

KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers Cycle 17 RFA
Application Cover Page

Submission Deadline: November 18, 2019 4:00 ET

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)

Fiscal Agent DUNS #: 081865370

Fiscal Agent SAMS CAGE Code#: 4YUY1

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.
All information below, except signatures, must be typed.

School #1: Chester Goodridge Elementary School
Physical Address: 3330 Cougar Path Hebron, KY 41048
Target Grades: K-5

School #2: N/A
Physical Address: N/A
Target Grades: N/A

Fiscal Agent: Boone County Schools
Superintendent/Chief Executive Officer: Dr. Randy Poe
Physical Address: 8330 US Highway 42 Florence, KY 41042
E-mail: randy.poe@boone.kyschools.us

Co-Applicant: Boone County Parks
Superintendent/Chief Executive Officer: David Whitehouse
Physical Address: 2950 Washington St. Burlington, KY 41005
E-mail: Dwhitehouse@boonecountky.org

Grant Writer: Stacey Buus
Agency: Boone County Schools (Chester Goodridge Elementary)
Phone #: 859-334-4420
E-mail: Stacey.buus@boone.kyschools.us

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

Fiscal Agent: Superintendent/Chief Executive Officer

Date

David Whitehouse Director

11-5-19

Co-Applicant: Superintendent/Chief Executive Officer

Date

Notary Public:

Date

Notary Seal (My

Assurances for Applicant and Co-Applicant

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

11. Must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.
12. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE.
13. CBO or FBO applicants must submit an annual external audit each year of the grant.
14. Must submit all required reports as required to the KDE.
15. The Fiscal Agent and Co-Applicant must assure that supplies, materials, technology, or equipment will not be used during the school day.
16. Must comply with the guidance in the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
 - Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth and fifth year; and,
 - Provide documentation of completed state reports as required.
17. Must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474.
18. Must comply with the following Acts of Congress
 - Civil Rights Act of 1964
 - Gun-Free Schools Act of 1994
 - Americans with Disabilities Act of 1990
 - Pro-Children's Act of 1994
19. Must comply with Stevens Amendment.
20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
21. The Fiscal Agent and Co-Applicant must assure funds are not used for lobbying purposes.
22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.

23. **The school district, as a Fiscal Agent or Co-Applicant, must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include: grades, attendance, demographic, information, disciplinary infractions, and state assessment scores).
24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, or pending final report. **Grantees failing to meet one or more of the grant requirements will be considered “High Risk”. Once a grantee becomes non-compliant, it may become necessary to withhold funds until any critical issues have been resolved. A non-compliant grantee will have thirty days to submit a “Corrective Action Plan” to the KDE for approval and two months to become compliant. Failure to become compliant past the timeline will initiate the termination process.**
25. **Assurance Regarding Continuation of Funding** – During year three, the KDE will review programs to determine eligibility for an additional two years of funding. Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of the students, applicants will receive Continuation funding for grant years four and five. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students.
26. **Assurance Regarding Applicant Ending Grant** – If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a Continuation applicant but will be ineligible for any priority points awarded to Continuation applicants.
27. **Assurance Regarding Termination Process** – By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:
- Provide a high quality program with evidence of academic progress
 - Implement the program as described in the application
 - Serve the number of regular attendee students as stated in the application
 - Meet the minimum hours of operation (hours/days/weeks/summer)
 - Adhere to assigned assurances
 - Submit required reports and documentation in a timely manner
 - Use funds in a reasonable and appropriate manner
 - Resolve a non-compliance audit/monitoring finding
 - Submit required data within the given timeframe
 - Implement a required Corrective Action Plan

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

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

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

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

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

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

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

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

31. In the event there is a change in leadership at the district level (Superintendent), the district is responsible for meeting all state and federal requirements as outlined in the RFA.

ASSURANCES SIGNATURE PAGE

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

Fiscal Agent (Signature and Title):

Date

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

David Whitehouse Director
Co-Applicant (Signature and Title):

11-5-19
Date

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

School Principal (School being served):

Date

School Principal (additional school served):

Date

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LOGIC MODEL

Program Goals:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase access to transition readiness activities for middle/high school students, and increase transition readiness awareness for elementary students.
6. Increase educational opportunities for parents and families to support academic achievement.

Program Objectives:

1. By 2022, we will increase our percent of proficient readers from 61.5% to 75%.
2. By 2022, we will increase our percent of students who are proficient in math from 52.7% to 70%.
3. By 2022, we will decrease our percentage of 3rd-5th scoring at-risk in the area of hope from 19% to 9%.
4. By 2022, we will decrease our percentage of 3rd-5th scoring at-risk in the area of positive peer relationships from 13% to 3%.
5. In the 2020-2021 academic year, we will increase the number of students attending the program 30 days or more from 70 students to 90 students.
6. By the 2023-2024 academic year, we will increase the number of students attending the program 30 days or more from 90 students to 125 students.
7. During the 2020-2021 and 2021-2022 academic years, students who attend academic support sessions, will attend at least one enrichment club.
8. During the third year of programming (2022-2023), students who attend academic support sessions, will attend at least two enrichment clubs.
9. By the end of 2021, we will increase the number of certified teachers who offer academic support sessions from 4 to 6.
10. By the end of our third year of programming, we will increase the number of certified teachers who offer academic support sessions to 8.
11. In 2021-2022, we will collaborate with the Goodridge Family Resource Center, UK Extension Office, Boone County Parks & Recreation, and First Church on 6 adult skill-building sessions.
12. In 2022-2023, we will collaborate with the Goodridge Family Resource Center, UK Extension Office, Boone County Parks & Recreation, and First Church on 8 adult skill-building sessions.

Describe the targeted participants to be served by the program:

Though the program will be offered to all students grades K-5, we will have specific groups that we will target. These specific groups will be: students who are below proficiency in reading and/or math, students who qualify for free or reduced lunch, students who flagged as at risk on the Resiliency Poll, and students who are English Language Learners. The recruitment strategies we will use are: providing families with information during our Kindergarten Camp and school Open House nights; giving information and FAQ on our school's social media site and school announcements; creating a video with students who have been part of the program sharing their experiences. We are hopeful that through these recruitment strategies, we will continue to have new students entering our program each quarter. The retention strategies we will use are: changing our enrichment schedule on a quarterly basis, interest surveys for our students to voice what enrichments they would like to see, and offering multiple sessions of enrichments that have the highest numbers of students interested.

Activities:

Quarterly, we will offer a variety of enrichment activities for students to choose from at that time. To meet our goal of increasing academic achievement, we will offer academic support sessions daily. Students will be grouped based on their needs and instruction will be delivered by a high quality certified teacher. All our tutoring programs, Leveled Literacy Intervention by Fontas and Pinell, Bridges intervention systems, and Focus Math, are research based and on the ESSA approved list.

To meet our goal of improving non-cognitive indicators we will offer activities related to student interest such as drama, art, movement and stretching, STEAM and other activities where we regularly have a high volume of interests. We believe that offering clubs driven by students' interest will also help us meet our goal of increasing program attendance. We will continue to offer high quality programming by

Library, NKY Maker Space, FC Cincinnati, The Carnegie, Stephens Golf Academy and many others. To meet our goal of transition readiness we will continue to collaborate with our middle and high school counterparts to offer enrichment clubs and activities as well as mentoring opportunities. We are lucky enough to share a campus with middle and high school most of our students will attend. Many of our Middle and High School clubs such as Archery, Soccer, Art, Drama and FFA partner with us through the year to support various program activities. Many of the clubs we will offer throughout the year mirror extracurricular activities offered at the middle and high school levels.

Our program is set to offer many STEAM related activities. Our in house Art and STEM teachers offer quarterly opportunities to extend students learning about Science, Technology, Art, Engineering and Math topics. We also collaborate with NKY Maker Space to offer coding, robots, and other technology and engineering related clubs. We have also recently secured a partnership with *Camp Invention* that will allow us to partner and offer their STEM programming to our students free of charge in the coming year.

Resources to Address Objectives:

1. **Academic Resources:** Leveled Literacy Intervention, Focus Math, Rewards Multi-syllabic System, Orton Gillingham System, Letter Tiles, and Guided Reading/ Chapter Books
2. **Enrichment Resources:** Soccer Balls, Art Supplies, Drama Kits, Yoga Mats, Community Partners, Classified and Certified Teachers, Osmos, Ipads, and Archery Equipment

Data Sources:

- STAR Math and Reading
- Case
- Running Records
- PAST and Phonics Continuums
- Number Continuums
- KPREP

Outcomes: By the end of the third year, we will have 75% of our students enrolled in the program, 30 days or more, achieving grade level proficiency, using the district's assessment tool, STAR Reading and Math. Additionally, we will have 75% students who are enrolled in the program, 30 days or more, with areas of concern in non-cognitive development, being removed from that "at risk" categories on the Resiliency Poll.

Part 1 Needs: Chester Goodridge Elementary School serves, 707 students, grades K-5. Goodridge is a Title 1 school, with 45.54% of the students receiving free or reduced lunch. The community continues to transform from a rural community to a suburban community. This is represented in the school's growing diversity with 2.83 % of its students being English Language Learners, 15.4% minority students, and 21.78% students having a disability. According to the KDE 2017-2018 school report card, only 50.4% of the grade 3-5 students are proficient or distinguished in the area of Reading. In 2019, our reading proficiency grew from 50.4% to 61.5%. In the area of mathematics, only 45.2% of the students fall into proficient or distinguished. In 2019, our proficiency rate grew to 52.7% (*Table 1*). The areas of Science and Writing continue to be the lowest scoring areas at Goodridge. In the area of Science only 26.7%(2018) and 28% (2019) of the 4th grade students scored in the proficient/distinguished areas. For the area of writing, 33.3% (2018) and 27% (2019) of the 5th students, in Writing. Goodridge continues to fall behind the district and state in all categories (*Table 2*). Additionally, the Gap Groups (qualified for free/reduced lunch, disabilities, English Language Learners, minorities), fall even further below the district and state averages (*Table 1*). Due to this Goodridge has been listed as a Targeted Support and Improvement (TSI) school by KDE, in 2018.

The above statistics, have led to the applicant (the school) and the co-applicant to setting goals to increase academic achievement in the areas of Literacy, Math, and Science. An additional goal has been set to improve non-cognitive development, through social-emotional learning. Lastly, a goal has been set to increase parent/family engagement and adult skill building.

Table 1

GOODRIDGE ELEMENTARY

Reading	2018 KPREP % P/D	2019 STATE AVG % P/D	2019 KPREP % P/D	Fall STAR % P/D
All Students	50.4	54.6	61.5	63%
White	51.3	59.3	63.8	62%
African American		31.1		75%
Hispanic	36	41.5	46.2	71%
Asian		64.3		50%
American Indian or Alaska Native		52.8		
Native Hawaiian or Other Pacific Islander		47.9		0%
Two or More Races	66.7	50.1	63.2	60%
English Learners	26.3	33.8	22.7	50%
Free/Reduced-Price Meals	41.8	45.8	51.2	52%
Disability-with IEP (Total)	18.7	34.2	31.7	35%

Math	2018 KPREP % P/D	2019 STATE AVG % P/D	2019 KPREP % P/D	Fall STAR % P/D
All Students	45.2	48.6	52.7	42%
White	47.1	52.8	55.5	40%
African American		44.9		50%
Hispanic	28	38.4	34.6	52%
Asian		70.4		50%
American Indian or Alaska Native		44.9		
Native Hawaiian or Other Pacific Islander		40.9		0%
Two or More Races	40	43.2	47.4	50%
English Learners	31.6	34.3	27.3	43%
Free/Reduced-Price Meals	35.2	39	42.8	31%
Disability-with IEP (Total)	12	27.7	19	23%

Table 2

Goodridge - Reading	PR 0-25	PR 25-40	PR 41-65	PR Above 65
K	45	17	12	12
1	31	16	19	38
2	27	13	8	30
3	38	13	30	46
4	20	17	30	38
5	28	19	38	40
Total - 625	189	95	137	204
%	30%	15%	22%	33%

Goodridge - Math	PR 0-25	PR 25-40	PR 41-65	PR Above 65
1	24	11	16	52
2	17	12	25	31
3	25	16	40	46
4	20	15	28	43
5	12	12	28	73
Total -	98	66	137	245
%	18%	12%	25%	45%

In the past three years, Goodridge has been able to offer some sections of full day Kindergarten, while some sections only receive half-day. This limits the school's ability to provide early interventions to our students who already present as "not ready" for Kindergarten upon entrance. According to STAR data for Fall 2019, 72% of our Kindergarteners fell below the 40th percentile while only 38% of our First graders fell below the 40th percentile (*Table 2*). Through the 21st CCLC Program, we have been able to provide our neediest kindergarteners with interventions in the areas of early numeracy, literacy, fine motor skills, and social skills. This then continues into first. As the table shows, our Kindergarteners are showing more growth as they enter First grade.

The students at Goodridge Elementary also show significant need in the area of social-emotional learning. The community continues to face a growing number of families who have been affected by the drug epidemic, specifically, heroine. Due to this, the school has a growing number of our students being raised by relatives or foster parents. According to the Resiliency Poll administered in the Spring 2019 (a district administered questionnaire for students in grades 3-5), 19% of our students scored at risk in the area of hope. Additionally, 13% of our students scored at risk in the area of positive peer relationships (*Table 3*). The community overall lacks access to community centers in the area. The centers, such as the YMCA, that offer after school programs, often are out of the price range for our families. Additionally, our students lack opportunities to participate in after school activities in the community due to a variety of conflicts such as transportation, funds, and schedule conflicts.

Table 3

Indicator	At Risk	Moderate Concern	Satisfactory	Optimal
Global Satisfaction	6% (Fall 2018 mean = 15%)	6% (Fall 2018 mean = 13%)	44% (Fall 2018 mean = 42%)	44% (Fall 2018 mean = 30%)
Positive School Experiences	7% (Fall 2018 mean = 2%)	13% (Fall 2018 mean = 11%)	36% (Fall 2018 mean = 42%)	44% (Fall 2018 mean = 45%)
Hope	19% (Fall 2018 mean = 23%)	17% (Fall 2018 mean = 16%)	42% (Fall 2018 mean = 34%)	21% (Fall 2018 mean = 27%)
Positive Peer Relationships (Ostracism)	13% (Fall 2018 mean = 11%)	12% (Fall 2018 mean = 7%)	40% (Fall 2018 mean = 52%)	35% (Fall 2018 mean = 30%)

Goodridge Elementary has offered 21st Century for the last 5 years. This program has provided our families with opportunities to enroll their child(ren) in a program that provides positive social-emotional activities as well as a structured environment during the after school hours. Our students have had the opportunity to learn drama, participate in a variety of art clubs (clay club, fiber arts, junk puppets, and woodworking), physical activity clubs (martial arts, dance, disc golf, movements and stretching, and running club), and outdoor enrichments such as gardening and caring for our chickens. These activities have been made possible for our students through the support of our community partners and staff members.

Description of Participants to Be Served: As Goodridge continues to struggle with academic achievement, the program will serve students in grades K-5. The National Early Childhood Technical Assistance Center states, "High quality early intervention services can change a child's developmental trajectory and improve outcomes for children, families, and communities." Our program will have an emphasis on reading intervention for students in grades K-3, specifically those students who show significant gaps between their peers of the same age. Additionally, our program will focus on students in Grade 4-5 who continue to show understanding of conceptual concepts in reading and mathematics. Our aim is to target 70 students, or 10% of our population, during the first year of continuation. Lastly, our target population will serve a high

number of our students who qualify for free or reduced lunch, approximately 45% of our school's population.

Connection of Services to Student Needs: The continuation of the 21st CCLC program will allow us to continue to improve academic achievement in the areas that Goodridge continues to demonstrate deficits within. Through our enrichments, our students will have the opportunity to participate in activities to further their skills as well as to spark new interests. In addition, Goodridge, along with its co-applicant, will continue to utilize our community through partnerships with local churches, the UK extension office, small businesses/studios, the public library, Family Resource Center, and the school's PTA to continue a program that is engaging, structured, and rigorous, meeting the needs of our targeted student population.

Table 4

Rationale: Link Between Identified Needs and Program/Student Outcomes:

Need	Outcomes and Rationale
Low Reading Proficiency in Gap Groups	<p>By the end of year 1:</p> <ul style="list-style-type: none"> •100% of participating K-3 students will reach grade level proficiency for the end of year STAR benchmark. •75% of participating 3-5 students will reach proficient in reading on the KPREP assessment.
<p>Rationale: Targeting students who show the greatest need in the area of reading. Then, target their point of breakdown and provide intense interventions in the area of reading, writing, and word work/phonics. We have an emphasis on grades K-3, as we believe in the importance of intervening early and closing the gap. This will also improve social-emotional learning as students feel successful, which in turn will improve attendance and behavior.</p>	
Low Math Proficiency in Gap Groups	<p>By the end of year 1:</p> <ul style="list-style-type: none"> •100% of participating K-3 students will reach grade level proficiency for the end of year STAR benchmark. •75% of participating 3-5 students will reach proficient in math on the KPREP assessment.
<p>Rationale: Targeting students who show the greatest need in the area of mathematics. Then, target their point of breakdown and provide intense interventions in the area of conceptual understanding, fact fluency, and word problems. We have an emphasis on grades K-3, as we believe in the importance of intervening early and closing the gap. This will also improve social-emotional learning as students feel successful, which in turn will improve attendance and behavior.</p>	
<p>Non-cognitive Needs</p> <ul style="list-style-type: none"> •Improve positive peer relationships •Decrease the number of students who are flagged as at risk in the area of hope. 	<p>By the end of year 1:</p> <ul style="list-style-type: none"> •Decrease our percentage of 3rd-5th scoring at-risk in the area of positive peer relationships from 13% to 7%. •Decrease our percentage of 3rd-5th scoring at-risk in the

	area of hope from 19% to 12%.
Rationale: Students who are regularly participating in the after school program, will have the opportunity to receive additional social-emotional lessons as well as support in these areas. Additionally, they will be in a structured environment where positive peer relationships are modeled.	

Part 2: Quality of the Plan: Goodridge and co-applicant, Boone County Parks, will continue to provide a comprehensive series of services to improve academic achievement, specifically for our targeted population, non-cognitive development, and increase educational opportunities for our families. Goodridge will work to increase students who are performing at grade level proficiency through implementing intense intervention programs, that are ESSA approved, to our targeted students.

Table 5 (Goals and Objectives)

Goals	Objectives
Increase academic achievement of regularly participating students.	By 2022, we will increase our percent of proficient readers from 61.5% to 70%.
	By 2022, we will increase our percent of students who are proficient in math from 52.7% to 63%.
Improve non-cognitive indicators of success in regularly participating students.	By 2022, we will decrease our percentage of 3rd-5th scoring at-risk in the area of hope from 19% to 9%.
	By 2022, we will decrease our percentage of 3rd-5th scoring at-risk in the area of positive peer relationships from 13% to 3%.
Increase the number of students attending the program 30 days or more during the academic year.	In the 2020-2021 academic year, we will increase the number of students attending the program 30 days or more from 70 students to 90 students.
	By the 2023-2024 academic year, we will increase the number of students attending the program 30 days or more from 90 students to 125 students.
Increase access to high-quality programming	
Increase access to transition readiness activities for middle/high school students, and increase transition readiness awareness for elementary students.	
Increase educational opportunities for parents and families that support academic achievement	Collaboration with the FRC and Extension Office and Parks and First Church to increase the number

	of parents that attend parent engagement activities.

Academic Needs: Throughout the week, students in grades K-5 will receive interventions in literacy (guided reading, phonics/word work, and writing) and mathematics by a certified teacher. These sessions will last one hour after school and will take place four days per week. We will have at least 5 sessions occurring during the week, all ran by certified teachers, equaling 20 hours of instruction from certified teachers.

Our K-3 students will receive the intervention program Leveled Literacy Intervention (Fountas and Pinnell) as well as phonics instruction using the Orton Gillingham approach. Students in grades 4-5 will also receive the Leveled Literacy Intervention along with word work that addresses the students' specific points of breakdown, identified from a variety of data sources as well as from the homeroom teacher. In the area of mathematics, students will receive instruction using Bridges or Focus Math, depending on the students needs. Leveled Literacy Intervention, Orton Gillingham, Bridges, and Focus Math are all part of the ESSA approved intervention programs. All the above listed interventions are level 2 interventions, identifying that they have moderate evidence of student growth and success.

The above listed interventions have been decided on through our advisory council that meets monthly. As part of our advisory council, we have included our school's instructional coach and RTI Lead for math and reading. The programs come highly recommended and their aim is to address the different areas of need. Leveled Literacy Intervention is used to move the student as a reader by reinforcing reading behaviors for each use level of reader (pre, emergent, transitional, fluent). Orton Gillingham uses a sensory approach to learning phonics and building phonemic

collaborate with our middle and high school counterparts to offer enrichment clubs and activities as well as mentoring opportunities. We are lucky enough to share a campus with middle and high school most of our students will attend. Many of our Middle and High School clubs such as Archery, Soccer, Art, Drama and FFA partner with us through the year to support various program activities. Many of the clubs we will offer throughout the year mirror extracurricular activities offered at the middle and high school levels.

Our program is set of offer many STEAM related activities. Our in house Art and STEM teachers offer quarterly opportunities to extend students learning about Science, Technology, Art, Engineering and Math topics. We also collaborate with NKY Maker Space to offer coding, robots, and other technology and engineering related clubs. We have also recently secured a partnership with *Camp Invention* that will allow us to partner and offer their STEM programming to our students free of charge in the coming year. Below is just a sample of what a typical weekly schedule would look like:

	8:00 - 8:30 AM	3:45 - 5:00 PM	5:00 - 6:15 PM
Monday	Tutoring/ Homework Help	Tutoring/ Homework Help Archery Green Team Martial Arts Fiber Arts	Martial Arts Homesteaders
Tuesday	Tutoring/ Homework Help	Tutoring/ Homework Help Wood Working Archery Canvas Painting K Club	Homesteaders
Wednesday	Tutoring/ Homework Help	Tutoring/ Homework Help Caring Cardinals	Homesteaders
Thursday	Tutoring/ Homework Help	Tutoring/ Homework Help Choir Carnegie Culinary Arts K Club	Homesteaders
Friday	Tutoring/	Fantastic Friday Club	

	Homework Help		
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Below you will find a description of six skill building activities we have planned for our 21st CCLC parents:

Skill Building Activity	Description
Financial Literacy	First Church of Christ will host a financial literacy course. Families will learn about ways to save, pay off debt and plan for their financial future.
Farm to Table	We will collaborate with our UK Extension office to host a Farm to Table event where family will learn about the benefits of gardening at home and using fresh ingredients whenever possible.
Healthy Meal Prep	Our families will be given the opportunity to attend 3 different evening sessions at our local Extension Office Kitchen where they will learn healthy meal prep tips and get to cook a meal in the kitchens.
Math Mania	Parents will be invited to come learn strategies for helping students build a good foundation of math skills. Families will leave with games and activities that can be played at home to help students be successful in their math classrooms.
Reading Night	Families will be invited to come learn about the importance of daily reading. We will equip parents with some great reading strategies to help support their students and grow them into proficient readers.
Social Emotional Health Seminar	Parents will be invited to learn about the impact that social media and other technology can have on their child's social and emotional health.

Student Recruitment and Retention: Though the program will be offered to all students grades K-5, we will have specific groups that we will target. These specific groups will be: students who are below proficiency in reading and/or math, students who qualify for free or reduced lunch, students who flagged as at risk on the Resiliency Poll, and students who are English Language Learners. The recruitment strategies we will use are: providing families with information during our Kindergarten Camp and school Open House nights; giving information and FAQ on our school's social media site and school announcements; creating a video with students who have been part of the program sharing their experiences. We are hopeful that through these recruitment strategies, we will continue to have new students entering our program each quarter. The retention strategies we will use are: changing our enrichment schedule on a quarterly basis, interest surveys for our students to voice what enrichments they would

like to see, and offering multiple sessions of enrichments that have the highest numbers of students interested.

Links to Regular School Day: Our site coordinators are both teachers at Goodridge.

Through this, they are able to communicate with teachers at the school on a daily basis, attend staff meetings, as well as school professional development opportunities.

Additionally, they are able to attend data meetings (whole school and grade level) as well as to meet with the Leadership team (Principal, Assistant Principal, Instructional Coach, RTI Lead for math and reading) on a regular basis. A lot of the students who will join for tutoring/academic support, also receive Tier 2 and Tier 3 interventions during the day. Quarterly, the site coordinators will meet with the Leadership team to discuss student progress and needs during the school day and after school program. These meetings will ensure that our students are not receiving the same intervention, yet, their points of breakdown are being addressed in the classroom, during pull out sessions, as well as in the after school program.

Staffing: The Site Coordinator position will be split between two classroom teachers. Each will work the minimum 220 days (school year and summer school) but the hours will be split amongst the two coordinators. As the program continues to grow, we will ensure that there is a student ratio of 1:15 at all times. This will be done through Para educators who work at the school, volunteers from a local church, as well as small group sizes for our academic and enrichment sessions. The site coordinators will both be CPR and first aid trained, with one of them always being on site when the program is in session. Additionally, they receive the state mandated medication training, provided by a nurse at the district. When additional staffing is needed, we will reach out to our co-applicant, Boone County Parks, who will assist in hiring additional staff to support in our academic and enrichment sessions. All staff who is 18 or older will be required to have a federal background check as well as a Child Abuse and Neglect Check. We will hold

interviews with volunteers as well as paid partners/staff members to ensure that they are a good fit for our program.

Timeline	Professional Development
July 2020	Site Coordinators continue with role if continuation grant is received
July 2020	Site Coordinators and Director attend Level I Orientation
August 2020	Site Coordinator and Data Entry Staff attend APLUS Data Training
October 2020	Site Coordinators and Director attend Multi-State Conference
December 2020	Site Coordinators to attend Level II Training
Spring 2021	Site Coordinators to attend Extending Excellence

Summer Program: Each year, our summer program will run from the beginning of June for four consecutive weeks. In the morning session, we will be holding 75 minutes of literacy instruction as well as 75 minutes of mathematics instruction. This will allow us to grow our novice students as well as our students from our targeted population. We will be using intervention programs that are used during the school year in both areas as well as activities to help fill gaps the students are demonstrating. Additionally, we will be having an hour of enrichment in the morning and two hours in the afternoon. This will allow us to work on our goal of improving social/emotional health. When it comes to identify students for our summer program, we will use STAR reading and math at the start of the program to get a baseline point. Additionally, we will be using weekly progress monitoring tools to assess growth as a group as well as individual students. Lastly, we will have a STAR test in both areas at the conclusion of the program to determine growth overall and with individual students. The students being invited to our summer program will have been part of our academic support portion of 21st CCLC during the year. We would have been able to closely monitor their growth and needs over several weeks. We feel by inviting them to our summer program, this will allow us to continue to monitor and grow those students as well as decrease the “summer slide”.

Sample Summer Program Schedule

AM Enrichment 8:00-9:00	The students will rotate these activities during the morning session. •Garden/Homesteaders •Fitness •Art •STEM	
Academic Support 9:00-10:15	Primary (K-2) •Leveled Literacy Intervention (35 minutes) •Orton Gillingham (25 minutes) •Writing (15 minutes)	Intermediate (3-5) •Focus Math (30 Minutes) •Bridges (30 Minutes) •Word Problems (15 minutes)
Break & Snack 10:15-10:30	•Team Huddle with Social Emotional Role Play	•Team Huddle with Social Emotional Role Play
Academic Support 10:30-11:45	Primary (K-2) •Focus Math (30 Minutes) •Bridges (30 Minutes) •Word Problems (15 minutes)	Intermediate (3-5) •Leveled Literacy Intervention (40 minutes) •Rewards Intervention/Word Study(20 minutes) •Writing (15 minutes)
11:45-12:00	Read Aloud	Read Aloud
12:00-12:30	Lunch	Lunch
12:30-1:30 & 1:30-2:30	Primary (K-2) Enrichments (2- 1 hour sessions)	Intermediate (3-5) Enrichment (2- 1 hour sessions)
Week 1 Sliding Into Summer	Enrichment 1- Gardening Enrichment 2- Large Motor Games Thursday- Cooperative Games (6 stations, 20 minutes/stations) Friday- Community Helpers - Fire Department/Police/Rumke	Enrichment 1- Archery Enrichment 2- Claymation Club Thursday- Cooperative Games (6 stations, 20 minutes/stations) Friday- Community Helpers - Fire Department/Police/Rumke
Week 2 Life Science	Enrichment 1- Service Learning Project (BCPL on Monday, extension office, BC Animal Shelter) Enrichment 2- Dinosaur Dig Thursday- Owl Pellets & Arboretum on Wheels Friday- Cincinnati Museum Center	Enrichment 1- Gardening Enrichment 2- Canvas Painting Thursday- Owl Pellets & Arboretum on Wheels Friday- Cincinnati Museum Center
Week 3 STEAM	Enrichment 1- MakerSpace Stations Enrichment 2- Ceramics Thursday- CINSAM/Makerspace Friday- Egg Drop Challenge	Enrichment 1- Archery Enrichment 2- MakerSpace Stations Thursday- CINSAM/Makerspace Friday- Egg Drop Challenge
Week 4 Let's Get Fit	Enrichment 1- Community Partners Fitness Camp Enrichment 2- Healthy Habits (BCPL, extension office, dentist) Thursday- Circus Friday- Track and Field	Enrichment 1- Bead Arts Enrichment 2- Community Partners Fitness Camp Thursday- Circus Friday- Track and Field

Part III Management of the Plan: Over the last 5 years, Goodridge has implemented a 21 CCLC program. Through this, we have had the opportunity to build up a variety of

resources to implement the program such as archery equipment, Leveled Literacy Intervention Program, Orton Gillingham supplies, Focus Math, a greenhouse, art materials, drama equipment, etc. Our students have been able to have a consistent option for after school programming through academic support and enrichment clubs. Moving forward, our program will take place 4 days per week, Monday-Thursday. Additionally, in the mornings our program will run from 8:00-8:30 with our afternoon sessions being from 3:45-6:15. The program will be opened to all students, but we will encourage our students with disabilities to join our enrichments. Through our enrichment clubs, it would give our students with disabilities an opportunity to grow skills in non academic ways as well as to grow their social skills, which is a deficit with a lot of our students with disabilities. The program will take place at Goodridge Elementary. We will have access to the gym, classrooms, library, field, cafe, and stage. Our school meets all ADA requirements.

At the start of each quarter, our staff will receive an orientation on safety plans as well as day-to-day expectations. Each staff member will receive a folder with a roster of students present that day and an overview of the safety plans. Each month, fire drills will be practiced during the programming hours, both announced and unannounced. Tornado, Lock-down, and Earthquake drills will take place in the first week of each quarter. Snack will be provided at 3:45 each day. This will be organized through our Food Services department for the district. They will provide a menu on a monthly basis that will be posted and shared with families. Allergies will be taken into account, with additional snack options for those students.

At the end of each day, students will either be picked up in our "car rider" line or be transported home via bus. We know that transportation home is a barrier and a reason that students have declined academic support services in the past. By providing transportation home, this will take away this barrier. Transportation will also be provided

during the summer program. Transportation will be arranged through our district transportation department. We will have a roster of students who will go home via bus and via family pick-up.

The site coordinators will make contact with the local private schools to identify students who are eligible and will provide comparable services.

Part IV Collaboration and Partnerships

Advisory Council: At this time, we have a well established advisory council. The Advisory Council meets on the first Wednesday of each month. An agenda is always sent prior and council members are asked to give additions before each meeting. Our advisory council is made up of: School Principal, Assistant Principal, Program Director, Site Coordinators, FCR Coordinator, Co-Applicant representatives (2), Instructional Coach, RTI Math Lead, RTI Reading Lead, and parents. This year we expanded to include additional members to try to bridge the gap between school day and after school program. The insights and communication is already showing improvements to our program. The Advisory Council has taken part in the decision to apply for the continuation of the grant as well as reviewing and giving input on the application.

Part V: Evaluation:

The site coordinator, who is the academic coordinator, will be the lead person for data collection. This coordinator will work alongside the other site coordinator, as well as the data entry staff member. All needed items will be entered into the online program, CAYEN, by the KDE set deadlines. Additionally, data will be collected from the school day, progress monitoring assessments (Running Records, End of unit assessments, phonics continuum, phonemic awareness continuums, number continuums), discipline referrals, STAR Reading and Math, and attendance reports. If this data is not required to be entered into CAYEN, it will be entered into spreadsheets that are accessible by necessary staff members. These spreadsheets will then be monitored, analyzed, and

acted upon. Through this data, we will be able to measure growth (short-term and long-term) as well as to identify trends within the data. Quarterly, the site coordinators will meet with the school Principal to discuss specific pieces of data and identify steps forward. These steps forward may include, but are not limited to, changing interventions for specific students, moving some students to a better fitting group, and meeting with parents for attendance or behavior concerns. Additionally, this data will be shared in Advisory Council meetings and with school day staff members.

Narrative continued

Narrative continued

Part VI Budget

The attached budget summary and narrative outlines how the funds will be used each year. The main use of funds will be to support the salaries of the Certified and Classified teachers who will be implementing academic support sessions and

enrichment clubs. As Goodridge has had the 21st CCLC program for the last five years, we have an array of resources and intervention systems that can continue to be used within the program. Additionally, we are finding that transportation is becoming more and more of a barrier for our growing diverse population, therefore, a part of the budget has been assigned to covering these transportation costs.

Boone County Schools will provide a bookkeeper who will provide oversight through Student Services, Federal Program Management to ensure compliance and non-supplanting of programming services.

The program will continue to utilize local partnerships that are available to local schools such as the UK Extension office, public library, and local churches. In addition, we will host Beyond the Bell events to invite local community members and businesses in to see our program in action, to gain donations and additional enrichment leader opportunities. This will be part of our sustainability plan. Lastly, we will continue to build partnerships within the local community.

BUDGET SUMMARY

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

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel	\$48,422	0	\$48,422	0	\$48,422	0
Summer Personnel	\$15,792	0	\$15,792	0	\$15,792	0
Fringe Benefits	\$8,965	0	\$8,965	0	\$8,965	0
Travel (program staff)	\$2,428	0	\$1850	0	\$1850	0
Equipment	\$0	0	\$0	0	\$0	0
Supplies & Materials	\$1,713	0	\$2,291	0	\$2,291	0
Adult Skill Building (1% of grant funds)	\$1,000	0	\$1,000	0	\$1,000	0
Contractual	\$10,080	0	\$10,080	0	\$10,080	0
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	\$2,000	0	\$2,000	0	\$2,000	0
Summer Materials & Supplies	\$500	0	\$500	0	\$500	0
Transportation (School Year, Summer, Field Trips)	\$9,100	0	\$9,100	0	\$9,100	0
Other (specify)	N/A	0	N/A	0	N/A	0
Volunteers	N/A	0	N/A	0	N/A	0
Yearly Totals (Grant and In-Kind Funds)	100,000		100,000		100,000	

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

Budget Category: Year 1				Amount Requested
1. Personnel (School Year)				\$48,422
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3 hours daily x 185 days x \$26.42/hr x 2 site coordinators	\$29,326.2		\$29,326.2
Certified Teacher	1 before school teacher x 30 minutes daily x 130 days x \$26.42/hr	\$1,717.3		\$1,717.3
Certified Teacher	4 after school teachers x 1 hour daily x 130 days x \$26.42/hr	\$13,738.4		\$13,738.4
Classified Teacher	2 after school classified teachers x 1 hour daily x 130 days x \$14/hr	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
2. Personnel (Summer)				\$15,792
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3.5 hours daily x 20 days x \$26.42/hr x 2 site coordinators	\$3,698		\$3,698
Certified Teacher	4 teachers x 4 hours daily x \$26.42/hr x 20 days	\$8,454.4		\$8,454.4
Classified Teacher	2 teachers x 6.5 hours x \$14/hr x 20 days	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
3. Fringe Benefits				\$8,965
Tax/Benefits	Total Cost		In-Kind	Grant Request
Retired Certified 12.85%	\$56,934 x 12.85% = \$7,316			\$7,316
Retired Classified 15%	\$7,280 x 15% = \$1,092			\$1,092
Social Security 6.2%	\$7,280 x 6.2% = \$451.36			\$451.36
Medicare 1.45%	\$7,280 x 1.45% = \$105.56			\$105.56
Fringe benefits include retirement for Certified and Classified teachers, as well as Social Security and Medicare for Classified Teachers.				
4. Travel (Staff)				\$2,428
Purpose of Travel	Expense	Cost	In-Kind	Grant Request
Level I Orientation (2 days)	Hotel: \$100 x 1 room x 1 night Mileage: 200 miles x .45/mile Meals: \$36 x 2 people x 2 days	\$334		\$334
APLUS Data Training (1 day)	Mileage: 200 miles x .45/mile	\$90		\$90

Budget Category: Year 1			Amount Requested	
Multi-State Conference (3-4 days)	Hotel: \$100 x 1 room x 3 nights Mileage 500 miles x .45/mile Meals \$36 x 3 people x 4 days Registration \$100 x 3 people	\$1,257		\$1,257
Level II Training (2 days)	Hotel: \$100 x 1 room x 1 night Mileage: 200 miles x .45/mile Meals: \$36 x 2 people x 2 days	\$334		\$334
Extending Excellence for Continuous Improvement	Registration: \$150 x 2 people Mileage 50 miles x .45/mile	\$322.50		\$322.50
Regional Spring Training	Mileage: 200 miles x .45/mile	\$90		\$90
Travel budget provides for attendance to all necessary trainings during the first year for both site coordinators. The multi-state conference allows for both site coordinators as well as one other staff member (Assistant Principal).				
5. Equipment			\$0	
6. School Year Supplies & Materials			\$1,713	
Item	Justification	Total	In-Kind	Grant Request
Drama Club Materials	Lion King Musical Kit	\$613		\$613
Tutoring Supplies	Manipulatives, word family games, non-sense word cards, math task cards	\$700		\$700
Physical Activity Supplies	Soccer balls, yoga mats, basketballs, jump ropes	\$400		\$400
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the academic year.				
7. Adult Skill Building			\$1,000	
1% of grant funds, yearly.				
8. Contractual			\$10,080	
Position	Justification	Total	In-Kind	Grant Request
Activity Leader	3 Activity Leader x 2 hours daily x 140 days x \$12/hr	\$10,080		\$10,080
Activity Leaders will develop and deliver instruction in enrichment clubs.				
9. Indirect Cost			\$2,000	
Indirect cost will support the use of a bookkeeper to oversee, purchases, payroll, quarterly reimbursement requests, and contractual costs.				
10. Summer Programming Supplies & Materials			\$500	
Item	Justification	Total	In-Kind	Grant Request
Art Supplies	Paint, paint brushes, glue, clay, paper, and various fibers (yarn, string, etc.)	\$250		\$250
Tutoring	Manipulatives, flash cards,	\$250		\$250

Budget Category: Year 1			Amount Requested
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the summer program.			
11. Transportation (School Year, Summer, Field Trips)			\$9,100
Trip	Justification	Cost	Grant Request
Daily transportation home	1 bus x 140 days x \$65/day	\$9,100	\$9,100
Daily transportation home, will allow all students to attend and take away the barrier of not having transportation home after the program.			
12. Other (Specify)			\$0
Itemize costs.			
TOTAL AMOUNT REQUESTED			\$100,000

Budget Category: Year 2				Amount Requested
1. Personnel (School Year)				\$48,422
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3 hours daily x 185 days x \$26.42/hr x 2 site coordinators	\$29,326.2		\$29,326.2
Certified Teacher	1 before school teacher x 30 minutes daily x 130 days x \$26.42/hr	\$1,717.3		\$1,717.3
Certified Teacher	4 after school teachers x 1 hour daily x 130 days x \$26.42/hr	\$13,738.4		\$13,738.4
Classified Teacher	2 after school classified teachers x 1 hour daily x 130 days x \$14/hr	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
2. Personnel (Summer)				\$15,792
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3.5 hours daily x 20 days x \$26.42/hr x 2 site coordinators	\$3,698		\$3,698
Certified Teacher	4 teachers x 4 hours daily x \$26.42/hr x 20 days	\$8,454.4		\$8,454.4
Classified Teacher	2 teachers x 6.5 hours x \$14/hr x 20 days	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
3. Fringe Benefits				\$8,965
Tax/Benefits	Total Cost		In-Kind	Grant Request
Retired Certified 12.85%	\$56,934 x 12.85% = \$7,316			\$7,316
Retired Classified 15%	\$7,280 x 15% = \$1,092			\$1,092
Social Security 6.2%	\$7,280 x 6.2% = \$451.36			\$451.36
Medicare 1.45%	\$7,280 x 1.45% = \$105.56			\$105.56
Fringe benefits include retirement for Certified and Classified teachers, as well as Social Security and Medicare for Classified Teachers.				
4. Travel (Staff)				\$1850
Purpose of Travel	Expense	Cost	In-Kind	Grant Request
APLUS Data Training (1 day)	Mileage: 200 miles x .45/mile	\$90		\$90
Multi-State Conference (3-4 days)	Hotel: \$100 x 1 room x 3 nights Mileage 700 miles x .45/ mile Meals \$36 x 3 people x 4 days Registration \$100 x 3 people	\$1,347		\$1,347
Extending Excellence for Continuous Improvement	Registration: \$150 x 2 people Mileage 50 miles x .45/mile	\$322.50		\$322.50
Regional Spring Training	Mileage: 200 miles x .45/mile	\$90		\$90
Travel budget provides for attendance to all necessary trainings during the second year for both site coordinators. The multi-state conference allows for both site coordinators as well as one other staff member (Assistant Principal).				
5. Equipment				\$0

Budget Category: Year 2				Amount Requested
6. School Year Supplies & Materials				\$2,291
Item	Justification	Total	In-Kind	Grant Request
Drama Club Materials	Musical Kit	\$616		\$616
Tutoring Supplies	Manipulatives, word family games, non-sense word cards, math task cards	\$1,000		\$1,000
Physical Activity Supplies	Disc golf discs, kickball kit, wiffle ball kit, hula hoops, bases, cones	\$675		\$400
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the academic year.				
7. Adult Skill Building				\$1,000
1% of grant funds, yearly.				
8. Contractual				\$10,080
Position	Justification	Total	In-Kind	Grant Request
Activity Leader	3 Activity Leader x 2 hours daily x 140 days x \$12/hr	\$10,080		\$10,080
Activity Leaders will develop and deliver instruction in enrichment clubs.				
9. Indirect Cost				\$2,000
Indirect cost will support the use of a bookkeeper to oversee, purchases, payroll, quarterly reimbursement requests, and contractual costs.				
10. Summer Programming Supplies & Materials				\$500
Item	Justification	Total	In-Kind	Grant Request
Art Supplies	Paint, paint brushes, glue, clay, paper, and various fibers (yarn, string, etc.)	\$250		\$250
Tutoring Supplies	Manipulatives, flash cards, letter tiles	\$250		\$250
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the summer program.				
11. Transportation (School Year, Summer, Field Trips)				\$9,100
Trip	Justification	Cost		Grant Request
Daily transportation home	1 bus x 140 days x \$65/day	\$9,100		\$9,100
Daily transportation home, will allow all students to attend and take away the barrier of not having transportation home after the program.				
12. Other (Specify)				\$0
Itemize costs.				
TOTAL AMOUNT REQUESTED				\$100,000

Budget Category: Year 3				Amount Requested
1. Personnel (School Year)				\$48,422
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3 hours daily x 185 days x \$26.42/hr x 2 site coordinators	\$29,326.2		\$29,326.2
Certified Teacher	1 before school teacher x 30 minutes daily x 130 days x \$26.42/hr	\$1,717.3		\$1,717.3
Certified Teacher	4 after school teachers x 1 hour daily x 130 days x \$26.42/hr	\$13,738.4		\$13,738.4
Classified Teacher	2 after school classified teachers x 1 hour daily x 130 days x \$14/hr	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
2. Personnel (Summer)				\$15,792
Position	Justification	Total	In-Kind	Grant Request
Site Coordinators	3.5 hours daily x 20 days x \$26.42/hr x 2 site coordinators	\$3,698		\$3,698
Certified Teacher	4 teachers x 4 hours daily x \$26.42/hr x 20 days	\$8,454.4		\$8,454.4
Classified Teacher	2 teachers x 6.5 hours x \$14/hr x 20 days	\$3,640		\$3,640
Site Coordinators will manage day to day operations of the site, monitor and analyze academic data, schedule enrichment clubs, reports directly to the School Principal. Certified Teachers will provide academic instruction through math and reading interventions, progress monitor students, and collect data. Classified Teachers will work with certified teacher to provide direct instruction or to lead enrichment activities.				
3. Fringe Benefits				\$8,965
Tax/Benefits	Total Cost		In-Kind	Grant Request
Retired Certified 12.85%	\$56,934 x 12.85% = \$7,316			\$7,316
Retired Classified 15%	\$7,280 x 15% = \$1,092			\$1,092
Social Security 6.2%	\$7,280 x 6.2% = \$451.36			\$451.36
Medicare 1.45%	\$7,280 x 1.45% = \$105.56			\$105.56
Fringe benefits include retirement for Certified and Classified teachers, as well as Social Security and Medicare for Classified Teachers.				
4. Travel (Staff)				\$1850
Purpose of Travel	Expense	Cost	In-Kind	Grant Request
APLUS Data Training (1 day)	Mileage: 200 miles x .45/mile	\$90		\$90
Multi-State Conference (3-4 days)	Hotel: \$100 x 1 room x 3 nights Mileage 700 miles x .45/ mile Meals \$36 x 3 people x 4 days Registration \$100 x 3 people	\$1,347		\$1,347
Extending Excellence for Continuous Improvement	Registration: \$150 x 2 people Mileage 50 miles x .45/mile	\$322.50		\$322.50
Regional Spring Training	Mileage: 200 miles x .45/mile	\$90		\$90
Travel budget provides for attendance to all necessary trainings during the second year for both site coordinators. The multi-state conference allows for both site coordinators as well as one other staff member (Assistant Principal).				
5. Equipment				\$0

Budget Category: Year 3				Amount Requested
6. School Year Supplies & Materials				\$2,291
Item	Justification	Total	In-Kind	Grant Request
Drama Club Materials	Musical Kit	\$616		\$616
Tutoring Supplies	Manipulatives, word family games, non-sense word cards, math task cards	\$1,000		\$1,000
Physical Activity Supplies	Disc golf discs, kickball kit, wiffle ball kit, hula hoops, bases, cones	\$675		\$400
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the academic year.				
7. Adult Skill Building				\$1,000
1% of grant funds, yearly.				
8. Contractual				\$10,080
Position	Justification	Total	In-Kind	Grant Request
Activity Leader	3 Activity Leader x 2 hours daily x 140 days x \$12/hr	\$10,080		\$10,080
Activity Leaders will develop and deliver instruction in enrichment clubs.				
9. Indirect Cost				\$2,000
Indirect cost will support the use of a bookkeeper to oversee, purchases, payroll, quarterly reimbursement requests, and contractual costs.				
10. Summer Programming Supplies & Materials				\$500
Item	Justification	Total	In-Kind	Grant Request
Art Supplies	Paint, paint brushes, glue, clay, paper, and various fibers (yarn, string, etc.)	\$250		\$250
Tutoring Supplies	Manipulatives, flash cards, letter tiles	\$250		\$250
These supplies will support the implementation of our enrichment clubs and academic support sessions throughout the summer program.				
11. Transportation (School Year, Summer, Field Trips)				\$9,100
Trip	Justification	Cost	Grant Request	
Daily transportation home	1 bus x 140 days x \$65/day	\$9,100	\$9,100	
Daily transportation home, will allow all students to attend and take away the barrier of not having transportation home after the program.				
12. Other (Specify)				\$0
Itemize costs.				
TOTAL AMOUNT REQUESTED				\$100,000

Part VII Required Attachments

Organization	Member	Role
Goodridge Elementary School	Jennifer Patrick	School Principal
Goodridge Elementary School	Stacie Greenwood	Assistant Principal
Boone County Schools- District Office	Kathy Reutman	Program Director
Goodridge Elementary School- Teacher Representative	Stacey Buus	Site Coordinator (Academics)
Goodridge Elementary School- Teacher Representative	Heather Smith	Site Coordinator (Enrichments)
Boone County Parks	David Whitehouse	Boone County Parks
Boone County Parks	Liz McBee	Boone County Parks
Goodridge Elementary School	Stephanie Ganns	Family Resource Coordinator
Goodridge Elementary School	Rhonda Herald	Instructional Coach
Goodridge Elementary School	Stephanie Eby	RTI Lead- Reading
Goodridge Elementary School	Kerry Knollman	RTI Lead-Math
	Amanda Wilson	Parent

Goodridge Elementary 21st CCLC Program Partners

Organization	Name	Role
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<i>Boone County Parks</i>	<i>David Whitehouse</i>	<i>Director of Boone County Parks</i>
<i>Boone County Parks</i>	<i>Liz McBee</i>	<i>Parks and Recreation Office Manager</i>
<i>Boone County Cooperative Extension Services, University of Kentucky</i>	<i>Jason Brown</i>	<i>Local 4H Agent</i>
<i>Boone County Public Library</i>	<i>Karen Hardin</i>	<i>Library School Liaison</i>
<i>First Church of Christ</i>	<i>Chad Cadell</i>	<i>Campus Connection Liaison</i>
<i>On-Site Family Resource Center</i>	<i>Stephanie Ganns</i>	<i>FRC Coordinator</i>
<i>FC Cincinnati</i>	<i>Imani Rogers</i>	<i>Community Outreach Coordinator</i>
<i>Stephen's Golf Academy</i>	<i>Sarah Stephens</i>	<i>Business Owner</i>
<i>Little Lotus Child Wellness</i>	<i>Sara Solomen</i>	<i>Business Owner</i>
<i>The Carnegie</i>	<i>Alissa Paasch</i>	<i>Community Outreach Coordinator</i>
<i>Camp Inventions</i>	<i>Maggie Crum</i>	<i>Program Coordinator</i>
<i>NKY MakerSpace</i>	<i>Emily Greene</i>	<i>Program Coordinator</i>
<i>Playhouse in the Park</i>	<i>Sawyer Shafer</i>	<i>Community Outreach Coordinator</i>
<i>NKY Shaolin Do</i>	<i>Grey Fahey</i>	<i>Business Owner</i>

JOB DESCRIPTION
21st CCLC Academic Instructor

Position: 21st CCLC Academic Instructor

General Function:

Position will provide academic interventions to students in a small group setting.

Duties and Responsibilities:

- Coordinate with Site Coordinators and homeroom teacher to develop lessons for students in his/her group.
- Work with homeroom teacher to determine student need and assist in development of goals for students in his/her group.
- Assist students in successfully completing missing work from the classroom.
- Facilitate communication with site coordinator and student participants and families.
- Attend mandatory trainings and professional development as requested.
- Work with Site Coordinators and homeroom teacher in review of student progress through regularly scheduled assessments.
- Submit lesson plans on a weekly basis.

Knowledge and Abilities:

- Developmentally appropriate instructional practices at school and out-of-school learning materials.
- Ability to engage with students in out-of-school learning environments.
- Oral and written communication skills.
- Establish and maintain effective working relationship with teachers, staff, students, and parents.

Required Qualification:

- Kentucky Certification K-8

JOB DESCRIPTION

21st CCLC Site Coordinator

Position: 21st CCLC Site Coordinator

General Function:

Position will provide academic interventions to students in a small group setting.

Duties and Responsibilities:

- Coordinate with Site Coordinators and homeroom teacher to develop lessons for students in his/her group.
- Work with homeroom teacher to determine student need and assist in development of goals for students in his/her group.
- Assist students in successfully completing missing work from the classroom.
- Facilitate communication with site coordinator and student participants and families.
- Attend mandatory trainings and professional development as requested.
- Work with Site Coordinators and homeroom teacher in review of student progress through regularly scheduled assessments.
- Submit lesson plans on a weekly basis.

Knowledge and Abilities:

- Developmentally appropriate instructional practices at school and out-of-school learning materials.
- Ability to engage with students in out-of-school learning environments.
- Oral and written communication skills.
- Establish and maintain effective working relationship with teachers, staff, students, and parents.

Required Qualification:

- Kentucky Certification K-8

JOB DESCRIPTION 21st CCLC Academic Instructor

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- Attend mandatory trainings and professional development as requested.
- Work with Site Coordinators and homeroom teacher in review of student progress through regularly scheduled assessments.
- Submit lesson plans on a weekly basis.

Knowledge and Abilities:

- Developmentally appropriate instructional practices at school and out-of-school learning materials.
- Ability to engage with students in out-of-school learning environments.
- Oral and written communication skills.
- Establish and maintain effective working relationship with teachers, staff, students, and parents.

Required Qualification:

- Kentucky Certification K-8

Equitable Access and Participation Plan

In accordance with Section 427 of the General Education Provisions Act (GEPA), the

Goodridge 21st CCLC will ensure equitable access to and participation in its program. All students will be eligible and encouraged to participate. The program will make provisions to accommodate individuals with special needs and remove barriers to participation. The facility is compliant with all Americans and Disabilities Act (SDS) regulations to ensure access to individual with physical disabilities. Program staff will work with school staff who are trained to facilitate the needs of students who are English Language Learners.

LOBBYING AGREEMENT

LOBBYING AGREEMENT

PROGRAM SCHEDULE

Complete the following table for school year program operations:

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

Weekday	Before School (Times of Operation)		After-school (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	8:00 AM	8:30 AM	3:45 PM	6:15 PM	3
Tuesday	8:00 AM	8:30 AM	3:45 PM	6:15 PM	3
Wednesday	8:00 AM	8:30 AM	3:45 PM	6:15 PM	3
Thursday	8:00 AM	8:30 AM	3:45 PM	6:15 PM	3
Friday	N/A	N/A	N/A	N/A	0
Saturday	N/A	N/A	N/A	N/A	0
Sunday	N/A	N/A	N/A	N/A	0

	Regular School Year	Summer
Total # of hours per day	3	6.5
Total # of days per week	4	5
Total # of weeks	32	4
First date of operation	August 24, 2020	June 1, 2020
Last date of operation	May 7, 2021	June 26, 2020

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

Weekday	Summer		Holidays		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 AM	2:30 PM	N/A	N/A	N/A	N/A
Tuesday	8:00 AM	2:30 PM	N/A	N/A	N/A	N/A
Wednesday	8:00 AM	2:30 PM	N/A	N/A	N/A	N/A
Thursday	8:00 AM	2:30 PM	N/A	N/A	N/A	N/A
Friday	8:00 AM	2:30 PM	N/A	N/A	N/A	N/A
Saturday	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A

PROGRAM SUMMARY (PART 1)

Name of School or Organization Applying for Funds: Chester Goodridge Elementary School	
FISCAL AGENT DUNS #: 081865370	FISCAL AGENT SAMS CAGE CODE#: 4YUY1
Primary Contact Person and Title: Kathy Reutman	
District or Organization Name (for contact person): Boone County Schools	
Mailing Address (for contact person): 8330 US Highway 42 Florence, KY 41042	
Phone #: 859-283-1003	
E-mail (for contact person): Kathy.reutman@boone.kyschools.us	

Superintendent Information	
(Non-LEAs must provide information pertaining to the school the students served are attending.)	
Superintendent Name: Dr. Randy Poe	
District Name: Boone County Schools	
Mailing Address: 8330 US Highway 42 Florence, KY 41042	
Phone #: 859-283-1003	

School Information	
(Complete one box for each school providing a 21 st CCLC program. No more than two schools.)	
School Name: Chester Goodridge Elementary School	
Grades to be Served: K-5	
Principal Name: Jennifer Patrick	
Physical Address: 3330 Cougar Path Hebron, KY 41048	
School Contact Person: Jennifer Patrick	
Contact Phone #: 859-334-4420	
Contact E-mail: Jennifer.patrick@boone.kyschools.us	

PROGRAM SUMMARY (PART 2)

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

School Name: Chester Goodridge Elementary School	
District Name: Boone County Schools	
Grade Levels to be Served:	Total Schoolwide Enrollment: 707
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Suburban	Proposed # of Regular Attendees: 70
% Free or Reduced Lunch: 45.54%	

School Name: N/A	
District Name:	
Grade Levels to be Served:	Total Schoolwide Enrollment:
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	Proposed # of Regular Attendees:
% Free or Reduced Lunch:	

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

Award funding ended (month/year):

- September 2020

SCHOOL SUMMARY

- 1. School Name: Chester Goodridge Elementary**

2. Proposed # of students to be served daily during the school year: 70

3. Expected number of regular attendees (30 days or more): 70

4. Number of adult family members (of students served) applicant is proposing to serve: 35

5. Types of adult skill building to be provided:

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

6. Types of family engagement activities to be provided:

- ☒ Family Literacy Night
- ☒ Family Mathematics Night
- ☐ Student Showcase
- ☐ Family Game Night
- ☐ Light's On Afterschool Event
- ☐ Serving as a chaperone
- ☐ Student performances
- ☐ Other, describe:

Partner Agreement

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School*

And

Goodridge Elementary Family Resource Center

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

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

Partner Agreement Contribution Table

Contribution Description	Supports
Community outreach events	Collaborate on educational opportunities offered to our school families.

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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

CO-APPLICANT AGREEMENT

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School
And
Boone County Parks and Recreation*

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Boone County Parks & Recreation 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:

- Promote awareness of program.
- Recruit and refer students and families.
- Provide parent engagement activities no less than four times per year.
- Pay salary for part-time 21st Century Activity Person.
- Provide one staff 24 days per year to assist with public awareness of the program.
- Provide space for monthly activities as needed.
- Jointly sponsor professional development activities for staff.
- Share responsibility for program outcomes and assist with action plan for improvement.
- Review and comment on annual 21st Century Community Learning Centers local evaluation for program improvement.

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

David Whitehouse Director
Co-Applicant Signature

11-5-19
Date

Applicant Signature

Date

PRIOR GRANTEE HISTORY/CAPACITY FORM

This section must only be completed by agencies who previously have received 21st CCLC grant funding.
The form must reflect data from the most recent APR Center Profile provided by the Center for
Evaluation, Policy and Research (CEPR).

Most recent year of 21st CCLC grant funding: 2019-2020

Grade Levels Served: ☒ Elementary (K-5) ☐ Middle (6-8) ☐ High (9-12) ☐ Adult
Family Members

Year of most recent center profile (must include in application):

Number of **regular participants** from most recent center profile:

Number of students participating **30-59** days:

Number of students participating **60-89** days:

Number of students participating **90+** days:

Program Effectiveness

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

Student Improvement (Academic, behavioral, social):

Program Improvement (Objectives met):

Partner Agreement

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School*

And

Boone County Alternative Center for Education

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

Boone County Alternative Center for 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

Contribution Description	Supports
Project based learning	Collaborate project based learning experiences with our students.
Programming	Collaborate on design and engineering related programing.

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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

Partner Agreement

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School
And
First Church of Christ*

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

First Church of Christ 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

Contribution Description	Supports
Volunteer Support	Provide volunteer support on an as needed basis.
Parent Education Opportunities	Collaborate on educational opportunities offered to our school families.

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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

Partner Agreement

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School*

And

Boone County Public Library

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

Boone 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

Contribution Description	Supports
Community outreach events	Collaborate on educational opportunities offered to our school families.
Literacy Related programming	Offer related programming to our students throughout the year.

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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

Partner Agreement

*In cooperation with the Boone County Schools: Chester Goodridge
Elementary School*

And

Boone County 4-H Extension Office

Hereby enter into an agreement to enable the applicant, Chester Goodridge Elementary School in cooperation with the Boone County Schools, and Co-Applicant, Boone County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

The Boone County Extension Office 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

Contribution Description	Supports
Community outreach events	Collaborate on educational opportunities offered to our school families.
4-H related programming	Offer related programming to our students throughout the year.

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, ABC County Extension Office will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

Identifying names in all Partner Agreements must be blinded electronically except in the original application. 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.

