Twenty-First Century Community Learning Centers Project Summary

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| Goals  | 1. To provide targeted students with high quality tutoring and intervention strategies in reading and math supported by educational and enrichment activities that will enhance learning.
2. To engage the parents of high school students in meaningful parent and family focused activities.
3. To provide a positive educational, enrichment and social opportunities for the targeted students and their families.
4. Improve student behavior and reduce the number of student absences, tardies and classroom disruptions.
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| Objectives: | 1. To improve reading and math scores of 100 targeted students by 4-7 points as measured by the district MAP scores.
2. To reduce by 20% the number of students scoring below grade level in reading and math on the MAP assessment.
3. To provide monthly Parent workshops for 200 parents to increase parent involvement in the improvement efforts of the school and students.
4. To increase student attendance to the district goal of 96% and decrease office referrals by 10%.
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| Briefly Describe the Participants Served By Program. The primary participants to be served are students who have been identified as two or more grade levels behind in the areas of Math and Reading as measured by the district MAP assessment program that is administered three times per year and is nationally normed. The targeted students will be referred by teachers and/or counselors to the before and/or after school tutoring for additional help and interventions. Participants can also self-refer when they are having problems with homework/ class work for additional assistance. Two strands for reading and math will be provided. One reading and math strand will be homework assistance and will assist those students needing some additional help and support. The second strand will be a more intensive approach to assist those students who have been identified as 2 or more grade levels behind expectations. These tutoring sessions will provide more direct, hands-on instructional strategies in math and utilize a wide array of interventions including but not limited to computer programs such as ALEKS. The intensive reading program will utilize the READ 180 strategies for those students currently enrolled in the READ 180 class during the school day. The emphasis will be on reading books of interest and having book discussions to increase reading comprehension and student vocabulary. The media center will be open for extended hours to correspond with the after-school programs. A 4 week summer school session will be provided for those identified below grade level on the MAP assessment. A Freshman Jump Start program will be offered to all incoming 8th grade students in July to acquaint the students and their parents with the academic offerings, enrichment programs and support programs in place to ensure student success in their high school education. Students served through the academic component will be included in the enrichment and recreational activities that will be created to extend learning in math and reading and to provide positive, social experiences for the targeted students. While the primary goals are focused on improvement in the academic areas, a secondary goal will be the improvement of student and parent attitudes toward school resulting in better student attendance and behaviors.  |

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| Describe Need(s) Program Will Address | Describe How Need(s) Were Determined | List Key Activities Funded By Grant To Address Need(s) | Identify Expected Outcomes for These Key Activities |
| AYP math goal % not met for any group on the 2010 state assessments. AYP targets not met in math for last seven years. Only 53% of 9th/10th graders (583 students) scored at/above grade level on Fall MAP test in math.47% (515 students) scored below grade level with 288 of those students 2 or more grades below. AYP reading goals not met for Students w/disabilities. AYP targets not met in reading for six out of seven years. Only 58% of 9th/10th graders (646 students) scored above grade level in reading on Fall MAP test. 42% scored below (463 students) with 262 students scoring 2 or more grades below. Limited ability to apply reading and math skills to real-life applicationsLack of parent involvement in High School activities and programs Too high behavior referrals, tardies and absences | MAP scoresKCCT scoresAYP scoresACT scoresMAP scoresKCCT scoresAYP scoresACT scoresStudent tutor surveysStaff participation surveysYSC Center parent surveysParent Surveys by Youth Resource CenterData from past parent workshops, open houses, parent teacher conferencesSchool behavior data | Math tutoring before and after school for homework helpMath intervention assistance after school utilizing small group instruction, hands on activities, Dimension 2000 math, Accelerated Math 4 Week Summer SchoolReading/ English homework assistance before and after school. Reading intervention assistance utilizing READ 180 strategies and book/ reading assignments with book discussions to increase comprehension and vocabulary skills. 4 week Summer SchoolEnrichment classes offered after school. Chess, media, arts (dance, music- guitar & piano, drawing), crafts (scrapbook, sewing) offered. J.A./ money management, Stock Market program, culinary classes offered by teachers/community partners. Field trips designed to see skills in action w/ business partnershipsParent workshops monthly Increased communication strategiesGED/ continuing Education classes(through co-applicant Henderson Community College)Freshman Jump Start weekTutoring & Enrichment activities | Improve MAP scores by 3-7 points by the end of year 1Improve class grades 5% per grading period for total of 20% by end of yr 1Improved ACT scores on the 2011 assessment. Improve MAP scores by 4-7 points by the end of year 1Reduce by 20% the number of students scoring below grade level on MAP assessments in reading and math.Improved ACT scores on the 2011 assessmentMath and reading scores will improve through hands on learning activities & opportunities beyond classroom w/ real life applications. Social skills &self-confidence will be improved as new skills are learned & shared. Stronger connectedness to the school will occur through positive interactions with staff. Improved parent educational skills.Positive Parent/ families activities.Better parent understanding of student needs regarding work skills and college preparedness. Better parenting skills from workshops provided. Positive transition to the high school programsAttendance will improve to 96% and behavior referral decreased by10% |

PART 1: NEED

* 1. **Compelling need for program and services:**

 The Henderson County School district is comprised of eight elementary schools, two middle schools, two alternative learning centers and one high school. Henderson County High School serves 1997 students in grades 9-12 and is one of the largest high schools in Kentucky. The High School student population ethnicity is 85% white, 11% African American, 2% Hispanic, 1% American Indian, and 1% Asian. Since the 2008-09 school year , the High School is a Title I eligible school with 43% of the students qualifying for free and/or reduced lunches according to federal guidelines but the school does not receive Title I funding.

 The High School has significant gaps in Math and Reading scores and, as a result, the High School has not made their Annual Yearly Progress (AYP) goals for the past seven years in Math, has not made their goals in reading for six of the last seven years (2006-07 was met) and has not met their overall AYP for the past seven years. On the AYP scores for 2010, no student group met their Math Annual Measureable Objectives (AMO) and students with disabilities did not achieve their AMO in reading. Senate Bill 1, signed in March 2009, requires that non-Title I schools who do not make AYP in the same content area for two consecutive years be identified as eligible for state assistance. The High School is identified as “Eligible for State Assistance 2” on the NCLB 2010 report.

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| AYP Math goal 2010 | All students | White(non-hispanic) | African American | Free/Reduced lunch | With disabilities |
| 59.88% | 38.24% | 41.15% | 16.00% | 26.40% | 20.00% |
| Below goal | -21.64 | -18.73 | -43.88 | -33.48 | 39.88 |
| AYP reading goal 2009 | All students | White (non-Hispanic) | African American | Free/reduced lunch | With disabilities |
| 59.63 | 70.33% | 72.33% | 53.85% | 64.02% | 24.36% |
| Below Goal |  |  | -5.78 |  | -35.27 |

In math, students range from 18.73% below expectations (white students) to 43.88% below expectations (African –American). In reading, students range from 5.78% below expectations to 35.27% below expectations. But, while the reading scores of African American students are designated as making their goals, their scores are below the goal score but the confidence interval provided the “met goal” status. On the KCCT, the high school showed some progress in the past four years as illustrated by the following table of proficient and distinguished percentages with the greatest gain made on the 2009-10 assessments.

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| --- | --- | --- | --- | --- |
|  | Reading % P/D | Math % P/D | Science %P/D | Social Studies % P/D |
| 2007 | 52.80 | 33.14 | 33.72 | 38.60 |
| 2008 | 56.32 | 27.23 | 37.69 | 32.46 |
| 2009 | 47.42 | 34.22 | 35.85 | 43.99 |
| 2010 | 71.79 | 42.54 | 45.61 | 48.46 |

While state assessment data is the benchmark for improvement to meet state and federal goals, formative assessment data that can impact instruction on a more real-time basis than what is provided by the yearly state assessments was needed. The Henderson County School district adopted the Measures of Academic Progress (MAP) assessment system to provide reading and math assessment data in grades K-10. The data is nationally-normed and provides teachers with immediate information and prescriptive strategies to improve individual student learning. Students and parents are provided the assessment information three times per year and the high school utilizes the Measurement of Academic Progress (MAP) scores for class placements (remediation, regular or enrichment). Teachers and students understand where the scores rank in terms of national standards and scores are reported as on or above grade level, one grade level behind or two grade levels behind. The High School is using the data to provide timely interventions such as referring students to Extended School tutoring (if available), regrouping students for instructional purposes and providing remediation during the school day such as scheduling students into a second math class. (the student loses an elective class for the additional math class). The High School Fall 2010 9th and 10th grade MAP MATH data shows 583 students (53%) scoring at or above grade level expected scores and 515 students (47%)scoring below grade level expectations with 288 students identified as scoring two or more grade levels behind*.*  In Reading, the 9th and 10th grade data shows 646 students (58%) scoring at or above grade level expectations and 463 students (42%) scoring below the median with 262 students scoring two or more grade levels behind.

The NCLB data, KCCT data and district MAP data identify students struggling to achieve the target goals for reading and math. The proposed 21st Century Community Learning Center program *–“* ***County High Educational, Enrichment and Recreational Support “ or (CHEERS)*** will provide a vital opportunity for students to obtain an extra two hours a day of instruction and tutoring (one hour before school and one hour after school), four days a week, to overcome the gaps in their reading and math content that is critical for their success in high school and beyond. A large percentage of the high school students face remediation classes in college and technical training programs as a result of not learning the skills in high school. The state accountability ACT scores showed slight gains for 2010.

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| --- | --- | --- | --- | --- | --- |
| Year | EnglishSchool State | MathSchool State | ReadingSchool State | ScienceSchool State | CompositeSchool State |
| 2008 | 17.4 17.3 | 17.7 18.1 | 18.4 18.5 | 18.7 18.7 | 18.1 18.3 |
| 2009 | 17.9 17.3 | 18.3 18.2 | 19.3 18.4 | 19.1 18.5 | 18.8 18.2 |
| 2010 | 17.8 17.8 | 18.3 18.3 | 19 18.9 | 18.7 18.7 | 18.6 18.5 |

 but the data indicates too many students not meeting college readiness benchmarks as illustrated in the following graph. Only 52% of the high school juniors met the College Readiness ACT score of 19 in English, only 20% had a score of 22 in Math, only 37% had a score of 21 in reading, only 14% had a 24 in Science and only 11% of the juniors met all four benchmark standards.

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| --- | --- | --- | --- | --- | --- |
| Year | English – 19 | Math – 22 | Reading – 21 | Science – 24 | Meeting all Four |
|  | HCHS | State | HCHS | State | HCHS | State | HCHS | State | HCHS | State |
| 2008 | 45% | 46% | 15% | 20 | 33% | 33% | 13% | 15% | 8% | 10% |
| 2009 | 50% | 46% | 24% | 21 | 36% | 30% | 20% | 16 | 15% | 11% |
| 2010 | 52% | 49% | 20% | 22 | 37% | 35% | 14% | 15% | 11% | 11% |

 The high school attendance goal is 96% and attendance will improve as students have access to the additional assistance they want and need. Having after school activities they want to participate in can also be a “drawing card” for getting them to school. Staff interactions with students after school can foster better relationships and will help overcome negative feelings about school. Better attendance will contribute to better success in the classroom as they can be active learners rather than just making up paperwork they may or may not understand. As students see the school making efforts to help them be involved in activities of interest to them and to be more successful in their school work, a better school culture will emerge.

 A recent survey conducted by the Youth Resource Center identified students who were willing to attend reading and math tutoring or who have an interest in participating in other intramural and recreational activities after school. The 21st CCLC funded *“CHEERS”* program will be open to students needing tutoring in the areas of reading and math. 239 students indicated they would be willing to stay after school for an hour of tutoring in math, 31 students indicated they would stay for reading tutoring and another 111 students indicated they would stay for both reading and math if offered. 381 students (32%) of the 1185 students responding to the survey wanted tutoring with an additional 622 students (52%) indicating they would like to participate in some type of after-school enrichment or recreational activity if offered. Only 182 students (15%) indicated they were not interested in participating with the 21st Century Community Learning Center proposed activities. The student response was overwhelmingly positive and the school and district leadership are committed to providing a quality program to engage students in positive after-school activities which have not been possible in the past. Since the high school serves the entire county, many students have not been able to access any after school activity due to transportation barriers. The opportunity of transportation to their elementary feeder school sites after tutoring and other activities was one of the major reasons contributing to student willingness to stay after school. Another positive response was the willingness of the High School staff to assist with the implementation of programs for students. 19 teachers indicated a willingness to stay and tutor math, 16 teachers indicated a willingness to tutor reading and 59 teachers and staff indicated a willingness to offer their talents and expertise to work with students in enrichment and recreational activities with little or no compensation. This is a wonderfully supportive response by the staff and demonstrates their willingness to step up and work with struggling students and those wanting to be engaged in new learning opportunities. There has been a lack of “connectedness” to the high school in part due to the large enrollment and the limited opportunities to be involved in clubs, athletics or other activities and in part to the transportation barriers faced by too many of the students. A survey of parents indicated that the #1 service parents would like to see provided was tutoring/ homework help. Data from the 2000 Census shows that only 13.% of parents completed 4 or more years of college. 8% of the population in Henderson County over the age of 25 only completed 8 years or less of school and 78.3% completed high school. Too many parents are not able to assist students with the more rigorous curriculums today and they need another source of help for their children. The parent survey also indicated a need for better communication between home and school, more parental involvement activities, teen parenting tips, information on getting their child prepared for college or work force; assessment information and explanations of what the numbers mean; class scheduling information and stress management tips. Their requests will be incorporated into the parent programs that will be offered through the 21st CCLC programs.

**1.2: Participants to be served:** The program will serve all students seeking remediation in reading and math in grades 9-12 Monday through Thursday from 7:00 – 8:00 a.m. and from 3:30 to 4:30 p.m. at Henderson County High School . A target of 75 students who are identified one or two grade levels below in reading or math will be the first to access the intensive reading and math sessions offered after school and during the summer school classes as identified in Part 2 of this application. A target of 100 students who need homework assistance will have access to the before and after school reading and math tutoring services. Up to 100 high school students will have access to the Media Center’s extended hours for studying and research assistance. A target of 100 students will have weekly access to the after school intramurals and enrichment activities (clubs, games, arts). The types of sessions (crafts, games, arts) will be provided on a rotating basis to ensure a wider participation of students.

 **1.3 Connection of programs and services to identified needs:** The proposed 21st CCLC program will ensure opportunities for increased academic success and improvements in math and reading and in involving more students in school sponsored events. Student learning needs have been identified through multiple assessments and examination of the data and recent surveys demonstrate a need to provide other opportunities for students to be engaged after school. The intensive math and reading tutoring will be provided by content teachers for 60 minutes each afternoon. Tutoring ratio for the intensive classes will be one instructor to 15 students. Current math resources including textbooks and the computer software **ALEKS** for math and **Read 180** for reading instruction will be utilized. A 4-week summer school session will be held from 8:00 a.m.– 12:00 Monday through Thursday beginning the second week in June for students needed credit recovery or class completion in reading or math. On Fridays, summer school students will visit a local business (es) to do job-shadowing and learn about job skills to emphasize skills needed in reading and math for the workplace. The project coordinator, Junior Achievement coordinator and Career and Technical Training Principal will arrange the worksite visits.

 Enrichment programs will be offered in conjunction with community partners and faculty participation. A wide range of student interests were identified through the student surveys and a calendar of enrichment activities will begin at 4:30 until 6:00 P.M. following the tutoring sessions. Offerings that integrate math and reading concepts will be offered. The student requested activities will include scrap booking, cooking classes, board games, intramural sports, photography, computer graphics, music, dance, and drawing/painting which will be offered on a rotating basis to encourage students to get involved in positive ways with faculty and the school. In response to the parent surveys, Family/ parent activities will be provided monthly to address parent questions and concerns and will offer topics such as applying for college, financial aid, helping with homework, parenting skills workshops, employability seminars, GED classes and family events.

The data compiled for the grant highlights the continuing need for assisting targeted students in reading and math because of the potential of failure in classwork; the reality of remediation classes for those wanting to attend college, technical schools or the military; and the lack of sufficient basic knowledge for those wanting to enter the work force after graduation. The opportunities that the 21 CCLC grant will provide through the expansion of academic support, enrichment activities, the collaboration by the multiple community partners to bring programs to the school for students and families, the willingness for staff to interact in new and exciting ways to foster better relationships between students and staff and the transportation option after the sessions will be a catalyst for positive improvements for the high school students.

**1.4 – Clear link between identified needs and expected outcomes.** This grant application is building on the successful implementation of similar programs across the district and state. Students will have opportunities for academic assistance and enrichment activities, parents will have increased support for their concerns in successfully helping their teenagers complete their high school education and community partners will have a better understanding of the challenges facing the school and students and how they can help prepare students for the world beyond high school.

 The expected outcomes will be higher achievement in reading and math scores as reflected on the state assessments, district MAP scores and on the ACT/ SAT exams; better student/staff relationships through the enrichment activities; increased parent involvement in school activities; better preparation for college applications and/ or employment skills. See Section 2.1 for further detail.

**1.5 Describe how the program will address and remedy the risk factors for each targeted population.** The proposed 21st CCLC will address and remedy the risk factors for the targeted students by providing an intensive tutoring program for reading and math before and after school and during the four week summer school to raise math and reading abilities and test scores. The targeted students will also have access to a wide array of enrichment/ recreational activities for students who have no opportunities to do so at this time. In a school of 1,997 students and in a county as large as Henderson, students don’t have the opportunity to become involved in organized activities due to team limitation, transportation barriers and financial constraints. Having the opportunities to stay after school, do their homework and then participate in an activity of interest to them at little or no cost is something that has not been available to high school students. Student surveys indicated a high number of students interested and willing to participate in the planned activities and a high number of local businesses willing to partner with the high school to make these activities possible. The enrichment activities will have a positive impact on the non-academic areas of attendance, discipline and graduation rates as students become more engaged in school activities.

**PART 2: QUALITY OF THE PLAN**

The Henderson County High School 21st Century Community Learning Center, which will be known as **CHEERS**  (County High Enrichment, Educational, and Recreational Support), will provide multiple intervention strategies in reading and math, supportive enrichment activities, parent education and involvement opportunities and recreational activities as outlined below.

**2.1 Goals, objectives and outcomes for improvements in academics and non-cognitive indicators of success:** The following goals, objectives and outcomes are correlated to those found in the Project Summary on pages 3-4.

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| Goals: To provide targeted students with high quality tutoring in reading and math; to engage parents and families in meaningful activities; to provide positive educational, enrichment and social opportunities for targeted students and families and to improve student behaviors through reduction of absences, tardies and classroom disruptions.  |
| Objectives:* To improve reading and math scores of 75 targeted students by 4-7 points as measured by MAP scores.
* To reduce by 20% the number of students scoring below grade level in reading and math as measured by MAP scores.
* To provide monthly parent workshops for 200 parents to increase involvement in the improvement efforts of the school and students.
* To increase student attendance to 96% and decrease office referrals by 10%.
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| Outcomes:* Students will demonstrate increased understanding of math skills and reading comprehension as measured by higher MAP and annual state assessment scores.
* A 20% increase in the number of students meeting or exceeding grade level expectations as measured by MAP assessments.
* 200 or more parents will participate in at least one of the monthly parent workshops to foster a better understanding of school programs, opportunities and support for their student.
* Student attendance will increase to 96% as students become more engaged in school based activities including tutoring, enrichment, recreational and family activities. This positive culture will result in a 10% decrease in discipline referrals.
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**2.2 Describe connection between program offerings and Ky Common Core Standards**

 All academic tutoring is aligned with the Ky Common Core Standards as defined by school syllabus and class expectation. The tutoring will utilize current class materials/textbooks and will incorporate the math software Assessment Learning in Knowledge Spaces (ALEKS) and the reading program “READ 180” which are research based best-practices designed to foster a greater understanding of the content. The enrichment activities will be based on the learning expectations described in the Practical Living/ Vocational Education and Arts and Humanities Core Content standards. All current high school classes are aligned to the Core Content/ Common Core Standards.

**2.3. Describe the enrichment programs and services and explain how they meet the “principles of effectiveness”.**  The “principals of effectiveness” as identified by the Department of Education are met by: 1) providing the reading and math tutoring and intervention programs based on analysis of surveys and needs assessment data from students, staff, and parents. The proposed programs directly correlate with the assessment data, survey data and student requests. 2) involvement of key staff, resource center directors and community partners in designing and planning the proposed 21st CCLC grant’s goals, objectives and activities that mirror school, state and federal goals for learning; 3) implementing activities that are research based and proven effective academic interventions for accomplishing the identified goals and; 4) the evaluation data that will be collected and analyzed to determine the effectiveness of the academic interventions being provided and that the student interests and needs are being met through the enrichment and parent activities.

 **2.4. Describe the extent that these programs and services will be provided.** All programs will be offered on a set schedule that will be provided monthly to students and parents through student/parent newsletters, HCHS website and student bulletin boards. The regular schedule for after-school programs will be held Monday through Thursday from 3:15 until 6:00 as follows:

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| Timeframe | Activity |
| 3:15 – 3:30 | Attendance and snack |
| 3:30 – 4:30 | Academic tutoring/ homework help/ Media Center open |
| 4:30 – 6:00 | Enrichment classes / Intramural programs/ Media Center open |
| 6:00 p.m.  | Departure with transportation to elementary feeder schools |

The first fifteen minutes (3:15 – 3:30) following dismissal of school will allow for students to go to their lockers, report to the cafeteria to check in for their tutoring session and get a snack. The next hour (3:30 – 4:30) is devoted to academics - homework assistance or intensive tutoring depending on the individual student needs. Following the academic component, students can remain at school in one of the many enrichment/ recreational activities being offered from 4:30 -6:00. Most of the enrichment activities are tied to math or reading skills and will provide a hands-on use for the skills they are learning in their math/reading classes. Students must be in one of the designated areas participating in an activity if they remain after academic assistance. Students can stay until 6:00 which will conclude the day’s activities. Those students requiring transportation will be bussed to their feeder elementary school by 6:30 for pick-up by a parent/guardian.

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|  Sample Menu of Student Offerings |
| Academic Programs | Enrichment Activities | Recreational Activities |
| Intensive math | Junior Achievement (math) | Intramural games (basketball, soccer) |
| Intensive reading (Read 180) | Cooking / nutrition classes (math) | Clubs (chess, board games, Wii) |
| Homework Assistance – before school | Scrapbooking classes (math) | Archery |
| Homework Assistance – after school | Photography classes (math) | Tennis |
| ACT Prep | Guitar lessons | Sewing/ knitting crocheting |
| Summer School program in Math/Reading | Book Club (reading)  | Frisbee Golf |

A four week summer program will be offered to assist students struggling with math and/or reading skills. Struggling students will be identified as they exit the 8th grade and be encouraged to attend summer school in addition to struggling 9th and 10th grade students.

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| Timeframe for Summer School Program | Activity |
| 7:30 – 8:00 | Arrival and Breakfast |
| 8:00 – 11:00 – Monday through Thursday | Classes in Reading and/or Math |
| 8:00 – 11:00 – Friday | Field Trip to local business for job skills awareness |
| 11:00 – 12:00  | Closing activities/ lunch/ departure |

**2.5 Explain how these programs support the goals, objectives and outcomes for the academic/social success of students.**

Math Tutoring and Intervention: Math assistance will be provided through a two-pronged approach to best meet the needs of students. Math homework tutoring will be provided through both a one-hour session before school and a one hour after-school session Monday through Thursday each week and will provide homework assistance for students who need a little extra help and/or time to complete assignments or need additional explanations of the skills and concepts being taught in their math class. The second math strand will provide intensive tutoring for students who have been identified as two or more grade levels behind their grade level expectations as indicated by their MAP scores. The MAP assessments are given three times a year (early September, December and in May) and provide prescriptive interventions to assist teachers when working with students. This second strand will have a smaller teacher/student ratio (1 to 15) and students will be grouped based on their identified math learning gap. Students will be provided math interventions four days a week during the after school tutoring program. Teacher tutoring and the research-based computer program “ALEKS” will be used to increase student learning and overcome the gaps students have in understanding critical math concepts that must be mastered. Students are aware of their lack of math skills and knowledge as 350 students indicated on a survey they would stay for math tutoring. To support math comprehension, enrichment activities will be implemented that utilize math skills. The enrichment activities can be selected by students based on their individual interests. Class offerings during the after school program that will support math include the Junior Achievement classes, sewing classes, cooking classes, chess groups, math through carpentry lessons , and math games.

Reading Tutoring: Students needing assistance in reading will be divided into two strands as well. One strand will focus on helping students with their English/ Language Arts homework during the before/after school tutoring Monday through Thursday each week. The tutoring will assist students with daily work or help if they are struggling with current classwork. The second strand will be for those students who are reading two or more grade levels behind. The “Read 180” program, a researched based reading intervention program which is utilized during the day for these targeted students, will be continued after school through provision of reading time and reading assistance utilizing the books they are reading in their classroom. This tutoring will encourage students to read more and having book discussions with the teacher will lead to better reading comprehension. Research based practices for High School reading interventions are hard to find as limited research has been forthcoming for this target age group. Few high school teachers are trained to teach reading concepts. Students struggling with reading at this level have trouble across all content areas as they struggle to make sense of their text. The majority of the high school content teachers have received professional development in strategies for “Reading in the Content” area by ASCD trainer Amy McCann and by reading expert Janet Allen. These strategies will be employed by the teachers tutoring in the after school sessions. 142 students are aware of their need to improve their reading skills and indicated a willingness to stay for reading tutoring.

Due to the large response of students willing to attend the tutoring sessions, there will be two reading sessions and three math sessions offered each afternoon with the most at risk students having priority if more that the projected number want to participate. Students will be encouraged to attend four days a week until homework and classroom grades show improvements for the homework strand or until MAP scores show improvement for those who are two or more grade levels behind and in the intensive assistance tutoring sessions. In planning for this grant proposal, a variety of sources were contacted to ask for research-based proven interventions for high school students. Consultants from “High Schools That Work” and the “Successful Practices Network” organizations that are working with the school leadership and faculty have endorsed the various methods that will be utilized by the math and reading tutors.

Student progress will be monitored through the MAP assessments, homework scores, and classroom grades. CHEERS tutors will be responsible for taking daily attendance for tutoring and enrichment activities, identifying the type of assistance the students received and the measures of progress that will be utilized (class grades, MAP scores). Individual student logs will be maintained for all students participating in the Math, Reading and enrichment tutoring sessions. These reports will be maintained by the CHEERS director and used for the program evaluation to determine the effectiveness of the tutoring and interventions being utilized.

Summer School: Summer school sessions will be held for those students needing additional time to complete work for credits in Math and English. The summer school program will utilize Novel Star – a credit recovery software program being successfully used by students in the Alternative Learning Academy in addition to the ALEKS math software program. Students will work at their pace to complete the required skills for earning their class credit. Students will attend four days a week from 8:00 – 12:00 each day. On Friday, a job-shadowing opportunity at a local business/ industry will be provided to give students career information and to see reading and math skills in action so students can better understand the links between what they are learning with what is needed to be successful in the workplace. The field trips will be coordinated by the Junior Achievement Coordinator and the Career/ Technical Training staff to provide quality experiences. Bussing will be provided for the summer school students to and from their elementary feeder schools each day to encourage students to attend and remove the transportation barrier many students experience.

Freshmen Jump Start Program: Transitioning into a large high school is a daunting event for many students and to bridge the transition from the two middle schools to the high school, a freshman jump start program will be provided. In-coming freshmen will be divided into four groups and each group will be invited to attend a 4 hour initiation program. During this time, students and parents will meet with their assigned unit principals, guidance counselors and freshman teachers. They will learn about classes offered, work on their Individual Growth Plan, tour the high school facilities and get acquainted with new classmates. Activities will focus on helping students get comfortable in their new environment and allow students and parents an opportunity to get to know the staff and opportunities that are available.

**2.6 Provide timelines for implementing the programs and services.**

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| Timeline | Activity | Staff | Outcome |
| February, 2011 | Notification of grant awards, Posting of positions, Media notified | Program Director | Community Awareness and key staff hired |
| March, 2011 | Orientation/ Evaluation visit and publicity for program | Program Director and academic tutors/ enrichment staff | Staff is trained on grant goals, objectives and their role in implementation of activities |
| April 2011 – May 2010 | Academic tutoring and enrichment activities begun | Director, tutors and staff | Improved knowledge in reading and math. More students passing classes and prepared for state and MAP testing.  |
| June – July 2011 | Summer School Program | Director and Summer school staff | Credit recovery, increased skills in math and reading |
| July 25 – 29, 2011 | Freshman Jump Start Program | Director, Counselors, Freshman advisory teachers | Introduce incoming freshman and parents to high school programs and opportunities |
| August 2011 - Continuation  | Weekly academic and enrichment activities | Director and Staff | Academic and Enrichment programs are successfully implemented with full participation. |
| Monthly | Evaluations and meetings  | Director, School Administrator and staff | Ongoing evaluation of programs based on data and surveys.  |
| Annual | Annual performance report | Director | Monitoring of program and reporting to staff, parents, community.  |

**2.7 Describe experience with implementing an afterschool/ out of school program.** The Henderson County School district currently has three 21st CCLC programs and insights from these successful programs has been used to determine the focus and structure of this application. The High School Principal and hiring committee will seek an applicant with strong organizational skills, community awareness and communication skills to successfully implement the identified goals, objectives and activities.

**2.8 Goals, objectives and outcomes for participation of family members in programs and services provided by the 21st CCLC.** The goals and objectives of the family/parent component is based on a parent survey conducted by the Youth Resource Center staff and reflects the information requested.

|  |
| --- |
| Goal: To provide parents strategies and opportunities to support their children academically, socially and emotionally.  |
| Objective | Outcomes for participation |
| To provide monthly parent meetings for a minimum of 100 parents | 100% of participating parents will have a better understanding of academic goals of the schools, the services provided in reading and math, the opportunity for enrichment/social activities after school, college application process including financial aid, parenting strategies for dealing with adolescents, and other topics of interest as identified by parent surveys.  |
| Provide GED tutoring for parents | 20 parents will utilize the GED tutoring provided by the Henderson Community College and complete their GED certification.  |
| To provide family based activities | 200 families will participate in at least one 21st CCLC sponsored activity designed to promote positive family interactions such as chili suppers/ back-to- school activities, etc.  |
| To provide freshman student parents with H.S. information  | At least 30% of all parents of incoming freshman students will participated in the Freshman Jump Start program to understand the academic programs and other activities that will be available to their students in their high school career.  |

**2.9 Describes the literacy and other educational services provided to family members and explains how they meet the “principles of effectiveness”.** The family services to be provided were identified through parent surveys conducted by the Youth Resource Center and meet the principles of effectiveness as described in section 2.3.

**2.10 Describes the extent to which the services will be provided.** The 21st CCLC Director, in conjunction with the Youth Resource Center staff, will implement a planned calendar of monthly events focusing on the parent identified topics and the community partner that may assist with these meetings. 21st CCLC staff will establish a calendar of events that identifies the topic to be discussed; will contact community partners to assist when available; will advertise through multiple media avenues to encourage attendance and will collect evaluation data to determine the effectiveness of the information/training and to obtain ideas for future parent sessions.

|  |  |  |
| --- | --- | --- |
| Family Activity | Purpose | Timeline/ Extent |
| GED tutoring | Adult Education | Weekly tutoring sessions  |
| Job Skills information | Adult & student information | Offered twice a year |
| Parent Workshops (stress management, budgeting, nutrition & meal planning, understanding assessment data and what it means regarding their child, Individual Learning Plans and how they are to be used) | Increase parent involvement with high school age student | Monthly meetings will be conducted |
| Web-based information (Infinite Campus, HCHS Home Page) | Allow parent to monitor student academics, attendance and behavior (Infinite Campus) Information of school events | Available daily |
| School Open-House and Parent Teacher conferences | Increase parent involvement with high school age student. Parent aware of opportunities for success at the high school | Twice a year |
| Awards Programs (Proficient/distinguished awards assembly, Advanced Placement awards assembly, Senior Honors day)  | Families attend programs to recognize student success. | At least three times per year  |
| Freshman Jump Start Program | Families introduced to High School programs and opportunities | July each year |

**2.11 Explain how the services support the program’s goals, objectives and outcomes related to participation of family members.** These services support the goals, objectives and outcomes targeting family involvement through the wide range of offerings that will be provided. The selected activities come directly from parent survey information and will be an integral part of the 21st CCLC programs by linking student and parent needs with school and community resources.

**2.12 Provide definite timelines for implementing these services.** The timeline for family programs will begin upon notice of the grant award (in February or March, 2010) and the frequency timeline is noted in section 2.10.

**2.13 Describes how staff will be recruited and trained.**  Having a quality staff is key for success in implementing the 21st CCLC programs as designed. Staff recruitment will follow board guidelines and the director position will be posted on-line and on the jobs board at the board office. Following the hiring of the full-time director, teachers will be recruited for the reading and math tutoring positions. Other staff for the enrichment/ intramural supervision will be hired on an as-needed basis depending on the employee’s qualifications and the program needs as the best staff for the identified position will be hired. Criminal records checks will be performed on any person working with the 21st CCLC program. Staff will be trained by the Project Director and will attend required 21st CCLC trainings identified by KDE. See 2.14 for a listing of PD trainings.

**2.14 Describes the P.D. to be offered to staff and the timeline for P.D.**  Professional development is a critical component of a successful program and the grant will ensure key staff have the skills and knowledge to provide quality learning experiences for students. All staff and volunteers will be provided an orientation training that emphasizes the goals, objectives and activities of the grant, their responsibilities in ensuring the goals are met and their role in ensuring the safety and well-being of the participating students. All staff will be trained in CPR and First Aid. All current teaching staff is required to complete a minimum of 24 hours of professional development yearly and those teachers providing the reading and math tutoring will be certified in the content. Those staff providing enrichment and recreational classes will be screened to ensure they have content knowledge to successfully lead their classes. Planning time with the Project Director will be built into the calendar at least two Fridays a month for the purpose of reviewing data, discussing issues related to tutoring and enrichment activities, ensuring tutoring rosters include those students most in need of assistance, determining if any student is ready to transition out of the intensive reading and math tutoring sessions and updating all data (attendance, completion of work). Trainings will include the following:

|  |  |
| --- | --- |
| Training/ Professional Development | Timeframe |
| 21st CCLC Program Orientation | KDE – Spring 2011 |
| Directors meeting | Oct or Nov – Annually |
| Quad-State Conference | Sept – Annually |
| Level 1, Level 2, Level 3 trainings | Annually |
| National Center for Summer Learning | November 2011 |
| Aplus Data training | Summer 2011 |
| Regional meetings | Fall and Spring – annually |
| Youth Program Quality trainings | Annually |

**2.15 Describe the safety and accessibility of the program site.** The CHEERS program will use the Red Unit, cafeteria, media center and gymnasium at the high school for all programs. The Red Unit has clear access to the bus area and parent pick-up areas for transportation and is easily accessible to all participants. Students will not have access to the other areas of the school during the after school program for supervision and safety reasons.

**2.16 Describe the process for disseminating information about the program to the community.**  Information regarding the CHEERS program will be disseminated through parent and student newsletters, through a CHEERS link on the HCHS website, through the local cable network channel dedicated to school information and through the local newspaper and radio station articles and media briefs which are generated by the school district’s public relations director.

**2.17 Describe the role of volunteers, including seniors.** Volunteers will be utilized in providing assistance in the enrichment/ recreational activities. A large number of community agencies/ businesses and high school teachers have offered their services to provide trainings to the students and families to be served. Any community volunteers will have to undergo a crime check if one has not been conducted at their place of employment.

**3.1 Coordination with federal, state and local programs**. The efforts in planning for this grant has led the high school to reach out to local businesses and state agencies for opportunities in providing services, programs and activities for students and families at the high school. Representatives from the partner agencies will serve on the CHEERS advisory board, modeled after the Youth Resource Board, to help guide the implementation of the grant goals and objectives. The local and state agency initiatives will help with sustaining the CHEERS efforts after grant funds are exhausted. The primary co-applicant is the Henderson Community College with supporting efforts from twelve additional businesses and agencies. (See Memorandum of Understanding and Partnerships agreements in the attachments).

**3.2 Diversity of perspectives is represented in development and implementation of program.** Diversity will be represented through the students, parents, staff and community resource partners that will serve on the Advisory board. The selection of Advisory Board members will ensure socioeconomic, gender, ethnicity and cultural diversity is represented. Several board positions will be permanent such as a Central Office representative and Youth Resource Center staff while other positions will rotate depending on the make-up of the community partners, parents and students. This will allow for greater representation on the board and ensure new ideas will be forthcoming with the new members each year. Diversity of perspective will also be derived from the on-going survey data generated from students, parents and other survey, assessment and evaluation data.

**3.3 Ongoing support and collaboration between applicant and partners**. The identified partners involved with this grant effort have been involved with current 21st CCLC programs within the school district and are involved in many community initiatives. The partnership agreements will be renewed when proven successful. Participation in the monthly Advisory Board meetings will keep the partners apprised of the success of the efforts in meeting target goals, objectives and timelines through set agenda topics discussing the efforts of all staff in meeting the academic and enrichment targets.

**3.4 Project partners have a plan for continuing the program beyond grant funding** The partnerships being developed for the CHEERS initiative will help sustain the project beyond the first three years of full funding and compensate for the reduction of funds in years four and five and beyond. The initial funds will be used to establish quality programs that demonstrate the intervention activities are worthwhile and of academic and social value to the students and families served. The establishment of a high quality program over the next five years will lay the foundation for future funding of staff tutors through reallocation of state and federal funds such as Extended School Services, Title I, Title IV, Safe and Drug Free Schools, or IDEA – B. While the partnerships will be initially providing cost free services, efforts will be made to secure funding support in the community when possible. Another option for funding is to require a small fee for participation in the enrichment/ recreational activities to offset the cost of staffing these activities. The fees will be set up on a sliding scale for those on free lunch, reduced lunch or paid lunch.

**3.5 Plan for advisory council and securing partners**. The CHEERS Advisory Board will consist of twelve positions with equal representation of parents (3), school staff (3), community/ business partners (3) and students (3). The board will meet at lunch on the first Thursday of each month at the High School. The CHEERS Advisory board will follow open meeting laws and will be promoted through the community by multiple media sources (newspaper, cable t.v. and website). The focus of the advisory board is to assist in monitoring of the goals, objectives, timelines and activities designed to enhance academic and social growth for the high school students. Board members will have opportunities to discuss issues concerning the CHEERS programs and provide suggestions for strengthening the programs and offerings.

**4.1 Sets clearly developed and measureable goals, objectives and outcomes.**  Please refer to pages 3 and 4 and section 2.1 which details goals and objectives of the CHEERS initiative.

**4.2 Uses a variety of data sourced to monitor program impact on achievement and social successes.** Staff will utilize the MAP assessment data, the state assessment data reported yearly including the ACT data, and Infinite Campus data for attendance, behavior and grades. The MAP data will be reviewed in September, January and May of each year and state data will be reviewed yearly. Infinite Campus data will be followed for the targeted students weekly to identify any concerns regarding their attendance and class work. An additional monitoring instrument will be the Youth Program Quality Assessment (YPQA), a self assessment designed by High Scope Educational Research Foundation to evaluate the quality of youth programs and identity staff training needs based on standards for best practices in after-school programs. The assessment utilizes observation and interview methods to determine the quality of the program. This data, in conjunction with academic and non-academic student data, parent surveys and community partner input will form the basis for evaluating the success of the programs and will be utilized in reports to the advisory board and state evaluators.

**4.3 Addresses what to do if adequate student progress is not made based on mid-year measure.** The Project Director will monitor the participating students’ bi-weekly through tutor input at staff meetings, Infinite Campus data and all computer generated reports from Read 180 and ALEKS. While all students are expected to demonstrate significant gains with the extra time and assistance during their tutoring sessions, if a student is failing to make adequate progress, staff will meet with the student and classroom teacher to determine what needs to occur to move the student forward. Parents will be sent progress reports bi-weekly. MAP scores will be generated in Sept, January and May with progress toward grade level expectations tracked. The use of the computer software Read 180 and ALEKS allows for immediate feedback to the student and teacher if the student is failing to understand the concept and remediation can occur immediately.

**4.4 Identifies a lead person to collect data that supports evaluation of student progress and program implementation**. The Project Director will oversee the collection of all data through collaboration with school staff and CHEERS staff regarding academic success and enrichment /recreation participation. All program data will be collected in APLUS and provided to KDE and the state’s external evaluator – the Center for Evaluation and Education Policy (CEEP). Cayen will be utilized to upload data from the APLUS data into the federal data system for the USDOE review. The Project Director will ensure the accurate and timely collection of data as required by KDE Annual Progress Report guidelines.

**5. Budget: Please see the budget section of the proposal.**

**6. Priorities:**

1. The application serves a school identified for improvement under Title 1 Part A, is part of a district eligible for Title I Part and is identified by Senate Bill 1 as Eligible for State Assistance 2. The application consists of one public school and one public organization (Henderson Community College).

2**.** This application meets the absolute priority of serving a high school where 887 students (44%) qualify for free/reduced lunches.

21st Century Community Learning Centers

Budget Summary

|  |  |  |  |
| --- | --- | --- | --- |
| Budget Category | Year One(2010-2011 School Year) | Year Two(2011-2012 School Year) | Year Three(2012-2013 School Year) |
| AmountRequested  | \*\*In-Kind(optional) | AmountRequested | \*\*In-Kind(optional) | AmountRequested  | \*\*In-Kind(optional) |
| Personnel | 101,320.00 |  | 101,320.00 |  | 101,320.00 |  |
| Fringe Benefits | 14,587.00 |  | 14,587.00 |  | 14,587.00 |  |
| \*Travel (staff) | 8,396.00 |  | 8,396.00 |  | 8,396.00 |  |
| Equipment |  |  |  |  |  |  |
| Supplies/Materials | 3,271.00 |  | 3,271.00 |  | 3,271.00 |  |
| Contractual | 8,000.00 |  | 8,000.00 |  | 8,000.00 |  |
| Indirect Cost |  |  |  |  |  |  |
| Transportation(program) | 6,926.00 |  | 6,926.00 |  | 6,926.00 |  |
| Other (specify) | 7,500.00 |  | 7,500.00 |  | 7,500.00 |  |
| Volunteers($8.00/hour – in-kind only) |  |  |  |  |  |  |
| Yearly TotalsGrant and In-Kind Funds | 150,000.00 |  | 150,000.00 |  | 150,000.00 |  |

Budget Narrative Format*.*

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| --- | --- |
| BUDGET CATEGORY- Year 1 | **AMOUNT****REQUESTED** |
| **1. Personnel** | **$101,320.00** |
| (1) Director@6hr/day x 200 days x $25.00/hr=$30,000.00(5)Tutor/supervisors x 4 hr/day x 140 days x $20.00/hr = $56,000.00(1)Librarian x 3 hr/day x 3 days x $20.00/hr = 5,400.00(5) Summer School teachers x 4 days x 5 hrs x $20.00/hr = $8,000.00(2)Summer School teachers x 4 days x 4 hrs x $20.00/hr = $ 640.00(4) Freshman Jump Start staff x 4 days / 4 hrs x $20.00 = $1,280.00 |
| **2. Fringe Benefits** | **$14,587.00** |
| Director Fringe – 25.2% of $30,000.00 = 7,560.00KTRS on tutor/supervisor, summer school teachers salaries of $71,320.00 = $7,027.00 |
| **3. Travel (Staff)** | **$5,398.00** |
| **Instate** –Director and 1 staff – travel to Orientation and 3 state workshops = 4 meetings x 400 miles = 1600 miles x $.41 = **656.00** Lodging 4 nights x 2 rooms x $85.00/night =$**680.00**Per diem @ $30.00/day x 2 people x 8 days = $**480.00** Directors meeting (1) - 400 mi x .41 = $**164.00** State mandated meetings (2) – 400 mi x $.41 x 2 meeting = $**328.00** Lodging for 3 meetings = 3 nights lodging x $85.00 x 2 staff = $**510.00**Per diem for 3 meetings = $30.00 per day x 3 days x 2 staff = $**180.00****Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs. National Conference – 2 staff x airfare x lodging (3 nights @$200.00/ night) registration and per diem = $1,200.00 each = $**2,400.00** |
| **4. Equipment** | **$00.00** |
| **Itemize items and cost of each.**The school will provide any equipment needed for the grant project |
| **5. Materials and Supplies** | **$4,669.00** |
| The materials will be used to support and enhance the enrichment and recreational projects including:Guitars – 10 x $85.00= $850.00 Cooking supplies $700.00 Chess games 10 x $20.00=$200.00 Board games 20 x $20.00 =$400.00 Card games 10 x $20.00 =$200.00 craft supplies for scrapbooking, sewing, knitting and crocheting classes = $700.00 cameras for photography classes- 5 x 75.00 = $320.00 film for photography = $300.00 art supplies (brushes, drawing pencils, sketch pads, chalk, water colors) 601.00 Misc 398.00.00 |
| **6. Contractual**  | **$9,000.00** |
| Specialists will be contracted from the River Bend Academy to provide lessons in guitar for 10 students weekly, dance lessons for 20 students weekly, and culinary classes weekly for an average cost of $50.00/hr x 2 hrs/ week x 30 weeks = $3000.00 Martial Arts contract – 6 hrs/ week x 20 weeks x $25.00/hr = $3000.00 Staff PD – Ripple Effect (social skills training) 3000.00 |
| **7. Indirect** | **$** |
| The school will provide all physical education equipment for after school intramurals, fitness classes, music and audio equipment for dance classes, kitchen equipment for culinary classes, computers and software for tutoring and multi-media projects, media materials, director office area w/desk, computer, phone, email, office supplies. The school/district will provide promotion of the project activities through OneCall to parents, school newsletter, district/ school websites, newspaper and cable TV ads.  |
| **8. Transportation (Program)** | **$6,926.00** |
| The transportation will provide a critical need to enable students to stay after school and participate in the tutoring and enrichment/recreational activities. Bussing will be coordinated with other after school programs to maximize resource allocations. Busses will transport students to the two middle schools and to then transport students to their elementary feeder schools for pick-up by family members. (2) busses x 20 miles/day x 140 days for school year = 2800 miles x $.41 = 2,884.00(2) busses x 43 miles x 4 days x 4 weeks for summer school = 688 miles x $.41 = 708.64 (2) drivers x 1.5 hrs/day x 4 days x 30 weeks x $14.62 (includes fringe) = $2,631.60 (school year) (1) driver x 12 hrs/week x 4 weeks = 48 hours x $14.62 (includes fringe) = $701.76 (Summer school) |
| **9. Other (Specify and Itemize)**  | **$8100.00** |
| Parent workshop refreshments @$200.00 ea x 10 months = $2000.00; student afternoon snacks $40.00/ day x 140 days = $5,600.00. Freshman Jump Start refreshments $125.00 x 4 days = $500.00 |
| TOTAL REQUESTED = | **$150,000.00** |

**BUDGET PAGE- New Applicants**

**PRICE FOR SERVICE:**

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

|  |  |  |
| --- | --- | --- |
| **Original Award Period****(Year One)****150,000 max****2010-2011 School Year** | **Continuation Funding****(Year Four)** **75% of grant amount****2013-2014 School Year** | **Continuation Funding****(Year Five)** **50% of grant amount, not be less than $50,000****2014-2015** |
| $\_\_\_\_150,000.00\_\_\_\_\_\_ | $\_\_\_112,500.00\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $\_\_\_75,000.00\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Budget Narrative Format

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| --- | --- |
| BUDGET CATEGORY- Year 2 | **AMOUNT****REQUESTED** |
| **1. Personnel** | **$101,320.00** |
| (1) Director@6hr/day x 200 days x $25.00/hr=$30,000.00(5)Tutor/supervisors x 4 hr/day x 140 days x $20.00/hr = $56,000.00(1)Librarian x 3 hr/day x 3 days x $20.00/hr = 5,400.00(5) Summer School teachers x 4 days x 5 hrs x $20.00/hr = $8,000.00(2)Summer School teachers x 4 days x 4 hrs x $20.00/hr = $ 640.00(4) Freshman Jump Start staff x 4 days / 4 hrs x $20.00 = $1,280.00 |
| **2. Fringe Benefits** | **$14,587.00** |
| Director Fringe – 25.2% of $30,000.00 = 7,560.00KTRS on tutor/supervisor, summer school teachers salaries of $71,320.00 = $7,027.00 |
| **3. Travel (Staff)** | **$5,398.00** |
| **Instate** –Director and 1 staff – travel to Orientation and 3 state workshops = 4 meetings x 400 miles = 1600 miles x $.41 = **656.00** Lodging 4 nights x 2 rooms x $85.00/night =$**680.00**Per diem @ $30.00/day x 2 people x 8 days = $**480.00** Directors meeting (1) - 400 mi x .41 = $**164.00** State mandated meetings (2) – 400 mi x $.41 x 2 meeting = $**328.00** Lodging for 3 meetings = 3 nights lodging x $85.00 x 2 staff = $**510.00**Per diem for 3 meetings = $30.00 per day x 3 days x 2 staff = $**180.00****Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs. National Conference – 2 staff x airfare x lodging (3 nights @$200.00/ night) registration and per diem = $1,200.00 each = $**2,400.00** |
| **4. Equipment** | **$00.00** |
| **Itemize items and cost of each.**The school will provide any equipment needed for the grant project |
| **5. Materials and Supplies** | **$4,669.00** |
| The materials will be used to support and enhance the enrichment and recreational projects including:Guitars – 10 x $85.00= $850.00 Cooking supplies $700.00 Chess games 10 x $20.00=$200.00 Board games 20 x $20.00 =$400.00 Card games 10 x $20.00 =$200.00 craft supplies for scrapbooking, sewing, knitting and crocheting classes = $700.00 cameras for photography classes- 5 x 75.00 = $320.00 film for photography = $300.00 art supplies (brushes, drawing pencils, sketch pads, chalk, water colors) 601.00 Misc 398.00.00 |
| **6. Contractual** | **$9,000.00** |
| Specialists will be contracted from the River Bend Academy to provide lessons in guitar for 10 students weekly, dance lessons for 20 students weekly, and culinary classes weekly for an average cost of $50.00/hr x 2 hrs/ week x 30 weeks = $3000.00 Martial Arts contract – 6 hrs/ week x 20 weeks x $25.00/hr = $3000.00 Staff PD on “Challenge Day” (cultural diversity training) 3000.00 |
| **7. Indirect** | **$00.00** |
| The school will provide all physical education equipment for after school intramurals, fitness classes, music and audio equipment for dance classes, kitchen equipment for culinary classes, computers and software for tutoring and multi-media projects, media materials, director office area w/desk, computer, phone, email, office supplies. The school/district will provide promotion of the project activities through OneCall to parents, school newsletter, district/ school websites, newspaper and cable TV ads.  |
| **8. Transportation (Program)** | **$6,926.00** |
| The transportation will provide a critical need to enable students to stay after school and participate in the tutoring and enrichment/recreational activities. Bussing will be coordinated with other after school programs to maximize resource allocations. Busses will transport students to the two middle schools and to then transport students to their elementary feeder schools for pick-up by family members. (2) busses x 20 miles/day x 140 days for school year = 2800 miles x $.41 = 2,884.00(2) busses x 43 miles x 4 days x 4 weeks for summer school = 688 miles x $.41 = 708.64 (2) drivers x 1.5 hrs/day x 4 days x 30 weeks x $14.62 (includes fringe) = $2,631.60(school year) (1) driver x 12 hrs/week x 4 weeks = 48 hours x $14.62 (includes fringe) = $701.76 (Summer school) |
| **9. Other (Specify and Itemize)**  | **$8100.00** |
| Parent Academy refreshments @$200.00 ea x 10 meetings = $2000.00; student afternoon snacks $40.00/ day x 140 days = $5,600.00 Freshman Jump Start refreshments $125.00 x 4 days = $500.00  |
| TOTAL REQUESTED = | **$150,000.00** |

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| --- | --- |
| BUDGET CATEGORY- Year 3 | **AMOUNT****REQUESTED** |
| **1. Personnel** | **$101,320.00** |
| (1) Director@6hr/day x 200 days x $25.00/hr=$30,000.00(5)Tutor/supervisors x 4 hr/day x 140 days x $20.00/hr = $56,000.00(1)Librarian x 3 hr/day x 3 days x $20.00/hr = 5,400.00(5) Summer School teachers x 4 days x 5 hrs x $20.00/hr = $8,000.00(2)Summer School teachers x 4 days x 4 hrs x $20.00/hr = $ 640.00(4) Freshman Jump Start staff x 4 days / 4 hrs x $20.00 = $1,280.00 |
| **2. Fringe Benefits** | **$14,587.00** |
| Director Fringe – 25.2% of $30,000.00 = 7,560.00KTRS on tutor/supervisor, summer school teachers salaries of $71,320.00 = $7,027.00 |
| **3. Travel (Staff)** | **$5,398.00** |
| **Instate** –Director and 1 staff – travel to state workshops = 4 meetings x 400 mi. = 1600 mi. x $.41 = **656.00** Lodging 4 nights x 2 rooms x $85.00/night =$**680.00**Per diem @ $30.00/day x 2 people x 8 days = $**480.00** Directors meeting (1) - 400 mi. x $.41 = $**164.00** State mandated meetings (2) – 400 mi x $.41 x 2 meeting = $**328.00** Lodging for 3 meetings = 3 nights lodging x $85.00 x 2 staff = $**510.00**Per diem for 3 meetings = $30.00 per day x 3 days x 2 staff = $**180.00****Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs. National Conference – 2 staff x airfare x lodging (3 nights @$200.00/ night) registration and per diem = $1,200.00 each = $**2,400.00** |
| **4. Equipment** | **$00.00** |
| **Itemize items and cost of each.**The school will provide any equipment needed for the grant project |
| **5. Materials and Supplies** | **$4,669.00** |
| **The materials will be used to support and enhance the enrichment and recreational projects including:****Cooking supplies = $700.00 Chess games 10 x $20.00=$200.00 Board games 20 x $20.00 =$400.00 Card games 10 x $20.00 =$200.00 craft supplies for scrapbooking, sewing, knitting and crocheting classes = $700.00 cameras for photography classes- 5 x 75.00 = $320.00 film for photography = $300.00 art supplies (brushes, drawing pencils, sketch pads, chalk, water colors)= 600.00 Misc.= 1249.00** |
| **6. Contractual** | **$9,000.00** |
| Specialists will be contracted from the River Bend Academy to provide lessons in guitar for 10 students weekly, dance lessons for 20 students weekly, and culinary classes weekly for an average cost of $50.00/hr x 2 hrs/ week x 30 weeks = $3000.00 Martial Arts contract – 6 hrs/ week x 20 weeks x $25.00/hr = $3000.00 Other specialists – to be determined based on student interest $3,000.00 |
| **7. Indirect** | **$00.00** |
| The school will provide all physical education equipment for after school intramurals, fitness classes, music and audio equipment for dance classes, kitchen equipment for culinary classes, computers and software for tutoring and multi-media projects, media materials, director office area w/desk, computer, phone, email, office supplies. The school/district will provide promotion of the project activities through OneCall to parents, school newsletter, district/ school websites, newspaper and cable TV ads.  |
| **8. Transportation (Program)** | **$6,926.00** |
| The transportation will provide a critical need to enable students to stay after school and participate in the tutoring and enrichment/recreational activities. Bussing will be coordinated with other after school programs to maximize resource allocations. Busses will transport students to the two middle schools and to then transport students to their elementary feeder schools for pick-up by family members. (2) busses x 20 miles/day x 140 days for school year = 2800 miles x $.41 = 2,884.00(2) busses x 43 miles x 4 days x 4 weeks for summer school = 688 miles x $.41 = 708.64 (2) drivers x 1.5 hrs/day x 4 days x 30 weeks x $14.62 (includes fringe) = $2,631.60 ( school year) (1) driver x 12 hrs/week x 4 weeks = 48 hours x $14.62 (includes fringe) = $701.76 (Summer school) |
| **9. Other (Specify and Itemize)**  | **$8100.00** |
| Parent Academy 4 time/yr refreshments @$250.00 each = $1000.00; student afternoon snacks $40.00/ day x 140 days = $5,600.00 Freshman Jump Start refreshments $125.00 per day x 4 days = $500.00 |
| TOTAL REQUESTED = | **$150,000.00** |

Project Director

Job Description

Qualifications: This position will require an associate’s degree in a human service related field. Experience working with families and youth is required.

Job Expectations: The Program Coordinator will work 200 days during the school year and summer school program. The Program Coordinator will be supervised by the building principal or their designee.

Duties and Responsibilities:

1. Will coordinate and supervise the implementation of all collaborative, signed written agreements and contracts.
2. Will manage all day to day operations of the 21st CCLC program, including tutor schedules, activity calendars, partnership involvement, advertising the programs and overseeing the budget.
3. Will have primary responsibility of compiling program procedural documents and forms.
4. Will work with building leadership in determining the best program tutors to meet the needs of the targeted students.
5. Will conduct on-going program evaluation activities.
6. Will develop and maintain a file on each participating student.
7. Will meet with school personnel and community partners to explain the 21st CCLC.
8. Will provide administrative supervision to program staff.
9. Will conduct family programs in conjunction with the Youth Resource Center.
10. Will participate in all state sponsored professional development.
11. Will supervise students as needed.

Job Description

Program Tutor/ Supervisor

Qualifications: This position will require a bachelor’s or master’s degree in secondary education and a valid Kentucky teacher certificate.

Job Requirements: The program tutors/ supervisors will work for either 1 hour before school or three hours after school as outlined in the program plan. Tutors for reading and math must have experience teaching in these content areas. Supervisors can be selected from any content/ program. Program Teachers will be supervised by the Program Director in conjunction with the building principal. All tutors/ supervisors must exhibit a high level of commitment to the success of the program and the students to be assisted.

Duties and Responsibilities

1. Will provide homework assistance to students.
2. Will assist student in reading and/or math using the research-based programs selected for the 21st CCLC.
3. Will participate in professional development programs as needed.
4. Will provide guidance and support to the students.
5. Will supervise students during the academic and enrichment activities.
6. Will conduct on-going assessment and provide student progress information to the project director as needed.
7. Will maintain the student data file regarding academic efforts and gains.

PROGRAM SUMMARY AND ABSTRACT

|  |
| --- |
| Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.) |
| Applicant Name (name of school/organization/entity/etc. applying for funds)Henderson County High School |
| “Primary” Contact PersonKim Marshall | TitlePrincipal |
| District or Organization Name (for contact person)Henderson County School District |
| Mailing Address (for contact person)2424 Zion Road  | Phone270-831-8800 |
| City, State, and ZipHenderson, KY 42420 | Fax270-831-8870 |
| E-mail (for contact person)Kim.marshall@henderson.kyschools.us |
|  |
| Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information. |
| Superintendent Name:Dr. Thomas L. Richey | District Name:Henderson County Schools |
| Mailing Address1805 Second Street | Phone270-831-5000 |
| City, State, and ZipHenderson, KY 42420 | Fax270-831-5009 |
| Site Information: (Complete one box for each site that will provide a 21st CCLC program. No more than three sites.) |
|  |  |  |
| Site Name CHEERS |  | Site Name |
| Physical Site Address 2424 Zion Road |  | Physical Site Address |
| City, State, and Zip Henderson, KY 42420 |  | City, State, and Zip |
| Site Contact Person Kim Marshall |  | Site Contact Person |
| Site Contact Phone 270-831-8800 |  | Site Contact Phone |
| Site Contact E-mail 270-831-8870 |  | Site Contact E-mail |

PROGRAM SUMMARY AND ABSTRACT

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

|  |  |  |  |
| --- | --- | --- | --- |
| Specify:Name of *each* site Urban (U), Rural (R), or Suburban (S) | List all grade levels of students to be served at each CCLC site | Data regarding the school/district attended by the students during the regular school day. | Proposed # of students to be served at each site |
| School Name(if more than one school sends students to this site, list all schools) | District Name | School Type | \*% Free or Reduced Cost Lunch of each school building | \*\* Actual school-wide enrollment for each school building |
| Site:□ U x□ R □ S | 9-12 | Henderson County High School | Henderson County | x□ Public□ Private | 44% | 1997 | 200+ |
| Site:□ U □ R □ S |  |  |  | □ Public□ Private |  |  |  |
| Site:□ U □ R □ S |  |  |  | □ Public□ Private |  |  |  |

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

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

B. Applicant is (please check one);

 x Public School □ Non-Public School □ Community based Organization □ Faith Based Organization

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

C. Is proposal submitted jointly between (1) an LEA receiving Title I funds, and (2) CBO or other public or private organizations that propose to serve students attending schools in need of improvement (per section 2.1.4)? X yes □ no If yes, attach copy of Memorandum of Understanding where indicated.

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

Henderson County School District

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

 If yes: □ Federal X State What date did award funding conclude: \_June/2014 (month/year).

SITE SUMMARY AND ABSTRACT

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

Site Name: \_\_\_\_Henderson County High School\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

x\_\_\_ Art and Music education activities \_x\_\_ Expanded library service hours

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

\_x\_\_ Sports or Recreation

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

 character education programs

\_\_\_ Service Learning

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

 □ no X□ yes

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

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

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

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

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

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

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

F. Will qualified senior citizens (age 55 or older) serve as volunteers at this site? □ no X yes, explain how: \_\_\_\_Volunteers of all ages will be recruited and welcomed to assist with the programs.

G. Will students serve as volunteers at this site? □ no X yes, explain how: \_Students trained through the child care classes will be recruited to serve as child care attendants/ baby sitters for parents with young children that want to attended Parent Involvement programs and activities.

. Specify the % of Limited English Proficiency at this site: \_less than1%

I. Specify the number of adult family members *(of students served)* this site is proposing to serve: \_\_\_\_\_\_\_\_200+\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

J. Types of adult services to be provided: X□ activities promoting parental involvement X □ GED training X□ activities promoting family literacy X□ other, describe: teen parenting tips, stress management tips, federal aid/ college application aid, budgeting, meal planning, homework help tips, etc.

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

□X Afterschool □X Before-school □ X summer □ Holidays □ Weekends □ Evenings □ Breaks □ other: (specify :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Regular School Year(i.e. September 4-May 23) | Summer | Grand Total for Entire Year(July 1- June 30) |
| Prior to school start(July 1 – start of school) | Afterschool ends (following last day of school – June 30) |
| Total # hours/week | 3.75 hrs/day x 4 days/wk x 36 wks = 540 hrs/ year  | 4 hrs/ day x 5 days/wk x 3 wks = 60 hrs | 4 hrs/day x 5 days/wk x 1 wks = 20 hrs.  | 620 hours/year |
| Total # days/week | 4 days/wk x 36 wks=144 days | 5 days/wk x 3 wks =15 days  | 5 days/wk x 3 wks = 5 days  | 164 days per year |
|  |  |  |  |  |
| Total # of weeks | 36 | 3 | 1 | 40 |
| Total # of days | 144 | 15  | 5 | 164 |
|  |  |  |  |  |
| First date of operation | \_\_\_08/04\_/2010 \_\_\_\_\_ | \_06/13/2009\_\_Summer School | \_\_\_07/26/2010\_Freshman Jump Start Program | N/A |
| Last date of operation | \_\_05/ 26\_/2011\_ | \_\_\_07/02/2009Summer School | \_07/29/2010Freshman Jump Start Program | N/A |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Before School (Times of Operation) | Afterschool (Times of Operation) | Grand Total # hours/day |
| Beginning Time | Ending Time | # hours before Sub-Total | Beginning Time | Ending Time | # hours before Sub-Total |
| Monday | 7:00a.m. | 8:00a.m. | 1 | 3:15p.m. | 6:00p.m. | 2.75 hrs. | 3.75 hrs/day |
| Tuesday | 7:00 | 8:00 | 1 | 3:15p.m. | 6:00p.m. | 2.75 hrs. | 3.75 hrs/day |
| Wednesday | 7:00 | 8:00 | 1 | 3:15p.m. | 6:00p.m. | 2.75 hrs. | 3.75 hrs/day |
| Thursday | 7:00 | 8:00 | 1 | 3:15p.m. | 6:00p.m. | 2.75 hrs. | 3.75 hrs/day |
| Friday |  |  |  |  |  |  |  |
| Saturday |  |  |  |  |  |  |  |
| Sunday |  |  |  |  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Summer | Holidays | Breaks | *Freshman Kick-off week* |
| Beginning Time | Ending Time | Beginning Time | Ending Time | Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday | 8:00a.m. | 12:00p.m. |  |  |  |  | 9:00a.m. | 1:00p.m. |
| Tuesday | 8:00 | 12:00 |  |  |  |  | 9:00 | 1:00 |
| Wednesday | 8:00 | 12:00 |  |  |  |  | 9:00 | 1:00 |
| Thursday | 8:00 | 12:00 |  |  |  |  | 9:00 | 1:00 |
| Friday | 8:00 | 12:00 |  |  |  |  |  |  |

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