools 21st Century CCLC Program Center Project

Assistant Director

**QUALIFICATIONS:**

1. Requires a high school diploma
2. Requires excellent communication skills
3. Proficient in Microsoft Office, including Word, Excel, and Power Point
4. Ability to troubleshoot recreational electronics

**REPORTS TO:**

Project Director, Superintendent, and Elementary Principals

**PERFORMANCE RESPONSIBILITIES:**

1. Responsible for all data entry
2. Report to food service for daily snack numbers
3. Oversee enrichment and recreational activities
4. Maintain center filing and records
5. Clerical duties
6. Setup and trouble game consoles
7. Other duties as assigned

**FUNDING SOURCE:**

The Assistant Director will be a part time position and will work 860 hours per fiscal year. Position to begin June 1, 2014, pending funding notification. Rate of pay is $12.75 per hour.

**Job Description of Key Personnel**

Adult Tutors

**TITLE:** Todd County Elementary Schools 21st Century CCLC Program Center Project Adult Tutors

**QUALIFICATIONS:**

1. Requires a 4-year degree in education or related field
2. Works well with students
3. Working knowledge of reading and math skills

**REPORTS TO:**

Project Director, Superintendent, and Elementary Principals

**PERFORMANCE RESPONSIBILITIES:**

1. Provide tutoring services to students

**FUNDING SOURCE:**

The Adult Tutors will be a part time position and will work 300 hours per fiscal year. Position will begin July 1, 2014, pending funding notification. Rate of pay is $20.00 per hour.

**Job Description of Key Personnel**

Instructional Assistants

**TITLE:** Todd County Elementary Schools 21st Century CCLC Program Center Project

Instructional Assistants

**QUALIFICATIONS:**

1. Requires a high school diploma
2. Requires excellent communication skills
3. Ability to troubleshoot recreational electronics
4. Works well with students

**REPORTS TO:**

Project Director, Superintendent, and Elementary Principals

**PERFORMANCE RESPONSIBILITIES:**

1. Attend excursion with students
2. Facilitate recreation and enrichment activities
3. Set up rooms for crafts and other activities
4. Monitor activities

**FUNDING SOURCE:**

The Instructional Assistant will be a part-time position and will work 415 hours per fiscal year. Position will begin on July 1, 2014, pending funding notification. Rate of pay is consummate with district rate of $10 per hour.

**Job Description of Key Personnel**

Student Tutors

**TITLE:** Todd County Elementary Schools 21st Century CCLC Program Center Project Adult Tutors

**QUALIFICATIONS:**

1. Requires a 4-year degree in education or related field
2. Works well with students
3. Working knowledge of reading and math skills

**REPORTS TO:**

Project Director, Assistant Project Director, Superintendent, and Elementary Principals

**PERFORMANCE RESPONSIBILITIES:**

1. Provide tutoring services to students

**FUNDING SOURCE:**

The Student Tutors will be a part time position and will work 415 hours per fiscal year. Position will begin July 1, 2014, pending funding notification. Rate of pay is $7.25 per hour for each tutor.

**Equitable Access and Participation Plan**

In accordance with §427 of the General Education Provisions Act (GEPA), The Todd County School District ensures equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation.

Equity for all students in terms of access and educational opportunities is a goal of the 21st Century Learning Community Center. Within this proposal, there are goals, strategies and activities designed to address all students and parents in terms of access and achievement outcomes for all involved.

Currently, there are no physical or programmatic barriers identified that would hinder student equitable access. All students are eligible and will be encouraged to participate.

All facilities are handicapped accessible. If needed, an instructional aide will be available if any student needs individual attention.

**PROGRAM SUMMARY AND ABSTRACT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contact Information:** (If RFA is submitted jointly, this page may be copied for additional contact information.) | | | | |
| Applicant Name (name of school/organization/entity/etc. applying for funds)  Todd County Schools | | | | |
| “Primary” Contact Person  Camille Dillingham | | Title  Principal | | |
| District or Organization Name (for contact person)  South Todd Elementary School | | | | |
| Mailing Address (for contact person)  4115 Guthrie Road | | | | Phone  270-265-5785 |
| City, State, and Zip  Guthrie, KY 42234 | | | | Fax  270-265-3808 |
| E-mail (for contact person)  Camille.dillingham@todd.kyschools.us | | | | |
|  | | | | |
| **Superintendent Information:** (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information. | | | | |
| Superintendent Name:  Wayne Benningfield | | District Name:  Todd County Schools | | |
| Mailing Address  205 Airport Road | | | | Phone  270-265-2436 |
| City, State, and Zip  Elkton, KY 42220 | | | | Fax  270-265-5414 |
| Site Information: (Complete one box for each site that will provide a 21st CCLC program. No more than three sites.) | | | | |
|  |  | |  | |
| Site Name South Todd Elementary School |  | | Site Name | |
| Physical Site 4115 Guthrie Road |  | | Physical Site Address | |
| City, State, and Zip Guthrie, KY 42234 |  | | City, State, and Zip | |
| Site Contact Person Camille Dillingham |  | | Site Contact Person | |
| Site Contact Phone 270-265-5785 |  | | Site Contact Phone | |
| Site Contact E-mail Camille.dillingham@todd.kyschools.us |  | | Site Contact E-mail | |

**PROGRAM SUMMARY AND ABSTRACT**

A. List each site name to be served in table below. For each site, answer columns across the table.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Specify:   * Name of *each* **site** * Urban (U), Rural (R), or Suburban (S) | List **all** grade levels of students to be served at each CCLC site | Data regarding the school/district attended by the students during the regular school day. | | | | | Proposed # of students to be served at each site |
| School Name  (if more than one school sends students to this site, list all schools) | District Name | School Type | \*% Free or Reduced Cost Lunch of each school building | \*\* Actual school-wide enrollment for each school building |
| Site:  □ U **X** R □ S | Kindergarten, 1st, 2nd, 3rd, 4th, 5th | South Todd Elementary | Todd County Schools | **X** Public  □ Private | 67.4% | 490 | 75 |
| Site:  □ U □ R □ S |  |  |  | □ Public  □ Private |  |  |  |
| Site:  □ U □ R □ S |  |  |  | □ Public  □ Private |  |  |  |

\* Must use data as reported to KDE (see Section 2.1.5 A.1 for details).

\*\* Must use (January membership) data as reported to KDE (see Section 2.1.5 A.1 for details).

B. Applicant is (please check one);

**X** Public School □ Non-Public School □ Community based Organization □ Faith Based Organization

□ Charter School □ Other, describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Is proposal submitted jointly between (1) an LEA receiving Title I funds, **and** (2) CBO or other public or private organizations that propose to serve students attending schools in need of improvement (per section 2.1.4)?

**X** yes **□** no **If yes,** attach copy of Memorandum of Understanding where indicated.

D. Who will serve as the fiscal agent (specify the name of the school district or the agency/organization)?

\_\_Todd County Schools\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?

**X** yes **□** no

If yes: □ Federal **□** State What date did award funding conclude: \_\_\_\_\_\_/\_\_\_\_\_\_ (month/year).

The Todd County Middle School was awarded a 21st Century Grant in 2013.

**SITE SUMMARY AND ABSTRACT**

Complete the following for EACH site. In case of multiple sites, copy page for each site.

Site Name: \_\_South Todd Elementary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Services that advance *student achievement* (programs are limited in providing the following program activities in this list). Check all that apply:

\_√\_\_ Reading or Literacy \_√\_\_ Tutoring services and mentoring programs

\_\_√\_ Language arts \_√\_\_ Technology, Video or Media, and Telecommunication

\_\_√\_ Mathematics education activities \_\_√\_ Activities for limited English proficient students

\_√\_\_ Science education activities \_√\_\_ Assistance to truant, suspended, or expelled students

\_√\_\_ Art and Music education activities \_√\_\_ Expanded library service hours

\_√\_\_ Entrepreneurial education programs \_\_√\_ Promotion of parental involvement and family literacy

\_\_√\_ Sports or Recreation

\_√\_\_ Drug and violence prevention, counseling, and

character education programs

\_\_√\_ Service Learning

\_\_√\_College and Career Readiness activities

B. Is this site on the list of Title I Schools and School Improvement?

**X** yes □ no

C. Is this site a previous recipient of other 21st CCLC funds? □ yes **X** no

If yes: □ Federal □ State. What date did award funding conclude: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (month/year).

D. Will site be located in an elementary or secondary school building? X **yes** no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school? \_\_\_

If no, why is this site not located in school building? \_\_

If no, how will students be transported from school to site location? \_\_

E. Is this site licensed by the Department of Health and Family Services? □ yes □ no – attach copy of licensure certificates

F. Will qualified senior citizens (age 55 or older) serve as volunteers at this site? X yes □ no, explain how: \_They will assist the site manager and partners, provide tutoring, maintain student data/work folders, organize supplies and equipment, make copies, and provide physical fitness, diet, recreational activities, and team building skills.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

G. Will students serve as volunteers at this site? **X** yes □ no, explain how: \_High school students in the InterAct and Beta Clubs will volunteer, as well as STLP, Agriculture, Vocational, and Consumer Science students. They will assist in various projects like technology, robotics, rocketry, STEM activities, gardening, service learning projects, and cooking classes, Archery, and recreational activities. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

H. Specify the % of Limited English Proficiency at this site: \_\_\_10\_\_\_\_\_%

I. Specify the number of adult family members *(of students served)* this site is proposing to serve: \_\_\_\_\_\_75\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

J. Types of adult services to be provided: √ activities promoting parental involvement √ GED training

√ activities promoting family literacy √ other, describe: \_\_\_Nutrition, diet, fitness, and health related disease information; technology/computer skills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

K. Program will be in session at this site during (check all that applies):

**X** Afterschool □ Before-school **X** summer □ Holidays **X** Weekends □ Evenings □ Breaks

□ During the school day as described in ESEA Waiver □ other: (specify :\_(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

L. Complete the following table for program operation at this site:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Regular School Year  (i.e. September 4-May 23) | Summer | | Grand Total for Entire Year  (July 1- June 30) |
| Prior to school start  (July 1 – start of school) | Afterschool ends (following last day of school – June 30) |
| Total # hours/week | 300 hours | 60 Hours | 60 Hours | 420 Hours |
| Total # days/week | 100 days | 10 days | 10 days | 120 Days + 4 Saturdays |
|  |  |  |  |  |
| Total # of weeks | 25 | 2 | 2 | 29 + 4 Saturdays |
| Total # of days |  |  |  |  |
|  |  |  |  |  |
| First date of operation | \_\_08\_\_\_/ \_16\_\_/ \_2014\_ | \_07\_/ 15\_/ \_2014\_\_ | \_06\_\_/ \_16\_\_/ \_2015\_\_\_ | N/A |
| Last date of operation | \_\_05\_\_\_/ \_08\_/ 2015\_\_\_ | \_07\_\_/ \_26\_\_/ 2014\_ | \_06\_\_/ \_27\_\_/ \_2015\_\_ | N/A |

M. Specify beginning and ending times site is in operation during school year *(during non-school hours)*:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Before School (Times of Operation) | | | Afterschool (Times of Operation) | | | Grand Total # hours/day |
| Beginning Time | Ending Time | # hours before Sub-Total | Beginning Time | Ending Time | # hours before Sub-Total |
| Monday | 7:00 AM | 8:00 AM | 100 | 3:00 PM | 6:00 PM |  | 400/100 |
| Tuesday | 7:00 AM | 7:00 AM |  | 3:00 PM | 6:00 PM |  | 400/100 |
| Wednesday | 7:00 AM | 7:00 AM |  | 3:00 PM | 6:00 PM |  | 400/100 |
| Thursday | 7:00 AM | 7:00 AM |  | 3:00 PM | 6:00 PM |  | 400/100 |
| Friday |  |  |  |  |  |  |  |
| Saturday |  |  |  |  |  |  |  |
| Sunday |  |  |  |  |  |  |  |

N. Specify beginning and ending times site is in operation other times of the year *(day school is not in session)*:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Summer | | Holidays | | Breaks | | Other, *Describe* | |
| Beginning Time | Ending Time | Beginning Time | Ending Time | Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday | 8:30 AM | 12:30 PM |  |  |  |  |  |  |
| Tuesday | 8:30 AM | 12:30 PM |  |  |  |  |  |  |
| Wednesday | 8:30 AM | 12:30 PM |  |  |  |  |  |  |
| Thursday | 8:30 AM | 12:30 PM |  |  |  |  |  |  |
| Friday | 8:30 AM | 12:30 PM |  |  |  |  |  |  |

**Co-Applicant/ Partner Agreement Forms**