



Kenton County School District | It's about ALL kids.

Issue Paper

DATE:

10/22/24

AGENDA ITEM (ACTION ITEM):

Consider/Approve Caywood Elementary applying for the 21st Century Community Learning Grant through KDE.

APPLICABLE BOARD POLICY:

01.1-Legal Status of the Board

HISTORY/BACKGROUND:

Caywood Elementary is completing a continual application for the 21st Century Community Learning Grant of \$100,000 through KDE. The program will serve a minimum of 50 students who are underperforming academically, have attendance risks, or are referred by teachers. Each need has been determined by risk factors evaluated by a multi-tier system of support (MTSS). Risk factors considered are: low proficiency in math and reading, poor attendance records, social-emotional needs. Families of students will also be targeted for community engagement.

FISCAL/BUDGETARY IMPACT:

\$0

RECOMMENDATION:

Approval of Caywood Elementary applying for the 21st Century Community Learning Grant through KDE.

CONTACT PERSON:

Kim Mott, Principal


Principal/Administrator


District Administrator


Superintendent

*Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal—complete, print, sign and send to your Director. Director—if approved, sign and put in the Superintendent's mailbox.*

CIRCLE COPY TYPE: Original Original Copy Blind Copy

Application Cover Page Form A
KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers

Cycle 22 RFA Submission Deadline: Dec 3, 2024, 4 p.m. ET

A response is required in each field, or points will be deducted. (See the scoring rubric, Part VII.)

Application type

☐ New Applicant (\$150,000)

☒ Continuation Applicant (\$100,000)

Unique Entity Identifier #: 07-289-0486

Fiscal Agent SAM CAGE Code#: 4FRK4

School #1 Name: J A Caywood Elementary

School number:

Physical Address: 3300 Turkeyfoot Road Edgewood, KY 41017

Target Grades: K-5

School #2 Name (optional):

School number:

Physical Address:

Target Grades:

Fiscal Agent/Applicant: YMCA of Greater Cincinnati

Superintendent/Chief Executive Officer: Jorge Perez

Physical Address: 1105 Elm Street Cincinnati, OH 45202

E-mail: jperez@myy.org

Co-applicant Name: Kenton County School District

Superintendent/Chief Executive Officer: Henry Webb

Physical Address: 1055 Eaton Drive Ft. Wright, KY 41017

E-mail: henry.webb@kenton.kyschools.us

Grant Writer: Ania Cosby

Agency: YMCA of Greater Cincinnati

Email: acosby@myy.org

Additional Collaborators*:

**Please list all additional collaborators, whether individuals or agencies, as plagiarism rules will be strictly enforced. All applications containing identical information without denoting the connection to one another will be deemed non-responsive and ineligible for award.*

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 per current federal and state laws and regulations and the provisions of this application are approved.

Fiscal Agent: Superintendent/Chief Executive Office

Date

Co-applicant: Superintendent/Chief Executive Office

Date

Notary Public:

Date:

Notary Seal – My Commission Expires

21st CCLC ASSURANCES FORM B

The fiscal agent and co-applicant must initial beside each required assurance as identified.

1. **The fiscal agent** must ensure the minimum number of 120 days and two hours per day after school are met as required under program operations. _____
2. **The fiscal agent and LEA** must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks before school ends. _____
3. **The LEA** must provide dedicated space in the school(s) served for the site coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. The programming space must be sufficient in size for the number of students to be served. A basement, gymnasium, stage, closet or locker room are not sufficient space. _____
4. **The fiscal agent** must ensure a minimum of two certified teachers serve in the program a minimum of eight 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. **The fiscal agent** and school principal must ensure overtime is not allowed for any staff. _____
6. **The fiscal agent** must ensure the program site coordinator is onsite each day the program is open for duties to be completed during the day, the required hours of operation after school and until all students have been picked up. _____
7. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds has a secure location at the school for storage and can be locked daily. The site coordinator must have a key (and not have to find a custodian to access). _____
8. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds are not used anytime during the school day. _____
9. **The fiscal agent** must utilize the federal snack program or the Child and Adult Care Food Program (CACFP). If not eligible for the USDA snack program or CACFP, alternative funding sources must be used to pay for program snacks and/or meals. Snacks or meals may not be paid for with 21st CCLC funds. _____

10. **The fiscal agent** must immediately notify the KDE of a change in the site coordinator. The fiscal agent 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. Before the departure of the site coordinator, the fiscal agent, the current site coordinator and program director (if applicable) must ensure all pertinent information is accessible to the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN/Transact access for data entry, list of all program staff, partners, information about the USDA snack program, and how snacks are distributed to participants. _____
11. **The fiscal agent** must provide equitable opportunities for the participation of both public and private/home school students served by the award. _____
12. **The fiscal agent** must assure it affords a reasonable opportunity for public comment on the application. Public feedback must be collected and considered before submitting the application. _____
13. **The fiscal agent** must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all state and federal applicable statutes, guidance, regulations, program plans and applications. _____
14. **The fiscal agent** must ensure appropriate program staff attend required trainings and the budget supports staff attendance at all required training outlined in the RFA and/or any other training required by the KDE. _____
15. **CBO/FBO applicants** must submit an annual external audit each year of the grant by Oct. 1 to the 21st CCLC programmatic office. The most current annual audit must be submitted with the Cycle 22 RFA application. _____
16. **The fiscal agent** must submit all required reports and documentation as required to the KDE. _____
17. **The fiscal agent and LEA** must submit the Continuation Progress Report to the KDE during the third year of programming (six month) 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 a reduced grant allocation in the fourth and fifth year.
 - Meeting the number of regular attendees outlined in the application.
 - Provide documentation of completed state reports as required.
 - Include a plan for sustainability. _____

18. **The LEA** must comply with provisions of the Title IX of the Education Amendments of 1972, the General Education Provisions Act (GEPA) Section 427 Equitable Access and Participation, 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. _____
19. **The fiscal agent and LEA** must comply with the following guidance. _____
- Civil Rights Act of 1964
 - Gun-Free Schools Act of 1994
 - Americans with Disabilities Act of 1990
 - Pro-Children's Act of 1994
 - Stevens Amendment
20. **The fiscal agent** must ensure grant funds are not used for lobbying purposes. _____
21. **The LEA** must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data following grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection. _____
22. **The fiscal agent** 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 findings, audit findings, failure to become compliant or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned required actions to implement and become compliant within 60 days from receipt of report. The KDE will provide additional technical assistance based on the area of non-compliance to support the grantee. _____
23. **The fiscal agent** understands that withdrawal at any time from a 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. If this occurs during the first or last year of the award, this period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met). _____
24. **The fiscal agent** understands that by written notice, 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)
 - 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 on or before the due date.
- Address and implement required actions. _____

ASSURANCE 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 type name	Signature	Date
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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.

Co-applicant type name	Signature	Date
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Principal(s)

As an official representative of the school(s), 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.

Caywood Elementary School

School #1 Name:

Kim Mott

School #1 Principal (Type name)	Signature	Date
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N/A

School #2 Name (Optional):

N/A

School #2 Principal (Type name)	Signature	Date
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21st CCLC Cycle 22 Logic Model Form C

Not to exceed four pages – Applicants may add additional goals.

Describe the targeted participants:

The program will serve a minimum of 50 students who are underperforming academically, have attendance risks, or are referred by teachers. Each need has been determined by risk factors evaluated by a multi-tier system of support (MTSS). Risk factors considered are: low proficiency in math and reading, poor attendance records, social-emotional needs, and students without access to a safe, age-appropriate space to be after school hours. Students must meet the following criteria to be targeted for the program:

- Math and Reading Data – Students falling in the bottom 25th percentile on MAP assessments, or students scoring Novice or Apprentice on most recent KSA
- Attendance Records – Students missing 10% or more days of the school year
- Students referred by teachers - Students recognized by teachers as falling behind, showing a need in social-emotional learning, and students whose families have expressed a need for their child to be safe and supervised after school.

Families of targeted students will also be targeted for community engagement

Goal 1: Increase academic achievement of participating students in math, reading, and science and daily K-3 grade reading interventions (if serving students in grades K-3).

Year 1 SMART Performance Indicators:

1.1 90% of targeted students will increase their ELA MAP percentile by 5% beyond baseline annually.

1.2 90% of targeted students will increase their Math MAP percentile by 5% beyond baseline annually.

1.3 100% of participants in grades K-3 will receive research-based intervention daily.

Resources:

1.1 CKLA Amplify Curriculum, Community partners, Certified teachers and highly-qualified staff

1.2 School day Math Curriculum, Community partners, Certified teachers and highly-qualified staff

1.3 CKLA Amplify intervention curriculum, Community partners, Certified teachers and highly-qualified staff

Activities:

1.1 Individualized and targeted academic assistance, interactive literacy enrichment clubs

1.2 Individualized and targeted academic assistance, interactive math enrichment clubs

1.3 Individualized and targeted academic assistance

Data source used to document improvement:

1.1 MAP scores

1.2 MAP scores

<p>1.3 Cayen attendance data</p> <p>Performance Measures (Outcome):</p> <p>1.1 90% of targeted students will show growth in ELA percentile on MAP test</p> <p>1.2 90% of targeted students will show growth in Math percentile on MAP test</p> <p>1.3 100% of participants in grades K-3 will receive at least 30 minutes of research-based intervention daily.</p>
<p>Goal 2: Improve non-cognitive indicators of success in participating students.</p>
<p>Year 1 SMART Performance Indicators:</p> <p>2.1 90% of regular attendees will have good school attendance (missing less than 10% of school year days)</p> <p>2.2 75% of regular attendees will score "Typical" or "Strengths" on the Social-Emotional assessment tool.</p>
<p>Resources:</p> <p>2.1 Certified teachers and highly-qualified staff, community partners</p> <p>2.2 Second Step Curriculum and assessment, Certified teachers and highly-qualified staff</p>
<p>Activities:</p> <p>2.1 Enrichment activities that are engaging and in-line with student interests.</p> <p>2.2 Second Step curriculum and DESSA assessment</p>
<p>Data source used to document improvement:</p> <p>2.1 Cayen attendance data, school attendance data via Infinite Campus</p> <p>2.2 DESSA data</p>
<p>Performance Measures (Outcomes):</p> <p>2.1 Students will show good school day attendance (missing less than 10% of school year days)</p> <p>2.2 Students will show improvement on social-emotional skills</p>
<p>Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.</p>
<p>Year 1 SMART Performance Indicators:</p> <p>3.1 50 students will attend the program 90 or more hours</p> <p>3.2 The program will implement at least 3 student-generated programs/clubs based on students-interest designed by students.</p>
<p>Resources:</p> <p>3.1 CLC Coordinator, school day teachers and administration, MTSS Team, Student surveys, Community partners</p>

<p>3.2 CLC Coordinator, school day teachers and administration, Student surveys, Community partners</p>
<p>Activities:</p> <p>3.1 Enrichment clubs created based on student interests, engaging intervention sessions</p> <p>3.2 Student-led and generated enrichment clubs</p>
<p>Data source used to document improvement:</p> <p>3.1 Student surveys, Cayen attendance data, center profile, Coordinator data-tracking form</p> <p>3.2 Student surveys, Cayen attendance data, center profile, Coordinator data-tracking form</p>
<p>Performance Measures (Outcomes):</p> <p>3.1 At least 50 students will attend the program for 90 or more hours</p> <p>3.2 At least 3 student-generated clubs will be implemented annually based on student interest</p>
<p>Goal 4: Increase access to transition readiness activities for all students.</p>
<p>Year 1 SMART Performance Indicators:</p> <p>4.1 The program will implement at least 4 community guest-speaker assemblies based on student interest, with a focus on transition readiness annually.</p> <p>4.2 100% of regular participants will receive at least 10 hours of transition readiness-focused instruction.</p>
<p>Resources:</p> <p>4.1 Community partners, student surveys, CLC Coordinator, school administration, certified teachers</p> <p>4.2 Second Step Curriculum, student surveys, school administration, certified teachers, community partners, student surveys</p>
<p>Activities:</p> <p>4.1 Guest-speaker assemblies</p> <p>4.2 Guest-speaker assemblies, student-generated and led enrichment activities, enrichment activities focused on career exploration and soft skills necessary for academic achievement</p>
<p>Data source to document improvement:</p> <p>4.1 Cayen/TransAct attendance data, student surveys</p> <p>4.2 DESSA Assessment, student survey, Cayen/TransAct attendance data</p>
<p>Performance Measures (Outcomes):</p> <p>4.1 At least 4 community guest-speaker assemblies based on student interest, with a focus on transition readiness will occur annually.</p> <p>4.2 All participants will receive at least 10 hours of transition readiness-focused instruction.</p>

Goal 5: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.

Year 1 SMART Performance Indicators:

5.1 Provide at least 4 meaningful and intentional educational opportunities for families and parents annually.

5.2 100% of regular participants will have at least 1 adult family member attend an educational event at school annually.

Resources:

5.1 Family surveys, student surveys, community partners, MTSS team, school family resource center, school staff and administration

5.2 Family surveys, school staff and administration, school family resource center, community partners

Activities:

5.1 Family education activities aligned with school activities (monthly Family Engagement Nights, student-led conferences, trauma-informed care mini sessions, Open House, etc..)

5.2 Family education activities aligned with school activities (monthly Family Engagement Nights, student-led conferences, trauma-informed care mini sessions, Open House, etc..), activities based on the family survey needs documented as completed by family members

Data source used to document improvement:

5.1 Cayen/TransAct attendance data, family surveys, event sign-in sheets, school family engagement report

5.2 Cayen/TransAct attendance data, event sign-in sheets

Performance Measures (Outcomes):

5.1 At least 4 educational opportunities for families and parents will be held annually.

5.2 All participating students will have at least 1 adult family member attend an educational event at school annually.

Equitable Access and Participation Form I

NOTICE TO ALL APPLICATIONS

The purpose of this document is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION TO RECEIVE FUNDING UNDER THIS PROGRAM. (If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and any other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that apply to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address the concern of lesbian, gay, bisexual and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access, services and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Programs are required to submit equitable services data each year on Dec. 31 to the KDE regarding the number of private/home school students served in the current year, the types of services provided, and the per pupil spending.

Fiscal Agent/Applicant Signature:

_____ Date _____

Principal #1 Signature:

_____ Date _____

Principal #2 (Optional) Signature:

N/A _____ Date _____

Co-Applicant Signature:

_____ Date _____

Program Schedule Form L

Complete the following table for school year program operations: KDE requires that 21st CCLC programs offer services a minimum of eight hours per week. A required schedule of at least four days per week, two hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after the first day of school for students and end no sooner than two weeks before school ending with a total of 120 days during the school year. Elementary programs must provide four consecutive weeks in the summer and middle-high programs must provide two weeks in the summer. **Morning programming cannot be counted in the required two hours each day.**

Day	Before School (Times of Operation)		After school (Times of Operation)		Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			3:30 PM	5:30 PM	2
Tuesday			3:30 PM	5:30 PM	2
Wednesday			3:30 PM	5:30 PM	2
Thursday			3:30 PM	5:30 PM	2
Friday					

Day	Summer		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 AM	2:00 PM		
Tuesday	8:00 AM	2:00 PM		
Wednesday	8:00 AM	2:00 PM		
Thursday	8:00 AM	2:00 PM		
Friday	8:00 AM	2:00 PM		
Saturday				
Sunday				

	Regular School Year	Summer
Total # of hours per day	2	6
Total # of days per week	10	30
Total # of weeks	31	4
First and last date operation	Sept. 2, 2025 – May 7, 2026	June 1, 2026-June 26, 2026

CO-APPLICANT AGREEMENT FORM M

YMCA of Greater Cincinnati & Kenton County School District – Caywood Elementary

Hereby enter into an agreement to enable the applicant, YMCA of Greater Cincinnati and Co-applicant, Kenton County School District, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

The YMCA of Greater Cincinnati hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant Co-applicant agrees to provide the following contributions to the 21st CCLC program:

Co-Applicant Contribution Table

Description of Program Support	Frequen cy	Alignment to activities, services, and needs.
Select targeted students for program based on MTSS meetings and teacher referrals and share necessary data with the Site Coordinator and/or Program Director	As needed and ongoing throughout the school year	Addresses student academic and social-emotional needs. Assigns students into skill-based groups for strategic and intentional intervention.
Promote program awareness, recruit and refer students and families	Ongoing throughout the school year	This assists the program in reaching all families with a need and addressing all known student needs.
Identify and assist in recruiting teachers to support the academic assistance component of the program: jointly sponsor professional development activities for staff.	Ongoing throughout the school year	This will allow the program to reach the minimum requirement of 16 certified teacher hours staffing the program. This allows for a high-quality program as well as connecting the program with school day instruction.
Provide access to school facilities for program operations and allow program to use school resources as appropriate	Daily, ongoing throughout the school year and summer	Program space provides students the opportunity for safe and appropriate areas to participate in a variety of enrichment activities.

It is agreed by both parties that this Co-Applicant Agreement will focus on the 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, Kenton County School District and Caywood Elementary will be notified immediately to begin the collaboration of services.

Co-applicant Signature and Date

Applicant Signature and Date