

CIRCLE COPY TYPE:

Original

Copy

CCLC24 ORIGINAL - 134

Application Cover Sheet
KENTUCKY DEPARTMENT OF EDUCATION

21st Century Community Learning Centers

Cycle 21 RFA Submission Deadline: Nov.

21, 2023, 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)

Last Cycle Awarded: ~~Cycle 11~~ **Cycle 12**

Unique Entity Identifier #: [REDACTED]	Fiscal Agent SAM CAGE Code#: [REDACTED]
School #1: Hiseville Elementary	
Physical Address: [REDACTED]	
Target Grades: K - 6	
School #2 (optional):	
Physical Address:	
Target Grades:	
Fiscal Agent: Barren County Schools	
Superintendent/Chief Executive Officer: Bo Matthews	
Physical Address: [REDACTED]	
E-mail: bo.matthews@barren.kyschools.us	
Co-applicant: Mammoth Cave National Park	
Superintendent/Chief Executive Officer: Barclay Trimble	
Physical Address: [REDACTED]	
E-mail: [REDACTED]	
Grant Writer: Heather Gardner	Agency: Barren County Schools
Email: heather.gardner@barren.kyschools.us	

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


Fiscal Agent: Superintendent/Chief Executive Officer

11/6/23
Date


Co-applicant: Superintendent/Chief Executive Officer

10/19/2023
Date

Notary Public:  Date: 11/6/23

Notary Seal - My Commission Expires
KYNP27317
May 1st, 2025

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 (page 27). PM
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. PM PM
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. PM
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. PM
5. **The school principal and fiscal agent** must ensure overtime is not allowed for any staff. PM PM
6. **The fiscal agent** must ensure the program site coordinator is onsite each day the program is open for the required two hours after school and remains until all students have been picked up. PM
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 janitor to access). PM PM
8. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds are not used by any school staff during the school day. PM PM
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. PM
10. **The fiscal agent** must immediately notify 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 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 access for data entry, list of all program staff, partners, USDA snack program, and distribution of snacks to participants. PM
11. **The fiscal agent** must provide equitable opportunities for the participation of both public and private school

students served by the award. PM

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. PM
13. **The fiscal agent** must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. PM
14. **The fiscal agent** must ensure appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by KDE. PM
15. **CBO/FBO applicants** must submit an annual external audit each year of the grant by Oct. 1 to the 21st CCLC SEA – Brigette Stacy Brigette.stacy@education.ky.gov. The most current annual audit must be submitted with the Cycle 21 RFA application. PM
16. **The fiscal agent** must submit all required reports and documentation as required to KDE. PM
17. **The fiscal agent and LEA** must assure that supplies, materials, technology, or equipment will not be used during the school day. PM PM
18. **The fiscal agent and LEA** must submit the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
 - Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth and fifth years;
 - Meeting the number of regular attendees outlined in the application;
 - Provide documentation of completed state reports as required. PM PM
19. **The LEA** must comply with provisions of the Title IX of Every Student Succeeds Act, 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. PM
20. **The fiscal agent and LEA** must comply with the following guidance. PM PM
 - 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
21. **The fiscal agent** must ensure grant funds are not used for lobbying purposes. PM
22. **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. PM

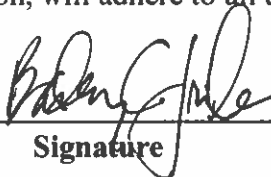
23. **The fiscal agent** must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, 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 a corrective action plan to implement and become compliant within 60 days. KDE will provide additional technical assistance based on the area of compliance to support the grantee. PM
24. **The fiscal agent** understands that if the grant is withdrawn mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met) but will be ineligible for any priority points awarded to continuation applicants. PM
25. **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 the minimum hours of operation (hours/days/weeks/summer)
 - Use funds in a reasonable and appropriate manner.
 - Resolve a non-compliance audit/monitoring finding.
 - Submit required data on or before the due date.
 - Implement a required Corrective Action Plan. PM

ASSURANCES SIGNATURE PAGE

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

Bo Matthews  11/6/23
Fiscal Agent print name Signature Date

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

BARCLAY TRIMBLE  10/19/2023
Co-applicant print name Signature Date

Principal(s) Signature

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.

School Name: Hiseville Elementary

Jonathan Devore  11/6/23
School Principal print name Signature Date

School Name: _____

School Principal print name Signature Date

Table of Contents

Application Cover Page Form A	I
Assurance Form B	II-V
Table of Contents	VI
Logic Model Form C	VII - X
Narrative	1-30
Reference Page	31
Budget Summary Form D	32
Budget Narrative Form E	33-41
Budget Code Form P	42-43
Prior Grantee/History Capacity Form F	44
Center Profile	45-47
New Applicant Form G	48
Organizational Capacity Statement Form H	49
List of Consortium Partners	50
Staffing Chart	51-52
Equitable Access and Participation Form I	53-54
Certifications Form J	55-56
Program Summary Form K	57
Program Schedule Form L	58
Co-Applicant Agreement Form M	59
Community Partner Agreements Form N	60-64
Private/Home School Consultation Form O	65

21st CCLC Cycle 21 Logic Model Form C

Not to exceed four pages – Applicants may add additional goals

Performance Goals:

Goal 1: Increase academic achievement of participating students in math, reading, and science.

Goal 2: Improve non-cognitive indicators of success in participating students.

Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.

Goal 4: Increase access to postsecondary and workforce preparation activities for middle/high students or K-3 reading intervention for elementary students (determined by grade levels to be served).

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

Describe the targeted participants:

The target population to be served by the program will be a minimum of 50 students who are deemed at-risk for academic or behavioral issues, the majority of which have been found to be economically disadvantaged. The elementary school is a Title 1 school, with 100% of the students receiving free/reduced meals. A multi-tier system of support (MTSS) will be utilized to determine which students are at highest risk of academic/behavioral issues. The factors that will be considered using this MTSS approach are as follows: students who are chronically absent, those with documented behavior issues, students flagged for social emotional status, and those who score below grade level on MAP and Fastbridge assessments in math, reading, and science.

Students meeting any of the following criteria will be the target population for the program:

- Panorama Social Emotional Learning Results and/or Student Risk Screening Scale Results
- Attendance-Missing 10% or more days of the school year
- Office Referrals - 2 or more office referrals in a one-month period
- Grades - students falling in the bottom 20th percentile on MAP assessments
- Students scoring below 60% average in core classes

Parents, relatives, and community members will be the target population for family enrichment classes and activities. There will be an emphasis on family members of students who attend programming.

Goal 1: Increase academic achievement of participating students in math, reading, and science.

Performance Indicators:

1a. Increase the # of academically at risk students scoring proficient on math MAP & Fastbridge assessments by 20% by 2029.

1b. Increase the # of academically at risk students scoring proficient on English MAP & Fastbridge assessments by 20% by 2029.

1c. Increase the # of academically at risk students scoring proficient in science on state assessments by 20% by 2029.

Resources:

1a-1c. Certified teachers, Instructional assistants, Mentors, MAP assessment data, State Assessment data, Progress reports, Report cards, KY Academic standards, Infinite Campus, PLC meetings

1a. Simple Solutions, STEAM lab, IXL math

1b. 95 CorePhonics®, Expanding Expressions, IXL Language Lexia Core5 Reading

1c. Simple Solutions, Hooked on Science w/ Jason Lindsey, STEAM lab, Greenhouse garden

Activities:

1a-1c. Homework help, remediation activities, academic assistance, tutoring, Write Brain Books

1a. Math engagement (workbooks, quizzes) using simple solutions, IXL math videos and games, coding classes, engineering, math challenge worksheets, STEAM programs, math homework lesson interventions, measuring cooking activities

1b. Reading engagement using 95 CorePhonics®, Lexia Core5 reading & English language development programs, book club, reading homework lesson interventions, IXL language arts videos and games, recipe reading activities

1c. Science engagement using STEAM enrichment activities, VEX robotics, LEGO® robotics, coding classes, engineering, gardening, Hooked on Science with Jason Lindsey, nature hikes, wildlife education activities, Simple Solutions science kits and activities

Data source used to document improvement:

1a-1c. teacher assessments, MAP assessment data, State test data, Infinite Campus grades, Center Profile data, Fastbridge assessment data, School Report Card data

1a. IXL math assessments

1b. 95 CorePhonics® student assessments

1c. IXL science assessments

Performance Measures (Outcomes):

1a. By 2029, 20% of academically at risk students, attending after school programs, will score proficient in math on MAP and Fastbridge assessments.

1b. By 2029, 20% of academically at risk students, attending after school programs, will score proficient in English on MAP and Fastbridge assessments.

1c. By 2029, 20% of academically at risk students, attending after school programs, will score proficient in science on state assessments.

Goal 2: Improve non-cognitive indicators of success in participating students.

Performance Indicators:

2a. By 2029, 85% of regularly attending students will receive no more than 2 disciplinary office referrals per school year.

2b. By 2029, decrease chronic absenteeism (missing more than 10% of school days in a school year) among regularly attending students by 15% as measured in Infinite Campus.

2c. Reduce the number of regularly attending students who score moderate/high risk of social-emotional behavior (SEB) on SRSS-IE mental health screener by 10% by 2029.

Resources:

2a-2c. Botvin Life-Skills training, certified teachers, peer tutors, school counselors, site coordinators, school administrators, greenhouse gardens, multi-tiered systems of support (MTSS), Student Risk Screening Scale for Internalizing & Externalizing mental health screener (SRSS-IE), parent communication (emails, phone calls, home visits, class Dojo, flyers, social media platforms), community partners, art supplies, musical instruments, gaming supplies, gardening supplies, cooking supplies, student surveys

2a. Social-emotional learning (SEL) materials for lessons, Breath for Change, Infinite Campus,

2b. Infinite Campus, teacher attendance sheets,

2c. Mentoring services, Social-emotional learning (SEL) materials for lessons, Breath for Change

Activities:

2a-2c. Botvin LST videos and activities, Social-emotional learning (SEL) activities for students & parents, yoga, Breath for Change activities, gardening, dancing, cooking classes, running, art lessons, community partner activities including hiking & nature walks, scavenger hunts, archery, library activities with books, team-building activities, STEAM clubs, creating calming spaces and materials, cardio drumming

Data source used to document improvement:

2a. Infinite Campus behavior report, SRSS-IE assessment scores, KDE behavior reports

2b. Infinite Campus attendance report

2c. SRSS-IE assessment scores, student surveys

Performance Measures (Outcomes):

2a. A reduction in disciplinary office referrals by 2029, with 85% of regularly attending students receiving less than 2 referrals in a school year.

2b. By 2029, a 15% decrease in chronic absenteeism among regularly attending students, reported by Infinite Campus data.

2c. By 2029, a 10% decrease in regularly attending students who score moderate/high risk of social-emotional behavior, measured through SRSS-IE mental health screener.

Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.

Performance Indicators:

3a. Increase after school program attendance of students receiving school day MTSS (multi-tiered

systems of support) services by 20% by 2029.

3b. Increase direct communication (phone calls & home visits) between school administrators/site director and parents of targeted students, regarding after school programming, by 20% by 2029.

3c. Offer a minimum of two monthly enrichment programs tailored to student preferences using the student interest survey, starting 2024-2029.

Resources:

3a-3c. School administrators, school website, program site directors, program staff, school counselors, Remind.com, Class Dojo (parent communication app), social media platforms, community partners, One call system, Central office PR staff, academic resources

3a. School day teachers, school counselors, school administrators/staff members, referral forms, monthly activities calendar, Infinite Campus, SRSS-IE, MAP data, Fastbridge data, School Report Card,

3c. Student interest surveys, community partners, monthly activity calendars

Activities:

3a. Promotion of program at various events (back to school night, parent/teacher conferences), promotion of program on social media sites & school website, parent phone calls & home visits, take home flyers,

3b. Phone calls & home visits, program calendar flyer sent home/on school website

3c. Student survey, enrichment activities (art classes, cooking classes, archery, run club, gaming, STEAM club, gardening, dance classes, cardio drumming, yoga, nature walks, etc)

Data source used to document improvement:

3a. Attendance logs kept by 21st CCLC site directors

3b. School administrator contact logs, social media archives, website archives

3c. Student surveys, monthly program calendar

Performance Measures (Outcomes):

3a. By 2029, a 20% increase in after school program attendance of students receiving school day MTSS services, as reported by attendance logs.

3b. By 2029, a 20% increase in direct communication between school administrators/site directors and parents of targeted students, regarding after school program, as reported by contact logs.

3c. Beginning fall 2024 and continuing through spring 2029, at least 2 enrichment programs per month will be offered tailored to student preferences, using student interest surveys, as reported by program calendar.

Goal 4: Increase access to postsecondary and workforce preparation activities for middle/high students or K-3 reading intervention for elementary students (determined by grade levels to be served).

Performance Indicators:

4a. Increase the # of targeted K-1 grade students with mastery of letter-sound recognition by 20% as measured by Fastbridge reading assessment by 2029.

4b. Increase the # of targeted 2-3 grade students who score proficient on the NWEA MAP reading assessment by 20% by 2029.

4c. Annually, all regular attending K-6 grade students will engage in at least one grade level transition meeting with teachers, counselors, & administrators regarding expectations for the following year, beginning in 2024.

Resources:

4a-4b. Program site director, certified teachers, instructional assistance, counselors, school administrators, Expanding Expressions, 95 CorePhonics®, Simple Solutions, Progress reports, KAS, IXL, Lexia Core5 reading, Fastbridge assessment data, NWEA Map assessment data, Write Brain Books

4c. program site director, certified teachers, instructional assistance, counselors, school administrators, transitional resources such as higher grade level materials, SEL coaches

Activities:

4a. 95 CorePhonics® Tier 2 reading intervention activities, 95 Phonics Chip Kits & activities, IXL, letter/sound flash cards, Expanding Expressions tool Kit activities

4b. Simple Solutions level 2 & 3 work book, 95 CorePhonics® Tier 2 reading comprehension & vocabulary, IXL Language Arts lessons & games for 2-3 grade

4c. Time with teachers, counselors, and other staff dedicated to transition expectations & materials

Data source used to document improvement:

- 4a. Fastbridge assessment data, teacher benchmark assessments, center profile data
 4b. Fastbridge assessment data, MAP assessment data, teacher benchmark data, center profile data
 4c. Attendance logs, sign-in sheets, program calendar data, center profile data

Performance Measures (Outcomes):

- 4a. By 2029, a 20% increase of targeted K-1 grade students with mastery of letter-sound recognition, as measured by Fastbridge reading assessment data.
 4b. By 2029, a 20% increase of targeted 2-3 grade students who score proficient on the NWEA MAP reading assessment.
 4c. Beginning fall 2024 and continuing until spring 2029, at least 1 grade level transition meeting will occur between all regularly attending K-6 grade students and teachers, counselors, & administrators regarding expectations for the following year.

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

Performance Indicators:

- 5a. Increase the # of parents participating in family engagement activities by 10% per year by 2029.
 5b. Increase the # of family engagement activities by 10% per year by 2029.

Resources:

5a-5b. Program site director, school administrators, certified teachers, community partners, one-call system, social media, school website, district billboard, local media outlets, technology resources & access, needs assessment surveys, family enrichment materials, SEL counselor, Brecht for Change, local YMCA, health department, local pediatrician, art supplies, financial planning supplies, American Heart Association

Activities:

- 5a. Advertisements of family enrichment nights through local media outlets, billboards, social media, one-call system, backpack flyers, Class Dojo, School website; needs assessment surveys to find out family needs, SEL activities, financial planning, American Heart Association activities for healthy hearts, nutrition activities
 5b. Family surveys to determine needs, community partner meals provided, family engagement activities for skill-building (SEL, financial, health, nutrition, CPR, homework help, etc)

Data source used to document improvement:

- 5a. 21st CCLC attendance logs, center profile data, 21st CCLC program schedule, social media archives, school administrator contact logs, sign-in sheets
 5b. Needs assessment surveys, program calendar/schedule, center profile data

Performance Measures (Outcomes):

- 5a. An annual 10% increase in the number of parents participating in family engagement activities by 2029, as measured by attendance logs.
 5b. An annual 10% increase in the number of family engagement activities by 2029, as evidenced by 21st CCLC program schedule.

1.1.1 - The **community was notified** of the intent to apply for this grant **through letters, text messages, emails, and phone calls**, as well as through school communication apps, such as **Class Dojo**. All stakeholders were invited to **give input** on the application through a **needs assessment survey** that was posted to the school's website, as well as the school's social media accounts. The application and any waivers will be available for review on the school website and sent out through Dojo.

1.1.2 - As part of a strategic development initiative, students, parents, and members of the community were **surveyed regarding input on programming** that will best serve students' needs. Over 270 stakeholders, including **parents, teachers, students, school administrators, and community members**, responded to the online survey. Respondents identified the following areas as the greatest needs for programming: enrichment programs such as cooking, gardening, arts/crafts, etc (43.7%), academic support/tutoring (20.4%), physical fitness/wellness (18.9%), and STEM programming (17%). Stakeholders were also surveyed regarding adult skill-building programs and identified the following as the greatest needs for adults: health/nutrition (66.7%), budgeting/financial planning (58.3%), and career opportunities/resume writing (31.8%).

1.1.3 - The target population to be served by the program will be **50 students** who are deemed **at-risk for academic or behavioral issues**, the majority of which have been found to be **economically disadvantaged**. The elementary school is a Title 1 school, with 100% of the students qualifying for **F/R meals**. A multi-tier system of support (MTSS) will be utilized to determine which students are at highest risk of academic/behavioral issues. The factors that will be considered using this MTSS approach are as follows: students who are **chronically absent** (11%), those with documented **behavior issues** (10.5%), students flagged for **social-emotional status** (11%), and those who fall into the **bottom 20th percentile on MAP** assessments in math (average of 65%), reading (average of 61.5%), and science (average of 18%).

Students meeting any of the following criteria will be targeted for the program:

- Panorama Social-Emotional Results and/or Student Risk Screening Scale
- Attendance-Missing 10% or more days of the school year
- Office Referrals - 2 or more office referrals in a one-month period
- Grades - students falling in the bottom 20th percentile on MAP assessments
- Teacher/administrator/other staff member referral

1.1.4 - Community Risk Factors

- **Poverty** - The county has a significantly higher poverty rate of 23.6%, compared to only 16.3% poverty rate at the state level (Welfareinfo.org, 2021). Children in this county are also living at a higher poverty rate of 26%, compared to 19.4% at the state level (Countyhealthrankings.org, 2023).
- **Percentage of growth of English learners** - Over 5% of the population speaks a language other than English and the county is seeing a rise in English learners among the student population (Census.gov, 2022). The elementary school currently has 11 ELL students.
- **Needs of working families** - There are only 7 childcare centers in the county. With 28% of children living in single-parent households and 29% of adults having to drive long commutes, there is a lack of family support in the community (Countyhealthrankings.org, 2023).
- **Literacy rates** - Roughly 25% of adults in the county lack basic literacy skills (Nces.ed.gov, 2017).
- **Juvenile crime rates** - The juvenile crime rate in the county is 7.1 per 1,000 incarcerated (Kyyouth.org, 2021).
- **Educational attainment in the community** - Only 17.2% of adults in the county have a bachelor's degree compared to 26% at the state level. Eighty-four percent of adults have at least a high school education, compared to 88% at the state level (Census.gov, 2022). There is a 16% dropout rate for the county compared to only 12% at the state level (Towncharts.com, 2023).
- **Food insecurity** - There are 7,860 people in the county that are food insecure, 2,430 of those are children. The overall rate of food insecurity is 17.8% for the county, 61.5% higher than the national average (feedingamerica.org, 2020). Almost 24% of children in the county are living in food-insecure households (Kyyouth.org, 2020).
- **Median household income** - The median household income for people in the county is \$44,254 compared to \$55,454 at the state level (Census.gov, 2022).

According to the 2019 Kentucky Extension Community Assessment County Report, the top three priority issues for youths and families are: **1)** More youth life skills training, such as money management and life decision making; **2)** better youth and adult career readiness; and **3)** better family skills in reducing debt, increasing savings

and financial planning (Extension.ca.uky.edu, 2019). The programming that will be provided through this grant will help address the top issues by providing extended educational and enrichment opportunities to youth and adults that need it the most.

Economically disadvantaged, those with behavioral issues, and students in need of social-emotional help will be given extra attention and guidance with these programs to help them thrive and excel to their next level. Adult family and community members will be able to attend family engagement activities to help practical skills and overall health and emotional wellness. The extra programming is also a great help to single parent households and those who commute for work by giving their children a safe environment after school. The nutritional support provided through the afterschool program meals will help to combat food insecurity that many students face daily.

1.1.5 - School Risk Factors:

- **Sub-populations/groups:** The elementary school has 331 students enrolled. Following is the demographic information found in Infinite Campus for the school: Female (50.2%), Male (49.8%), Hispanic (5.8%), Two or more races (3%), White (90%), English language learners (3.3%), Special education students (20.1%), and Economically disadvantaged students (70.7%).
- **At-risk of academic failure:** Using data from Fastbridge, 39% of kindergarten, 70% of 1st grade, and 54% of 2nd grade students need intensive-supplemental support (or falling below the 30th percentile) in reading and; 22% of kindergartens, 19% of 1st graders, and 53% of 2nd graders need intensive-supplemental support (or falling below the 30th percentile) math. Literacy rates taken from the KY School Report Card show those who fall below proficiency in reading range from 46% of 5th graders, to as high as 79% of 3rd graders. The literacy rates for those falling below proficiency in math range from 59% of 6th graders to as high as 79% of 3rd graders. Fifty-eight percent of students fall below proficiency in science (KentuckySchoolReportCard, 2023).
- **Behavior/discipline data:** During the 2022/23 school year, the elementary school had 26 disciplinary events, 11 of which were disruptive/disrespectful behavior. The other disciplinary events were cheating, excessive physical contact, fighting, theft, and general defiance.
- **Homelessness:** Sixty-nine students at the elementary school are identified as homeless. The US Department of Education defines homelessness for children and youth as individuals who lack a fixed, regular, and adequate nighttime residence.

- **Drop-out rates:** The drop-out rate for the high school in the district is 0.4%. The groups with the highest drop-out rate include students who are migrants (9.1%), homeless (1.7%), those with disabilities (0.8%), and students who are economically disadvantaged (0.6%).
- **Free and reduced lunch rates:** The school has a F/R lunch rate of 100%, according to the 2022-2023 Kentucky Department of Education Qualifying Data.
- **Chronic absenteeism:** There are 31 students currently at the elementary school that are chronically absent, meaning that they have missed 10% or more of this academic year. Ten of those students are homeless, 3 are students with disabilities, one child is in foster care, and the other 28 students receive free/reduced meals.
- **Social-emotional:** According to the 2023 Student Risk Screening Scale for Internalizing and Externalizing (SRSS-IE), there are 35 students at the elementary school that have been identified for moderate to high risk behavior patterns and have had some form of intervention initiated.

Based on the number of students who have scored below proficiency in math and reading, there is a **need to provide additional services for these children** to ensure that they do not fall further behind as they progress through their academic career. High rates of absenteeism, increased behavioral incidences, and an increased risk of negative social-emotional patterns show a strong need for assistance from caring adults that can provide students with the support they need to thrive. Equipping students with appropriate social/emotional coping skills and providing them academic support through afterschool, evidence-based programs, has shown to improve outcomes including math & reading scores, school participation & attendance, and overall wellness (Minney et al, 2019).

1.1.6 - Along with the **online survey** regarding input on programming that will best serve students' needs; **emails and conversations** with school administrators, teachers, assistants, guidance counselors, and mental health coordinators were conducted to discuss their unique perspectives. Program **coordinators also met** with students and parents to review program specific needs. Community partners were contacted to discuss the best use of contributions and to review specific programming needs.

Data was pulled from KY School Report Card, Fastbridge, MAP scores, Infinite Campus, SRSS, and MTSS to identify needs and gaps. Community needs were assessed through US Census Bureau, 2022 KY Kids Count, and the KY Cooperative Extension Service Community Needs Assessment to evaluate community needs.

1.1.7 - The elementary school is located in a small, rural area, where the closest town is 12 miles away. Many parents must commute to work, leaving many students home alone after school. The closest childcare facility or after school enrichment opportunity is 15 minutes away. According to a Needs Assessment survey put out by the school, 75.8% of **parents found cost to be the greatest barrier** for their child not participating in an after-school program. Currently, **100% of the students** at the school **receive F/R meals**. According to Infinite Campus, 69 students who attend the school are considered to be homeless. A 21st CCLC program would give students the opportunity to have an after-school meal, participate in enrichment activities, homework/tutoring assistance, positive interactions with peers, and guidance from caring adults. It would provide parents a safe environment for their child, instead of going home to an empty house. It would also provide students with diminished resources an opportunity to be surrounded by positive, encouraging adults who want them to thrive.

1.1.8 - Home school families and local private schools were **sent a letter detailing** the intent to apply for the grant. They were also **notified via phone call** to discuss any interest in participating in the proposed program. Both private schools declined interest in the afterschool program, stating that their afterschool programs are a source of additional income for them. No home schools indicated a desire to participate.

1.1.9 - Private and home schools were all **sent a letter** detailing the intent to apply for the grant, along with **a phone call and text message** – See attached Form O.

1.1.10 - The school will use the same method as 1.1.9 to **contact home and private schools** annually to inform and invite them to participate in the afterschool program.

1.1.11 - Students with special needs have full access to all programming. All schools are **wheelchair accessible** and after school staff meet with special needs teachers to **ensure** that **IEPs** and **504 plans** are followed accordingly. Staff are **trained to assist** children with physical disabilities to ensure that these children receive appropriate support.

1.1.12 - The district understands the importance of **equitable access** and **participation** to all stakeholders, including those with special needs. The facilities **comply** with all **ADA** and **IDEA requirements**. Collaboration between administrators, teachers, and families of individuals with special needs is ongoing to ensure that support, IEPs, and any other accommodations are in place to meet any requirements. Staff receive training by ECE teachers to assist individuals with special needs, ensuring a safe and inclusive learning environment. Transportation is available for students with special needs.

Part II: Project Logic Model

2.1.1 - **Increasing academic achievement** in math, reading, and science requires a multifaceted approach, involving educators, parents, and students. Staff will use evidence-based materials, such as 95 CorePhonic®, Expanding Expression Tool Kit, IXL reading, and Lexia Core5, to foster effective reading development. Key concepts of mathematics will be taught utilizing scientifically-tested strategies provided by Simple Solutions and IXL math to increase deep learning skills. IXL science programs, as well as *Hooked on Science*, created by Jason Lindsey (a STEM-certified master trainer), and other STEAM activities will be used for academic achievement in science.

Programming will target reading, math, and science deficits by guiding students towards success through one-on-one assistance and small group learning. These are research-based strategies that build trust between educators and students. Teachers will focus on ensuring that student voices are heard (Hoffman et al.,2019).

2.1.2 - A wide **range of STEAM** topics such as LEGO® Robotics, engineering, gaming,

CSI Tech Detectives, Write Brain Books, and Hooked on Science activities will be offered during enrichment time to **improve non-cognitive indicators**. Students will also participate in gardening projects and engage in various art lessons, including dance, music, painting, and plays. Students will also be able to participate in wellness activities such as cardio drumming, running club, and yoga. These activities will help to build collaboration and cooperation.

Botvin Lifeskills® Training (LST) materials will be used to address **social-emotional learning and behavior**. This curriculum has demonstrated its ability to boost self-esteem, foster positive attitudes, and enhance the understanding of crucial life skills. All of these aspects contribute to the advancement of a healthy and positive personal development and mental well-being. Kids participating in the after-school programming can benefit from LST training by reducing their number of behavioral referrals, allowing them to experience a healthier social/emotional state, and providing them with more time in class and with peers.

2.1.3 - In order to **meet or exceed** 50 regular participating students, site coordinator and school administrators have drafted policies that **require students in need of academic and behavioral support** to attend after school programming. The elementary school identifies students in need of intervention through a universal screener (MAP testing), progress reports, and teacher referrals. Students who score in the bottom 20th percentiles on MAP assessments are referred to the program. Students with grades falling below 70% will be referred to the after-school program for academic assistance.

Students receiving **more than two office referrals** in a quarter or who are **flagged for truancy** through Infinite Campus records will be referred to the program by teachers and administrators. Students identified for moderate-high risk behavior patterns using the SRSS-IE assessments will also be referred to the program. Site

coordinator will meet with students during the school day. Administrators and site coordinator will **communicate with parents/guardians** through email, phone calls and home visits to ensure that they are aware of the program offerings and benefits. Information regarding programming will also be available during Back to School Bash, on the school website, through Class Dojo, and the one-call phone system.

2.1.4 - Upper elementary **transition activities** will be provided to students transitioning to middle school. Community partners will contribute to **workforce preparation** activities that will include career guidance, college/career readiness, mock business plans for manufacturing/ agriculture, and business management sessions.

Advertisement of K-3 literacy activities and upper elementary **transition activities** will be done through multiple media platforms to help bring awareness and increase participation in programs. Communication will occur through the school website, phone calls, backpack fliers, and platforms such as Class Dojo, Facebook, district billboard, and local radio stations.

2.1.5 - To **increase literacy and educational opportunities** to support **working parents**, families will be **encouraged to participate** in their children's education by learning how to support with homework help. Community partners will engage parents in workshops and support groups, focused on dealing with stress, anxiety, or other emotional challenges, enhancing the overall well-being of students and families. Community partners will also offer seminars on budgeting/financial planning, healthy eating, CPR training, Social-Emotional learning, homework help, and literacy night. These educational programs are intended to better equip parents/families in supporting their children emotionally and academically, while helping build essential skills for personal security.

Annual SMART Performance Indicators - 2.1.6 - 2.1.10

Goals	Performance Indicators	Connection to goal/identified need
1. Increase academic achievement of participating students in math, reading, and science.	<p>1a. Increase the number of academically at-risk students scoring proficient in math on MAP & Fastbridge assessments by 20% by 2029.</p> <p>1b. Increase the number of academically at-risk students scoring proficient on English MAP & Fastbridge assessments by 20% by 2029.</p> <p>1c. Increase the number of students scoring proficient in science on state assessments by 20% by 2029.</p>	<p>1a. Increased math proficiency will raise academic performance in STEAM areas and reduce the achievement disparity between targeted (low academic scores/limited academic support at home) and non-targeted students.</p> <p>1b. Increased reading proficiency will raise academic performance across all disciplines and will reduce disparities between targeted (low academic scores/limited academic support at home) and non-targeted students.</p> <p>1c. Increased science proficiency will increase academic success across all STEAM disciplines.</p>
2. Improve non-cognitive indicators of success in participating students.	<p>2a. By 2029, 85% of regularly attending students will receive no more than 2 disciplinary office referrals per year.</p> <p>2b. By 2029, decrease chronic absenteeism (missing more than 10% of school days in a school year) among regularly attending students by 15% as measured in Infinite Campus.</p> <p>2c. Reduce the number of regular attending students who score moderate/high risk of social-emotional behavior (SEB) on SRSS-IE mental health screener by 10% by 2029.</p>	<p>2a. Decreased behavioral referrals indicate an increase in positive social/emotional engagement, allowing students to remain in class to increase their proficiencies in all subjects.</p> <p>2b. Increased daily attendance indicates a positive school climate and healthier students, allowing students more time to learn and increase academic performance in all domains.</p> <p>2c. Decrease in at-risk SEB indicates a more positive learning environment for all students to participate in and allows target students to increase academic performance in all domains.</p>
3. Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.	<p>3a. Increase after school program attendance of students receiving school day MTSS (multi-tiered systems of support) services by 20% by 2029.</p> <p>3b. Increase direct communication (phone calls & home visits) between school administrators/site coordinator & parents of targeted students, regarding after school programming, by 20% by 2029.</p> <p>3c. Offer a minimum of two monthly enrichment programs tailored to student preferences using the student interest survey, starting 2024-2029.</p>	<p>3a. Increasing referrals will allow more students to receive academic remediation and engage in enrichment activities.</p> <p>3b. Increasing communication between school and parents/guardians will help to foster support from families and help to increase attendance of students that need additional academic/behavioral assistance.</p> <p>3c. Offering a variety of enrichment programs tailored to student preferences will not only help with engagement, but will also increase student retention rates and interest in the program.</p>

<p>4. Increase access to postsecondary and workforce preparation activities for middle/high school students or K-3 reading interventions for elementary students.</p>	<p>4a. Increase the number of targeted K-1 grade students with mastery of letter-sound recognition by 20% as measured by Fastbridge reading assessment by 2029.</p> <p>4b. Increase the number of targeted 2-3 grade students who score proficient on the NWEA MAP reading assessment by 20% by 2029.</p> <p>4c. Annually, all regularly attending K-6 grade students will engage in at least one grade level transition meeting with teachers, counselors, & administrators regarding expectations for the following year, beginning in 2024.</p>	<p>4a. Increasing student mastery of letter/sound recognition and reading comprehension will allow students to focus on the content of the text and readies them for the next grade level and deeper learning materials.</p> <p>4b. Increasing the number of students proficient in reading will help to ease their advancement to the next grade level, while giving the students confidence and setting them up for success.</p> <p>4c. Exposure to higher grade level expectations allows students to be better prepared for the upcoming year and empowers them for achievement.</p>
<p>5. Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.</p>	<p>5a. Increase the number of parents participating in family engagement activities by 10% per year by 2029.</p> <p>5b. Increase the number of family engagement activities by 10% per year by 2029.</p>	<p>5a. Increasing parental participation in family engagement activities will help with teacher/parent communications, will assist parents in homework help with students, and provide a more positive learning environment by showing support that will motivate children to academic success.</p> <p>5b. Increasing the number of family engagement activities will provide parents with more resources that they can use for personal empowerment and financial, academic, and emotional support.</p>

2.1.11 - Students involved in the after-school program will be working with activities and curriculum that **aligns with the Kentucky Academic Standards (KAS)** in language arts, mathematics, science, and social studies. Students will be using 95 CorePhonics® curriculum which aligns with Common Core State Standards for reading and comprehension. Students will also be using Simple Solutions, which aligns with KAS in mathematics, language arts, social studies, and science. Academic enrichment activities such as yoga, dance, and cardio-drumming align with KAS for PE. STEAM activities such as the bridge-building challenge, rocket launches, science labs, art projects, music, and LEGO® Robotics align with KAS for technology and performing arts.

Subject	Strategies/Activities/Programs	Connections to KAS
Reading	95 CorePhonics tiers 1-3, Expanded Expressions, Simple Solutions, direct reading instruction, homework help, academic remediation & enrichment	RL.K.1 - RL.6.10; C.K.1 - C.6.7; L.K.1 - L.6.5; RI.K.1 - RI.6.10; RF.1.1 - RF.5.4
Math	Simple Solutions, directed math instruction, homework help, academic remediation & enrichment	KY.K.CC.1 - KY.K.CC.7; KY.K.NBT.1 - KY.5.NBT.7; KY.K.OA.1 - KY.5.OA.3; KY.K.G.1 - KY.6.G.4; KY.K.MD.1 - KY.5.MD.5; KY.3.NF.1 - KY.5.NF.7; KY.6.SP.0 - KY.6.SP.5; KY.6.EE.1 - KY.6.EE.9; KY.6.NS.1 - KY.6.NS.8; KY.6.RP.1 - KY.6.RP.3
Science	Simple Solutions, Hands-on STEAM activities, LEGO Robotics, science labs, homework help, academic remediation & enrichment	K-PS2-2, 5-PS1-1, K-ESS2-1, 1-ESS1-2, K-ESS3-1, 4-ESS2-1, 1-PS4-1, 4-PS4-3, 6-PS2-1, 1-LS1-1, 3-LS1-1, K-2-ETS1-1, 3-5-ETS1-1

2.1.12 - The elementary school is a **Title 1 school, with 70.7% of students falling into economically disadvantaged** categories and 100% of the students receiving F/R meals. On average, 65% of students are below grade proficiency in reading and an average of 61.5% are below proficiency in math, exhibiting the need for remediation and tutoring. Twenty-first Century Program will allow for **a larger** number of students to be served and open up educational opportunities for many students not currently in after school programs, **due to financial restraints**. This programming will also allow for additional staff, expanding activities to more students who are in need.

The program will expose more students to a safe learning environment and provide the opportunity for a meal, the only form of nutrition some students get in the evenings. Enrichment activities will create opportunities and connections for families.

2.1.13 - **Academic studies and enrichment activities will both have an hour** dedicated to each during programming time. The program is scheduled from 2:30 - 5:00 p.m, thereafter students will be picked up or transported home. Students are given an after school super snack for 15 minutes and then work on homework help and academic

activities (remediation/acceleration) for one hour. Students take a 15-minute break and then engage in one hour of enrichment activities until the program ends at 5:00 p.m.

2.1.14 - Materials and activities used in the program include evidence-based practices that have been documented to **improve and enhance learning**. Teachers and site coordinator will work together to ensure that these materials complement and strengthen academic achievement by using similar concepts used during the school day. Academic materials such as 95 CorePhonics® meet ESSA guidance standards, are certified by Digital Promise, and are recommended by state boards of education. Simple Solutions uses scientifically-tested and approved strategies such as spaced retrieval, cognitive science, and interleaved mathematical practices to boost learning.

Botvin *LifeSkills* Training®, used for non-cognitive enrichment activities, is ranked the top-research based prevention program in the country and is certified as a Blueprints Model Plus Program. LST is backed by over 40 years of research and was found to significantly reduce in-person and cyberbullying perpetration (Williams et al. 2023). Grant partners will also offer activities for positive youth development such as career guidance, starting a business, caring for animals/pets, and the importance of a balanced diet.

2.1.15 - Students will have the opportunity to engage in many STEAM related enrichment activities and programs. Students will complete activities including rocket building/launching, LEGO® Robotics kits, coding, painting, drawing, sculpting, gardening, cooking, and other science labs. Enrichment activities such as yoga, dancing, cardio-drumming and other fun exercise activities will be available for students to participate. Students will be able to engage in many enrichment activities through community partners, including practical automotive repair, meal planning and healthy eating, fire safety education and emergency procedures, and plants/animal care.

2.1.16 - Comprehensive school improvement goals aligned to 21st Century

activities:

Goal/Objectives	21st Century Activities
Increase the reading proficiency rates for all students from 37.4% to 44.4% by 2025. Increase math proficiency rates for all students from 23% to 45% by 2025.	Academic Assistance Tutoring Online Programming Steam Activities Summer Camp
Increase social studies proficiency rate of 72% to 74% by 2025 as measured by KSA. To increase the percentage of students scoring proficient/distinguished in science to 42% by 2025. Increase the percentage of students scoring proficient/distinguished in writing to 67% by 2025.	Academic Assistance Tutoring Online Programming Steam Activities Summer Camp
Increase proficiency in the areas of reading and math for students in the student population with a disability/IEP by 15% in reading and 10% in math by 2025.	Academic Assistance Tutoring Online Programming Steam Activities Summer Camp
Decrease novice scores from 31.7% to 21.2% in reading and from 40.7% to 26.5% in math by 2025.	Academic Assistance Tutoring Online Programming Steam Activities Summer Camp

2.1.17 - Program activities will meet **Measures of Effectiveness** by using high-quality, evidenced-based curriculum, designed to **align with school day programming**. All academic program materials meet KAS in math, reading, and science and enrichment activities have been specifically chosen to enhance learning. Performance measures include state assessment tests, Infinite Campus behavioral data, and attendance data. Collected data points will be used annually to improve and refine programming as needed, in order to better align with Measures of Effectiveness.

2.1.18 - Several key activities will be funded to **enhance student academic achievement** and overall success. Write Brain Books, IXL programs, 95CorePhonics®, and Simple Solution activities are just a few of the materials to be utilized to improve academic achievement. **Dedicated academic assistance**, remediation and homework

support sessions staffed by qualified educators will be provided. These activities ensure that students receive the academic assistance they need to complete their assignments effectively. Enrichment workshops in STEAM and literacy subjects will be offered to help students deepen their understanding of core academic concepts and improve their academic performance. Transition readiness and career guidance workshops will be conducted by community partners, focusing on goal setting, time management, and academic expectations, skills crucial for students' long-term success. Mentoring and social-emotional support activities will also be funded, designed to build self-confidence, resilience, and interpersonal skills.

2.1.19 - The program will **begin after the school day is finished**. Students will come to the cafeteria and sign-in. After which, they will be given a USDA approved snack, have a bathroom break (if needed), and begin homework help and academic remediation/acceleration. Academic activities will last for 60 minutes, at which time students will take a short break to use the bathroom and get ready for enrichment time. Students will then transition to enrichment programs for an hour. Students are then taken home by parents or vans. The program operates 2.5 hours/day Monday - Thursday, a total of 10 hours/week.

Weekly Schedule – Monday through Thursday	
2:30-2:45 pm	Snack time & bathroom breaks
2:45-3:45 pm	Homework Help/Remediation/Acceleration (95 CorePhonics, Simple Solutions, IXL)
3:45-4:00 pm	Short bathroom break/put away homework materials
4:00-5:00 pm	Enrichment Time (STEAM activities, LST, yoga, drumming, music, art, etc.)
5:00 pm	Dismissal for parent pick-up/student drop off

2.1.20 - Student Recruitment Strategies

- Parents of students who fall in the bottom 20th percentile on MAP assessments in math or reading will be asked to send their children to the program. Parents will be contacted by teachers/administration and 21st CCLC program staff.
- Parents of students who have missed 10% or more days (≥ 18) in the school year will be contacted and recruited for the program.
- Parents of students who score moderate-high risk on the SRSS-IE scale will be contacted and referred to the program.
- Teachers and other staff members may refer students at any time for the program.

2.1.21 - Retention Strategies

- Providing engaging family nights with themed activities, such as STEAM night, SEL night, coding night, or an evening job fair.
- Adult life skill-building activities that increase parent connections to the school and staff. Building stronger parental connections increases the likelihood of students continuing program participation.
- Consistent contact with parents regarding student progress, including quarterly progress reports, by 21st CCLC site coordinator.
- Quick response/parent contact such as a phone call or text when a student is absent from after school activities.
- Community partner interactive activities, including farm tours, nature hikes, fire station equipment demonstrations, and wildlife sustainability workshops.

2.1.22 - **Weekly communication** between school day teachers and program staff will occur either face-to-face or over email to discuss student progress and specific assignments needing to be completed. Infinite Campus data can also be accessed by the program staff to monitor student progress. Curriculum covered during academic assistance comes directly from the classroom teachers weekly, thus aligning with the school day curriculum.

2.1.23 - Teachers, administrators, and other staff members will **utilize a referral form in Google Drive** to initiate the referral process. A Google Spreadsheet will be used by the site coordinator and teachers to track students, communication with parents, missing assignments, attendance records, and student progress. Emails, phone calls, and/or letters will be used to inform parents about the program and encourage them to enroll their student(s). Parents, teachers, and administrators can refer students at any time,

however priority will be based on F/R lunch status, students with IEPs, academic needs, and/or social-emotional needs. Nevertheless, the program will be open to any and all students in need. The referral process and program information will be available to all stakeholders through the school website, Class Dojo, fliers, and social media posts.

2.1.24 - Twenty-first Century site coordinator and staff will participate in the beginning of the year professional development training that addresses individual school and district-wide policies. Program staff will continue **attending all required** school and district professional development throughout the year, including relevant staff meetings, to ensure they are current with all school policies.

2.1.25 - Need assessments will be conducted yearly with parents, through surveys and conversations. Surveys will be available through online portals and paper copies will also be sent home with students. Parents will be encouraged to participate in surveys by school staff. Current program needs were determined by needs assessment surveys.

2.1.26 - At least four family engagement activities will be offered throughout the year, two in fall (October, November) and two during the spring (March, April).

Community partners and site coordinator will implement activities that will include:

Social-Emotional Learning Night, conducted by Bluegrass Counseling; Finn's Mission and CPR, offered by American Heart Association; Money Management & Budgeting, Literacy Night. Meals and snacks will be provided by District Nutrition Services.

2.1.27 - Summer programming will be offered for 4 consecutive weeks, Monday - Friday, 7 hours/day (7:00 am - 2:00 pm), totaling 140 hours. Summer programming is open to all students in grades K-6, however targeted students (see 1.1.3) will have priority recruitment. Programming will include activities that build both academic and non- cognitive skills, with a STEAM emphasis along with literacy support. Students will engage in 75 minutes each of reading and math activities led by a certified teacher,

starting with 25 minutes each and then extending to a solid 50 minutes, to retain interest and focus. Enrichment activities include the life-cycle, art projects, crime scene investigation, Write Brain Books, wildlife education, and the world of medicine. Students will also be able to engage in physical activities as well.

Summer programming 2024 - Monday - Friday, 7a.m. - 2 p.m.	
Time	Activities
7:00 - 8:00	Empower Hour - Station work including Mindful Movement, Mango Math, and Daily 5 Reading
8:00 - 8:50	Reading Enrichment - USDA Grab 'n Go breakfast, Online programming (95CorePhonics, Lexia, IXL, Simple Solutions), Small group & one-on-one academic coaching
8:50 - 9:00	Transition/Restroom
9:00 - 9:50	Math Enrichment - Online programming (IXL, Simple Solutions), Small group & one-on-one academic coaching, math projects (coding, robotics, & engineering)
9:50 - 10:00	Transition/Restroom
10:00 - 10:50	STEAM Enrichment - Online programming (IXL, Simple Solutions), Small group & one-on-one academic coaching, Hooked on Science activities, STEAM activities (robotics, Write Brain Books/Art projects)
10:50 - 11:00	Transition/Restroom
11:00 - 11:30	Lunch
11:30 - 12:45	Enrichment Activities - Crafts, games, labs, Makerspace, health & wellness activities, nature & the environment, fine arts, Write Brain Book/Art activities, Crime Scene Investigation, wildlife education, the World of Medicine
12:45 - 1:45	Power Hour: Physical Activity - Dance, cardio drumming, yoga, stretching, run club, obstacle courses
1:45 - 2:00	Wrap-up, Q&A/Departures

Part III: Program Operations

3.1.1 - A timeline of minimum operations for the first year of programming:

Operations	The first day of operation will be July 1, 2024, and the final date will be September 30, 2025.
------------	---

Program start & end times	Monday-Thursday from 2:30 pm to 5:00 pm
School breaks	No programming
Program evaluation periods	<p>October - Evaluate current programming including student, parent, teacher surveys, grades, Infinite Campus discipline data, noting data that reflects successes and areas for growth; recommend changes to improve programming</p> <p>January - Evaluate current programming including student, parent, teacher surveys, grades, Infinite Campus discipline data, noting data that reflects successes and areas for growth; recommend changes to improve programming</p> <p>March - Evaluate current programming including student, parent, teacher surveys, grades, Infinite Campus discipline data, noting data that reflects successes and areas for growth; recommend changes to improve programming; discussion and recommendations for summer programming</p> <p>May - Evaluate current programming including student, parent, teacher surveys, grades, Infinite Campus discipline data, noting data that reflects successes and areas for growth; recommend changes to improve programming.</p>
Data collection and review periods	Attendance, grades, and discipline data will be collected from Infinite Campus twice each quarter (mid-terms and end of quarter). Student & parent surveys will be administered each quarter.
Projected family engagement activity dates	<p>October 10 - SEL Night hosted by Bluegrass Counseling</p> <p>November 14 - Finns Mission & CPR training hosted by the American Red Cross</p> <p>March 13 - Money Management & Budgeting</p> <p>April 11 - Literacy Night</p>
Projected practice dates of emergency drills	Follows the school schedule which requires fire drill once per month, earthquake drills once each quarter, tornado drills once each quarter, and intruder drills once each quarter; schedule will be obtained from principal and followed in 21st Century Program.
Student recruitment	<p>August - promotion of program through website, social media, parent information sheets, one-calls, and classroom visits</p> <p>Sept/Oct- recruitment of students with low grades through student meetings, parent phone calls, and home visits</p> <p>Dec - recruitment of students with low semester grades through student meetings and parent phone calls and/or home visits</p> <p>Feb - recruitment of students with low grades through student meetings and parent phone calls and/or home visits</p> <p>April - recruitment of students for summer programming through website, social media, parent information sheets, one-calls and classroom visits</p>

3.1.2 - A full-time site coordinator will be employed for **220 days**, working a minimum of six hours each day. The coordinator will be contracted to work onsite each day the program is open for a minimum of two hours each day after school. The other four hours will occur during the school day, and when necessary, after afternoon programming has

ended. The coordinator's contract will begin July 1 and end on September 30. The site coordinator will oversee and organize all aspects of the 21st Century program for the school; act as a liaison to parents, students, community, and school; collaborate with all stakeholders; attend all required training and events; complete CPR certification; and lead in supervision and instruction of students. This will include programming during the school year as well as summer programming.

3.1.3 - A minimum of two certified teachers will be hired to offer academic programming and support during the afterschool program. Those teachers will work a minimum of two hours each day, Monday through Thursday, for a total of **16 hours**. Certified teachers will assist with continuing remediation services including Multi-Tiered Systems of Support, homework help, academic tutoring, and STEM activities.

3.1.4 - All staff hired by the district for any position are required to complete school/district training in **emergency procedures and policies**, including technology acceptable use, sexual harassment, drug and alcohol policy, suicide prevention, trauma-informed care, reporting of abuse/neglect, copyright violations, fire-extinguisher use, confidentiality, harassment and discrimination, student homelessness, and trauma-informed care. Employee completion is documented online and through signature sheets. Training is conducted through online videos and quizzes, so late hires have access. The site coordinator will be responsible for ensuring that new hires complete training before they begin working in the afterschool program. New hires can complete training on site during the school day or during the afterschool program. All new employees participate in the district induction program which includes mentoring, job-specific support, and opportunities to connect with other employees.

3.1.5 - **Volunteers** will be recruited for service in the program through our connection with our local university's teacher preparation program. We have a partnership with the university which allows our students to take dual credit education courses, and the

university has an outstanding education department. The afterschool district coordinator in conjunction with the site coordinator will work with the regional campus director in meeting with education students to inform them of the opportunities to volunteer in the afterschool program.

Our district also has a robust association of retired teachers who meet quarterly. Our district afterschool director and site coordinator will attend their first meeting of the year to explain the need and opportunities for volunteers. These teachers can play an important role in providing academic support as well as enrichment opportunities.

3.1.6 - Supervision and evaluation are critical to the success of the program. The **district program coordinator** will be supervised and evaluated by the **director** of the afterschool program. The school site coordinator will be evaluated by the district program coordinator. Program staff including teachers, data entry staff, instructional assistants, and volunteers will be evaluated by both the district program coordinator and the school site coordinator.

3.1.7 - Professional Development

PD Description	Timeline/ Duration	Attendees	Shared with Staff
Level I Orientation	July 30-31, 2024 Two days	site coordinator, program director, co-applicant	Shared with all 21 st Century staff at beginning of year program orientation
21st CCLC Spring Statewide Training	March 2024 One day	site coordinator, program director	Shared with all 21st Century Staff in September PLC
Online Sustainability Training Years 1 & 2	Dates TBD	site coordinator, program director	Shared with all 21 st Century Staff in August or September PLC
Online Budget Training Years 1 & 2	Dates TBD	site coordinator, program director,	Shared with all 21 st Century Staff in October PLC
Youth 4 Youth	TBD 4 Virtual Sessions	site coordinator, program director	Shared with all 21st Century Staff at October PLC
APLUS Data Training online	August TBD One Day	site coordinator, program director	Shared with all 21 st Century Staff August PLC
2024 Multi-State Conference	Dates TBD Three Days	site coordinator, program director	Shared with all 21 st Century Staff in PLC
Kentucky Statewide Director's Meeting	Date TBD	site coordinator, program director	Shared with all 21 st Century Staff in PLC

3.1.8 - District **policies and procedures** will be followed during the after-school program. All staff will be trained on emergency drills, field trip requirements, discipline policies, code of conduct, sign-in/sign-out procedures, medication administration, and personnel policies at both the district and school levels during their beginning-of-the-year training. Late hires will complete this training online and with the site coordinator before they begin working. Visitors must check in through the front office and present identification before entering the building. All facilities in the district are handicap accessible and meet ADA rules and regulations.

3.1.9 - The district follows state and federal regulations to provide a power snack for all students who attend after-school programming. Site coordinators will **maintain copies of snack menus**. State and USDA guidelines are followed for all meals served.

3.1.10 - 21st Century staff will be trained in the same safety procedures followed during the school day. Evacuation routes are posted in each classroom and common area of the building, and **evacuation/emergency drill** procedures will be reviewed with students during the first days of programming and with each drill that occurs. This includes fire, tornado, earthquake, and intruder drills. Drills will occur in after-school programming on the same days they occur in the regular school day. The site coordinator will obtain the schedule of drills from the principal. Drills are documented on school drill logs by the site coordinator.

3.1.11 - The site coordinator will also maintain **copies of CPR and first aid training** for staff members. A minimum of **three staff** members will be certified, and one certified staff member will be present at all times. Staff members will attend one of the CPR/First Aid sessions offered by the school nurse at the beginning of the school year. Additional sessions will be scheduled for late hires.

3.1.12 - **Parents and other stakeholders will receive written copies** of guidelines related to emergency procedures, sign-in and sign-out procedures, field trips, and

behavior policies before programming begins. These procedures will be included in as a hardcopy handout that is sent home with students, but they will also be available electronically and communicated to parents through the school's one call app which will send a link to the guidelines through text and email. These guidelines will also be reviewed at parent/guardian orientation sessions and available on the school webpage.

3.1.13 - **Supervision** is a critical component of program safety. Adult staff will be present during all program activities and classes. This includes supervision of common areas, classrooms, snack/mealtimes, restroom breaks, and dismissal. The site coordinator or appropriate designee will be present during all program activities.

3.1.14 - The site coordinator will contact the parent/guardian of each student attending the after-school program in order to **determine transportation** needs. If parents are unable to pick up their children from the afterschool program, school vans will be used to transport children home. The cost of vans will be covered by the district as an in-kind expense.

3.1.15 - Buses will not be utilized as most parents can pick up students from programming. For students who do not have parent transportation, **school vans** will transport them home. If parents pick up students prior to normal dismissal time, they will be required to come into the office to **check students out** of the program. Otherwise, the site coordinator will be present in the dismissal area during dismissal to sign students out as parents arrive to pick them up. Students who are transported by van will be taken to their home address, and parents/guardians will be required to meet the van to pick up students. All van riders will be required to turn in permission forms which state the drop-off address and who can meet the van to receive the child. Walking home from the program will not be allowed.

3.1.16 - Afternoon parent pickup is **not a barrier** to participation for most students as many parents are near the school as they come in from their afternoon work commute

and can stop to pick up their child. If transportation is a barrier, students will be taken home in school vans. The site coordinator will contact the parents of all students who sign up to attend the program in order to determine if transportation is required. Parents will be reminded **quarterly** through one-calls, social media posts, and program handouts that they can call the site coordinator if they have transportation needs.

3.1.17 - **Buses and school vans** will be used to transport students for field trips, and vans will be used to transport students home if no other option is available. Buses and school vans are maintained according to federal and state codes by the district transportation department.

3.1.18 - All campuses are ADA-compliant, allowing individuals with disabilities easy access and navigation of the school. District policies require that exterior doors are closed and locked, and students will always be supervised by program staff.

3.1.19 - The site coordinator will have a fully functional, dedicated office space in the building on par with all other administrative staff. Storage space will be available within the office in the form of filing cabinets, and/or cabinets. Larger items will be stored in designated spaces inside the building such as gym and hallway storage closets.

3.1.20 - The site coordinator will have **access** to the library, gym, cafeteria, classroom spaces, and labs for after-school programming. The site coordinator will also have access to outdoor spaces, including playgrounds, basketball courts, and school greenhouses/gardens. Scheduling of these spaces will occur in conjunction with other services offered after hours.

Part IV: Collaborative Partnerships, Co-Applicant & Partners

4.1.1 - Aiming to create a robust and inclusive outreach strategy, information about the program will be **digitally distributed** through the school, co-applicant, and community partner's websites and social media posts. Printed materials, such as fliers, will also be sent out to parents, as well as posted at each of the co-applicant and community

partner's individual businesses. These materials will be designed to inform community members and stakeholders about programming and family engagement activities, including times, dates, contact information, and other pertinent information.

4.1.2 - Cultivating **meaningful relationships** between local agencies is important in developing a network of student support that extends beyond the school. Maintaining these relationships with local entities helps to leverage resources, share expertise and career guidance, and are vital in helping students achieve success. Partnerships follow:

Local Agency	Description of Program Support
Co-Applicant: National Park	Offers students an outdoor learning environment to appreciate nature, conservation, nature walks and guided tours. Providing environmental education workshops on camping, wilderness survival, and cultural/historical significance.
Partner: Pro Solutions	Offers students classes on how to care for animals and pets (including different types of feed), how to grow plants and crops, explaining about different types of feed and the importance of nutrition for animals.
Partner: Auto Parts Store	Offers students classes on automobile repair (including education on different types of tools and how to use them), entrepreneurship, business plans, and the importance of automobile care.
Partner: Volunteer Fire Dept	Offers students fire prevention sessions, career guidance, and emergency preparedness education. Providing volunteer opportunities for students to help families in need, such as providing smoke detectors.
Partner: The Good Wife	Offers students classes on personal hygiene, college and career readiness, starting a business (including creating a mock business plan), how to create flyers and social media for advertisements, and the importance of mental health.
Partner: Nutrition Services	Offers students education on healthy eating habits, portion control, and physical fitness training. Providing students and families USDA approved snacks and meals.

4.1.3 - Programming was designed with **collaboration and inclusive** initiatives in mind, and will be developed and carried out with community partners, to align with and enhance school day academic learning. Needs assessments were conducted to ensure all stakeholder's concerns were addressed, and partnerships were established to leverage expertise and resources. Co-applicant and community partners have signed applications to dedicate time and resources throughout the year, providing students with

unique opportunities. Joint planning sessions and regular communication channels will be established between site coordinator and community partners to align programming with goals and provide students a supportive and cohesive learning experience.

4.1.4 -Programming will take advantage of federal resources, such as national parks and will align its goals and activities with **federal guidelines** and regulations. All academic and enrichment programming aligns with KAS. **State** level resources, such as KDE and The Kentucky Out-of-School Alliance , will be utilized for funding opportunities and for sustainability. **Local** and community resources, such as volunteer fire departments, libraries, farms, local business, and other entities will be used to enhance student programming. Regular assessments will be conducted by site coordinator and program director to verify ongoing alignment with educational standards and goals.

4.1.5 - The National Park provides STEAM activities that will **enhance non-cognitive** enrichment programming. Programs focus on ecology, conservation, natural history, sustainable practices, climate change, and environmental stewardship. These activities will help to **increase retention** rates and offer students hands-on learning experiences that will improve academic achievement in science and give students a greater appreciation for the environment, all of which coincide with the afterschool curriculum.

4.1.6 - Community Partner Alignment with Student/Parent Needs

Prosolutions	Services provided by Prosolutions align with programming by offering students STEAM-based education on animals, including care and feeding. They will also provide students education on growing plants and crops, including the importance of plant nutrition. They will also be discussing how nutrition is important for animals and how to make certain feeds.
Auto Parts Store	Services provided by the auto parts store include career guidance and education on different aspects of owning and running your own business, providing students with much needed skills for postsecondary and workforce preparation. They will also teach students about automobile repair, how to use different types of tools, and the importance of automobile care.
Volunteer Fire Dept	Services provided by the Volunteer Fire Department include fire prevention and emergency preparedness workshops. Activities also include career readiness, which align with the program by helping students develop important life-skills for career exploration. The volunteers will also provide students with opportunities to help families in need.

The Good Wife	Services provided by the Good Wife include personal hygiene classes and importance of mental health. They also include college and career readiness, business, and entrepreneurial workshops, which align with the program's efforts for life transition education. Classes also include arts-based lessons on creating advertisements using flyers and social media posts.
District Nutrition Services	Services provided by District Nutrition Services include education on healthy eating habits and portion control, importance of physical fitness, and education provided by various healthcare providers. These activities provide the students with health and wellness education that they will use throughout life. Nutrition services will also provide meals daily to after school students and during family engagement activities, helping to increase enrollment and retention rates.

Part V: Program Evaluation

<u>5.1.1 - Comprehensive Evaluation Plan</u>		
Timeframe	Evaluation Tools	Responsible Party
Weekly	Grades & missing assignments; IC reports (truancy/behavior); discipline reports; IEPs	Teachers, administrators, site coordinator
Monthly	Grades & missing assignments; IC reports (truancy/behavior); discipline reports; Program attendance & activities; IEPs	Teachers & administrators; site coordinator/director
Quarterly	Grades, discipline & truancy, program attendance & activities, parent & student surveys, IEPs, 95 CorePhonics, IXL, & Simple Solutions assessments; Financial reports	Teachers & administrators, site coordinator/director, co-applicant, grant partners
Bi-Annually	SRSS-IE	Teachers, administrators, site coordinator/director, counselor
Annually	MAP & Fastbridge data, IC reports (grades, truancy, behavior), KDE reports, needs assessment surveys	Administrators, site coordinator/director, co-applicant, grant partners
1st Year	Technical Assistance Review	All stakeholders, site coordinator/director, co-applicant, grant partners
2nd Year	Site Compliance Review	All stakeholders, site coordinator/director, co-applicant, grant partners
3rd Year	Performance Progress & Monitoring Report	All stakeholders, site coordinator/director, co-applicant, grant partners

State assessments, MAP scores, Fastbridge scores, grades, and completed assignments will be used to monitor academic programming goals and objectives.

Broader goals of math and reading proficiencies will be measured through School

Report Card and state assessments. MAP data and grades will be used to monitor the academic performance of students involved with academic assistance programming. Teacher surveys, as well as SRSS-IE scores, will also be used to monitor classroom academic performance and non-cognitive indicators such as participation and behavior. Other non-cognitive indicators, such as discipline and truancy, will be measured using Infinite Campus Reports. Informal data, such as attendance rosters, event sign-in sheets, student surveys, parent surveys, and program schedules will be used to evaluate the number of students and parents served, the number of extended hours of operation, and the interest/success of programs offered. All data collected will be used to evaluate the effectiveness of the program and to assess performance measures.

5.1.2 - In order to meet the **goals and indicators** outlined in 2.1.6 - 2.1.10, **academic assessments** will be used monthly to monitor student's progress in reading, math, and science. Infinite Campus data will be reviewed weekly, monthly, and quarterly to assess attendance and behavior referrals, grades, and aggregate test scores. SRSS-IE scores will be reviewed twice a year for assessment of behavioral indicators. Map and Fastbridge scores will be used twice a year to assess improvements in reading, math, and science. Teachers, administrators, and site coordinator will meet monthly (or more frequently, as needed) to discuss performance and program needs. Monthly attendance sheets will be used to evaluate the number of students and parents served during program and family engagement activities. Student surveys will be assessed quarterly to evaluate activity interests. Stakeholder needs assessments will be used annually.

5.1.3 - **Quarterly meetings** will be held between the site coordinator, program director, co-applicant, and grant partners to monitor and evaluate the performance measures outlined in 5.1.2, including financial reports. Discussions will include program efficiency, interest levels, progress development, and overall effectiveness of the program.

5.1.4 - Accumulative data and feedback will be used **monthly** to guide program

decision-making. Progress evaluation will be done using data collected on a **quarterly** basis, as well as at **mid-year** and **year-end**. Data collection includes daily attendance; weekly collection of academic progress (including grades and classroom assignments); truancy and behavioral referrals; quarterly collection of all the above and math, reading, and science assessment scores; annual collection of MAP and Fastbridge data.

5.1.5 - All **stakeholders** will be **surveyed** annually through a **Needs Assessment** survey to determine gaps in programming and needs of the community. Surveys are created using Google Form and are accessed via the school website, Class Dojo, and social media posts. Students will be surveyed quarterly to determine areas of interest for enrichment activities, and parents will be surveyed during family engagement activities to determine needs/interests. Teachers will provide feedback during quarterly meetings with the site coordinator. Teachers and site coordinator will be in communication with parents, on a monthly basis, to give and receive feedback on students' progress.

5.1.6 - **Parents** will be contacted by teachers and site coordinator with quarterly **progress reports**. Staff will contact parents as needed to discuss specific areas of concern. Site coordinators will be available during and after programming time to discuss any concerns. All other **stakeholders** will be notified of any changes to programming during meetings and via emails, Class Dojo, social media, phone calls, and printed flyers.

5.1.7 - Site coordinator, program director, and school administrators will use a continuous enhancement approach to **strengthen and refine** the program, via data collected as described in 5.1.1. The site coordinator will contact parents and teachers to adjust program activities and instructional strategies, if needed. Suggestions from stakeholders, via survey data as described in 5.1.5, will be used to improve and revise program offerings such as student enrichment and family engagement activities.

5.1.8 - The **site coordinator will be evaluated** by the 21st Century District Program Director at 30, 60, and 90-day intervals, followed by annual reviews. Evaluation will be based on performance metrics and goals, such as attendance, student engagement, successful implementation of planned activities, communication/collaboration, leadership skills, student and parent feedback, and compliance with district policies

Part VI: Budget & Sustainability

6.1.1 - The district board of education oversees a \$40,000,000 budget annually, maintains a 5% contingency fund, and has successfully **managed multiple 21st Century** grants as well as other grant-funded programs such as Title 1. We undergo a yearly financial audit and periodic program audits by the Kentucky Department of Education. Our 21st Century Programs have passed all audits with no major findings, and financial reports have been submitted on time. Initial start-up and operating costs will be covered through the general fund, which has been approved by the board.

6.1.2 - Funds in place before attainment of the 21st Century Grant **will not be used to support** programming. All programming related to the 21st Century grant will originate with the acquisition of the grant, and all materials purchased will be used for grant programs. Programming that is currently in place will be expanded through grant funds but grant funds will not supplant current funding which will remain in place.

6.1.3 - The finance department will keep **separate accounting** records related to grant funds. Purchase orders will be used for all expenditures, and the finance depart. will use the state-mandated MUNIS accounting program to reconcile the account each month.

6.1.4 - 21st CCLC employees will complete a **bi-monthly time sheet** detailing the hours worked and the nature of the work completed to be reviewed by the site coordinator.

6.1.5 - The site coordinator will work to **build a stakeholder** network by further developing partnerships with local agencies, businesses, and individuals who share the same vision of academic support and enrichment for students, such as our local

university, local businesses, church groups, and other groups such as the Boys and Girls Club and YMCA. This stakeholder network will leverage their connections and influence to find sources of financial support in the community that can be used to pay for resources for the program. The district will continue to pay for van transportation.

6.1.6 - Foundation grants supporting Out-of-School-Time programming will be pursued, and the stakeholder network will advocate for program support at local, state, and federal levels by sharing success stories of the program with elected officials and with other individuals positioned to offer financial support, including business owners and local philanthropists. **Collaboration** with co-applicant and partners will continue, providing quality enrichment and engagement opportunities for students and families.

6.1.7 - The stakeholder network, which will include the program staff, school leaders, teachers, students, parents, the co-applicant, and community partners, will **develop a strategic action plan** in which they identify their personal support networks. This group will articulate their common goals, assess their resources, and determine what resources the community might be able to provide. The site coordinator will lead the effort to develop a robust communications plan that highlights the importance and success of the afterschool program. The communications plan will be the blueprint for advocating for support to sustain the program. Self-sustainment is the ultimate goal through contributions from partnerships, in-kind donations, and volunteer resources.

Part VII – Required Forms & Other Documentation

All required forms are attached. Page limits, formatting, and other requirements have been met, and identifying information is appropriately blinded in redacted copies.

References

- County Health Rankings & Roadmaps. (2023). *Kentucky*.
<https://www.countyhealthrankings.org/explore-health-rankings/kentucky?year=2023>
- Feeding America Kentucky. (2020). *County Spotlight: Barren County*. Feeding America Kentucky. <https://feedingamericaky.org/county-spotlight-barren-county/>
- Hoffman, J. V., Svrcek, N., Lammert, C., Daly-Lesch, A., Steinitz, E., Greeter, E., & DeJulio, S. (2019). *A research review of literacy tutoring and mentoring in initial teacher preparation: Toward practices that can transform teaching*. *Journal of Literacy Research*, 51(2), 233-251.
- Kentucky Department of Education.(2023, March21). *Qualifying Data for the School and Community Nutrition Programs*.<https://www.education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>
- Kentucky School Report Card.(2023). *Hiseville Elementary School*.
<https://www.kyschoolreportcard.com/organization/52888?year=2023>
- Kentucky Youth Advocates. (2022). *2022 Barren County Report*.
<https://kyyouth.org/wp-content/uploads/2022/11/2022-Barren.pdf>
- Kentucky Youth Advocates. (2022). *Barren County Profile*. Kentucky Youth Advocates.
<https://kyyouth.org/wp-content/uploads>
- Minney, D., Garcia, J., Altobelli, J., Perez-Brena, N. J., & Blunk, E. (2019). *Social-emotional learning and evaluation in after-school care: A working model*.
- National Center for Education Statistics. (2017). *PIAAC Skills Map*.
<https://nces.ed.gov/surveys/piaac/skillsmap/>
- Town Charts. (2023). *Kentucky State Education Data*. Town Charts.
<https://www.towncharts.com/Kentucky/Kentucky-state-Education-data.html>
- University of Kentucky Cooperative Extension Service Administration. (2019). *Kentucky Extension Community Assessment: Taylor County Report*.
https://extension.ca.uky.edu/files/taylor_extension_community_assessment_2019.pdf
- U.S. Census Bureau. (2022). *QuickFacts - Barren County, Kentucky*.
<https://www.census.gov/quickfacts/fact/table/barrencountykentucky/PST045222>
- U.S. Department of Education. (2023). *Supporting Homeless Students*.
<https://www2.ed.gov/about/inits/ed/supporting-homeless-students/index.html>
- WelfareInfo. (2021). *Poverty Rate by State*. Welfare Information.
<https://www.welfareinfo.org/poverty-rate/by-state/>

Cycle 21 BUDGET SUMMARY FORM D

- THE BUDGET SUMMARY FORM MUST BE COMPLETED FOR YEARS ONE TO THREE AS OUTLINED BELOW AND SUBMITTED WITH THE APPLICATION.
- JUST BECAUSE THE APPLICATION IS AWARDED DOES NOT MEAN EVERYTHING IN THE BUDGET IS APPROVED. BUDGETED ITEMS ARE SUBJECT TO FINAL KDE REVIEW AND APPROVAL. IF AWARDED, KDE MAY REQUIRE A BUDGET AMENDMENT.

Budget Category	Year One (2024-2025) School Year		Year Two (2025-2026) School Year		Year Three (2026-2027) School Year	
	Amount Requested	In-Kind	Amount Requested	In-Kind	Amount Requested	In-Kind
School Personnel	\$66,752	\$10,000	\$68,832	\$10,000	\$70,756	\$10,000
Summer Personnel	\$1,600	\$1,000	\$1,680	\$1,000	\$1,760	\$1,000
Fringe Benefits	\$23,787	\$0	\$23,957	\$0	\$25,057	0
Travel (Program staff)	\$5000	\$0	\$4,000	\$0	\$2,427	0
Equipment	\$2000	\$2,000	\$0	\$2,000	\$0	\$2,000
Supplies & Materials	\$550	\$2,000	\$181	\$2,000	\$0	\$2,000
Family Engagement Activities (grant funds or in-kind)	\$200	\$800	\$200	\$800	\$0	\$800
Contractual	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs may not exceed)	\$0	\$1,000	\$0	\$1,000	\$0	\$1000
Summer Materials & Supplies	\$111	\$1000	\$1,150	\$1000	\$0	\$1,000
Transportation (School Year, Summer, Field Trips)	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Volunteers	N/A	\$5,000	N/A	\$5,000	N/A	\$5,000
Yearly Totals (Grant and In-Kind)	\$100,000	\$32,800	\$100,000	\$32,800	\$100,000	\$32,800

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year <u>ONE</u>	Amount Requested
1. Personnel (School Year)	\$66,752
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator - \$34,312 year (220 days x 8hrs) Asst. Site Coordinator - \$18/hrs. X 4 hrs. x 220 days = \$15,840 Certified Teachers - \$20.00/hrs. x 2hrs x 170 days = \$6,800 Certified Teachers (RTI) - \$20.00/hrs. x 2hrs x 170 days = \$6,800 Program Assistants - \$1,000 Data Specialist - \$1,000 District Coordinator - \$1,000</p> <p>In-Kind – Nutrition Services = \$10,000(staffing from the cafeteria) – Will provide nutrition they need and draw them into constructive activities that are safe, fun and filled with opportunities for learning.</p>	
2. Personnel (Summer)	\$1,600
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Certified Teachers - \$20.00/hrs. x 2hrs x 20 days = \$800 Certified Teachers (RTI) - \$20.00/hrs. x 2hrs x 20 days = \$800</p> <p>In-Kind – Nutrition Services = \$1000 (Staffing from the cafeteria) - Will provide nutrition they need and draw them into constructive activities that are safe, fun and filled with opportunities for learning.</p>	
3. Fringe Benefits	\$23,787
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Site Coordinator - FICA/Medicare/Retirement = \$14,891 Asst. Site Coordinator – FICA/Medicare/Retirement = \$5,280 Certified Teachers – Retirement = \$1,292 Certified Teachers (RTI) – Retirement = \$1,292 Program Assistants - FICA/Medicare/Retirement = \$344 Data Specialist - FICA/Medicare/Retirement = \$344 District Coordinator - FICA/Medicare/Retirement = \$344</p>	

4. Travel (Staff)	\$5000
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Travel/hotel – Level I - \$1,000 Travel/Hotel – Level II - \$1,000 Multistate – \$3,000</p>	
5. Equipment	\$2000
<p>Itemize items and the cost of each.</p> <p>2 Computer at \$925 each = \$1850 2 MS Office at \$75 each = \$150</p> <p>In-Kind – Barren Co. Schools - \$2000 In-Kind - Technology resources: tablets, or other technology resources to help the afterschool program provide access to educational software, online resources, or digital learning opportunities.</p>	
6. School Year Supplies and Materials	\$550
<p>Itemize items and the cost of each.</p> <p>Year Supplies like: Paint - \$75 Paintbrushes - \$20 Crayons - \$50 Markers - \$50 Glue - \$15 Printer Paper - \$100 Construction Paper - \$50 Variety of paper \$50 Notebook - \$50 Pencils - \$10 Cardstock - \$80</p> <p>In-Kind – Supplies and program activity from 21st CCLC program in our district- \$1000 In-Kind – Mammoth Cave National Park: - \$1000 includes stuff support with the following: Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature. Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices. Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages. Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities. Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks.</p>	

<p>Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features.</p> <p>Citizen science projects: Involving children in citizen science initiatives, such as monitoring bird populations, collecting data on plant species, or participating in water quality testing.</p>	
7. Family engagement activities	\$200
<p>Grant funds or in-kind.</p> <p>4 family engagement activities for supplies = \$50 each (Paper/activities for the student)</p> <p>In-Kind - \$800 Donation for local vendors. (Door prizes)</p>	
8. Contractual	\$0
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p>	
9. Indirect Cost	\$0
<p>LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8% Itemize administrative expenses such as phones, postage, advertising, etc.</p> <p>In-Kind – Phones/Postage/advertising from the Barren Co. Schools = \$1000</p>	
10. Summer Programming Supplies & Materials	\$111.00
<p>Itemize items and the cost of each.</p> <p>Summer supplies like:</p> <p>Reading supplies from Scholastic Workbook for reading - \$100</p> <p>Markers - \$11</p> <p>In-Kind:</p> <p>Library with activity and books - \$500</p> <p>Mammoth Cave National Park Summer Activities - \$500</p> <p>Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature.</p> <p>Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices.</p> <p>Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages.</p> <p>Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities.</p> <p>Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks.</p> <p>Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features.</p>	
11. Transportation (School Year, Summer, Field Trips)	\$0
<p>Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.</p> <p>In-Kind – Afterschool Program Van to transport student home from the afterschool program if needed. \$10,000</p>	
12. Other (Specify)	\$0
<p>Itemize costs.</p>	
TOTAL AMOUNT REQUESTED	\$100,000

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year <u>TWO</u>	Amount Requested
1. Personnel (School Year)	\$68,832
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator - \$34,832 year (220 days x 8hrs) Asst. Site Coordinator - \$19/hrs. X 4 hrs. x 220 days = \$16,720 Certified Teachers - \$21.00/hrs. x 2hrs x 170 days = \$7,140 Certified Teachers (RTI) - \$21.00/hrs. x 2hrs x 170 days = \$7,140 Program Assistants - \$1,000 Data Specialist - \$1,000 District Coordinator - \$1,000</p> <p>In-Kind – Nutrition Services = \$10,000(staffing from the cafeteria) – Will provide nutrition they need and draw them into constructive activities that are safe, fun and filled with opportunities for learning.</p>	
2. Personnel (Summer)	\$1,680
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Certified Teachers - \$21.00/hrs. x 2hrs x 20 days = \$840 Certified Teachers (RTI) - \$21.00/hrs. x 2hrs x 20 days = \$840</p> <p>In-Kind – Nutrition Services = \$1000 (Staffing from the cafeteria) - Will provide nutrition they need and draw them into constructive activities that are safe, fun and filled with opportunities for learning.</p>	
3. Fringe Benefits	\$23,957
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Site Coordinator - FICA/Medicare/Retirement = \$14,925 Asst. Site Coordinator – FICA/Medicare/Retirement = \$5,300 Certified Teachers – Retirement = \$1,350 Certified Teachers (RTI) – Retirement = \$1,350 Program Assistants - FICA/Medicare/Retirement = \$344 Data Specialist - FICA/Medicare/Retirement = \$344 District Coordinator - FICA/Medicare/Retirement = \$344</p>	

4. Travel (Staff)	\$4,000
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Travel/Hotel – Level II - \$1,000 Multistate – \$3,000</p>	
5. Equipment	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind – Barren Co. Schools - \$2000 Technology resources: tablets, or other technology resources to help the afterschool program provide access to educational software, online resources, or digital learning opportunities.</p>	
6. School Year Supplies and Materials	\$181
<p>Itemize items and the cost of each.</p> <p>Year Supplies like: Paint - \$75 Paintbrushes - \$20 Crayons - \$50 Markers - \$50 Glue - \$15 Printer Paper - \$100 Construction Paper - \$50 Variety of paper \$50 Notebook - \$50 Pencils - \$10 Cardstock - \$80</p> <p>In-Kind – Supplies and program activity from 21st CCLC program in our district- \$1000 In-Kind - Mammoth Cave National: - \$1000 includes stuff support with the following: Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature. Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices. Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages. Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities. Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks. Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features.</p>	

7. Family engagement activities	\$200
Grant funds or in-kind.	
4 family engagement activities for supplies = \$50 each (Paper/activities for the student)	
In-Kind - \$800 Donation for local vendors. (Door prizes)	
8. Contractual	\$0
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
9. Indirect Cost	\$0
LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8%	
Itemize administrative expenses such as phones, postage, advertising, etc.	
In-Kind – Phones/Postage/advertising from the Barren Co. Schools = \$1000	
10. Summer Programming Supplies & Materials	\$1150
Itemize items and the cost of each.	
Summer supplies like:	
Reading supplies from Scholastic Workbook for reading - \$100	
Markers - \$500	
Write Brain Books - \$1000	
In-Kind:	
Library with activity and books - \$500	
Mammoth Cave National Park Summer Activities - \$500	
Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature.	
Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices.	
Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages.	
Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities.	
Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks.	
Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features.	
11. Transportation (School Year, Summer, Field Trips)	\$0
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
In-Kind – Afterschool Program Van to transport student home from the afterschool program if needed. \$10,000	
12. Other (Specify)	\$0
Itemize costs.	
TOTAL AMOUNT REQUESTED	\$100,000

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year <u>THREE</u>	Amount Requested
1. Personnel (School Year)	\$70,756
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator - \$35,196 year (220 days x 8hrs) Asst. Site Coordinator - \$20/hrs. X 4 hrs. x 220 days = \$17,600 Certified Teachers - \$22.00/hrs. x 2hrs x 170 days = \$7,480 Certified Teachers (RTI) - \$22.00/hrs. x 2hrs x 170 days = \$7,480 Program Assistants - \$1,000 Data Specialist - \$1,000 District Coordinator - \$1,000</p> <p>In-Kind – Nutrition Services = \$10,000(staffing from the cafeteria) – Will provide nutrition they need and draw them into constructive activities that are safe, fun and filled with opportunities for learning.</p>	
2. Personnel (Summer)	\$1,760
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Certified Teachers - \$22.00/hrs. x 2hrs x 20 days = \$880 Certified Teachers (RTI) - \$22.00/hrs. x 2hrs x 20 days = \$880</p> <p>In-Kind – Nutrition Services = \$1000 (staffing from the cafeteria) - Will provide nutrition they need and draw them into constructive activities that are fun and filled with opportunities for learning.</p>	
3. Fringe Benefits	\$25,057
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Site Coordinator - FICA/Medicare/Retirement = \$15,425 Asst. Site Coordinator – FICA/Medicare/Retirement = \$5,500 Certified Teachers – Retirement = \$1,550 Certified Teachers (RTI) – Retirement = \$1,550 Program Assistants - FICA/Medicare/Retirement = \$344 Data Specialist - FICA/Medicare/Retirement = \$344 District Coordinator - FICA/Medicare/Retirement = \$344</p>	

4. Travel (Staff)	\$2,427
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Multistate – \$2,427</p>	
5. Equipment	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind – Barren Co. Schools - \$2000 Technology resources: tablets, or other technology resources to help the afterschool program provide access to educational software, online resources, or digital learning opportunities.</p>	
6. School Year Supplies and Materials	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind – Supplies and program activity from 21st CCLC program in our district- \$1000 In-Kind – Mammoth Cave National Park: - \$1000 includes stuff support with the following: Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature. Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices. Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages. Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities. Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks. Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features. Citizen science projects: Involving children in citizen science initiatives, such as monitoring bird populations, collecting data on plant species, or participating in water quality testing.</p>	
7. Family engagement activities	\$0
<p>Grant funds or in-kind.</p> <p>In-Kind - \$800 Donation for local vendors. (Door prizes)</p>	
8. Contractual	\$0
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p>	
9. Indirect Cost	\$0
<p>LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8% Itemize administrative expenses such as phones, postage, advertising, etc.</p> <p>In-Kind – Phones/Postage/advertising from the Barren Co. Schools = \$1000</p>	

10. Summer Programming Supplies & Materials	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind:</p> <p>Library with activity and books - \$500</p> <p>In-Kind – Mammoth Cave National Park: - \$500 includes stuff support with the following:</p> <p>Nature hikes: Organize guided nature hikes for the kids, teaching them about the local flora and fauna, and encouraging them to appreciate and connect with nature.</p> <p>Environmental education: Conducting interactive sessions to educate children about the importance of conservation, wildlife protection, and sustainable practices.</p> <p>Arts and crafts: Conduct art sessions where kids can create nature-inspired crafts using materials found in the park, such as leaf rubbings, pinecone bird feeders, or nature collages.</p> <p>Wildlife education: Invite local wildlife experts or park rangers to give interactive presentations on local wildlife, their habitats, and conservation efforts. This can include live animal demonstrations or hands-on activities.</p> <p>Wildlife observation: Organizing sessions where children can observe and learn about the park's wildlife, such as bird watching or identifying different animal tracks.</p> <p>Campfire storytelling: Hosting storytelling sessions around a campfire, sharing local legends, myths, or educational stories related to the park's history or natural features.</p>	
11. Transportation (School Year, Summer, Field Trips)	\$0
<p>Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.</p> <p>In-Kind – Afterschool Program Van to transport student home from the afterschool program if needed. \$10,000</p>	
12. Other (Specify)	\$0
<p>Itemize costs.</p>	
TOTAL AMOUNT REQUESTED	\$100,000

21st CCLC Cycle 21 Budget Code Form P – Complete for 2024-2025

District/ Fiscal Agent:	Barren/Barren Co. Schools		
School:	Hiseville Elementary School		
MUNIS#:	550JC		
MUNIS Code	MUNIS Category Description	Description of Activities to be Funded Under Each Code (Please provide specific details.)	Budget Amount
0100	Salaries		0.00
0112	Extra Service	Site Coordinator - \$34,312 year (220 days x 8hrs) Asst. Site Coordinator - \$18/hrs. X 4 hrs. x 220 days = \$15,840	50,152.00
0130	Classified Regular Salary	Certified Teachers - \$20.00/hrs. x 2hrs x 170 days = \$6,800 Certified Teachers (RTI) - \$20.00/hrs. x 2hrs x 170 days = \$6,800 Summer: Certified Teachers - \$20.00/hrs. x 2hrs x 20 days = \$800 Certified Teachers (RTI) - \$20.00/hrs. x 2hrs x 20 days = \$800	15,200.00
0131	Other Classified Salary	Program Assistants - \$1,000 Data Specialist - \$1,000 District Coordinator - \$1,000	3,000.00
0200	Benefits		0.00
0221	Employer FICA	Site Coordinator Asst. Site Coordinator Program Assistants Data Specialist District Coordinator	5,217.00
0222	Employer Medicare Contribution	Coordinator Asst. Site Coordinator Program Assistants Data Specialist District Coordinator	1,753.00
0231	KTRS Employer Contribution	Certified Teachers Certified Teachers (RTI)	2,584.00
0232	CERS Employer Contribution	Coordinator Asst. Site Coordinator Program Assistants Data Specialist District Coordinator	9,136.00
0294	Federally Funded Health INS	Site Coordinator Asst. Site Coordinator	2,509.00

		Program Assistants Data Specialist District Coordinator	
0295	Federally funded Life Ins Ben	Coordinator Asst. Site Coordinator Program Assistants Data Specialist District Coordinator	1,012.00
0296	Federally funded Amin Fee	Coordinator Asst. Site Coordinator Program Assistants Data Specialist District Coordinator	1,576.00
0297	Federally Funded Flex benefits		0.00
0500	Other Purchased Services		0.00
0580	Travel	Travel/hotel – Level I Travel/Hotel – Level II Multistate	5,000.00
0600	Supplies		0.00
0610	General Supplies	Year Supplies like: Paint Paintbrushes Crayons Markers Glue Printer Paper Construction Paper Variety of paper Notebook Pencils Cardstock Summer: Summer supplies like: Reading supplies from Scholastic Workbook for reading Family Engagement: 4 family engagement activities for supplies = \$50 each	861.00
0800	Miscellaneous		0.00
0900	Other		0.00
0700			0.00
0650	Technology	2 Computer	1,850.00
0653	Technology software	2 MS Office	150.00
TOTAL			100,000

PRIOR GRANTEE HISTORY/CAPACITY FORM F

NOT TO EXCEED TWO PAGES

This section must only be completed by agencies who previously have received 21st CCLC grant funding. Data must reflect the 22-23 APR Center Profile (or most recent) provided by the Center for Evaluation, Policy and Research (CEPR). A copy of the 22-23 Center Profile (or most recent) must be attached. Continuation applicants whose funding lapsed before 22-23 must use data from and attach the most recent Center Profile.

Most recent year of 21st CCLC grant funding: 2018-19
Award Cycle: 11
Served: X Elementary (K-5) <input type="checkbox"/> Middle (6-8) <input type="checkbox"/> High (9-12) <input type="checkbox"/> Adult Family Members
22-23 Center Profile or for those with a lapse in funding, the most recent Center Profile provided in year five of the grant.
The most recent Center Profile provided is 2018-19 The number of regular participants from 2018-2019 Center Profile: 245 The number of students participating 30+ days (Regular School Year Participants): 53 The number of students participating 30-59 days: 19 The number of students participating 60 or more days: 34

Describe Program Effectiveness for Continuation and/or Expansion Applications

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

Student Improvement: During the 2018-19 school year, 29% of our program participants demonstrated growth or maintained highest achievement levels in reading. In addition, 24% of our program participants also demonstrated growth or maintained the highest achievement levels in math, and that increase growth was 22% from 2018 to 2019.

Program Improvement: According to teacher surveys conducted for the 2018-2019 school year, 74% of program participants demonstrated improvement with their engagement in learning (homework completion, classroom participation, and improved academically. With our K-3 reading interventions, 69% of participants met their benchmarks.

Number of Students Currently Being Served: 245

Hours of Operation: 2:30 PM – 5:30 PM; Monday through Friday

Current Sources of Funding: 21st CCLC

Program at the School or Offsite: Program as held at school

Program Successes and Lessons Learned: Our program offered instruction for both math and reading from a certified teacher to provide intervention greatly benefited the students. Teachers were able to ensure that growth was obtained academically in both reading and math improving students' grades and also academic confidence.

Kentucky 21st Community Learning Centers Initiative

2018-2019 Center Profile

Barren County, Cycle 11, Hiseville Elementary Cardinal Club

Total number of students attended	2018-2019	Prior Year (2017-2018)
Summer and School Year*	245	266
School Year	241	256

2018-2019 School Year Program Characteristics		
Program Location (in school or offsite)**: within a school		
Number of parent/guardian and/or family members who attended activities	150	
Number of community partners	40	
Number of school day teachers (volunteer)	Fall: 1	Spring: 2
Number of school day teachers (paid)	Fall: 6	Spring: 10
Summer 2018 Programming		
Number of weeks***	4 weeks	
Number of students served	27	

2018-2019 School Year Data	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
School Year Participation			
Students attending 30+ days (Regular School Year Participants)	53	22%	37%
Students attending 30-59 days	19	8%	13%
Students attending 60 or more days	34	14%	25%
Average number of unexcused school-day absences (Regular School Year Participants)	6	N/A	N/A
At-Risk Student Participation (Regular School Year Participants)			
Regular participants eligible for free/reduced lunch	39	74%	87%
Regular participants eligible for special education services	13	25%	28%
Regular participants classified as having Limited English Proficiency	0	0%	N/A
Regular participants who are homeless	1	2%	N/A
Regular participants who are classified as migrant students	0	0%	N/A
Regular participants who are classified as migrant priority-for-service (PFS)	0	0%	N/A
Regular participants in the foster care system	0	0%	N/A
Regular participants referred by school staff for disciplinary reasons	1	2%	N/A
Regular participants referred by school staff for academic reasons	14	26%	N/A
Regular participants referred by school staff for attendance concerns	2	4%	N/A

Program Outcomes for Regular School Year Participants	2018-2019 Frequencies	2018-2019 Percentages	Prior Year Percentages 2017-2018
Reading grades reported	41	77%	77%
Students who achieved high reading/ELA grades in the fall and spring	2	5%	7%
Students who increased their reading/ELA grades from the fall to spring	10	24%	22%
Students who decreased their reading/ELA grades from the fall to spring	3	7%	5%
Students who maintained their reading/ELA grades from the fall to spring	26	63%	66%
Math grades reported	41	77%	75%
Students who achieved high math grades in the fall and spring	1	2%	4%
Students who increased their math grades from the fall to spring	9	22%	18%
Students who decreased their math grades from the fall to spring	4	10%	0%
Students who maintained their math grades from the fall to spring	27	66%	77%
Teacher survey reported results**			
Students who improved homework completion	27	79%	88%
Students who improved their classroom participation	29	78%	83%
Students who improved academically	26	65%	89%
K-3 Reading Intervention			
Number of K-3 students receiving reading intervention		13	
Number of K-3 intervention students that met benchmark		9	

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

School Year Activity Types Offered			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention	X	English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Credit Recovery		None	
Transition Readiness Activities***			
Career/Job Training for Youth	X	Career Exploration	X
ACT or SAT Prep		None	
Individual Learning Plan			
Enrichment Activities***			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts	X	Community/Service Learning	X
Music & Drama	X	Mentoring	
Fitness	X	None	
Health/Nutrition			

School Year Activity Types Offered (continued)			
Adult Skill-Building Activities***			
Completing the FAFSA/College Admissions		Infinite Campus/Parent Portal or Google Classroom	X
How to Further Your Education		Job Skills/Work Readiness/Resume Dev.	
Drug Awareness/Trends		ESL or GED Classes	
Social Media/Internet Safety		Communicating with School Staff	X
Literacy/Finding AR Books	X	Using Online Resources or Software	
Financial Literacy/Couponing		School Safety	
CPR/First Aid, Health & Safety		Distracted Driving	
Healthy Relationships		Afterschool Program Orientation & FAQ	
Time Management/Organization		Understanding Test Scores or ILP	
Health & Nutrition		None	
Family Engagement Activities***			
Family Literacy Night	X	Christmas/Holiday Showcase	X
Family STEM or STEAM Night	X	Chaperoning Opportunities	
Lights On		Family Movie Night	
Afterschool Student Performances	X	Students/Families Preparing Meals	
Family Game Night		None	
Family Math Night			
Character Education Activities***			
Drug Prevention		Truancy Prevention	
Counseling		Youth Leadership	
Violence Prevention		None	X

DATA NOTES:

A complete statewide dataset was provided to CEPR by Cayen Systems, Inc. The first request was made on July 23, 2019 and subsequent requests between August 14, 2019 and November 4, 2019.

Site level data are compared to data from the prior year if programming was provided in that year. In some cases, percentages round to 0 (e.g., 1 out of 300).

Analysis was not performed on program outcomes for sites reporting grades or teacher surveys for less than 50% of students attending 30+ days during the school year.

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the Cayen system, grantees may select "unknown" as a designation in these categories.

* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

**The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

***Data is self-reported and comes from the KY 21st CCLC Data Verification 18-19 Form that was administered to grantees.

NEW APPLICANT FORM G

Not to exceed one page

Are you a new applicant currently operating an afterschool program? ☐ Yes ☒ No

If you answered no, you do not need to complete the remainder of this form, but it must be submitted.

If a new applicant is currently operating a morning, after-school, or summer program, at the school identified to be served in the proposal, the following information must be addressed:

- **Current Goals for the Program:**
Click or tap here to enter text.
- **Student Improvement:**
Click or tap here to enter text.
- **Program Improvement:**
Click or tap here to enter text.
- **Number of Students Currently Being Served and Grade Levels:**
Click or tap here to enter text.
- **Hours of Operation:**
Click or tap here to enter text.
- **Current Sources of Funding:**
Click or tap here to enter text.
- **Where the program takes place at the school:**
Click or tap here to enter text.
- **Program Successes and Lessons Learned:**
Click or tap here to enter text.

ORGANIZATIONAL CAPACITY STATEMENT FORM H

(Required for non-governmental agencies) Not to exceed one page

WE ARE A GOVERNMENTAL AGENCY

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

1. The applicant must include a copy of the following, attached immediately behind this page:

- 501(c)(3) IRS Verification Letter
- Agency organizational chart
- Proven fiduciary responsibility as demonstrated through annual audits (attach a copy of the most recent audit – annual audits must be sent to KDE each year between June – August)
- Demonstrate administrative capacity to successfully manage a program and list fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs necessary for program operation.

2. Describe the organizational history and structure, including length of existence. Include general information on governing body.

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

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

List of Consortium Partners

- Mammoth Cave National Park
- The Good Wife
- Hiseville Fire Department
- Prosolutions
- Hiseville Parts
- Barren County Schools Nutrition Services

Staffing Chart Listing Positions, Qualifications, and Duties

POSITION: District Program Coordinator	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Establish site programs, activities, and services that prepare youth for success and create an outcome-driven site experience that facilitates the achievement of youth development outcomes • Ensure a healthy, safe environment with well-maintained facilities, equipment, and supplies • Plan, develop, implement and evaluate site's overall programs, services and activities to ensure they meet stated objectives and member needs/interests • Manage site financial resources, assist in developing annual budgets-control expenditures against budget • Recruit, manage and provide career development opportunities for staff and volunteers • Develop and maintain public relations to increase the visibility of programs, services, and activities within the community 	<ul style="list-style-type: none"> • Four year degree from an accredited college or university, or equivalent experience • Demonstrated ability in personnel supervision, facilities management, and the recruitment and retention of key personnel • Strong communication skills, both oral and written • Ability to recruit, train supervise and motivate staff • Ability to deal effectively with members, including discipline problems • Working knowledge of budget preparation, control and management • Skilled at fundraising events • Demonstrate ability in working with young people, parents, and community leaders

POSITION: Site Coordinator	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Assist in planning, development, and implementation of services and activities that prepare youth for success • Provide supervision and guidance in all areas of the program at all times to ensure student and staff health and safety • Maintain all staff timesheets and schedules • Maintain daily attendance record and student sign-in and out weekly • Maintain activities schedule for students and staff 	<ul style="list-style-type: none"> • 4 year degree from accredited college/university and have three months of experience working with school-age children; or • Have a high school diploma or equivalent and have six months of experience working with school-age children, including three months of supervised experience at a school age child care program • Must pass National Criminal Background and Drug test • Ability to work a flexible schedule and which may include evenings

POSITION: Assistant Site Coordinator	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Assist with increasing parent involvement • Coordinate summer enrichment and remediation activities • Initiate new community partnerships • Assist with overseeing the after school program • Collaborate with the FRYSC Director and Assistant • Initiate transitional activities within the center's components for students • Ensure that each site's scope of instruction focuses on all students reaching Proficiency • Provide recreational and academic enrichment activities for students and parents. 	<ul style="list-style-type: none"> • Must have no convictions of a felony or past criminal history • Be in good health as evidenced by completion of a physical examination as prescribed by the Board • Must be of good character and moral behavior • Must possess a high school diploma or a GED certificate

POSITION: Certified Teacher	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Prepare, create, research, and write unit and lesson plans as necessary • Work individually and in small groups with members to enrich their skills in math, reading and writing • Provide specialized focus on reading and math • Assist students with homework completion and enrichment activities • Provide positive guidance and role modeling to members • Complete all training hours as required 	<ul style="list-style-type: none"> • Post-secondary degree or in the process of obtaining one • Experience working with children • Experience mentoring youth • Teaching experience preferred • Knowledge of youth development • Ability to motivate youth and manage behavior programs • Ability to deal with the general public • Ability to plan and implement quality programs for youth • Ability to organize and supervise members in a safe environment • Attend ALL staff meetings and special training for employees • All staff participate in special programs and events

POSITION: After-School Part Time Instructor / Classified	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Supervise students • Create an environment that facilitate the achievement of Youth Development Outcomes • Promote and stimulate program participation • Provide guidance and role modeling to members • Effectively implement and administer programs services, and activities for members and visitors • Monitor and evaluate programs, services, and activities to ensure the safety of members, quality of programs, and appearance of the site at all times • Prepare periodic activity and reports • Ensure a productive work environment by participating in meetings as assigned 	<ul style="list-style-type: none"> • High school diploma or GED • Ability to work a flexible schedule and which may include evenings • Must pass national criminal background check and drug test • At least 18 years of age • Complete all training hours as required

POSITION: Data Coordinator	
RESPONSIBILITIES	QUALIFICATIONS
<ul style="list-style-type: none"> • Maintain accurate and up to date information data for afterschool programming including all categories as required by KDE of afterschool programming • Work with the CACFP program to help collect data • Communicate with site coordinators to help maintain record keeping • Attend required training and events as directed • Plans and implements a technological facility and program • Promotes maximum use of the CAYEN trough flexible scheduling to facilitate and promote student achievement 	<ul style="list-style-type: none"> • Must have no conviction of a felony or past criminal history • Be in good health as evidenced by completion of a physical examination as prescribed by the Board • Must be of good character and moral behavior • Must possess a high school diploma or a GED certificate • Appropriate post-secondary training in technology and related applications • Field experience, specifically in the K-12 school setting, preferred

Equitable Access and Participation Form I Kentucky 21st CCLC

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new 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 new 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 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, color, 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
5. 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 and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Superintendent Signature:

 Date 11/6/23

Principal Signature:

 Date 11/6/23

Co-Applicant Signature:

 Date 10/19/2023

CERTIFICATIONS FORM J

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered

transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction violation of Federal of State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statement, or receiving stolen property.

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

(c) Have not within three years preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

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

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

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

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

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

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

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

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

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

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

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

(d) Notifying the employee in the statement required by

paragraph (a) that as a condition of employment under the grant, the employee will

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

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is no convicted:

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

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

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

Fiscal Agent: Barren County Schools
PR, Award # or Project Name: 21st CCLC Cycle 21
Printed Name: Bo Matthews
Title: Superintendent

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

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

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

149 Cardinal Blvd.

Hiseville, Barren County, KY 42152

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

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

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction to Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Signature

Date

PROGRAM SUMMARY FORM K

- Must use lunch data as reported to KDE for 22-23 Dec. 1 count.
- Programs must serve a minimum of 50 students 90 hours or more.

School Name: Hiseville Elementary	
District Name: Barren County Schools	
Grade Levels to be Served: PreK - 6	Total Schoolwide Enrollment: 323
<input type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input type="checkbox"/> Suburban	# of students to be served 90 hours or more: at least 50
% Free or Reduced Lunch: 100%	

School Name:	
District Name:	
Grade Levels to be Served:	Total Schoolwide Enrollment:
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	# of students to be served 90 hours or more
% Free or Reduced Lunch:	

1. **The applicant is a (please check one):**
☒ Public School
☐ Community-Based Organization
☐ Faith-Based Organization

2. **Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?**
☒ Yes
☐ No

3. **If yes, were they:**
☐ Federal funds
☒ State funds

Funding ended (09/2019)

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 school starts 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 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	N/A	N/A	2:30 pm	5:00 pm	2.5
Tuesday	N/A	N/A	2:30 pm	5:00 pm	2.5
Wednesday	N/A	N/A	2:30 pm	5:00 pm	2.5
Thursday	N/A	N/A	2:30 pm	5:00 pm	2.5
Friday	N/A	N/A	N/A	N/A	

Day	Summer		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	7:00 am	2:00 pm		
Tuesday	7:00 am	2:00 pm		
Wednesday	7:00 am	2:00 pm		
Thursday	7:00 am	2:00 pm		
Friday	7:00 am	2:00 pm		

	Regular School Year	Summer
Total # of hours per day	2.5	4.5
Total # of days per week	4	5
Total # of weeks	30	4
First date of operation	August 18th	June 2nd
Last date of operation	May 9th	June 27th

CLOSED during the School Year:

Labor Day, Fall Break, Election Day, Thanksgiving Break, MLK Day, Spring Break, and
4 assigned contract days for teacher professional development

Individual's names and signatures should not be blinded. Although, any city, county, school, etc. names in the Co-Applicant Agreement must be blinded electronically except in the original application. This form must be completed and signed, or the application will be deemed non-responsive and will not be scored.

CO-APPLICANT AGREEMENT FORM

*Hiseville Elementary School
And
Mammoth Cave National Park*

Hereby enter into an agreement to enable the applicant, Hiseville Elementary School, and Co-applicant, Mammoth Cave National Park, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Mammoth Cave National Park 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:

Description of Support	Frequency	Alignment to activities, services, and needs.
Access to natural resources	Quarterly	Mammoth Cave National Park offers access to natural resources, forests, lakes, rivers, and wildlife. They provide a unique outdoor learning environment for after-school programs, allowing children to explore and appreciate nature firsthand.
Environmental education programs	Quarterly	Mammoth Cave National Park is dedicated to environmental education programs. These programs offer after-school participants opportunities to learn about ecosystems, conservation, wildlife, and sustainable practices. Park rangers or naturalists can lead educational sessions, guided tours, or hands-on activities to enhance the children's understanding of the environment.
Outdoor skills development:	Summer	Mammoth Cave National Park provides opportunities for after-school participants to develop outdoor skills. This can include workshops or classes on camping, orienteering, wilderness survival, or outdoor photography. These skills promote self-confidence, problem-solving abilities, and an appreciation for outdoor recreation.
Recreational activities	Quarterly	Mammoth Cave National Park offers a range of recreational activities that can be incorporated into after-school programs. These activities may include hiking, nature walks, or wildlife observation. These activities promote physical fitness, teamwork, and a sense of adventure among program participants.
Cultural and historical education	Quarterly	Mammoth Cave National Park has cultural or historical significance. They may have historical sites, museums, or interpretive centers that offer educational programs. After-school programs can benefit from guided tours, presentations, or workshops that focus on the cultural and historical aspects of the park, enriching the children's knowledge and understanding.
Outdoor skills development	Summer	Mammoth Cave National Park provides opportunities for after-school participants to develop outdoor skills. This includes workshops or classes on orienteering, wilderness survival, or outdoor photography. Learning these skills promotes self-confidence, problem-solving abilities, and an appreciation for outdoor recreation.
Collaboration and resources	Monthly	Mammoth Cave National Park collaborates with after-school programs to provide resources, expertise, and support. This can include access to educational materials, guest speakers, or partnerships with park staff. Such collaborations enhance the quality and diversity of the after-school program's offerings.

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, Mammoth Cave National Park will be notified immediately to begin the collaboration of services.


Co-applicant Signature

10/19/2023
Date


Applicant Signature

11-6-23
Date

COMMUNITY PARTNER AGREEMENT FORM

BARREN COUNTY SCHOOLS and Hiseville Elementary

And

The Good Wife

Hereby enter into an agreement to enable the applicant, Hiseville Elementary, and Co-applicant, Mammoth Cave National Park to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

The Good Wife hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program:

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Student Classes	Quarterly	The Good Wife and Hiseville Elementary After School Program would work together to create classes about personal hygiene, dreams, goals, college and career readiness and mental health.
Career Exploration/ Business aspects	Quarterly	The Good Wife and Hiseville Elementary After School Program would work together to talk about starting and opening a business. They would create a business plan and set up meetings to talk to financial advisors.
Student Classes	Quarterly	The Good Wife and Hiseville Elementary After School Program would work together to talk more business aspects. They will help advertise for The Good Wife, create flyers and social media videos
Resources	Quarterly	The Good Wife would come to Hiseville school and do trunk or treat or other school events with treat bags or goodies.

It is agreed by both parties that this Community Partner 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, The Good Wife will be notified immediately to begin the collaboration of services.


Partner Signature

10-24-23
Date


Applicant Signature

11-6-23
Date

COMMUNITY PARTNER AGREEMENT FORM

BARREN COUNTY SCHOOLS *and Hiseville Elementary*
And
Hiseville Fire Department

Hereby enter into an agreement to enable the applicant, Hiseville Elementary, and Co-applicant, Mammoth Cave National Park, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Hiseville Fire Department hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program:

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Career Exploration	Yearly	Hiseville Volunteer Fire Department and Hiseville Elementary After School Program will work together to host an event and fundraiser with a shared mission. This will allow children and their parents to explore a new career path. Joint events may also introduce a new audience and untapped funding that could help the Fire Department and the After School Program.
Prevention Programs	Yearly	Hiseville Fire Department and Hiseville After School will host a quarterly fire prevention session. Our teachers and staff will get a fire prevention curriculum and adopt it in our after school program. This is important because educators are crunched for time during classroom instruction and important lessons can be overlooked.
Informational Sessions for Parents	Quarterly	Hiseville Fire Department and Hiseville Elementary After School program will collaborate to share information beyond just fire safety. Our programs can work together to ensure our children and parents know emergency procedures, such as an earthquake or a tornado and how to be prepared.
Beyond the Emergency	Quarterly	Hiseville Fire Department and Hiseville Elementary After School program will work together to help a business or family in need. Once there has been an emergency many times, those people are in need. Our Volunteer Club can help those families in need after the emergency. Also help families in need of smoke detectors

It is agreed by both parties that this Community Partner 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, Hiseville Fire Department, will be notified immediately to begin the collaboration of services.

Partner Signature

Dustin Phillips

HVFD Chief

Date

10-25-23

Applicant Signature

Date

11-6-23

COMMUNITY PARTNER AGREEMENT FORM

*BARREN COUNTY SCHOOLS and Hiseville Elementary
And
Prosolutions*

Hereby enter into an agreement to enable the applicant, Hiseville Elementary, and Co-applicant, Mammoth Cave National Park to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Prosolutions hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program:

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Resources	Yearly	Pro Solutions and Hiseville Elementary After School Program would work together to create a class to teach the kids about the aspects of how you grow plants, crop, and make feed.
Career/Exploration	Yearly	Pro Solutions and Hiseville Elementary would create a class and explain to Hiseville Elementary how to properly take care of animals. Also explain the aspect of the different positions they offer.
Duties and Responsibilities	Quarterly	Pro Solutions would teach the kids about all the different kinds of feed and why you only use certain feed for certain animals and explain what is in feed.
Resources	Yearly	Prosolutions could hand out candy at the trunk or treat.

It is agreed by both parties that this Community Partner 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, Prosolutions will be notified immediately to begin the collaboration of services.


Partner Signature

10-25-23
Date


Applicant Signature

11/6/23
Date

COMMUNITY PARTNER AGREEMENT FORM

*BARREN COUNTY SCHOOLS and Hiseville Elementary
And
Hiseville Parts*

Hereby enter into an agreement to enable the applicant, Hiseville Elementary, and Co-applicant, Mammoth Cave National Park to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).


Hiseville Parts hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program:

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Career Exploration/ Business Aspects	Yearly	Hiseville Parts and Hiseville Elementary will work as a team to talk with the kids about the business aspect of a parts house. They will help advertise by creating flyers and social media videos.
Student Classes	Yearly	Hiseville Parts and Hiseville Elementary will work together and come up with a class for the children on what tools are needed for what jobs.
Student Classes	Quarterly	Hiseville Parts and Hiseville Elementary will work together and create a class for the kids about automotive repair. How to change a tire, windshield washer blades. How to check the oil in the automobiles,
Resources	Yearly	Hiseville Parts will set up at Hiseville Elementary school and hang out goodies to the kids on trunk or treat and other school functions.

It is agreed by both parties that this Community Partner 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, Hiseville Parts will be notified immediately to begin the collaboration of services.


Partner Signature

10/25/23
Date


Applicant Signature

11-6-23
Date

COMMUNITY PARTNER AGREEMENT FORM

BARREN COUNTY SCHOOLS and Hiseville Elementary

And

Barren County Schools Nutrition Service

Hereby enter into an agreement to enable the applicant, Hiseville Elementary, and Co-applicant Mammoth Cave National Park, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Barren County Schools Nutrition Service hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program:

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Customized meal plans	Daily	A nutrition service will create personalized meal plans based on your program participants' needs and goals. This includes dietary restrictions, allergies, and specific health conditions.
Education and guidance	Monthly	A nutrition service can offer educational resources and guidance to program participants. This includes information on healthy eating habits, portion control, and the importance of a balanced diet.
Monitoring and support	Quarterly	Nutrition services provide ongoing monitoring and support to program participants. Include regular check-ins, progress tracking, and adjustments to meal plans as needed.
Collaboration	Quarterly	Nutrition services collaborate with afterschool involved in the program, such as fitness trainers or healthcare providers. This interdisciplinary approach ensures a comprehensive and holistic approach to health and wellness.

It is agreed by both parties that this Community Partner 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 Barren County Schools Nutrition Service will be notified immediately to begin the collaboration of services.


Partner Signature

11/6/23
Date


Applicant Signature

11-6-23
Date

PRIVATE/HOME SCHOOL CONSULTATION FORM O

Kentucky Nina M. Lowey 21st Century Community Learning Centers

(21st CCLC)

An LEA or any other eligible applicant receiving financial assistance under the Nina M. Lowey 21st CCLC program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the applicant must engage in timely and meaningful consultation with private school officials.

The fiscal agent is responsible for consulting with private and home schools. Only the fiscal agent completes the form. No signatures are required on the document. Please maintain documentation of consultations.

Fiscal Agent: Barren County Schools

Please complete the following form related to the involvement of eligible private schools in the Title IV, Part B, 21st CCLC grant application and subsequent activities.

Private Schools

- ☐ There are no private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program (If there are no private schools in your attendance zone, no further information is required).
- ☒ There are private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 21 RFA 21st CCLC grant application.

Home Schools

- ☐ There are no home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no home schools in the attendance zone, no further information is required.)
- ☒ There are home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 21 RFA 21st CCLC grant application.

Private/Home School Name	School Official	Title	Contact Method	Date of Contact	Participation Yes/No
Montessori Academy of Glasgow	Mary Ann Alexander	Director	Call/text, letter	10/16/2023	No
Glasgow Christian Academy	Tracy Shaw	Director	Call/text, letter	10/16/2023	No
Gossett Academy	Scarlett Gossett	Guardian	Call/text, letter	10/16/2023	No
Stepping Stones Academy	Seth Sturgeon	Guardian	Call/text, letter	10/16/2023	No
West Meadow Homeschool	Haley Peden	Guardian	Call/text, letter	10/16/2023	No

*Click TAB in the last cell to add additional rows if applicable.