

21st CCLC18 Original

KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers FY18
RFA Submission Deadline: November 20, 2017 4:00

Check application type - Must be indicated in order for application to be reviewed

☐ New Applicant (\$150,000)

☒ Continuation Applicant (\$100,000)

☐ Expansion Applicant (\$100,000)

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1) Todd County Middle School _____ DISTRICT DUNS # 07-132-7191

2) _____

Fiscal Agent Todd County Board of Education	Co-Applicant Todd County Extension Service
Mailing Address (street, city zip code) 205 Airport Road Elkton, KY 42220	Mailing Address (street, city zip code) Washington Street, PO Box95 Elkton, KY 42220
Superintendent/Chief Executive Officer Typed Name: Wayne Benningfield/Ed Oyler	Superintendent/Chief Executive Officer Typed Name: LeeAnn McCuiston
Project Contact <u>Marla Gillespie</u>	
Agency <u>Todd County Middle School</u> Telephone No. <u>270-265-2511</u> cell <u>270-604-3029</u> Fax No. <u>270-265-5414</u> Email <u>marla.gillespie@todd.kyschools.us</u>	

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

Wayne Benningfield

11-16-17

Co-Applicant: Superintendent/Chief Executive Officer

Date

LeeAnn McCuiston

11-9-17

Notary Public

Amanda Jordan Hall

My commission expires:

6-23-21 (Notary Seal)

Notary ID
581716

2017-2018 Original

Assurances Signature Page

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

Fiscal Agent Signature and Title

Date

Wayne Burningham

11-16-17

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

Co-Applicant Signature and Title

Date

Lee Ann McCusker

11-9-17

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

School Principal (school being served)

Date

J. Brey

11/13/17

School Principal (if more than one school being served)

Date

Table of Contents- 21st CCLC18 Grant Application

Original Coversheet with Signatures	Page 1
Assurance Documents	Page 2
Table of Contents	Page 3
Project Summary	Pages 4-6
Project Narrative (28 pages)	Pages 7-34
Budget Summary	Page 35
Budget Narrative	Pages 36-41
Consortium Partner Agreement List	Page 42
Job Descriptions of Key Personnel	Pages 43-49
Equitable Access	Page 50
Lobbying Agreement	Page 51-52
Organizational capacity	Page 53
Prior Grantee	Page 54
CEEP Center Profile	Pages 55-56
Project Summary Abstract	Pages 57-58
Site Summary Abstract	Pages 59-60
Partner Agreements	Pages 61-70

Thank you for taking the time to review this request.

21st CCLC Project Summary

Not to exceed three pages

List Program Goals:

- 1- To improve the academic achievement of our students with focus on those students from impoverished families.
- 2- To support and improve the growth of non-cognitive skills and social-emotional development of our students.
- 3- To increase the number of students attending the program 30 days or more during the school year.
- 4- To increase student access to high quality programming.
- 5- To increase access to college/career preparation activities for middle and high school students.
- 6- To increase educational opportunities for parents and families that support academic achievement.

List Program Objectives

1- Improved Academic Performance- To increase by at least 10% the number of students who demonstrate proficiency in reading and mathematics. Increase the number of students completing homework assignments and reaching academic benchmarks.

2- Social and Emotional Development- Increase participation in enrichment activities. Increase physical activity. Promote positive behaviors in school and out of school.

3- Increase Attendance- Decrease school day truancy by encouraging students who have a high absenteeism rate to get involved in after school programming so they feel more connected to school activities.

4- Increase access to high quality after school programming- Students will have increased access to high quality after school programming that is heavily STEM focused. Parents will also have access to resources to improve student outcomes.

5- Increase Career and College Awareness- Students will have increased opportunities to learn about career opportunities available to them. They will have increased exposure to area trade and technical schools as well as area universities.

6- Increase engagement and educational opportunities for parents and families- To increase parent participation in community support resources. To offer at least 6 skill building workshops each year drawing a minimum of 10 parents per event.

Describe the participants to be served by the program: Our school district would like to continue offering CLC homework help, tutoring and enrichment programs for 6th to 8th grade students and their families at our middle school. We strive to accommodate all students who are in need of services and no one will be turned away due to inability to pay fees. 81.5% of the students in our school qualify for free or reduced lunch. Of the current participants in our program 99% of our students are identified as eligible to receive free or reduced lunch.

Of our 462 students, 79.9% are white, 8.7% are African American, 8% are Hispanic, 2% are American Indian, and 3.2% are two or more races. Our goal is to have 100 students attending 30 or more days per year throughout the school year. Students who do not meet benchmark on STAR testing and KPREP will be given priority in the program. We will also seek out students with grades below a "C" level. Those students will be given priority in after school tutoring services.

We encourage all participants to attend enrichment classes and special events. We work closely with our Migrant program director, ESS and RTI teachers and our Gifted and Talented director to see that the needs of those students are being addressed in after school programming. 4.1% of our students are identified as English Language learners (ELs), 9.9% identified as Gifted and Talented, 1.6% Homeless, 2.2% as Migrant, and 13.4% are identified as Special Education students.

We are a rural farming community. The factories in our community have closed resulting in reduced opportunities for employment. As a result, our families have longer commutes to work in other counties. According to the U.S. Census Bureau, the average work commute in our county is 28.2 minutes. We have many parents who have a "super commute" of 90+ minutes to and from work each day. After school programming allows our parents to know their students are safe and they are getting the academic help that they need.

Objectives	Resources available to assist with meeting our objectives	Activities to assist with meeting all Objectives	Targeted Participants for all Objectives:	Data Source to Document Progress on all Objectives	Performance Measures for each objective:
<p>1-Improve academic performance of regularly attending participants with focus on reading and math. Increase Students reaching academic Benchmarks and the number of students completing homework.</p>	<p>All Resources work together for the goal of helping reach our Objectives-</p> <p>Students, Families School Day teachers, Guidance Counselor, School & District Administrators.</p> <p>Instructional assistants and certified teaching staff to assist with intervention, tutoring and homework assistance.</p> <p>High school student volunteers are recruited from the BETA Club and NHS- National Honor Society to earn service hours by assisting our students with homework.</p> <p>2 Computer labs that are designed for 30 students each. Wireless internet is available throughout the building.</p> <p>Khan Academy and Clever Crazes learning programs. The addition of IXL reading and math is planned for the future years of our program.</p> <p>School library is available for extended hours of service. Our library also has 12 computers for student and family use.</p> <p>21st Century Funding</p>	<p>*Khan Academy and Clever Crazes learning programs.</p> <p>*Homework help with paid College Student Instructional Assistants and high school BETA and NHS (National Honor Society) club volunteers.</p> <p>*Tutoring with a certified teacher.</p> <p>*Enrichment activities with common core standards and project based learning activities.</p> <p>*STEM based summer learning programs to decrease Summer learning gap.</p> <p>*Planned Addition of IXL Math & Reading program in 2018.</p> <p>Academics Based Enrichment activities such as- 21st CCLC STLP- Student Technology and Leadership program and Academic Club</p> <p>Student Development focused activities such as- Art Club, Girl's Group, Guys Club Mentoring activities, FIT Club.</p>	<p>*All Program participants in grades 6-8 and their families.</p> <p>*Students performing below proficient on STAR and K-Prep testing.</p> <p>*GAP students, especially those underperforming non-GAP peers in math and reading.</p> <p>*Students with grade level below "C" in reading or math.</p> <p>*Students with a high number of school day absences.</p>	<p>*K-Prep Test Scores</p> <p>*STAR assessments.</p> <p>*Infinite Campus.</p> <p>*Teacher referral forms.</p> <p>*Student report cards</p> <p>*FRYSC Needs Survey and Participant Data.</p> <p>*Attendance records in Infinite Campus and Cayen.</p> <p>*KY Department of Education School Report Card.</p>	<p>1- Percentage decrease in regularly attending students performing below proficiency in reading and math.</p> <p>Increase in the number of students making Principal's list and honor roll.</p> <p>2- Increase the % of students who participate in STEAM related activities.</p> <p>Increase the number of students who participate in service learning and mentoring activities.</p> <p>Increase the % of students being recognized on the school Principal's list, Honor Roll and Perfect Attendance reward lists.</p>

Objectives	Resources Continued-	Activities Continued-	Targeted Participants	Data Source to Document	Performance Measures
3- Increased Attendance. Students will regularly attend morning and/or after school programming. Students will increase school day attendance.	We utilize Common Core and Project based Afterschool enrichment activities using STEMfinity and Mindworks Curriculum. Partnerships with UK Extension Service, Adult Education, Our County 4-H office, Our County Public Library, local churches, Family Resource Youth Service Center, Local Sheriff Office, Kentucky State Police, Local Police and Fire departments. Area college representative visits to inform students and families of educational opportunities that are available to them. Campus Visits to Gatton Academy and our Regional technology center.	Parent Outreach Recruitment materials-brochures, morning report, all-call messages. Positive Office referrals for good behavior choices. Recognition for regular attendance. Student Interest survey to determine club offerings. Teacher Referral forms for tutoring, homework help, make up work, missing assignments, test preparation, or other needs students might have. Close working relationship with Migrant and Gifted and Talented programs to assure the needs of those students are addressed in 21 st CLC activities.	*All Program participants in grades 6-8 and their families. *Students performing below proficient on STAR and K-Prep testing. *GAP students, especially those underperforming non-GAP peers in math and reading. *Students with grade level below "C" in reading or math. *Students with a high number of school day absences.	*K-Prep Test Scores *STAR assessments. *Infinite Campus. *Teacher referral forms. *Student report cards *FRYSC Needs Survey and Participant Data. *Attendance records in Infinite Campus and Cayen. *KY Department of Education School Report Card.	3- Maintain a high level of students attending 21st CLC activities on a regular basis. Increase the attendance of school day attendance and decrease tardiness for regular attendees. 4- Increase the % of students engaged in homework help, tutoring, academic and enrichment activities in after school programming. 5- Increase the % of students who participate in activities to learn about career choices and college opportunities. 6-Increase the % of parents who attend activities offered by our program. Increase the % of parents and families engaged in educational opportunities that support academic achievement.
4- Increased Access Students and parents will have access to high quality afterschool programming.					
5- College and Career Readiness Increased exposure to college and career opportunities and positive role models.					
6-Parent Involvement and Engagement Increase parent participation in school and program events. Increase access to support resources and help parents be involved in student learning.	Informational opportunities for families to learn about the parent portal in Infinite Campus, Career cruising, How to help with homework, how to contact teachers. Mentoring programs. Physical needs assistance from FRYSC.	Career and College Informational activities for students and families.			

Project Narrative-

Part 1- NEED:

1.1 This proposal is submitted as a joint plan between our Middle School and our co-applicant, our County Cooperative Extension Service, to continue to offer 21st CCLC programs and services for students in grades 6-8. A recent Family Resource and Youth Service Center (FRYSC) survey of the families of students that are entering sixth grade indicated a high need for help with homework. 43% of parents indicated this was one of their top concerns. We also have a need for opportunities for non-cognitive enrichment activities to support social and emotional development as well as healthy lifestyle choices. According to research studies referenced by the National After School Alliance, the more “developmental assets” a child has, the less likely they are to engage in negative behaviors, and the more likely they are to thrive. “Developmental Assets” include having positive role models, engaging in creative activities and extra-curricular programs, having an internal achievement motivation and learning positive decision making skills as well as a positive view of their future. The best option for many of our students is to be a part of an after school program. Our students are at significant risk of experiencing unhealthy behaviors. Our FRYSC Parent survey indicates that 41% of our students come from homes where tobacco is used regularly, 22% of parents surveyed use alcohol frequently. 13% reported frequent feelings of worthlessness/hopelessness. 72% of parents indicate that their student spends 2 or more hours a day playing video games or surfing the web. Only 24% of parents indicated that their families consume 2 or more servings of fruit

and 3 or more servings of vegetables per day. On a positive note, 44% indicated that they would attend parent trainings. Working with our partners we can use our parent engagement activities to encourage more positive behaviors for our students and their families. Research shows that parental education is a key indicator of child success. In order to help our children succeed, we need to work on building up families as well. After school is the perfect place to reach students and families to encourage positive behaviors that will have lifelong benefits.

1.2 To better understand the challenges facing our students, it is important to first examine where they live and who they are. Having a population of 12,295 residents we are part of a rural farming community where 77% of our residents have earned a high school diploma, but only 10% have graduated college. We have a per-capita income of only \$19,042. 20% of our residents live in poverty vs. the state average of 17.7%. 81.5% of the students in our district qualify for free or reduced lunch. Of the students that currently participate in our program 99% qualify for free or reduced lunch. 9.9% of our students are the children of migrant farm workers that have been identified as English Language Learners (ELs). 1.6% of our students were identified as homeless last year. It is estimated that over 35% live in subsidized housing. 13.4% are identified as Special Education students. Of regular participants in our program 25% are identified as Special Education students. The factories in our community have closed resulting in reduced opportunities for employment. As a result, our families have longer commutes to work in surrounding counties. According to the U.S. Census Bureau, the average work commute in our county is 28.2

minutes. We have many parents who have “super commutes” of 90+ minutes to and from work each day. According to the National After School Alliance, 3 out of 4 Kentucky parents agree that afterschool programs help them keep their jobs. After school programming allows parents to know that their students are safe and they are getting the academic help that they need while they are working to support the family.



By attending after school programming, our students receive a healthy snack, and they have time to get help with their homework or receive tutoring services.

Students are involved in STEAM (Science, Technology, Engineering Arts and Mathematics) activities that reinforce what they are learning during the school day.

They get to spend time with their friends in a safe environment. They get to learn about things like snap circuits and electronics, they spend time doing computer based programs where they have fun while they are learning. They participate in physical fitness, teambuilding and leadership activities. Students who are

introverted seem to come out of their shell in after school. 84% of our regular attendees indicated that if they weren't participating in afterschool programming they would be spending time home alone. 78% of those indicated they would be playing video games or watching television. Afterschool allows them time to exercise something besides their thumbs while sitting on the couch. We have snack time then 15 minutes of activity to burn off some energy so they can focus on getting their homework done, or work on math or reading activities.

Consistent parent engagement continues to be a challenge at our middle school. Often, we discover that our students' parent did not have a positive learning experience while in school, and therefore, many do not place a high value on education. This, of course, negatively impacts their student's attitude toward school and life expectations. 77% of the residents have graduated high school, while only 10% have graduated college or trade school. Afterschool programs allow students to explore opportunities in college and career readiness. We have community members come and speak about their jobs and the education levels that are required. We have representatives from factories in surrounding counties come to explain to our students that they want job ready, skilled workers. We try to show our students the value of continuing their education in a college environment by having recruiters come and talk about their college and we also take visits to area colleges and trade schools. We want our students to realize that education is the key to a better life, and where you come from doesn't determine how far you can go.

Our students have a critical need for continued non-cognitive and academic intervention. We can reach those students with after school and summer

programming. The Kentucky Performance Rating for Educational Progress (K-Prep) testing data shows that a high percentage of our students perform below the desired levels of proficiency in math and reading. The table below reflects this data. The table also shows that GAP students perform below proficiency more often than Non-GAP students.

School Year	% of students below proficiency in Mathematics	% of GAP Students below proficiency in Mathematics	Source
2016-2017	65.8%	76%	K-Prep
2015-2016	69%	76.7%	K-Prep
2014-2015	67.1%	77%	K-Prep

Gap students are those students who have consistently experienced achievement gaps such as minorities, students with disabilities, free/reduced lunch students and those who lack English proficiency (ELs) students.

School Year	% of students below proficiency in Reading	% of GAP Students below proficiency in Reading	Source
2016-2017	55%	64.5%	K-Prep
2015-2016	45.3%	63.7%	K-Prep
2014-2015	50.4%	53.7%	K-Prep

All students in grades 6-8 are eligible to attend after school programming. Priority

Is given to those students who receive free/reduced lunch, and who are not meeting their benchmarks for testing. Students of working parents in need of after care and students to teachers refer for low participation and those struggling to complete their work will be specifically targeted for services.

1.3- Risk Factors

<i>Student Need</i>	<i>Risk Factors Involved</i>	<i>How to Address the Risks</i>
Non-Cognitive Development	Lack of education in nutrition and healthy lifestyle choices Lack of Connection to the community. Lack of positive role models	Physical fitness activities and FRYSC and Extension Service classes on healthy cooking and making smarter life choices. Mentoring program- boys and girls group in after school. Service projects.
Poor Academic Achievement	Need assistance with homework and test prep. Below grade level in core subjects, particularly reading and math. Little value placed on education by adult role models.	Homework help, tutoring, learning programs for remediation and acceleration. STEM focused activities that make learning fun. Extended library time and computer lab time. Positive adult role models leading activities and encouraging youth development
Truancy	Little value placed on education by adult role models. Lack of Transportation. Lack of student interest in what they are learning.	School offering attendance incentives- perfect attendance breakfast, recognition. After school bus will transport students home after program. STEAM based activities connected to school day learning that make learning fun
No access to help	Unaware there are programs such as after school available to help with homework, tutoring, remediation, acceleration. Language Barrier for Spanish Speaking students and families.	Make students and families aware of the opportunities for assistance in after school. Barriers are removed by transporting students home. . No cost programming is available to all students in a safe location. Migrant director assists with ELS
Career and College Readiness	Lack of educational background in families. Unaware of educational opportunities that exist in our area. Feeling that "people like us don't go to college/trade school"	Guest speakers come to tell about their career and education required. Field trips to trade schools and area colleges. College students serve as tutors in our program. Encouragement to include ALL students.
Parent and Family Engagement	Parents work and don't have time or energy to participate. Lack of Transportation Financial difficulties. Drug or alcohol use Lifestyle Choices not focused on education.	No-cost help for all students. Transportation home to remove barriers for students. Healthy lifestyle choices education. FRYSC referrals if needed. Parent engagement opportunities offered- attendance counts toward Angel Tree participation.

In our program we work with our teachers to identify students that are having trouble. We send home a letter saying their teacher has referred them for services. We include a brochure about our program and an application to participate. We communicate regularly with teachers to let them know who attends our program and to ask them to send us missing work, or to let us know what things they feel their student needs some extra help with. Working as a team, we have been able to help our students bring up grades in classes where they had struggled previously. Source- CAYEN- Teacher Surveys and Grades reported for the 2016-2017 School year

State APR Outcome Options			
Grades			
- Current Academic School Year for Grades: 2016-2017			
Teacher Surveys			

Outcome - Grades			
Pre-K - 5th Grade		6th - 12th Grade	
Grades (30 - 59 Days)	Count	Grades (30 - 59 Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	42
Math - Improved	0	Math - Improved	41
English - Needs Improvement	0	English - Needs Improvement	33
English - Improved	0	English - Improved	32
Grades (60 - 89 Days)	Count	Grades (60 - 89 Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	20
Math - Improved	0	Math - Improved	19
English - Needs Improvement	0	English - Needs Improvement	11
English - Improved	0	English - Improved	11
Grades (90+ Days)	Count	Grades (90+ Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	6
Math - Improved	0	Math - Improved	6
English - Needs Improvement	0	English - Needs Improvement	3
English - Improved	0	English - Improved	3

1.4- Identify the Need & Expected Outcome- The chart above illustrates students attending after school that had an academic need in Reading/ELA, and Math. We worked with students, teachers, tutors, and families to improve the outcome for these students. There is nothing quite like the feeling when a student who used to dread report card day comes to your program excited to show off their progress. These positive changes give our students confidence and help them be successful.

Student Need-	Expected Outcome-
<p>Non- Cognitive Development: Students lack access to physical activity. Lack skills related to being successful in school Lack education on healthy lifestyle choices. Low self esteem</p>	<p>All students attending after school programming participate in physical fitness activities. Our partners FRYSC and the Extension service offer classes on healthy cooking, substance abuse, mentoring. Students participate in service projects like working in flower beds at our school to build a sense of pride and a connection to school. Our principal notifies program director when our regular participants make poor behavior choices during the day so we can help with redirecting those behaviors. Boys and Girls mentoring groups help students feel better about themselves and build friendships.</p>
<p>Low Academic Achievement: Students receive poor grades on classwork. Students are below grade level in core courses</p>	<p>Students are referred for homework help or tutoring. We offer tutoring to help with remediation. We work with our teachers to find out what our students need to help them be successful. We communicate with student, teachers, staff and family to help each student be successful- refer to CAYEN chart above.</p>
<p>Low Attendance or Truancy</p> <p>Students have hit or miss attendance or only come when teachers "make" them come because of missing work, failing grades, etc.</p>	<p>It is important for students to attend 30+ days in order to be successful. When students stop coming our director talks with the student and teachers to encourage them to return. We challenge students to exceed the 30 day mark. We print certificates to award students for regular attendance. We want them to know we care about them and want them to succeed. We want them to feel a connection to the program and to want to come regularly.</p>
<p>Lack of Access: Parents don't have a way to get students after school, or they are at work.</p>	<p>We offer transportation home every day after school so parents can work and not have to worry about students getting work done and getting home safely.</p>
<p>Career and College Readiness 77% of our parents have graduated high school but only 10% have gone to college or trade school. We have a per-capita income of only \$19,042.</p>	<p>Students in after school will hear community members tell about their jobs, the education required, and compensation they receive. We will have representatives from area colleges and trade schools come to tell students about opportunities they have to further their education. We will help students to understand the opportunities that open up to them when they further their education.</p>
<p>Parent Engagement Opportunities: We need to keep parents involved in their students education and help them to realize what an important role they play in their students success.</p>	<p>We offer family nights where we teach parents how to access grades on infinite campus, the school website, calendar, tell them about the morning report, things to keep them connected. We partner with FRYSC, the local Sheriffs' office, Community Education and the Extension service to offer informative classes for our families. We participate in open house at our school and sit in on parent teacher conferences</p>

1.5- Our fiscal agent is a middle school- Enrollment for 2016-2017 was 462.

Part 2- Quality of Plan

2.1 Goals, Objectives and outcomes-

Goals	Objectives	Outcomes
Support Non-Cognitive Development including social skills and emotional development.	Increase physical activity Increase social/emotional development and interaction. Students learn by being a part of enrichment activities and trying new things.	100% of regular attendees participate in recreational fitness activities. 75% participate in a mentoring group. 100% of students participate in enrichment activities.
Improve Academic Achievement	Students complete homework assignments regularly. Students increase course grade level if underperforming. Students meet academic benchmarks.	90% of students will complete daily homework assignments. 70% of students meet MAP or STAR benchmarks. 60% of students meet distinguished or proficient levels on K-Prep year end testing.
Participation levels of Families	Increase parent participation in school related programs and events. Increase parents using Infinite Campus Parent Portal and other resources. Parents actively engaged in student learning and success.	60% of students represented at 1 or more parent engagement event. 30% of parents attend class on Parent Portal. 50% of families attend 2 or more parent engagement activities. 75% of parents of regular attendees to complete family needs survey from FRYSC.

2.2- Program activities are designed to support the goals, objectives and outcomes listed above. Academic activities are designed to increase student proficiency. We will work with teachers to relate after school activities to the core curriculum used in the classroom to expand school day learning and offer students a better understanding of concepts utilized in the classroom. We will allow our students to have fun while learning, making them feel a stronger connection to the content. Our enrichment offerings will support fitness and healthy lifestyle choices, encourage teamwork, allow students to express themselves through art or learn problem-solving strategies by playing disguised learning games. We will use

student surveys for feedback and suggestions on programming activities. We will offer field trips to area science centers, community colleges, trade schools, museums, planetariums; theatres for live on stage plays and musicals, historical sites and other opportunities to make learning fun.

2.3 Program tutoring, homework help will reinforce the standards being taught in the classroom. We will meet with teachers on a regular basis to determine student need. We will have a board posted in the teacher work room to be updated daily with homework assignments, reading assignments and upcoming tests. We take this board to the homework help area each day so students are reminded of what they need to work on. We ask teachers to provide worksheets so students who have completed homework can practice the skills they have learned in class. In enrichment classes we use MINDWORKS project based learning curriculum- all based on common core principals, and heavily STEAM focused. Students are able to practice the skills that they have read about in textbooks giving them a greater understanding of the content.

2.4- We are a middle school program so we are not part of the K-3 Initiative, but we do offer extended library time, we participate in the accelerated reader program and we plan to offer the IXL program to help with reading remediation and acceleration in future years of our program.

2.5 The "Principles of Effectiveness" are used to guide are program and will be used to determine future program offerings. We work with our teachers to determine student needs in the classroom so we know where to focus our efforts. We use the KDE School Report Card to tell us where we need extra academic focus. For our school this is reading and mathematics. We work with teachers to

collect STAR data and work to bring students to higher levels academically so they will have a greater chance of reaching proficiency on state K-PREP testing.

Student progress is monitored and activities are tailored to meet their changing needs.

2.6- School day teachers have been involved in the programming we use on a daily basis. We have taken their recommendations as to how we can better help our students to be successful. When a student is struggling in the classroom we ask them to refer them so we can follow up- we use a form where we notify the parent of the challenges, and suggest the student join us in after school. We work to get missing assignments completed and reinforce activities that they might be having trouble with. We give written feedback to the teacher as to the progress we have made with the student. We participate in parent teacher conferences for our regular participants or those that have been referred for our services. We offer students time to complete their homework and have assistance or tutoring available if needed. We ask teachers to provide us worksheets of what they are doing in class so we can have their students practice those skills in afterschool.

2.7- Our program Director/Coordinator is a full time employee and our office is located on the front hall for easy access by teachers, students, family members and administrators. We are just down the hall from the teacher workroom and on the way to the cafeteria making it easy for teachers to stop by during the school day to drop off resources or to express a concern about a student. We are also available to teachers by phone or email. When a teacher refers a student to us we give them feedback as to what the student did that day and if we have any problems with lack of effort we let them know that as well. We use the referral and

missing work forms we described above that are easily available to teachers for their use, and we also regularly check grades for our regular attendees. When they are missing assignments we follow up by sending an email to the teacher so they know we are aware of it and we are willing to help out. Often times we are able to see what the student needs to work on before their teacher has time to complete the referral so this helps speed up the referral process so students don't fall behind. We work closely with our teachers to increase the students' opportunities to be successful.

2.8 All programs and services are designed to be connected to the identified needs of our students.

- GAP students are performing below their Non-GAP peers in math and reading. We are working with our Migrant program to help our ELs increase their reading skills. We use computer based learning programs and offer tutoring to those students needing extra help.
- 65% of our students are below proficiency in math so we offer academic tutoring, homework help, math facts practice activities, computer based learning programs and we have made every Monday "Math Monday". All enrichment activities involve using basic math skills so student practice those much-needed skills. Students may participate in NBA Math Hoops, Math Dice, Budget Games, Mango Math, and other activities that allow the students to practice necessary skills while having fun.
- Students are identified as having a "C" grade or lower in a core subject such as Math, Science or Language Arts/Reading. We offer homework

help, tutoring, computer based learning programs and STEAM project based learning activities.

- Students that need a creative outlet do not have access to those programs as many of those programs have been cut by our local district due to lack of funding. We offer classes such as arts and crafts, drawing, art club, drama club, photography club and other similar programs for students who need to have that outlet.
- Students lack physical fitness and healthy lifestyle choices. We offer a healthy snack each day and students have the opportunity to participate in classes in dance, gaga ball, aerobics, walking club or other similar choices. Partners from 4-H and FRYSC lead students in “Fit Club” where they learn about healthy lifestyle choices then participate in a fitness activity.

2.9- We are a middle school where our students come from homes where 77% of family members have graduated high school, but only 10% have gone on to college or trade schools. Our students have the mindset that they will follow in their parents’ footsteps. We want our students to understand that it doesn’t matter where you come from, and you shouldn’t let that determine how far you go. We have people that are on our staff or work in our community- some parents of students in our program- come to talk with our students about the career choice they made- what they do every day and the education or skills involved in their profession. We have visited local trade schools and community colleges to show students that they don’t have to go that far or spend a ton of money to open up better opportunities for themselves. We have professionals such as doctors and lawyers come and talk to students about opportunities that are available with

advanced degrees and the difference that can make of the course of your lifetime. We took students to an auto manufacturing facility where our students were very impressed when the plant supervisor told them of the earning potential for an employee at the plant. He then went on to emphasize that they didn't want high school drop out or workers with just a high school diploma or GED. To get those types of jobs they want reliable, skilled workers. All of our speakers/guests have talked about the importance of continuing your education beyond high school and how STEM jobs are the jobs of the future. We offer MINDWORKS project based, STEM focused programming to help encourage our students to focus on bigger things in their future, and to realize that they can have the career that they want if they dedicate themselves to being successful. We emphasize that you have to focus your efforts now so you can receive the payoff in the future.

2.10- Our program works to recruit, train, and retain high quality staff to maintain the quality of our program. Our director/coordinator worked in the district prior to joining the after school program and has positive relationships with our teachers, staff and administrators in our building as well as at the district office. We hire certified teachers that are well qualified and that the students like so they will want to come to the program. We recruit college students, preferably those that have gone to the schools in our county so they were raised in our community and are familiar with the challenges our students face. We hire staff members that are qualified to tutor students and help with homework, but also have a relatable personality so our students feel comfortable working with them. Our high school students are volunteers working to obtain service hours for the National Honor Society or Beta club. We give preference to students who participated in our

program when they were in middle school as it helps them relate to the students in our program and they understand the rules of the program. Full time staff will attend all trainings offered by KDE. All staff will complete trainings on confidentiality standards, blood borne pathogens, safety and avoiding falls, sexual harassment, the privacy act, FERPA and other district required trainings. We will also have staff trainings and professional development sessions using "Beyond the Bell" training materials designed for after school educators. Staff will be rotated between activities to avoid burnout. Staff will also participate in selecting recreational activities so they can have fun while helping our students learn.

Part 3- Project Design

3.1-Experience Implementing programs-The applicant has considerable experience implementing after school programs. In the recent past our district offered "Gear Up" for college bound students. For five years our district has hosted a 21st Century After school program with a large budget and multiple partners. Our school also operates an Extended School Services (ESS) program to provide services to students regularly at our middle and high school as well as our two elementary schools. Our director/coordinator previously worked with Student Support Services at an area community college. This program is part of the TRIO program and was designed to help low income and first generation college students be successful in a college setting. Our director/coordinator also served as Cub Master for our local Cub Scout pack for 5 years. This involved planning activities, keeping participants and parents engaged in activities, managing a budget and coordinating transportation for a large group of scouts. All of these activities will help contribute to the success of our after school program.

3.2- The extent to which services will be provided for students and families-

T We will offer morning homework help, extended library time and tutoring Monday-Friday from 7:05-8:05. The program will run from 3pm daily until 5:30 daily after school, Monday-Thursday. Students will have a healthy snack then have 15 minutes of physical activity to help them release some of the energy from sitting in class all day. At 3:30 we start "What I need" time. Students will complete homework, see a teacher for tutoring or work on computer based learning programs. At 4:30 we will offer enrichment classes. On Monday all classes will be math focused. On Tuesday we do STEAM activities, Wednesday we do activities to help build Literacy skills and on Thursday we offer fitness, craft club and Engineering classes. Our program will begin two weeks after the start of school and we offer programming for 30 weeks. We will offer two weeks of summer programming- project based STEAM focused, from 8:00 am-4:00 pm Monday-Friday. Families are encouraged to volunteer and to participate in all activities.

3.3- Timeline

March/April 2018	Notification of Grant Award	Superintendent, Principal, Program Director/Coordinator
June 2018	Recruit and hire staff Work on schedule of student activities and secure materials Develop Flyers and informational materials	Principal and Director/Coordinator
June 2018	Receive Grant Award & Set up accounts/budget categories	District Finance Dept.
July 2018	First advisory council meeting Meet every two months hereafter.	Director/Coordinator, Co-Applicant, partners, community members.
August 2018	Host Back to school open house and promote program. Register students and Families. Start after school programming 2 weeks after the start of school. Host the first of 6 (minimum) parent engagement activities.	Director/Coordinator, teachers and after school staff.

Ongoing/continuous	Collect data for evaluation regarding student academics, parent participation and after school offerings. Put Data in CAYEN weekly to stay up to date.	Director/Coordinator
June 2019	Summer Programming	All 21 st CCLC Staff & grant partners that have committed help for camp.
Continuous	Evaluation of program offerings and progress made	Program Director/Coordinator After School Staff Advisory Council, SBDM council. Partners and Co-Applicant.

3.4- The process of identifying students to be served and prioritizing enrollment-

All students will be eligible to participate in the program. Due to the fact that our GAP students have significantly lower rates of proficiency we will work with teachers to identify and make connections with those students. We will look at test scores for students who tested as novice or apprentice in math or reading. We will also work with teachers to refer students who are struggling in course work and have a greater chance of not passing their class. We will have teacher referral forms easy available for teaching staff. We will also have forms for students who are missing work so they can come to us and we will have specifically identified what they need assistance with. We ask teachers to refer those students to as soon as they see a problem so we can help the student before they fall too far behind. We will seek out students at back to school open house events, parent teacher conference night and at the parent engagement events we will offer throughout the year. FRYSC and our guidance office will also refer students to us that need assistance with academic as well as non-cognitive concerns. We work with our migrant program to provide assistants to ELs.

3.5- We do not have any private schools in our district. We do have students who are homebound but are still enrolled in our school district. Those students have a

homebound teacher assigned to their case. We have made those teachers aware of the services we offer and provided them with brochures and applications to join our program. If those students choose to join us they will be offered transportation home at the end of the program.

3.6- Safety and Accessibility-

Our Middle school is the primary site for all program activities. We have available for our use the cafeteria, gymnasium, media center, outdoor recreation space, multiple classrooms and two computer labs. All facilities are handicap accessible. We have a secured access at the entry of our building. A student ratio of 15 to 1 adult will be maintained at all times and activities will be led by qualified staff and staff trained in CPR and first aid will be on site in case of emergency. Students will tell us at sign in how they will go home that day. Students who are not riding the bus must be picked up inside the building and signed out by someone who is on their authorized pickup list. Students that intend to walk or ride a bike home after programming must have written permission from someone on their pick up list. If a student is to be picked up and the parent has not arrived or made contact with us prior to dismissal time, the student will be sent home on the bus. Our director has made her phone number accessible to participants and we maintain radio contact with the bus drivers once they leave our facility.

3.7- Emergency Drills in after school- We utilize the same procedures that are used during the school day to avoid confusion for our students. We have fire drills on a monthly basis. During the first 30 days of our programming we will have a severe weather drill, earthquake drill, tornado drill and a lockdown drill. We will do these again once each semester. We have copies of the school emergency plan

as well as maps showing exits in each room in the school for easy access by program staff. Emergency drill records are kept on file in the district office.

3.8 Facilities. We utilize a single story structure with a cafeteria, gymnasium and media center. We have two computer labs and 23 classrooms. The exterior doors are locked at all times and visitors must go through the main entrance at the front of the school. Visitors must buzz the door and be allowed access to enter the building. Our after school sign out desk is placed on the front hall for easy access so families do not need to be roaming in the building. Most of our activities are contained in the cafeteria, media center and computer labs. The 21st Century office is used as a hub for storing materials for our classes. We have two classrooms that we use as needed. We have a recreational area in the back of the school that is used for physical fitness activities when weather permits.

3.9- We are located in a very rural farming community with lots of curvy winding country roads. We have tried different things in regards to transportation over the course of our program. When we did not have bus transportation we had very little participation. We tried drop off points and had some increase, but not the level of participation that we desired. We met with our superintendent and he made the decision to have the district cover the expense of the bus, which is \$1.50 per mile. The after school program covers the cost of the drivers. Once we were able to offer transportation home our participation took off. We have two buses available to transport our students. One goes to the north end of the county and the other goes to the south end of the county- they travel all the remote places in our county to make programming available for our students.

4.1- Collaboration and Partnerships- federal, state and local programs- We will continue to coordinate with federal state and local programs to utilize their resources to help with sustainability and provide a stronger impact on students and families. Our school allows us to use IN KIND Extended school funding (ESS) funds for our certified math teacher that serves as a tutor in after school, and our reading interventionist/media specialist to provide services directly to students before school each day at no cost to our program. Our grant partner from the Extension service leads a class weekly in girls group, fit club or craft club. They also provide our food for students during summer camp. A representative from the 4-H office teaches classes in woodworking and drones in afterschool and assists with leading activities in summer camp. Our FRYSC partner leads a class each week in after school, leads activities during camp and helps with supervision during the entire summer camp. FRYSC also provides breakfast and healthy snacks for students during camp. Our Continuing Education dept, FRYSC director, our 4-H agent our Sheriff's office, the public library, the health dept. and our Extension service all assist with helping to lead our parent engagement activities. Our Sheriff's office allows our School Resource Officer to work during summer camp with us leading activities and we offer a Student Police Academy in after school during the school year. Our other partners- the area community college, and postal service assist with college and career readiness activities. All of these partners deliver services directly to students and their families at no cost to our program. All of our partners serve on our advisory committee and help to promote awareness of the program.

4.2- Skill building activities for families- We work with our School resource officer and Community Education to provide classes on internet safety and your child. Parents learn warning signs to watch for, what programs are popular, internet slang, and how to keep your child safe. Our Extension service offers healthy cooking classes and our Community Education office offers a couponing class to help families learn to save money and stretch their budget. We partner with our health dept. and FRYSC to offer a babysitting clinic that is open to all of our students and families. We work with community education and our Migrant program to teach parents how to communicate with teachers and how to access the parent portal for checking student grades. We offer classes on effective study habits and helping your student be successful. We plan to offer two Family Science Night programs for students and families. We work with our school day teachers to have "A Night at the Arts" where we showcase student talents- projects done in after school, singing, dancing, monologues they learned in Drama class, etc. We have partnered with our social studies dept. to offer a Geography Bee. We love to see our parents being involved with their students. We do a survey with FRYSC to assess family interest and add activities according to those requests.

4.4- Diversity in our Council- Our Advisory council is made up of program staff, teachers, school and district administrators, student and parent representatives as well as our grant partners. We meet bi-monthly to review what we have been doing, participation levels, to discuss what works, what we need to improve on. We discuss current trends to determine future class offerings. Some of our best feedback has been from students in our program. They play a very important role on our council.

4.5- Our grant partners have been a wonderful

asset to our program. When we had a need they pitched in and helped cover classes, provided materials and allowed us to be able to serve more students than we had proposed in our original grant application. With their support we were able to continue offering the same level of programming in years 4-5 without seeking expansion funds. We would love to continue to be able to offer services to our students. We will continue to search out new sources of in-kind support, donations and volunteers including those from community members, local businesses, and programs designed to benefit the students and families that we serve. We are seeking out volunteers from the retired teachers association as well as our recently formed alumni association. We have all of the materials we need to run our program, including curriculum we have already purchased with existing funds that should keep us going through the next three years. The costs involved in maintaining our program in future years will be lower in years past as most of our expenses will be limited to program staffing.

4.6- We partner with our FRYSC to hold bi-monthly advisory council meetings. We work together for the same goals, and scheduling our meetings together allows us to focus our efforts without duplicating efforts. Our council involves our administration, parents, teachers, community partners, students and families. We also have two former program participants that come from our high school to serve on our council. Our council meetings are posted and are open to anyone who is interested in attending.

4.7- Collaborating and communicating with Families- We talk with students daily as they pick up their students. We attend parent teacher meetings when requested and we have information posted regularly on our school morning report

that is emailed out to families. We call parents when we notice students struggling with classwork and we have forms that we send between our students, teachers and parents to keep parents informed. We have an all call system in our district that we use to notify families of upcoming events or changes in programming. We have the email and phone number to contact our director available on our application, all letters that go home and on the school morning report.

4.8- Disseminating understandable and accessible information to the community-

To pass along information to our families we use the school morning report, website, automated all call system, signs posted at school and emails that we send to our teachers asking them to let students know about upcoming events. We send home brochures and applications to students who are identified as needing extra support. We are present at open house, student orientation night, parent meetings and our grant partners also provide information to their participants about our program. Our Migrant program director works with us to pass along information to our ELs students. We have program applications, brochures and teacher referral forms outside of our office door for easy access. Our guidance counselor and principal also keep copies in their offices to pass along with they meet with parents who might benefit from the services that we offer.

4.9- Signed Co-Applicant agreement is attached

4-10 Partner Agreement letters are attached.

Part 5- Program Evaluation-

5-1 * We keep a binder in our teacher work room with students that are currently in our program listed for easy reference by teachers. Using that information they

are able to let us know which students they need us to help with make up work, or other issues that they may have. We will use K-PREP, STAR and classroom data to increase the academic achievement of regularly participating students. Our program director does frequent grade checks for regular attendees and follows up with teachers about missing work or work being turned in late or below standards.

*Non-cognitive factors of success in regularly participating students- we are in close proximity to our guidance office and principal's office. If we see our program participants having problems we talk with them during the school day to try to address those problems. We monitor school day attendance. We also use student surveys throughout the year in conjunction with our FRYSC office to determine student needs.

*To increase attendance we seek out students who have academic needs and we also ask our teachers for referral. When students aren't attending regularly we seek them out in the school day and ask them to come for help in after school. We contact parents if students aren't attending to remind them that help is available.

* High quality programming- We offer MINDWORKS Project based learning curriculum in all of our enrichment classes. We have computer based learning programs in addition to tutoring with certified teachers. We plan to offer IXL learning program in continuation years of our grant.

*College and Career Readiness- We work with our community partners to offer speakers to come to after school to talk about their jobs. Local trade schools and colleges are included as well. We have purchased MINDWORKS Passport

curriculum to use to help students learn about different career opportunities that are available to them as their education level increases.

*We will offer a minimum of 6 educational opportunities for parents and families. Offerings will support academic achievement enhancement.

5.2- We will utilize the YPQA (Youth program quality assessment) self assessment tool to evaluate our program. We will also use parent and teacher surveys. We allow students to tell us what their interests are and we try to include their ideas in our programming to keep them engaged. We will also use data from Infinite Campus, K-PREP Testing, STAR Testing, Discipline Referrals, Attendance records, CAYEN Data and FRYSC surveys and input from staff and administration to evaluate program effectiveness.

5.3- Our Program director/Coordinator is involved in staff communication via email and involvement in meetings. Data concerning our program will be shared with staff and administration as well as our advisory council. We will track student grades and participation at the start of the school year and monitor progress as the year progresses. We will ask for assistance from those parties we share data with to ensure program effectiveness and progress toward our goals & objectives.

5.4- Student Progress- When analyzing data we will determine if students are making adequate progress. If they are not we will meet with teachers and families to see what interventions might be necessary. We will meet with school administrators and guidance to address concerns and determine what is the best course to take. We will compile data concerning student progress. Enrichment activities will be added or adjusted as needed to influence student success. We will work to see that each regular attendee is successful.

5.5- Data Collection- Our Program director/coordinator will serve as our lead person for data collection at the school level. They will also work on evaluation of student progress and implementation of programming. Data will be discussed with school staff, guidance counselor, and advisory council as needed. The program director will be responsible for all reporting to KDE on a regular basis.

Part 6- Budget 6.1- Reasonably reflects cost of activities in relation to

students served. Our current enrollment is 462 students in grades 6-8. Our program will serve at least 100 students per year with a budget of \$100,000., the cost per student is \$1,000. **6.2-** The district finance office will maintain financial records for the 21st CCLC program using MUNIS. They will maintain separate funds for all accounts and will set up accounts as needed for summer programming and yearly budgets. They will provide MUNIS reports for our Quarterly Reimbursement Requests. They will handle all accounts receivable/payable and payroll. **6.3-** Our district has successfully managed the 21st CCLC program budget for 4 years prior to our current school year. Our district has a positive cash flow to cover expenditures allowing uninterrupted operations while waiting for federal grant reimbursements. Annual audits of our finance dept. demonstrate the district finance departments ability to accurately account for and manage district funds. **6.4** Our detailed budget narrative is attached.

6.5 Allocates sufficient fiscal resources and other funds needed to support implementation of the plan with a commitment to sustained use over time and ensures compliance with requirements for supplanting. Our district BOE will serve as our fiscal agent. Our advisory council and fiscal agent have reviewed our budget and made recommendations to help to insure amounts identified are

sufficient for the implementation of programming. Our district food service program along with the National school lunch program will supply snacks at an in-kind cost of \$1. Per day, per student. Our district has provided certified teachers to serve as tutors and interventionists at an In-kind cost of \$13,740. Our district has provided funding for our bus transportation at an in-kind contribution of \$14,400. Our district covers the cost of janitorial staff, use of building and utilities as well as administrative services at an in-kind cost of \$5,000. Partners are utilizing their program funding to support the activities that they offer in after school. Our partners provide breakfast, lunch and snacks during summer camp. Our Sheriff's office, FRYSC office and Extension office provide program leaders during after school and in summer camp. The BOE will provide oversight of the 21st CCLC providing guidance and ensuring adherence to federal, state and local regulations. The board will oversee the financial obligations of the program including budget oversight and MUNIS reporting.

Part 7- Competitive Priority We are a rural middle school seeking a continuation grant to continue funding for our program. Attached is our center profile for review. We work closely with our school day staff as well as program such as gifted and talented, migrant, special education, community education and FRYSC to tailor our program to meet the needs of our students. Our grant was written to serve 75 students on a regular basis. With the help of in-kind funding and volunteer partners leading activities and assisting with materials when needed, we were able to serve 204 students on a regular basis. Below you will find information regarding the growth in proficiency on testing and the improvements

that that teachers reported regarding our regular participants in regards to grades on coursework.

**APR Report - Spring 2017 (01/02/2017 - 05/26/2017)
Todd Co Middle School**

Outcome - State Assessments			
Pre-K - 5th Grade (Reading)		6th - 12th Grade (Math)	
State Assessments (30 - 59 Days)	Count	State Assessments (30 - 59 Days)	Count
Regular Participants	0	Regular Participants	101
Not Proficient In Reading	0	Not Proficient In Math	33
Improved to Proficient In Reading	0	Improved to Proficient In Math	15
State Assessments (60 - 89 Days)	Count	State Assessments (60 - 89 Days)	Count
Regular Participants	0	Regular Participants	75
Not Proficient In Reading	0	Not Proficient In Math	21
Improved to Proficient In Reading	0	Improved to Proficient In Math	10
State Assessments (90+ Days)	Count	State Assessments (90+ Days)	Count
Regular Participants	0	Regular Participants	28
Not Proficient In Reading	0	Not Proficient In Math	5
Improved to Proficient In Reading	0	Improved to Proficient In Math	3

State APR Outcome Options

Grades
- Current Academic School Year for Grades: 2016-2017
Teacher Surveys

Outcome - Grades			
Pre-K - 5th Grade		6th - 12th Grade	
Grades (30 - 59 Days)	Count	Grades (30 - 59 Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	42
Math - Improved	0	Math - Improved	41
English - Needs Improvement	0	English - Needs Improvement	33
English - Improved	0	English - Improved	32
Grades (60 - 89 Days)	Count	Grades (60 - 89 Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	20
Math - Improved	0	Math - Improved	19
English - Needs Improvement	0	English - Needs Improvement	11
English - Improved	0	English - Improved	11
Grades (90+ Days)	Count	Grades (90+ Days)	Count
Math - Needs Improvement	0	Math - Needs Improvement	6
Math - Improved	0	Math - Improved	6
English - Needs Improvement	0	English - Needs Improvement	3
English - Improved	0	English - Improved	3

21st Century Community Learning Centers Budget Summary

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

Budget Category	Year One (2018-2019 School Year)		Year Two (2019-2020 School Year)		Year Three (2020-2021 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	67,941	11,700.00	67,941	11,700.00	67,941	11,700.00
Fringe Benefits	12,559.	0	12,559	0	12,559	0
Travel (program staff)	3,000.00	0	3000.00	0	3000.00	0
Equipment	0	0	0	0	0	0
Supplies/Materials	2,000.00	500.00	2,000.00	500.00	2,000.00	500.00
Parent/Family Engagement (1%)	1,000.00	500.00	1,000.00	500.00	1,000.00	500.00
Contractual	2,500.00	0	2,500.00	0	2,500.00	0
Indirect Cost (See page 17)	NONE	4,000	NONE	4,000	NONE	4,000
Summer Programming	1,000	1,500	1,000	1,500	1,000	1,500
Transportation (School Year, Summer, Field Trips)	10,000	14,400	5,500.00	14,400	5,500.00	
Other (specify)	None	None	None	None	None	None
Volunteers (\$8.00/hour – in-kind only)		9,300.00		9,300.00		9,300.00
Yearly Totals Grant and In-Kind Funds	100,000.	31,250	100,000.	31,250	100,000.	31,250

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

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Year 1 Budget Narrative Format

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

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

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$67,941.
<p>Program director/coordinator- combined position- 7.5 hours daily, 225 days at \$200.92 \$45,208. Certified Teachers-\$20. Hourly, 8 hours weekly, for 30 weeks, \$4,800. 2 positions- \$9,600.. (Additional 2 positions in kind) Certified teacher- Math Interventionist 8 hours weekly x 30 weeks=240 hours @ \$30 hourly- \$7,200 in-kind, funded by district. Certified Teacher- Media Specialist/Reading Interventionist 5 hours weekly x 30 weeks=150 hours @ \$30 hourly= \$4,500. In-kind, funded by district. 3 Instructional Assistants- 12075 hours total- includes school year and summer programming. \$10.30 hourly \$13,133.. Total</p>	
2. Fringe Benefits	\$12,559.
<p>Fringes include FICA, Medicare, Retirement, Unemployment Insurance, Workers compensation, health insurance, state admin fee. Calculated at the standard rates- \$7,054. For Program Director, \$1890. certified teaching staff, \$3615 for Instructional assistants.</p>	
3. Travel (Staff)	\$ 3,000.00
<p>In state – Funds are allocated for program workshops, CAYEN training, and state workshops for two project staff. Mileage reimbursement costs are estimated at \$400. (.40 per mile for an estimated 200 miles per trip, estimated 5 trips.) Overnight lodging is estimated at \$2,000. (\$100. Per night for an estimated 2 nights per trip, 5 trips, 2 rooms). Per diem costs are estimated to be \$600. (\$30 per day for two staff, estimated two days per trip for 5 trips).</p>	
4. Equipment	\$0
<p>No equipment purchases are anticipated. Equipment was purchased with previous grant funds, or provided in kind by our district and will continue to be used in the program. District supplies 2 computer labs with 30 desktop computers each, laptops and printers for staff.</p>	
5. Supplies/Materials	\$ 2,000.00
<p>We have purchased curriculum for upcoming years with existing funds. General school supplies for student use in homework help area. \$500. Yearly, \$1000. To replenish supplies for arts and humanities classes. \$500. To be used to purchase books for Book Club literacy activities. Grant partners will supply journaling books, for literacy and writing classes. They will also supply pencils, erasers and pencil pouches for student use in learning activities. \$500. In kind contribution.</p>	
6. Parent/Family Engagement Activities-	\$1,000.
<p>Family Science night twice yearly with Hooked on Science Programming at \$500. Per activity. Other family engagement activity supplies will be funded by grant partners. In kind contribution from Community Education, 4-H, FRYSC- materials for training classes. \$500.00</p>	
7. Contractual	\$2,500
<p>In the continuation years of our program we would like to implement IXL Learning program as it allows for better collection of data than the programs we currently use. We believe this will help with more effective placement of our students and easier collaboration with teachers. IXL offers programming for all students- those needing remediation/acceleration, and GAP students in Reading, Math, and science. Provides access for 2 teachers and up to 125 after school participants.</p>	
8. Indirect (See page 17)	\$0
<p>Our district provides in kind all electricity, water, janitorial/custodial services. They provide classroom space and computer labs for student use. They provide copier usage, phone usage, fax usage, and office space. Our finance dept. covers payroll and other recordkeeping expenses. Indirect cost in-kind contribution \$4,000.</p>	

9. Summer Programming (supplies/materials) We will apply for summer funding for programming, and will also use materials previously purchased with grant funds. Summer programming costs will be limited to staff only and are included in personnel expenses above. Curriculum has been purchased from Mindworks for summer camp 2018. \$1000 has been allotted for supplies that may be needed for camp.	\$ 1000.00
10. Transportation (School Year, Summer, Field Trips) District will provide bus and cover costs of fuel and mileage at an estimated \$1.50 per mile. This is an in-kind contribution of \$14,400. (Estimated cost of 2 buses to transport students- 40 miles each- 80 miles average per night at 1.50 per mile, 120 days- \$14,400) Program will cover driver wages. Includes salary and benefits for driver- \$20 per hour average cost. Drivers receive a minimum of 2 paid hours per day. Our typical schedule is 30 weeks, 4 days per week=120 days x 4 hours nightly On days the driver goes over the 2 hour allotted time they are paid in 15 minute increments. We allowed \$400. To cover those overages.	\$10,000
11. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$100,000

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.**

BUDGET PAGE- Continuation Applicant or Expansion Applicant

Original Award Period (Year One) 2018-2019 School Year \$100,000 max.	Original Award Period (Year Two) – 2019-2020 School Year \$100,000 max.	Original Award Period (Year Three) – 2020-2021 School Year \$100,000 max.	Third Renewal Period (Year Four) – 5% decrease 2021-2022 School Year \$95,000	Fourth Renewal Period (Year Five) – 5% decrease
\$ 100,000	\$ 100,000	\$ 100,000	\$ 95,000	\$ 95,000

Year 2 Budget Narrative Format

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

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

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	\$67,941.
<p>Program director/coordinator- combined position- 7.5 hours daily, 225 days at \$200.92 \$45,208. Certified Teachers-\$20. Hourly, 8 hours weekly, for 30 weeks, \$4,800. 2 positions- \$9,600.. (Additional 2 positions in kind) Certified teacher- Math Interventionist 8 hours weekly x 30 weeks=240 hours @ \$30 hourly- \$7,200 in-kind, funded by district. Certified Teacher- Media Specialist/Reading Interventionist 5 hours weekly x 30 weeks=150 hours @ \$30 hourly= \$4,500. In-kind, funded by district. 3 Instructional Assistants- 12075 hours total- includes school year and summer programming. \$10.30 hourly \$13,133.. Total</p>	
2. Fringe Benefits	\$12,559.
<p>Fringes include FICA, Medicare, Retirement, Unemployment Insurance, Workers compensation, health insurance, state admin fee. Calculated at the standard rates- \$7,054. For Program Director, \$1890. certified teaching staff, \$3615 for Instructional assistants.</p>	
3. Travel (Staff)	\$ 3,000.00
<p>In state – Funds are allocated for program workshops, CAYEN training, and state workshops for two project staff. Mileage reimbursement costs are estimated at \$400. (.40 per mile for an estimated 200 miles per trip, estimated 5 trips.) Overnight lodging is estimated at \$2,000. (\$100. Per night for an estimated 2 nights per trip, 5 trips, 2 rooms). Per diem costs are estimated to be \$600. (\$30 per day for two staff, estimated two days per trip for 5 trips). We would like to send two staff members to training each year so all staff receives adequate training.</p>	
4. Equipment	\$0
<p>No equipment purchases are anticipated. Equipment was purchased with previous grant funds, or provided in kind by our district and will continue to be used in the program. District supplies 2 computer labs with 30 desktop computers each, laptops and printers for staff.</p>	
5. Supplies/Materials	\$ 2,000.00
<p>We have purchased curriculum for upcoming years with existing funds. General school supplies for student use in homework help area. \$500. Yearly, \$1000. To replenish supplies for arts and humanities classes. \$500. To be used to purchase books for Book Club literacy activities. Grant partners will supply journaling books, for literacy and writing classes. They will also supply pencils, erasers and pencil pouches for student use in learning activities. \$500. In kind contribution.</p>	
6.Parent/Family Engagement Activities-	\$1,000.
<p>Family Science night twice yearly with Hooked on Science Programming at \$500. Per activity. Other family engagement activity supplies will be funded by grant partners. In kind contribution from Community Education, 4-H, FRYSC- materials for training classes. \$500.00</p>	
7. Contractual	\$2,500
<p>In the continuation years of our program we would like to implement IXL Learning program as it allows for better collection of data than the programs we currently use. We believe this will help with more effective placement of our students and easier collaboration with teachers. IXL offers programming for all students- those needing remediation/acceleration, and GAP students in Reading, Math, and science. Provides access for 2 teachers and up to 125 after school participants.</p>	

8. Indirect (See page 17) Our district provides in kind all electricity, water, janitorial/custodial services. They provide classroom space and computer labs for student use. They provide copier usage, phone usage, fax usage, and office space . Our finance dept. covers payroll and other recordkeeping expenses. Indirect cost in-kind contribution \$4,000.	\$0
9. Summer Programming (supplies/materials) We will apply for summer funding for programming, and will also use materials previously purchased with grant funds. Summer programming costs will be limited to staff only and are included in personnel expenses above. Curriculum has been purchased from Mindworks for summer camp 2018. \$1000 has been allotted for supplies that may be needed for camp.	\$ 1000.00
10. Transportation (School Year, Summer, Field Trips) District will provide bus and cover costs of fuel and mileage at an estimated \$1.50 per mile. This is an in-kind contribution of \$14,400. (Estimated cost of 2 buses to transport students- 40 miles each- 80 miles average per night at 1.50 per mile, 120 days- \$14,400) Program will cover driver wages. Includes salary and benefits for driver- \$20 per hour average cost. Drivers receive a minimum of 2 paid hours per day. Our typical schedule is 30 weeks, 4 days per week=120 days x 4 hours nightly On days the driver goes over the 2 hour allotted time they are paid in 15 minute increments. We allowed \$400. To cover those overages	\$10,000
11. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$100,000

Year 3 Budget Narrative Format

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

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

BUDGET CATEGORY	AMO UNT
1. Personnel School Year & Summer	\$67,941.
<p>Program director/coordinator- combined position- 7.5 hours daily, 225 days at \$200.92 \$45,208. Certified Teachers-\$20. Hourly, 8 hours weekly, for 30 weeks, \$4,800. 2 positions- \$9,600.. (Additional 2 positions in kind) Certified teacher- Math Interventionist 8 hours weekly x 30 weeks=240 hours @ \$30 hourly- \$7,200 in-kind, funded by district. Certified Teacher- Media Specialist/Reading Interventionist 5 hours weekly x 30 weeks=150 hours @ \$30 hourly= \$4,500. In-kind, funded by district. 3 Instructional Assistants- 12075 hours total- includes school year and summer programming. \$10.30 hourly \$13,133.. Total</p>	
2. Fringe Benefits	\$12,559.
<p>Fringes include FICA, Medicare, Retirement, Unemployment Insurance, Workers compensation, health insurance, state admin fee. Calculated at the standard rates- \$7,054. For Program Director, \$1890. certified teaching staff, \$3615 for Instructional assistants.</p>	
3. Travel (Staff)	\$ 3,000.00
<p>In state – Funds are allocated for program workshops, CAYEN training, and state workshops for two project staff. Mileage reimbursement costs are estimated at \$400. (.40 per mile for an estimated 200 miles per trip, estimated 5 trips.) Overnight lodging is estimated at \$2,000. (\$100. Per night for an estimated 2 nights per trip, 5 trips, 2 rooms). Per diem costs are estimated to be \$600. (\$30 per day for two staff, estimated two days per trip for 5 trips). We would like to send two staff members to training each year so all staff receives adequate training. If all staff members have been to trainings any overage in this category will go to staffing to provide services directly to students.</p>	
4. Equipment	\$0
<p>No equipment purchases are anticipated. Equipment was purchased with previous grant funds, or provided in kind by our district and will continue to be used in the program. District supplies 2 computer labs with 30 desktop computers each, laptops and printers for staff.</p>	
5. Supplies/Materials	\$ 2,000.00
<p>We have purchased curriculum for upcoming years with existing funds. General school supplies for student use in homework help area. \$500. Yearly, \$1000. To replenish supplies for arts and humanities classes. \$500. To be used to purchase books for Book Club literacy activities. Grant partners will supply journaling books, for literacy and writing classes. They will also supply pencils, erasers and pencil pouches for student use in learning activities. \$500. In kind contribution.</p>	
6. Parent/Family Engagement Activities-	\$1,000.
<p>Family Science night twice yearly with Hooked on Science Programming at \$500. Per activity. Other family engagement activity supplies will be funded by grant partners. In kind contribution from Community Education, 4-H, FRYSC- materials for training classes. \$500.00</p>	

7. Contractual	\$2,500
In the continuation years of our program we would like to implement IXL Learning program as it allows for better collection of data than the programs we currently use. We believe this will help with more effective placement of our students and easier collaboration with teachers. IXL offers programming for all students- those needing remediation/acceleration, and GAP students in Reading, Math, and science. Provides access for 2 teachers and up to 125 after school participants.	
8. Indirect (See page 17) Our district provides in kind all electricity, water, janitorial/custodial services. They provide classroom space and computer labs for student use. They provide copier usage, phone usage, fax usage, and office space. Our finance dept. covers payroll and other recordkeeping expenses. Indirect cost in-kind contribution \$4,000.	\$0
9. Summer Programming (supplies/materials) We will apply for summer funding for programming, and will also use materials previously purchased with grant funds. Summer programming costs will be limited to staff only and are included in personnel expenses above. Curriculum has been purchased from Mindworks for summer camp 2018. \$1000 has been allotted for supplies that may be needed for camp.	\$ 1000.00
10. Transportation (School Year, Summer, Field Trips) District will provide bus and cover costs of fuel and mileage at an estimated \$1.50 per mile. This is an in-kind contribution of \$14,400. (Estimated cost of 2 buses to transport students- 40 miles each- 80 miles average per night at 1.50 per mile, 120 days- \$14,400) Program will cover driver wages. Includes salary and benefits for driver- \$20 per hour average cost. Drivers receive a minimum of 2 paid hours per day. Our typical schedule is 30 weeks, 4 days per week=120 days x 4 hours nightly On days the driver goes over the 2 hour allotted time they are paid in 15 minute increments. We allowed \$400. To cover those overages.	\$10,000
11. Other (Specify and Itemize)	\$0
TOTAL REQUESTED =	\$100,000

LIST OF CONSORTIUM MEMBERS/PARTNERS

Todd County Middle School

Elkton, KY

Co-Applicant- Todd County Extension Service

Partners-

Todd County Food Service

Todd County Sheriff Department

Todd County Public Library

Todd County Schools FRYSC

Todd County 4-H Council

Todd County Health Dept.

Todd County Postal Service

Hopkinsville Community College

Todd County Community Education

Job Descriptions of Key Personnel

Program Director/Coordinator

Qualifications-

- 1- A related 4 year degree or higher is required.
- 2- Demonstrates strong organizational skills, must be goal oriented, and have the ability to multi-task.
- 3- Demonstrates the ability to work effectively with a variety of people, faculty, staff, students, families and agencies.

Reports to: District Superintendent, Advisory Committee, families.

All program staff should be familiar with the grant objectives and work toward those goals.

Responsibilities:

- 1- Oversee all aspects of CLC program implementation
- 2- Oversee all additional sources of funding, contributions, and donations.
- 3- Work with school staff and administration at the program site to identify students that would benefit from after school and summer programming.
- 4- Work with parents and the community to identify students who would benefit from after school and summer programming.
- 5- Maintain all CLC records, forms, and files.
- 6- Maintain fiscal records and assist with fiscal reporting for the CLC.
- 7- Establish programming priorities and make recommendations for class offerings.
- 8- Monitor and coordinate CLC partnership agreements and relationships.
- 9- Recruit and provide support to program staff- Including professional development.
- 10- Secure consent forms that might be needed from parents/guardians.
- 11- Recruit and register program participants.
- 12- Helps coordinate with district transportation officer to provide transportation for after school, field trips and summer activities.
- 13- Attends state, regional and other required 21st CCLC meetings.
- 14- Gathers student academic and non-cognitive data along with parent data for evaluation.
- 15- Conducts Advisory Council Meetings.
- 16- Schedule daily, weekly, quarterly and summer programming, as well as field trips for students that meet the needs of the students and the requirements of the grant proposal.
- 17- Coordinates with school food service program to provide snacks for students.
- 18- Purchases supplies for program, maintains program inventory list.
- 19- Coordinates with program partners to offer enrichment and recreational activities.
- 20- Builds and maintains additional collaborative relationships in the community.

Job Descriptions of Key Personnel

- 21-Coordinates with FRYSC, county extension service and Community Education to provide quality parent engagement activities a minimum of 6 times per school year.
- 22-Conducts surveys and administers other evaluative instruments.
- 23-Oversee the creation of brochures, flyers, bulletin boards, newspaper articles and other recruitment aspects to make students and families aware of programming opportunities.
- 24-Submits reports to the school Site Based Decision Making Council- SBDMC, local Board of Education and the Kentucky Department of Education.
- 25-Data entry in the CAYEN program on a regular basis.
- 26-Manages the submission of the Annual Performance Report for the program.
- 27-Attend parent teacher conferences, back to school activities, and other activities to promote program opportunities.
- 28-Compile student data- academic, and behavioral to be used as a guide program planning.
- 29-Responsible for all project documentation and reporting to KDE, Program amendments, budget amendments, data review reports, summer action plans, program inventory list, quarterly reimbursement requests.
- 30-Oversee the submission of the Continuation progress report for years 4-5 of programming.
- 31-Report to the district regularly the progress being made in the program.
- 32-Adhere to the Professional Code of Ethics.
- 33-Serve as a positive role model for students in the program and encourage them to do their best.
- 34-Other responsibilities as required.

Program director/coordinator is a full time position. The director/coordinator will work 225 days at 7.5 hours per day, per calendar year at a rate of \$26.79 per hour. \$45,208. This includes during the school day and after school programming, summer programming, field trips and required trainings. Fringes for this position are \$7054.

Program director will work with principal, site base committee, advisory council, FRYSC, grant partners, and guidance counselor for input on student needs, recommendations for programming and other activities. Previously this site had a program director and a site coordinator. Our site coordinator was released from duties by our principal. Program director took on the responsibilities of both positions and this has worked better for our program and has also eliminated that position from payroll.

Job Descriptions of Key Personnel

Math Interventionist-

Qualifications-

- 1- Certified Teacher with Masters Degree or Rank 1 certification in Mathematics.
- 2- Minimum 5 years teaching experience
- 3- Strong instructional skills.
- 4- Strong Collaboration skills

Reports to: School Principal, Program Director, families

All program staff should be familiar with the grant objectives and work toward those goals.

Supervises: Students in before or after school program needing math intervention.

Performance Responsibilities-

- 1- Coordinate and facilitate the 6-8th grade mathematics after school program
- 2- Collaborate with teachers individually to learn the needs of students
- 3- Facilitate students taking placement testing to assess skill level.
- 4- Review student achievement and assist with placing students for the intervention support that they need.
- 5- Maintain accurate and up to date documentation of student progress.

This position is funded entirely by our school district as an Extra School Support- ESS position, in place to help our after school students. Work schedule will be 2 hours each afternoon that the after school program is in session. \$30. Hourly, 8 hours weekly, for 30 weeks, \$7,200. Yearly in-kind contribution.

Job Descriptions of Key Personnel

Reading Interventionist-

Qualifications-

- 1- Certified Teacher with Masters Degree or Rank 1 certification.
- 2- Minimum 5 years teaching experience
- 3- Strong instructional skills.
- 4- Strong Collaboration skills

Reports to: School Principal, Program Director, families..

All program staff should be familiar with the grant objectives and work toward those goals.

Supervises: Students in before school program needing extra help with homework or other intervention.

Performance Responsibilities-

- 1- Coordinate and facilitate the 6-8th grade AM homework help program
- 2- Collaborate with teachers and staff to learn the needs of students
- 3- Facilitate students taking placement testing to assess skill level.
- 4- Review student achievement and assist with placing students for the intervention support that they need.
- 5- Promote the Accelerated Reader program and facilitate testing.
- 6- Maintain accurate and up to date documentation of students attending programming.

This position is funded entirely by our school district as our librarian/media specialist/reading interventionist has been assigned AM Homework help as part of her regular duties to help those students who have a need prior to the start of the school day. Work schedule will be 1 hour each morning that the after school program is in session. Cost to district- \$30. Hourly, 5 hours weekly, for 30 weeks, \$4,500. Yearly in-kind contribution.

Job Descriptions of Key Personnel

Certified Teacher- 2 positions

Qualifications-

1. Certified Teacher with Masters Degree
2. Minimum 2 years teaching experience
3. Strong instructional skills.
4. Strong Collaboration skills

Reports to: School Principal, Program Director, families..

All program staff should be familiar with the grant objectives and work toward those goals.

Supervises: Students in before or after school program needing intervention.

Performance Responsibilities-

- 1- Coordinate and facilitate the 6-8th grade after school program
- 2- Collaborate with teachers individually to learn the needs of students
- 3- Facilitate students taking placement testing to assess skill level.
- 4- Oversee the daily use of computer based learning programs for acceleration/remediation such as Clever Crazes, I-XL and other programs as required.
- 5- Review student achievement and assist with placing students for the intervention support that they need.
- 6- Maintain accurate and up to date documentation of student progress.
- 7- Lead enrichment activities during the school year and in summer programming.

This position is funded by 21st Century grant programming as extra duty pay for teachers to help our after school students. Work schedule will be 2 hours each afternoon that the after school program is in session. \$20. Hourly, 8 hours weekly, for 30 weeks, \$4,800.

2 positions- \$9,600. Fringes for these positions \$1,890.

Job Descriptions of Key Personnel

Instructional assistant

Classified program staff- 3 positions

Qualifications-

- 1- 2 years of college or equal work experience.
- 2- Practical experience working with students.
- 3- Experience with working with families.
- 4- Good Oral and Written skills
- 5- Must be organized, and computer literate.
- 6- Able to assist students with homework as needed.

Reports to: School Principal, Program Director, teachers, families.

All program staff should be familiar with the grant objectives and work toward those goals.

Supervises: Students in after school program.

Performance Responsibilities-

- 1- Assist students in the after school program.
- 2- Assist with distribution of daily snacks and report numbers to food service.
- 3- Work with classroom teachers to know what homework needs to be done by each grade level. Make sure work is checked before it is stamped "completed in 21st Century".
- 4- Supervise and Coordinate enrichment activities during the school year and in summer programming.
- 5- Assist with lessons plans for all activities- recreational and educational.
- 6- Set up fitness game consoles or other program activities as needed.
- 7- Prep baskets for daily classes.
- 8- Encourage students to have positive behavior in after school and summer programming. Redirect behaviors as needed. Refer behavior issues to director.
- 9- Collaborate with teachers, parents, families, students, program director and site coordinator to establish goals and desired outcomes for participating students.
- 10- Provide services directly to students- homework help, extra computer assistance, extra library time, others as needed.
- 11- Assist with supervision on field trips and college and career readiness activities.
- 12- Assist center in working toward grant objectives and program outcomes.
- 13- Serve as a positive role model for students in the program and encourage them to do their best.

This position is funded by 21st Century grant programming to assist our after school participants and families. Work schedule will be. 2 positions at 485 Hours each- \$4,995.50 Yearly. Total \$9,991.

Third Instructional assistant is a full time school employee who has limited hours available to work. She will work 305 hours per year at \$10.30 per hour \$3,141

Total for these three positions is \$13,132. Fringes for this position \$3,615.

Job Descriptions of Key Personnel

High School Helpers- 4- Volunteer positions

Qualifications-

- 1- Good Standing in academics and behavior.
- 2- Good Oral and Written skills
- 3- Must be organized, and computer literate.
- 4- Able to assist students with homework as needed.
- 5- Prior program participation a plus.

Reports to: Program Director, Teachers, Instructional assistants.

All program staff should be familiar with the grant objectives and work toward those goals.

Assists- Students in after school program and program staff.

Performance Responsibilities-

- 1- Assist with registration and sign in/out on a daily basis.
- 2- Assist with prepping and clean up of enrichment and recreational class offerings.
- 3- Assist with enrichment activities during the school year.
- 4- Assist teachers, parents, families, students, program director and site coordinator to establish goals and desired outcomes for participating students.
- 5- Provide services directly to students- homework help, extra computer assistance, others as needed.
- 6- Assist with supervision on field trips and college and career readiness activities.
- 7- Assist center in working toward grant objectives and program outcomes.
- 8- Serve as a positive role model for students in the program and encourage them to do their best.

This position is voluntary and it filled by students that are recommended by high school teachers and our gifted and talented coordinator. In exchange for assistance, we sign off on community service hours for Beta or National Honor Society. We have had good success with this program and currently our helpers are former 21st Century participants that enjoyed the program and wanted to come back to help.

We allow up to 4 helpers in this position- 2 hours daily, 4 days per week. Estimated in kind contribution \$1,920. Based on \$8.00 hourly rate.

Equitable Access and Participation Plan

In accordance with the General Education Provisions Act (GEPA) our public school district ensures equitable access to, and participation in it's 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 our middle school 21st Century program. Within this proposal, goals, strategies and activities are designed to address all students and parents in reference to access and achievement outcomes.

No physical, or programming barriers exist that would hinder students equitable access. All students are eligible and will be encouraged to participate. All activities are open to all students. All facilities are handicapped accessible, with ramps to ensure easy access to the building from common areas. If needed, program staff will be available if a student needs special attention. In the after school program at our middle school, we have planned to provide comparable activities for participation of all students in the school. We will work with our district Special Education director to ensure our program offers the same modifications to participants as provided under their Individualized Education Program (IEP) or Section 504 behavior plans for the regular school day. Our Special Education department will also ensure that our 21st Century program meets the obligation under section 504 of the Rehabilitation Act in providing a community learning center program that is accessible to students and families with disabilities.

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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

NAME OF APPLICANT Todd County Board of Education		PR/AWARD NUMBER AND / OR PROJECT NAME Todd Co. Middle School 21st CCLC, Continuation	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Wayne Benningfield, Superintendent			
SIGNATURE 		DATE 11-16-17	

21st CCLC Organizational Capacity Statement Form

Required only for non-governmental agencies

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

1. Please include a copy of the following attached immediately behind this page:

- 501 (c)(3) approval;
- Agency organizational chart; and
- Proven fiduciary responsibility as demonstrated through annual audits. Please attach a copy of the organization's most recent audit.
- Demonstrate administrative capacity to successfully manage a grant program and lists fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs or as may be necessary for program operation.

2. Organizational history and structure including length of existence. Include general information on governing body.

Non-Applicable.

We are a governmental agency/School.

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

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

Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21st CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of 21st CCLC grant funding: 2017-2018
Grade Level Served: <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Elementary (K-5) <input checked="" type="checkbox"/> Middle (6-8) <input type="checkbox"/> High (9-12) <input type="checkbox"/> Adult Family Members </div>
Year of Most Recent Center Profile: <u>2016-2017</u> Number of Regular Participants from most recent year's APR Center Profile: <u>204</u> 204 Attending 30+ days. 101 attending 30-59 days 103 attending 60-89 days 90+ days _____ *Use data from the most recent CCLC Center Profile report
Must include a copy of the most recent Center Profile
Program Effectiveness: <i>Based on data available, describe the prior grant's success in the following areas:</i> Our regular program attendance has grown each year- year 1- 38 regular attendees, year 2- 67 regular attendees, year 3- 164 regular attendees, and in year 4 we grew to 272 participants and 204 regular attendees. Of those 204, 103 attended 60 or more days. We work hard to be visible during the school day so students get to know us. We check on their grades regularly and follow up with teachers about missing assignments to make sure students get them turned in. When regular participants have discipline issues during the school day our after school director is included in meetings with the principal, parents and the student so we can work to improve those behaviors. Perhaps the most important measure of program effectiveness is the number of students who have improved academically. Using this measure for program effectiveness our program proved highly effective in that our teacher surveys reflect 100% of regular attendees improved academically.
Student Improvement (academic, behavioral, social) From the 2016-2017 Teacher Surveys- Reflected on our latest center profile- 99% of students improved in areas of homework completion. 100% of regular attendees improved academically. 98% of students that were struggling in Reading/ELA the fall grading period increased their grade in the spring. 97% of students who were struggling in Math in the fall, raised their grade in the spring. 16% of students achieved high math grades in the fall and spring. 77% increased from fall to spring. 18% of students achieved high reading/ELA grades in fall and spring. 71% increased from fall to spring. 100% of regular attendees improved their classroom participation.
Program Improvement (objectives met) As reflected in teacher surveys, We met our goal to increase student quality of work, increase completion of work, improve overall grades, to decrease discipline problems among regular attendees. We have exceeded our goals for attendance the last two years of programming and are on track to do so again this year. We work closely with our teachers to get students in need referred. We offer transportation home to make our program available for all students. 100% of regular attendees participate in physical fitness activities. 100% of regular attendees were involved in career exploration activities. We met our goal to offer a heavily STEAM based curriculum in school year programming as well as summer programming. Parents indicated that they are thankful for our program- many have stated that they can't do the math that their student brings home so they are thankful for after school tutoring to keep their student in good academic standing.

2016-2017 Center Profile

Todd County - Todd Co Middle School - Cycle 10

Total number of students attended	2016-2017	Prior Year (2015-2016)
Summer and School Year*	272	208
School Year	271	208

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

2016-2017 School Year Data	2016-2017 Frequencies	2016-2017 Percentages	Prior Year 2015-2016
School Year Participation			
Students attending 30+ days	204	75%	79%
Students attending 30-59 days	101	37%	40%
Students attending 60 or more days	103	38%	38%
Regular participants eligible for free/reduced lunch	201	99%	96%
Regular participants eligible for special education services	51	25%	20%
Program Outcomes for Regular School Year Participants			
Reading grades reported	n=204	100%	100%
Students who achieved high reading/ELA grades in the fall and spring	37	18%	26%
Students who increased their reading/ELA grades from the fall to spring	145	71%	62%
Students who decreased their reading/ELA grades from the fall to spring	3	1%	2%
Students who maintained their reading/ELA grades from the fall to spring	19	9%	10%
Math grades reported	n=204	100%	100%
Students who achieved high math grades in the fall and spring	33	16%	25%
Students who increased their math grades from the fall to spring	158	77%	68%
Students who decreased their math grades from the fall to spring	1	0%	0%
Students who maintained their math grades from the fall to spring	12	6%	7%
Teacher survey reported results**			
Students who improved homework completion	171	99%	100%
Students who improved their classroom participation	171	100%	100%
Students who improved academically	173	100%	100%
Program Outcomes for Regular School Year Struggling Participants			
Participants struggling in reading in the fall grading period	n=47	23%	37%
Students who increased their reading/ELA grades from the fall to spring	46	98%	97%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	2%
Students who maintained their reading/ELA grades from the fall to spring	1	2%	2%
Participants struggling in math in the fall grading period	n=68	33%	49%
Students who increased their math grades from the fall to spring	66	97%	98%
Students who decreased their math grades from the fall to spring	0	0%	0%
Students who maintained their math grades from the fall to spring	2	3%	3%

2016-2017 School Year Program Characteristics

Program Location (in school or offsite)***: within a school

Number of parent/guardian and/or family members who attended activities	214
Number of community partners	6
Number of school day teachers (volunteer)	Fall: 9 Spring: 8
Number of school day teachers (paid)	Fall: 4 Spring: 4
Number of K-3 students receiving reading intervention	N/A
Number of K-3 intervention students that met benchmark	N/A

Summer 2016 Programming

Number of weeks***	3 weeks
Number of students served	30

School Year Activity Types Offered**Academic Activities*****

STEM (science, technology, engineering, math)	X	Credit Recovery	
		Homework Help	X
Reading Intervention		English Language Learner Support	X
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Tutoring		None	

College and Career Readiness Activities***

Career/Job Training for Youth		Individual Learning Plan	X
ACT or SAT Prep		Career Exploration	X
		None	

Enrichment Activities***

Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts	X		
Music & Drama	X	Community/Service Learning	X
Fitness	X	Mentoring	X
Health/Nutrition	X	None	

Adult Activities***

Use of technology	X	Accessing Infinite Campus	X
Family Literacy	X	Career/Job Training for Adults	
Assisting with Homework		English Language Courses	
Communicating with Teachers	X	None	

Character Education Activities***

Drug Prevention	X
Counseling	X
Violence Prevention	X
Truancy Prevention	
Youth Leadership	X
None	

Please see next page for Center Profile data notes.

Program Summary and Abstract Part 1

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 Board of Education	Applicant DUNS# 07-132-7191
"Primary" Contact Person Marla Gillespie	Title Director/Coordinator
District or Organization Name (for contact person) Todd County Middle School	
Mailing Address (for contact person) c/o Todd Co. Middle School 515 West Main St.	Phone 270-265-2511 ext 4005 Ofc. 270-604-3029 Cell
City, State, and Zip Elkton, KY 42220	Fax 270-265-9414
E-mail (for contact person) marla.gillespie@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 (through 12/1/17) Edwin Oyler, interim thereafter	District Name: Todd County BOE
Mailing Address 204 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 two sites**

Site Name Todd County Middle School
Principal Name: Les Broady
Physical Site Address 515 West Main Street
City, State, and Zip Elkton, KY 42220
Site Contact Person Marla Gillespie
Site Contact Phone 270-265-2511 ext 4005 270-604-3029 cell
Site Contact E-mail marla.gillespie@todd.kyschools.us
Schools to be Served: Todd County Middle School.

Site Name
Principal Name:
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail
Schools to be Served:

Program Summary and Abstract Part 2

- A. **List name of each school to be served** in table below. **For each school**, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each school • Urban (U), • Rural (R), or • Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: Todd County Middle <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	6 th , 7 th , 8 th	Students will be served by the school	Todd County	X Public <input type="checkbox"/> Private	81.5%	462	100
School: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

*** Must use lunch data as reported to KDE on December 1, 2016**

****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- ☒ Public School
☐ Non-Public School
☐ Community Based Organization
☐ Faith Based Organization

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

Todd County Board of Education

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? X yes ☐ no

If yes: x Federal ☐ State What date did (or will) award funding conclude: 09/2018
(month/year).

SITE SUMMARY AND ABSTRACT Part 1

Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.

Site Name: TC After 3

A. Will site be located in an elementary or secondary school building? ☒ 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 a school building? _____

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

B. The proposed number of students to be served daily at the site in a school year is: 50

C. The expected number of regular attendees (30 or more days) is: 100

(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.

D. The number of adult family members (of students served) this site is proposing to serve: 50

E. Types of adult services to be provided:

Xactivities promoting parental involvement

☐ GED training

Xactivities promoting family literacy

Xother, describe: Healthy living, internet safety, cultural field trips.

F. Complete the following table for school year program operations at this site:

KDE requires that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:05	8:05	3:00	5:30	3.5
Tuesday	7:05	8:05	3:00	5:30	3.5
Wednesday	7:05	8:05	3:00	5:30	3.5
Thursday	7:05	8:05	3:00	5:30	3.5
Friday	7:05	8:05			1.0
Saturday	Field Trips only	Field Trips only	Field Trips Only	Field Trips Only	Varies
Sunday	None				

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3.5 hours 4x per week, 1 hour 1x weekly	7.5 hours per day
Total # days/week	5 days per week	5 days per week
Total # of weeks	32	2-4 depending on requirements*
First date of operation	8/20 / 2018	06/11 / 2018
Last date of operation	5/10/ 2019	06/22/ 2018

***We have offered camp as a partial day 4 week program and as an all day 2 week program. We have gotten better attendance in our all day 2 week program. This also allows us to do more involved projects and to delve deeper into the STEAM curriculum we use. If requirements allow we will continue this schedule. If summer requirements change we will offer the 4 week shorter day schedule we utilized previously.**

N. Specify beginning and ending time site is in operation other times of the year
(When 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	8:00	4:00						
Tuesday	8:00	4:00						
Wednesday	8:00	4:00						
Thursday	8:00	4:00						
Friday	8:00	4:00						
Saturday	30 min. lunch	Each day						
Sunday								

We offer 30 minutes of warm up and physical fitness activity at the start of our day. We offer enrichment activities and use Mindworks curriculum for our programming. Last year we held a Forensic Science camp and a Survival camp. All are rich in literacy activities, problem solving, scientific theory, and mathematics. We incorporate cultural activities involving art and music. We end each day with a team building, physical fitness activity. Our food in summer camp is provided by our grant partners- YSC provides breakfast and 4-H provides lunch and afternoon snacks.

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Todd County Health Dept.

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Todd County Health Dept., to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Todd Co. Health Dept. thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

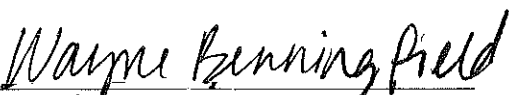
Partner Agreement Contribution Table

Description of Contribution	Supports
Assist with babysitting clinic certification.	Youth development, life-skills
Provide representation to the CLC Advisory Council meeting bi-monthly during the school year.	Project planning, implementation and evaluation.
Assist with parent engagement activities.	Family educational opportunities supporting learning at home, skill- building, parent and family engagement.
Health & Nutrition Activities	Non-cognitive

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


Co-Applicant/Partner Signature

10 November 2017
Date


Applicant Signatu

11-16-17
Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Todd County 4-H Council

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Todd County 4-H to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Todd 4-H thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Assist with public awareness of the program.	Youth Development, Family engagement.
Encourage 21 st CCLC participants and their families to participate in the activities that they offer- cooking club, craft club, performing arts troupe, archery & gun club.	Life-skills, CCR, STEM Cultural Enrichment Youth development
Provide Enrichment Education for students on a weekly basis. Serve on 21 st CCLC advisory council and provide program feedback and assist with evaluation of program activities.	Youth Development Increased After school enrichment opportunities.
Provide instructor for 2 weeks of summer enrichment camp.	Youth Development, Summer learning Engagement.
Participate in career education events.	College and Career readiness engagement.
Provide space for activities as needed	Youth development, family engagement.

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Todd County 4-H will be notified immediately to begin the collaboration of services.**

Craig Bristow 11/9/17

Co-Applicant/Partner Signature

Date

Wayne Benningfield 11-16-17

Applicant Signature

Date

Note: Remember identifying names in the Co-Applicant Agreement and all Partner Agreements must be blinded electronically. Applicants not submitting a signed Co-Applicant agreement will receive a reduction of points under Collaboration and Partnership Criteria. If a co-applicant is not identified on the cover sheet, and co-applicant agreement is not attached, the application will be scored but not awarded.

CO-APPLICANT AGREEMENT

Todd County Middle School

And

Todd County Extension Service

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Todd County Extension Service, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Todd County Extension Service thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:**

Co-Applicant Contribution Table

Contribution Description	Supports
Provide two skill-building activities for parents each year based on family surveys/needs.	Family Involvement and Parent Engagement.
Promote program awareness at community events via flyers and word of mouth. 21 st CCLC participants will be invited to activities and camps we sponsor.	Recruitment of students and families.
Provide enrichment activities weekly for Fit Club and Craft Club. They will also provide supplies.	Healthy lifestyle choices and cultural enrichment activities.
Will provide breakfast and lunch for students during summer camp.	Promotion of healthy lifestyle choices.

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



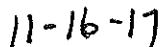
Co-Applicant/Partner Signature



Date



Applicant Signature



Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Todd County Schools Food Service

Hereby enter into an agreement to enable the applicant, Todd County Middle School , and co-applicant, Todd County Schools Food Service, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

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

Partner Agreement Contribution Table

Description of Contribution	Supports
Provide assistance with menu creation and rotation.	Youth development. Non-Cognitive
Place orders with food vendors in a timely manner.	Youth development. Non-Cognitive
Provide documentation of food orders for After School Snack Care Program (ASCSP). Submit claims reimbursement for snacks provided to students. Complete all required USDA paperwork.	Youth development. Non-Cognitive
Provide and Assist with storing and rotating food stock.	Youth development. Non-Cognitive

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

Wayne Binningfield
Co-Applicant/Partner Signature

11-16-17
Date

Lisa Shemwell
Applicant Signature

11-14-2017
Date

Note: Remember identifying names in the Co-Applicant Agreement and all Partner Agreements must be blinded electronically. Applicants not submitting a signed Co-Applicant agreement will receive a reduction of points under Collaboration and Partnership Criteria. If a co-applicant is not identified on the cover sheet, and co-applicant agreement is not attached, the application will be scored but not awarded.

Partner AGREEMENT
Todd County Middle School
And
Todd County Sheriff Dept.

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, The Todd County Sheriff Dept. to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Todd County Sheriff's Dept. thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**


Partner Contribution Table

Contribution Description	Supports
Provide two skill-building activities for parents each year based on family surveys/needs.	Family Involvement and Parent Engagement.
Promote program awareness at community events via flyers and word of mouth. 21 st CCLC participants will be invited to activities we sponsor.	Recruitment of students and families.
Provide materials, personnel and activities for The Student Police Academy. Our School Resource officer leads this program and helps with summer programming as well.	College and Career Readiness. Positive Role model from the community. Parent and Family Engagement.
Provide SRO staffing during summer programming	Academic & Recreational opportunities for all students

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


 Co-Applicant/Partner Signature

11-16-17
 Date


 Applicant Signature

11-16-17
 Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Todd County Public Library

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Todd County Public Library, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC). The Todd County Public Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Assist with public awareness of the program.	Youth Development, Family engagement.
Encourage 21 st CCLC participants to participate in the community garden that they sponsor.	Life-skills, CCR, STEM
Parent/Family workshops, quarterly in the school library (receiving and sharing resources, homework help skills, communication skills, etc.).	Family engagement in educational opportunities, youth development. Non-cognitive development.
Bookmobile visits to school and homes as needed.	Building literacy skills and encouraging family engagement.
Participate in career education events.	College and Career readiness engagement.
Provide space for activities as needed	Youth development, family engagement.

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

Andrea Clairmont 10 Nov 2017

Co-Applicant/Partner Signature

Date

Wayne Bunning-Bald 11-16-17

Applicant Signature

Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Todd Co. Schools FRYSC

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Todd County Schools FRYSC, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

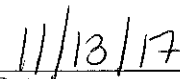
The Todd County Schools FRYSC thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**


Partner Agreement Contribution Table

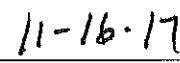
Description of Contribution	Supports
Baby Sitting Certification classes.	Youth development, life-skills
Provide representation to the CLC Advisory Council meeting bi-monthly during the school year.	Project planning, implementation and evaluation.
Parent/Family workshops, assist with 6 per school year. Planned classes include- Drugs, Alcohol and youth, Internet Safety and your child, Healthy Teen Relationships, Distracted Teed Driving, Out of Control Teens and youth suicide, and ILP and IC Parent Portal. Other topics will be covered at parent request.	Family educational opportunities supporting learning at home, skill- building, resources Parent and family engagement.
Health & Nutrition Activities- Weekly Class Leader for Fit Club	Non-cognitive development of students
Speaker at Career Investigation Course. Activity Leader	Life-skills, College and Career Readiness.
Provide instructor for 2 weeks of summer programming.	Academic Enrichment, Youth Development.

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


Co-Applicant/Partner Signature


Date


Applicant Signatu


Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

Todd County Middle School And Hopkinsville Community College

Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, Hopkinsville Community College to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC). Hopkinsville Community College thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table


Description of Contribution	Supports
Assist with public awareness of the program.	Youth Development, Family engagement.
Provide a speaker for career events and a tour guide for campus tours. Encourage students to learn the value of an education and how you don't have to go far away from home to get a good education after high school	Youth Development, CCR
Serve on Advisory Council	Program design, implementation
Provide promotional materials to students	Youth development

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


11-10-17

Co-Applicant/Partner Signature

Date


11-16-17

Applicant Signature

Date

Note: Remember identifying names in all Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

**Todd County Middle
School And**

Todd Co. Community Education

Hereby enter into an agreement to enable the applicant, Todd County Middle School , and co-applicant, Todd County Community Education, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

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

Partner Agreement Contribution Table

Description of Contribution	Supports
Recruit and refer students and families	Youth Development, Family engagement.
Provide representation to the CLC Advisory Council meeting bi-monthly during the school year. Offer feedback and assist with program evaluation.	Planning, implementation, evaluation
Parent/Family workshops, assist with 6 per school year. Planned classes include- Drugs, Alcohol and youth, Internet Safety and your child, Healthy Teen Relationships, Distracted Teed Driving, Out of Control Teens and youth suicide, and ILP and IC Parent Portal. Other topics will be covered at parent request.	Family educational opportunities

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

Katrina Smith

10 NOV. 2017

Co-Applicant/Partner Signature

Date

Wayne Binningfield

11-16-17

Applicant Signature

Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT

**Todd County Middle
School And
U.S. Postal Service-
Elkton, KY**

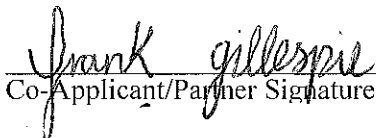
Hereby enter into an agreement to enable the applicant, Todd County Middle School, and co-applicant, The U.S. Postal Service- Elkton, KY, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The U.S. Postal Service- Elkton, KY thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Partner Agreement Contribution Table

Description of Contribution	Supports
Career Investigation Education Course Leader	Youth development, life-skills College and Career Readiness
Pencils, Erasers, hi-lighters, composition books.	Assists students in academic endeavors by contributing required supplies.
Provide representation to the CLC Advisory Council meeting bi- monthly during the school year.	Project planning, implementation and evaluation.
Speaker at CCR events	College & Career readiness.
Parent/Family workshops.	Family educational opportunities.

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


Co-Applicant/Partner Signature

11-16-17
Date


Applicant Signature

11-16-17
Date