Cover Sheet

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

*** Local Project Title:**

Save the Children 21st CCLC

*** Lead Agency:**

Save the Children Federation, Inc.

*** Community-Based Organization:**

- (●) Yes
- ( ) No

*** Contact Person:**

Cathryn Miller

* Phone #:

304-617-4638

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N/A

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cmiller@savechildren.org

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321 South Englewood Road, Huntington, WV 2570

*** Fiscal Agency Contact Person:**

Ada Durham

* Phone #:

859-899-1176

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* Address:

800 Corporate Dr, Lexington, KY 40503

Check if Co-Applicant Partner Agency Contact Person information is available.

*** Other Collaborating Partnerships:**

Application 1
-Main Partner Organizations: Nicholas County Schools, Gauley River Elementary and Summersville Elementary
-Community Partners Providing Student Enrichment, Family Engagement Activities and/or Gifts-in-kind: West Virginia University Extension Office's Nicholas County Youth Foundation , Craigsville Public Library, The City of Summersville/Summersville Mayors Office, Midstate Ford and Maloney's Pub.

Application 2
-Main Partner Organizations: Gilmer County Schools and Gilmer County Elementary
-Community Partners Providing Student Enrichment, Family Engagement Activities and/or Gifts-in-kind: Gilmer Family Resource Network, Glenville State University Teacher Education Program and West Virginia University Extension Office

Number of collaborating partners actively involved in the project:

*	3	Schools
*	2	Community-Based Organizations
*	0	Faith-Based Organizations
*	2	Community / Business
	2	School Districts
	2	University / Higher Education
	1	Public Institutions
	1	Elected Officials

Schools Served

District	School
* Gilmer County Schools - 022	* Gilmer County Elementary
* Nicholas County Schools - 062	* Gauley River Elementary
* Nicholas County Schools - 062	* Summersville Elementary

Number of Sites	* 3
Funds Requested	* $ 355,550.00

Federal Employees Identification Number (FEIN)	* 06-0726487
Unique Entity ID (UEI)	* V2BDJK5JZU56
West Virginia Vendor Number	* 000000101272
Proposed Program Funding Dates	July 1st, 2019 - September 30th, 2020

Funding Type	Amount	Description
Matching (local) funds	$ 108,683.44	**Nicholas County Matching Funds** Covers: Portion of Salary for Afterschool Tutor 10,594.95 Portion of Fringe for Health/Accident/Life 1,244.91 Portion of Fringe for Social Security Benefit 662.18 Portion of Fringe for Defined Contribution Plan (II) 609.21 Portion of Fringe for Unemployment Compensation 79.46 Portion of Fringe for Workers' Compensation 52.97 Portion of Enrichment Supplies 2,121.75 Salary for After School bus driver X 4 10,240.00 Salary for Summer bus driver x 2 11,040.00 Fuel for After School bus x 4 17,600.00 Fuel for Summer bus x 2 9,600.00 **Total $63,845.44** **Gilmer County** Covers: Portion of Salary for Summer Tutor 17,710.40 Portion of Fringe for Health/Accident/Life 2,080.97 Portion of Fringe for Social Security Benefit 1,106.90 Portion of Fringe for Defined Contribution Plan (II) 1,018.35 Portion of Fringe for Unemployment Compensation 132.83 Portion of Fringe for Workers' Compensation 88.55 Portion of Afterschool Bus Driver 6,700.00 Fuel for After School bus x 2 8,800.00 Fuel for Summer bus x 3 7,200.00 **Total** **44,838.00**

In-kind	$ 96,851.50	**Nicholas County** Covers: Portion of Salary for State Director, Asst. State Director, Finance and Program Evaluator 17,500.00 Portion of Fringe for Health/Accident/Life 2,326.85 Portion of Fringe for Social Security Benefit 1,237.69 Portion of Fringe for Defined Contribution Plan (II) 1,138.67 Portion of Fringe for Unemployment Compensation 148.52 Portion of Fringe for Workers' Compensation 99.02 Portion of Supplies and Materials 27,695.00 **Total** **$50,145.75** **Gilmer County** Covers: Portion of Salary for State Director, Asst. State Director, Finance and Program Evaluator 17,967.69 Portion of Fringe for Health/Accident/Life 2,389.04 Portion of Fringe for Social Security Benefit 1,270.77 Portion of Fringe for Defined Contribution Plan (II) 1,169.10 Portion of Fringe for Unemployment Compensation 152.49 Portion of Fringe for Workers' Compensation 101.66 Portion of Supplies and Materials 19,355.00 Portion of Salary for After School bus driver 4,300.00 **Total** **$46,705.75**
Cash	$ 0.00	N/A
Transportation Stipend	$ 20,000.00	$10,000 transportation stipend for Nicholas County from the West Virginia Department of Education $10,000 transportation stipend for Gilmer County from the West Virginia Department of Education

*** Have you previously received 21st Century Community Learning Center funding from the West Virginia Department of Education?**

- (●) Yes
- ( ) No

Assurances

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

☑ *** The applicant or grant recipient will assure the State Education Agency (SEA) that they will follow all regulations applicable for the 21st Centry Community Learning Centers (CCLC) program listed by selecting the appropriate check box in the "Assurances" section of GPS.**

1. The applicant or grant recipient must have a Unique Entity Number and provide it to the WV Department of Education. No entity may receive a federal sub-award without one.

2. The applicant or grant recipient agrees to administer the 21st CCLC project under all applicable statutes, regulations, program plans, and approved applications, including:
a. Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
b. Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 82, 85, and 99
c. 2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
d. Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act (GEPA)

3. The applicant or grant recipient will comply with the following acts of Congress:
a. Single Audit Act of 1984
b. Civil Rights Act of 1964
c. Gun-Free Schools Act of 1994
d. Americans with Disabilities Act 1990
e. Pro-Children's Act of 1994
f. Stevens Amendment, 1991
g. Bipartisan Safer Communities Act, 2022

4. The applicant or grant recipient will adopt and use proper methods of administering the 21st CCLC program, including the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.

5. The applicant or grant recipient agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The applicant or grant recipient understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the West Virginia Department of Education may withhold funds otherwise due to the grant recipient from this grant program until the grant recipient comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited).

6. The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-applicant or grant recipient at any time during the term of the award. Examples of non-performance/non-compliance include but are not limited to, the failure to:
a. Provide a high-quality program with evidence of academic progress,
b. Implement the program as described in the application,
c. Serve students as stated in the application,
d. Adhere to the signed assurances,
e. Limit administrative costs to 30% of budget,
f. Submit required reports and documentation in a timely manner,
g. Use funds responsibly and appropriately,
h. Resolve a non-compliance audit/monitoring finding in a timely manner (4 months),
i. Submit required data within the given timeframe, or
j. Implement a required Corrective Action Plan.

7. The applicant or grant recipient will comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

8. The applicant or grant recipient will use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices.

9. The applicant or grant recipient will not use these funds to supplant other federal, or state, or local, or non-public funds to provide allowable programs and activities. §4203(a)(9) and §4204(b)(2)(G)

10. The applicant or grant recipient assures it has described steps to make equitable access and equitable participation in the programs/activities to be conducted with such assistance as addressing the needs of students, staff, and other program beneficiaries to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 - Non-Regulatory-Guidance

11. The applicant or grant recipient assures it will serve students who primarily attend schools eligible for schoolwide program under section 6314 of Title 20 or schools that serve a high percentage of students from low-income families. Additionally, the applicant or grant recipient will serve the families of the students described. §4204(b)(2)(F)

12. The applicant or grant recipient assures that the proposed program will be developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities.§4204(b)(2)(D)(i)

13. To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), the community must be given public notice of an organization's intent to submit an application. The application and any waiver request must be available for public review after submission.

14. The applicant or grant recipient assures there is an established process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501

15. The applicant or grant recipient assures that the proposed program will be in alignment with the challenging State academic standards and any local standards.§4204(b)(2)(D)(ii)

16. The applicant or grant recipient assures that it prohibits text messaging and emailing while driving during an official grant business. Federal grant recipients, sub-recipients, and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their privately- owned vehicle during official grant business, or from using government-supplied electronic equipment to a text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

17. The applicant or grant recipient will make reports to the WVDE and the U.S. Secretary of Education as may be necessary to enable such agency and the U.S. Secretary of Education to perform their duties and maintain such records, provide such information, and afford access to the records as the WVDE, and the Secretary may find necessary to carry out their responsibilities.

18. The applicant or grant recipient will cooperate in carrying out any evaluation of 21st CCLC conducted by or for the West Virginia Department of Education (WVDE), the U.S. Secretary of Education, or other federal officials.
19. The applicant or grant recipient will permit and mandate appropriate program staff to attend the required trainings specified in the Request for Proposal and will budget funds for such participation each budget year of the grant.
20. The applicant or grant recipient assures that it will uphold the agreement's parameters with the Co-Applicant or partners as outlined in the original application for the duration of the grant cycle.
21. The school district, as fiscal agent or co-applicant or grant recipient, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (21APR) data collection.
22. If a non-local education agency serves as the fiscal agent, the school district/ school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of data collection and the local evaluation report.
23. When implementing the grant funded program, the applicant or grant recipient will: a. Begin serving students with the 21st CCLC Program by October 15, b. Meet the minimum number of operational hours as required, c. Provide dedicated program space in a safe and easily accessible facility during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities §4204(b)(2)(A)(i). d. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations may be secured to provide for the program. e. Immediately notify the WVDE of a change of director or site coordinator. f. Allow site coordinators and directors access to 21st CCLC guidelines, approved proposal, and required WVDE trainings.
24. In order to receive the fourth and fifth years of the grant funding cycle, the grant recipient must: a. Demonstrate that substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years, b. Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) during the first three years, c. Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) including at reduced grant allocation in the fourth year, d. Have complied with federal and state requirements and not be a high-risk grantee, and e. Abide by and remain current on the required reports including the collection of and reporting of data.
25. The applicant or grant recipient must uphold these assurances regardless of a change in individuals serving in the role or capacity of representative signing the application.

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

Program Summary

+ Estimated number to be served does not refer to the total school population but to the estimated students likely to participate.

Name and Location of Each Site	Days and Times of Program Operation Throughout Week						Program Start Date	Program End Date	Estimated Average Daily Attendance	Federal Direct Certified Students Percentage at School/Site	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat					
* Gilmer County Elementary School	3:25-5:55PM	3:25-5:55PM	3:25-5:55PM	3:25-5:55PM	N/A	N/A	* 09/15/2025	* 04/30/2026	* 35	* 48.8 %	* 52
Totals for the Entire Program									35	**Average Federal Direct Certified Students Percentage at School/Site** 48.80 %	**Total Estimate of Adults / Family Members Served** 52

Program Summary for Summer (If Applicable)

Name and Location of Each Site	Days and Times of Program Operation Throughout Week						Program Start Date	Program End Date	Estimated Average Daily Attendance	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat				
Gilmer County Elementary School	8:00AM-2:30PM	8:00AM-2:30PM	8:00AM-2:30PM	8:00AM-2:30PM	8:00AM-2:30PM	N/A	06/15/2026	07/24/2026	35	52
Totals for the Entire Program									35	**Total Estimate of Adults / Family Members Served** 52

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

* Statement of Need

I. Statement of Need

Located in the heart of West Virginia, Gilmer County is a rural community made up of 338.5 square miles of land area and 1.6 square miles of water (Census Data, 2024). With a total population of 7,116, Gilmer County is the fifth least populous county in the state (Census Data, 2024). The majority of residents are white (82.3%), 13.7% are black or African American and 3.9% are Hispanic or Latino (Census Data, 2024).

Gilmer County School District (GCS), Save the Children (STC) and Gilmer County Elementary School (GCES) propose to continue operation of a 21st Century Community Learning Center (21st CCLC) that addresses the needs of Gilmer County students and families. Offering year-round services and support, this proposal will expand and refine the existing 21st CCLC at Gilmer County Elementary.

A grant to expand and refine the Gilmer County Elementary 21st CCLC is critical to ensure that students in the rural, under-resourced community of Glenville continue to have access to services that improve their academic and social skills. Building on lessons learned from our current grant serving GCES (expiring September 2025), (detailed in section IX. Organizational Capacity), and other successful 21st CCLC's across the state and country, the proposed continuation 21st CCLC at GCES has been uniquely designed to meet the specific needs of the Glenville community while providing comprehensive, wraparound services that increase academic achievement in literacy and math and increase family and caregiver engagement.

The need for this program was informed by multiple data sources, including surveys conducted with students, caregivers, teachers and the local community; an analysis of school and community data; and planning discussions with district and school leadership.

<u>Needs and Risk Factors of Students, including by Subgroup</u>

Gilmer County Elementary School is the only public elementary school in Gilmer County and serves 299 students in grades PK-5. 100% of students are white, 49% qualify as low socioeconomic status and 23% identify as special education (ZoomWV, 2023-2024).

Students at Gilmer County Elementary are struggling to meet state education standards in reading and math. During the 2023-2024 school year, more than half of students (57.2%) did not meet grade level standards in reading and 49.3% did not meet grade level standards in math – showing substantial need for

academic intervention (ZoomWV, 2023-2024).

Analysis of WVGSA data for GCES shows that there are significant differences in proficiency depending on subgroup. As *Table 1* illustrates, achievement gaps are primarily large for students in special education, economically disadvantaged students and males. In school year 2023-2024, only 20% of students in special education were proficient in reading – more than 20 percentage points lower than the overall student population. Math proficiency is also lower among students in special education compared to the overall student population, 22.5% compared to 50.38%. According to the WVDE, 2024-2025 Table of School Attributes for 21st CCLC Grant Applicants, 48.8% of students at GCES are considered as "low socio-economic status." The achievement gap for students from economically disadvantaged homes isn't as steep as that of students in special education – likely because nearly half of the population is considered low SES, but it is still present at GCES, as outlined in *Table 1* below. Male students appear to fare worse than their female counterparts with only 36.62% of males proficient in reading compared to 50% of females and only 46.68% of males proficient in math compared to 54.84% of females.

Table 1: GCES Proficiency Rates by Subject and Subgroup

Subgroup	Reading Proficiency	Math Proficiency
All Students	**42.86%**	**50.38%**
Special Education	20%	22.5%
Economically Disadvantaged	33.85%	36.92%
Male	36.62%	46.68%
Female	50%	54.84%

Data from WVDE via ZOOMWV (SY 2023-2024)

WVDE assessment data shows that there is a significant gap between what students should know and actually do know. This sentiment was reflected in the results of the community-wide surveys we conducted as part of the needs assessment process. Notably:

· 62% of teachers who responded to our survey do not think children enter Kindergarten ready for school success.

· Teachers identified many different skills in Math and ELA that students need support with. Those most commonly appearing were word problems, reading, fluency and phonics.

- 100% of teachers surveyed reported needing to re-teach lessons to help students catch up after the summer.
- 50% of teachers reported that their students have issues with homework completion.
- 100% of teachers surveyed responded that math and reading/language arts should be prioritized in the afterschool and summer programs and 47% responded that homework completion should also be prioritized.
- Students reported that math (42%) and reading (25%) are their hardest subjects in school.
- Majority of parents surveyed (79%) think homework help/tutoring is an important element to include in the afterschool program.

At GCES behavior seems to have slight room for improvement with an in-school suspension rate of 9% and an out-of-school suspension rate of 14.8% (ZoomWV, 2023-2024). This notion was reflected in our survey responses where 79% of teachers reported that classroom disruptions are the most common behavioral issues among their students, followed by defiance (43%) and lack of classroom participation (43%).

Local Needs of Parents and Families

In Gilmer County, 14% of families live in poverty –above the state (11.6%) and national rate (8.8%) (U.S. Census, 2023). Poverty's pervasiveness in the county intersects with other risk factors to compound the challenges families face in the Glenville community. The following table details some of these risk factors, comparing Gilmer County to the state and country:

Table 2: County Risk Factors Compared to State and National Averages

Risk Factor	Gilmer County	West Virginia	U.S.
Children in Poverty: % of population 18 and under living in poverty (RWJ County Health Rankings, 2024)	24%	20%	16%
Poverty Rate of Families: % of families living in poverty in the past 12 months (U.S. Census, 2023)	14%	11.6%	8.8%
Educational Attainment: % of residents (25+) less than high school graduate (U.S. Census, 2023)	18.6%	11%	10.2%
Educational Attainment: % of residents (25+) who have a Bachelor's degree or higher (U.S. Census,	19.9%	24%	36.2%

2023)			
Unemployment Rate: % of population (16+) reporting having no employment (U.S. Census, 2023)	8.1%	4.5%	4.3%
Obesity Prevalence: % of individuals who are considered obese or have a Body Mass Index (BMI) over 30 (RWJ County Health Rankings, 2024)	43%	41%	34%
Smoking Rate: % of adults who reported smoking at least 100 cigarettes in their lifetime and currently smoke daily or some days (America's Health Rankings, UHF, 2024 and Census Data)	20%	20%	12.1%
Children in Single-Parent Households: % of children that live in a household headed by a single parent (RWJ County Health Rankings, 2024)	39%	24%	25%

The prevalence and intersection of these various risk factors has a real impact on children's development and achievement. Based on the U.S. Census Community Resilience estimates (2023), 19.09% of Gilmer County residents – nearly one in five – have experienced three or more risk factors. This is concerning because exposure to a higher number of risk factors, or Adverse Childhood Experiences (ACEs), can lead to the adoption of unhealthy behaviors and the onset of negative long-term outcomes – particularly if individuals do not have the capacity, knowledge, or resources to overcome the obstacles. ACEs can also negatively impact education, job opportunities, and earning potential. However, ACEs can be prevented if the factors that put people at risk for them are addressed (Center for Disease Control, 2023).

The caregivers and families of our students, including those who are the target population for our 21st CCLC, face similar challenges as the overall county population and these challenges have an impact on their overall health and well-being. For example, as shown in *Table 2* (above), 14% of families in Gilmer County are living below the poverty level – higher than the state (11.6%) and national (8.8%) averages. Knowing the correlation between poverty levels and educational attainment, it is not surprising that only 19.9% of the county population (age 25 years or older) had earned a Bachelor's degree or higher, which was significantly lower than the state (24%) and national (36%) rates. Other noteworthy data findings include the high rates of children in single-parent households (39%), unemployment (8.1%) and obesity (43%). This sentiment was reflected in our survey results. For example, community members who responded to our community survey mentioned grandparents raising grandchildren, single parents, poverty and lack of support and resources as some of the biggest challenges facing students in Gilmer County. 46% of teachers who responded to our survey said that the parents/caregivers of their students do not have the skills to help their children with their homework. 77% of teachers responded that understanding what kinds are learning in class would be to most helpful family education activity to include in our program to help parents better support their children. Additionally, 28% of caregiver survey respondents reported needing help with reading/language arts when helping their child/ren with homework and 38% reported needing help with math.

Survey results also showed that caregivers are interested in gaining knowledge and skills to address these challenges and being more involved in their children's education. Caregivers responded that understanding what their kids are learning in school, helping their kids with homework and family math/STEM activities would be the most helpful family education activities to equip them with the tools needed to become more engaged in their children's learning. Other

family engagement activities of interest were financial literacy activities, referrals or getting connected to resources and services, health and nutrition education activities and adult education/GED opportunities. Save the Children and GCS are dedicated to increasing protective factors in children, strengthening positive child-caregiver relationships, and fostering healthy bonds with family members to mitigate the negative impacts of ACEs in households and increase resiliency for Glenville children and families.

Current Afterschool Services

Students attending Gilmer County Elementary School have very limited access to rich and meaningful afterschool and summer services – especially ones that are designed to increase academic achievement. As previously mentioned, GCS and Save the Children currently co-operate a 21st CCLC afterschool and summer program at Gilmer County Elementary School. Unfortunately, the grant that funds this site is expiring in September 2025 and without a new grant from WVDE, we will be unable to sustain the program at its current capacity. The only other afterschool offerings currently available for GCES students are recreational sports leagues such as basketball and other extracurricular activities like band, choir and piano practice. This limited access to out-of-school learning opportunities was reflected in our survey results with only 3.5% of students reporting going to another afterschool program, 43.8% reporting they watch television or play video/computer games afterschool and 36.8% reporting they play or hang out with friends or family after school. Like the school year, there are no academic-focused youth development programs available for students besides the expiring 21st CCLC. The only other activities available to students over the summer are 4H Camp, youth sports camps such as: basketball, cheer, wrestling and baseball and vacation bible school which is only one week in length. While these alternate summer and afterschool offerings are available to students, many of them cost money or require transportation to and from the activity which both pose as an obstacle to participation.

New Services and Activities/Additional Students

As we've described the gaps and opportunities in the section above, a grant to fund a renewed 21st CCLC at GCES will provide academic and research-based services that are currently only available at our 21st CCLC site expiring in September 2025. We are requesting renewed funding so we can continue the successful 21st CCLC at GCES while increasing our annual reach and refining the Literacy Block.

Building off successful enrollment and ADA numbers during our expiring grant period and witnessing the need for a continued, expanded and refined program, the renewed 21st CCLC will aim to reach 65 unique students (between afterschool and summer) to maintain an Average Daily Attendance (ADA) of 35. This is an increased commitment from the previous grant serving this site where we committed to reaching 50 unique students annually between afterschool and summer.

In addition to increasing our reach, we have refined the Literacy Block to align with the Science of Reading. The refined Literacy Block will apply evidence-based practices rooted in cognitive science and research on reading development to enhance phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension skills among students. These modifications will allow us to provide more rigorous support during the daily Literacy Block – improving learning outcomes for program participants.

Role of Stakeholders in Determining Needs

The GCS Director of Student Support Services, the GCS Director of Federal Programs and the GCES school principal were critical in the process of determining the need for a continued 21st CCLC program and for providing guidance on the design, schedule, and activities. Specific details about the different roles each entity played throughout the planning process are included in *Section VII. Collaboration.*

Our needs assessment process included a community-wide survey with four stakeholder groups: students, teachers, caregivers and other members within the local community. Together, GCS staff, Save the Children and the GCES school principal agreed upon multiple-choice and open-ended questions for the surveys, tailored to the four stakeholder groups. For example, the teacher survey included questions on parent engagement, student academic and behavioral needs, and re-teaching material each new school year. While the caregiver and student surveys included questions to gauge levels of interest in programming and to identify the services most important to them. Survey results allowed us to better understand the needs and challenges within the community and to solicit input on program design (e.g., services, hurdles to participation). A copy of each survey has been uploaded into the "Related Documents" section of GPS in the document titled "Community Needs Assessment Surveys".

The survey collection process began on March 6, 2025, when opt-out forms were sent home with GCES students – informing parents about the survey and giving them an opportunity to opt-out their child from participating. Parents had one week to opt their child out before students began taking the surveys in their school-day classrooms. Student surveys opened on Monday, March 17 and closed at the end of the school day on Thursday, April 3. We received an impressive 153 responses from students. Caregiver, teacher and community member survey links were shared with the Gilmer County community via email, Thrillshare (parent communication app) and social media on Tuesday, March 18 and again the following week. While there are no private schools in the service area, the community member survey link was shared with an administrator at the nearby micro-site and the local high school. Teacher, caregiver and community member surveys also closed on Thursday, April 3. We received 23 responses from teachers, 36 responses from caregivers and 28 responses from other individuals who work and live within the Glenville community. Results informed the development of the proposed program – quantitative and qualitative results have been embedded throughout this proposal.

Action Plan

Goal 1: Increase Academic Achievement

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan
*Detailed statements of intended **annual** results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)* https://wvde.us/21st-cclc/application-resources/	*Actions needed to meet **short-term outcomes and annual objectives***	***Short-term,** specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives*	*Data sources and methods used to measure **short-term** outcomes such as students' individual, small group, or whole-group progress toward annual objectives*	*Process for collecting evidence of progress toward **short-term outcomes and annual objectives** including how this information will be used to drive changes in program decision-making*
				* To assess short-term student progress on their foundational literacy skills, program staff will conduct a monthly phonemic awareness inventory that captures areas of weakness and informs

* At least 75% of all participants attending 55+ days of programming will achieve typical growth (Student Growth Percentile (SGP) of 35-64) or high growth (SGP of 65 and above) on the STAR Reading assessment pre-test (fall/September) to post-test (spring/April) in reading by the end of each school year (May).	* Action: Research-based small group literacy interventions aligned with Science of Reading, literacy-focused enrichment activities and homework help to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA). Person Responsible: Literacy Tutors, Site Coordinator Timeline: Daily provision of literacy interventions during afterschool tutoring sessions which take place during the Literacy Block Resources: Renaissance Learning software, SEL and STAR Reading assessments to identify students performing below grade level and specific skill deficiencies, Save the Children literacy Implementation Guide, literacy materials, supporting resources, WV CCCRS for ELA	* Students will show improvement in explicitly taught foundational reading and writing skills. Skills include phonemic awareness, phonics, decoding skills, vocabulary comprehension, and reading fluency.	* 1. Monthly phonemic awareness inventory or school's existing progress assessment 2. STAR Reading assessments taken 3 times over the school year (details on timeline for these assessments is included in eval plan) 3. Annual Teacher Survey	weakness and informs instructional needs. This phonemic awareness assessment is optional for each program site and can instead be replaced with a phonemic awareness assessment that the school is already collecting. This encourages collaboration between program staff and classroom teachers. We believe this will increase school buy-in and reinforce that our programs are supplemental to what is happening during the school day. The STAR Reading assessment will be administered three times a year, at least 90 days apart, to assess students' reading proficiency. The STAR reading assessment measures reading comprehension, vocabulary, word recognition, and other foundational literacy skills in alignment with state and national curriculum standards (please refer to the Technical Manual for Start Reading for more information on how the assessment captures literacy skills. The test at the beginning of the year (fall/September) will be administered to all students at the school to identify students reading below grade level, who are the target group for the program. This data will also serve as the baseline for comparison purposes. The mid-year test

				(winter/January) will be administered to all program participants to assess individual student growth relative to other students nationally using the Student Growth Percentile (SGP) and to adjust the level of intervention, if needed, for the remainder of the school year. This mid-year assessment will also enable us to calculate the percentage of participants who achieve typical growth (SGP of 35-64) or high growth (SGP of 65+) to show progress on this key indicator towards the end of year goal. The year-end test (spring/April), administered to all participants, will be compared against baseline and mid-year data to assess individual student growth relative to other students nationally using SGPs during the school year, as well as to measure overall program effectiveness. Using this assessment data, we will calculate the site-level percentage of regularly participating students (those attending 55+ days of programming) who achieve typical growth (SGP of 35-64) or high growth (SGP of 65+) Per WVDE requirements, the Annual Teacher Survey will be conducted with school-day teachers of participants annually to solicit their feedback on students' improvement.
				Tutors will collect anecdotal

* At least 75% of all participants attending 55+ days of programming will achieve typical growth (Student Growth Percentile (SGP) of 35-64) or high growth (SGP of 65 and above) on the STAR Math assessment pre-test (fall/September) to post-test (spring/April) in math by the end of each school year (May).	* Action: Research-based small group math interventions, STEM-focused enrichment activities, and homework help to improve foundational skills listed in the WV College- and Career-Readiness Standards for Mathematics Person Responsible: Math Tutor, Site Coordinator Timeline: Daily during the Math Block Resources: Renaissance Learning software, STAR Math assessments to identify specific skill deficiencies, Quality Progress Monitoring Tool, Save the Children math curricula/activities and individualized lessons plans, materials and supplies for math/STEM hands-on activities and tutoring like manipulatives and LEGO® Robotics, WV CCCRS for Math	* Students will show improvement in foundational math skills. Skills include basic addition, subtraction, multiplication, and division, as well as having varied problem-solving strategies.	* 1. Qualitative Progress Monitoring Tool 2. STAR Math assessments taken 3 times over the school year (timeline for assessments included in details under eval plan) 3. Annual Teacher Survey	* Tutors will collect anecdotal data (e.g., classroom observations) using a qualitative progress monitoring tool to track students' progress in math and guide instruction and support for individual participants. Tutors will submit the tool to the Site Coordinator and School-Age Lead Associate/Evaluator on a monthly basis, which will guide discussions on student, tutor, and program needs. The STAR Math assessment will be administered to program participants three times a year, at least 90 days apart, to assess students' math proficiency. This assessment evaluates students' math skills in alignment with state and national curricula (please refer to the Technical Manual for Star Math for more information on how the assessment captures math skills The test at the beginning of the school year (fall/September) will be used to assess students' proficiency in math, group similarly skilled students in rotational groups, and serve as the baseline. Data from the mid-year test (winter/January) will be compared against the baseline to assess individual student growth using SGPs and to adjust the level of intervention, if needed, for the remainder of the school year. This

				mid-year assessment will also enable us to calculate the percentage of participants who achieve typical growth (Student Growth Percentile (SGP) of 35-64) or high growth (SGP of 65 and above) to show progress on this key indicator towards the end of year goal. The test administered at the end of the school year (spring/April) will be compared against the baseline to assess individual student growth using SGPs during the school year, as well as to measure overall program effectiveness. Using this assessment data, we will calculate the site-level percentage of regularly participating students (those attending 55+ days of programming) who achieve typical growth (SGP of 35-64) or high growth (SGP of 65 and above). Per WVDE requirements, the Annual Teacher Survey will be conducted with school-day teachers of participants annually near the end of the school year to solicit their feedback on students' improvement.

Goal 2: Increase Family Engagement

Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan

*Detailed statements of intended **annual** results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)* https://wvde.us/21st-cclc/application-resources/	*Actions needed to meet **short-term outcomes and annual objectives***	***Short-term,** specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives*	*Data sources and methods used to measure **short-term** outcomes such as students' individual, small group, or whole-group progress toward annual objectives*	*Process for collecting evidence of progress toward **short-term outcomes and annual objectives** including how this information will be used to drive changes in program decision-making*
* By the end of each school year (May), at least an additional 10 percent of parents/caregivers of participants will report feeling confident in their ability to support their child's education at home on the baseline survey (fall/September) to the end of year family engagement survey (spring/April) in order to increase students' academic achievement.	* Action: We will host at least six family engagement/ parent education activities annually. To plan family engagement activities for year one, we conducted needs assessment surveys with parents and caregivers at target schools to identify the needs and challenges of families, including the types of activities that would most help them to become more engaged in their children's learning. We used the five most popular activities - understanding what your kids are learning in school, helping your kids with homework, family math/STEM, financial literacy and referrals or getting connected to resources and services - to guide the development of year one family engagement activities - some in conjunction with community partners. Family Engagement activities for year one include: an open house for parents and teachers, family celebration nights, Nachos and Numeracy (hosted by Gilmer County Family Resource Network), STEAM Night (hosted by Glenville State University) and Bingo for Books (hosted by Gilmer County	* Parents and caregivers will be equipped with the skills, knowledge, and accurate, relevant, and timely information to support their children's learning.	* 1. Family engagement surveys taken twice per year, at the start of the school year and at the end of the school year 2. Family engagement tracker	* Family engagement surveys will be administered to all parents and caregivers of program participants at the start of each school year to collect baseline data and distributed again at the end of the school year to measure change. Survey responses are used to shape planning for future family engagement events and activities by helping us understand what families need and do not need in terms of support, engagement, resources, etc. They also help us learn what worked for students and families and what we can do better in future programming. The needs identified in the survey will also help us identify additional community partners to provide support and enrichment opportunities. A family engagement tracker is set up to enable program staff to monitor the activities conducted, the number of attendees at events, and the progress towards the end of year goal.

	Family Resource Network). For years 2-5 the Site Coordinator will use Save the Children's Family Engagement Framework and Family Engagement Checklist, to identify and evaluate current family engagement practices and activities and make decisions for future programming. Person Responsible: Site Coordinator Timeline: At least six per year Resources: Save the Children Family Engagement Framework and Family Engagement Checklist to assess current family engagement practices and activities at the school and in the program annually, annual family engagement guide that details the specific activities and practices, family engagement training through Save the Children, materials and supplies for family engagement activities (such as books, curriculum or games, depending on the topic of the workshop/event)			
* By the end of each school year (May), at least an additional 10 percent of parents/caregivers of participants will report visiting their child's school at least every few months on the baseline survey (fall/September) to the end of year family engagement surveys (spring/April) in order to improve school-home connections.	* Action: A comprehensive family engagement strategy that includes implementation of best practices and activities that promote: (1) effective communication (e.g., providing a welcome packet/parent handbook with program information, coordinating a parent orientation), (2) children's learning (e.g., including	* The program will strengthen home-school connections so that parents and caregivers are equal partners in students' learning.	* 1. The family engagement surveys taken twice per year, at the start of the school year and at the end of the school year 2. Family engagement tracker	

	families in student goal setting and monitoring academic progress); (3) family connectedness (e.g., maintaining designated areas like a bulletin board or Family Corner for families with welcoming, family-friendly signage and information, maintaining an open-door policy so that families will feel comfortable approaching staff and asking questions); and (4) community connectedness (e.g., providing families with referrals or develop a resource directory that has information on health, social support, recreation, and other services in the community) Person Responsible: Site Coordinator Timeline: Daily Resources: Save the Children Family Engagement Framework and Family Engagement Checklist to assess current family engagement practices and activities at the school and in the program annually, annual family engagement guide that details the specific activities and practices, family engagement training through Save the Children materials and supplies for family engagement activities (such as books, curriculum or games, depending on the topic of the workshop)			* Family engagement surveys will be administered to all parents and caregivers of program participants at the start of each school year to collect baseline data and distributed again at the end of the school year to measure change. Survey responses are used to shape planning for future family engagement events and activities by helping us understand what families need and do not need in terms of support, engagement, resources, etc. They also help us learn what worked for students and families and what we can do better in future programming. The needs identified in the survey will also help us identify additional community partners to provide support and enrichment opportunities. A family engagement tracker is set up to enable program staff to monitor the activities conducted, the number of attendees at events, and the progress towards the end of year goal.

III. Afterschool Program Implementation

Our program design which was based upon a comprehensive needs assessment is made up of a combination of academic assistance and enrichment activities. These core program activities which are used to improve academic achievement and overall student success are described in the chart below.

Academic Assistance Activities	Activity Description
Homework Help/Tutorial Assistance *30 minutes daily during the school year*	Although teachers at GCES make a conscious effort to not assign homework, we will include a dedicated rotation in the afterschool schedule for homework help (as needed) and tutorial assistance during the school year. During this rotation, tutors will focus on filling gaps in subject-matter understanding so that students are able to complete similar work on their own. Staff will work with the same group of students each day to allow them to monitor homework, provide individualized assistance and identify any recurring issues.
Literacy Block *30 minutes daily (M-Th) during the school year* *60 minutes daily during the summer*	To improve reading proficiency rates and increase academic achievement in reading, we will offer a minimum of 30 minutes of daily literacy activities during the school year (M-Th) and 60 minutes during the summer. Our **refined Literacy Block** is designed around research and evidence-based practices that are rooted in science and address each of the five pillars of literacy. Our **refined Literacy Block** will be comprised of two components: · The **skill-building** component emphasizes word recognition skills like phonemic awareness, phonics, and fluency development. This component consists of three main activities: Focus Skill Introduction and Review, during which students will review previous skills and will be introduced to new focus skills; Word Work/Study, during which students will engage in hands-on activities to explore the new skill; and High-Frequency Words and Connected Text, during which students will practice reading decodable texts.

	· The **read-aloud** component focuses on enhancing language comprehension through skills like comprehension, vocabulary, and fluency. During this component, tutors will lead an interactive read-aloud session, engaging students in discussions and helping them to make connections throughout the story. After the read-aloud, students will take part in vocabulary activities and games, where vocabulary from the text is highlighted, explicitly taught, and practiced. Finally, students will participate in hands-on extension activities to deepen their understanding of the words or concepts in the read-aloud. Activities will be tailored to student needs and evolved to cover age-appropriate skills.	
Math Block *30 minutes daily (M-W), during the school year* *60 minutes daily during the summer*	To improve math proficiency rates and increase academic achievement in math, we will offer a 30 minute Math Block rotation during the school year (M-W) and 60 minutes of daily math activities during the summer. Using research-based instructional practices to complement classroom learning, the Math Block will provide students with foundational knowledge and skills that will prepare them for higher level math and accelerate math achievement. Specifically designed to avoid memorization and drilling, tutors will facilitate the following activities to help students gain conceptual understanding, strengthen their confidence, and build their fluency with numbers and computation: · **Math Talks:** Tutors will engage students in discussions, creating a safe space for them to explore, learn, struggle, make mistakes, ask questions, and share their own thinking to promote reasoning and problem solving. · **Hands-On Learning:** Tutors will use math manipulatives (e.g., beans, math blocks) to coordinate interactive activities and games to help students to learn concepts and practice skills in a fun, meaningful way. · **Fact Fluency Games:** Students will play games with partners that enable them to practice basic math facts, promoting quick recall and fluency.	

	Math instruction and activities will be adapted to address grade-level content to help students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.	
Enrichment Activities	**Activity Description**	
Healthy Choices	Because of the positive connection between children's learning and health, a comprehensive health and nutrition program call Healthy Choices is offered as a daily rotation during the afterschool and summer program. Healthy Choices, which uses the evidence-based Coordinated Approach to Child Health (CATCH) curricula developed by the University of Texas School of Public Health, provides child-friendly nutrition education and physical activity programming, described in detail below: · **Nutrition Education:** We will provide structured nutrition education to equip students with the knowledge, skills and intentions to make good food choices and lead healthier lifestyles. The Healthy Choices Coordinator/Tutor will focus on a theme to help students to understand major nutrition concepts – such as food groups and portions – in a manner that is child-friendly and accessible. Families will receive tip sheets and activity ideas to help reinforce positive lifestyle choices at home. · **Physical Activity:** Students will engage in moderate-to-vigorous physical activity consisting of a warm-up activity, a cool-down activity, and at least two different games and activities selected from the CATCH Kids Club Activity Box and/or Save the Children Physical Activity Toolkit. Games and activities are specifically designed to keep all children active, regardless of skill level, through non-competitive, non-elimination play. The Healthy Choices Coordinator/Tutor will lead structured games and activities from different categories (e.g., Tag and Running Games, Rhythm and Dance Games) to ensure students participate in varied types of physical activity over the course of each week and build on different skills each program day.	
Activities from Community Partners	Multiple program partners have been identified to provide enrichment activities for students. Partners and services were selected based on student needs and interests and will be offered through various community partners during the school year and	

	summer. A few of our already committed community partners and some of the activities they will offer to our students are listed below: · **WVU Extension office** will provide opportunities for students to participate in service-learning projects. · **Glenville State University Teacher Education Program** will host STEAM events and Art activities which aligns with student survey responses that art is their favorite subject in school and 52.6% of students who responded that they want to see arts and crafts activities in the afterschool program. A letter of support from each community partner listed above is included in the "Related Documents" section of GPS in the file labeled "Additional Letters of Support from Community Partners".
STEM Activities	We will offer STEM activities daily during SummerBoost Camp and during the school year (during the enrichment block). STEM activities will introduce (grades K-1) or address (grades 2-5) science standards of structure and properties of matter; engineering design; forces and interactions; energy; interdependent relationships; and structure, function and information processing, math standards in operations and algebraic thinking. As mentioned above, community partners like the Glenville State University Teacher Education Program will also use a variety of curricula to facilitate STEAM activities in alignment with state science standards.

The proposed program outlined above and described in more detail throughout this proposal directly meets the *Measures of Effectiveness* as listed in Appendix B of the RFP by being:

· **A)** Based upon a comprehensive assessment of objective data (as described in detail in Section I "Statement of Need") that included analysis of school and community data, such as proficiency and poverty rates, and surveys conducted with various stakeholders.

· **B)** Based upon an established set of performance measures (as detailed in Section II "Action Plan") and

· **C)** Based upon scientifically based research (described in detail in "section B. Program Design") that provides evidence that the program activities will help students meet achievement standards.

A. Recruitment and Retention

Strategies for Recruiting and Retaining At-Risk Students and Maximizing Participation

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While the proposed 21st CCLC continuation program will be open to all students, we will prioritize the recruitment of students whose initial literacy levels are below grade level or who have the greatest academic risks (e.g., students who are homeless, economically disadvantaged, or with poor classroom performance). The school-based Site Coordinator will work closely with the school principal and school-day teachers to identify the specific students to target for participation in the afterschool program, using school data and STAR assessment scores to inform eligibility and target recruitment. To identify students based on assessment scores, we have previously used STAR Early Literacy or STAR Reading, depending on the grade level, to assess students' reading proficiency. In response to survey results from teachers which indicate math as an area in need of improvement, student surveys which indicate math is the hardest subject for them in school and proficiency level data (nearly 50% of students did not meet grade level standards in math), we will additionally use the STAR Math assessment to help identify students for participation.

Classroom teachers will administer these assessments to all students at the beginning of the school year. Students in grades K-5 scoring below 40 Percentile Rank (PR) on STAR Early Literacy, STAR Reading or Star Math – which indicates they are performing below benchmarks – are our target participants and will be referred to the afterschool program. Students who need academic assistance, but do not require more intensive intervention – for example, those who score low on the STAR assessments but are not performing below grade level – will be accepted into the program or will be placed on a waiting list if the program is at capacity. In years one – four of our expiring grant serving GCES, we used an NCE (normal curve equivalent) score of less than 50 on the start of year STAR assessment as a guideline for recruitment; in year four we began transitioning to using a Percentile Rank (PR) score of 40 or lower on the start of year STAR assessment as the guideline for recruitment. We made this change because a Percentile Rank of at least 40 is associated with a student being on-track for grade-level proficiency in the subject matter associated with the assessment, so capturing students below that threshold helps ensure that we are targeting children most at risk of falling behind their peers.

For the summer program, enrollment priority will be given to participants of the afterschool program to ensure at-risk students receive needed support year-round. All Special Education students will be eligible for enrollment, and we will coordinate with the Special Education Department to meet their individual needs. As necessary, due to a child's Individualized Education Plan (IEP), we will work with the school district to coordinate and provide a one-to-one aide.

To ensure recruitment practices reach all students at risk of falling behind academically, the Site Coordinator will reach out to identified students and their families via phone, email, Thrillshare (an app-based messaging service used by the district), or in-person, depending on each families' preferred method of communication, to share program information and encourage enrollment. We will also promote the program and recruit participants by sending enrollment information and program updates home with students; sharing information during school orientation, parent-teacher conferences, and family engagement events; and maintaining information about the 21st CCLC on the school's and/or the district's website and social media pages. As stated, in year one, we aim to reach at least 65 unique students (between afterschool and summer) to maintain an average daily attendance (ADA) of 35 students. ADA numbers were based on the previous ADA from the expiring grant serving Gilmer County Elementary.

House Bill 3035: Third Grade Success Act (HB3035), which began implementation in 2023, is a statewide comprehensive approach to early literacy and numeracy in kindergarten through third grade. This bill requires the retention of third graders not meeting standards in Language Arts and Math to begin in July 2026. Our afterschool and summer program will also emphasize enrollment of those students at risk of falling behind in grades K-3 as it is imperative that they get up to speed so they do not get held back.

To maintain and increase strong student participation and retention, we will use the targeted strategies that enabled us to have strong attendance at the Gilmer County Elementary 21st CCLC and that have helped Save the Children implement 21st CCLCs successfully across the state and country. **These retention strategies include:**

· **Involving students in program design and implementation:** Using the results of the student surveys, we have incorporated activities in which students expressed the most interest, while still prioritizing academic activities to improve achievement. 26% of student respondents reported that gym/PE was their favorite subject – the second-highest percentage of all subjects. Aligning with student interest in gym/PE, Healthy Choices has been incorporated into the daily afterschool and summer schedules. Summer team-building activities will also provide students with the opportunity to run, toss and catch, crabwalk, dance, and engage in all sorts of fun physical activities. Additionally, the five most popular activities students reported as wanting to include in our program are: field trips, games and activities with parents, arts and crafts, food and cooking and music and dance. We will incorporate these popular activities into the academic activities and enrichment activities with partners: for example, Glenville State University will lead sessions that align with arts and crafts and STEAM. In line with student interests in music and dance, we will use fluency-building activities like Readers' Theater, which provides students the opportunity to rehearse and perform plays or other texts rich in dialogue, to align with their interest in arts/crafts and music and dance and to promote literacy skills. Reflecting the different interests of our students, all program activities have been designed to make learning fun, reduce boredom, spark children's curiosity, and help them make connections to school-day lessons and their everyday lives.

· **Celebrating student progress and achievement:** We will use an incentive system to encourage student attendance and participation. Site Coordinators will work with program staff to create short- and long-term goals for students based on attendance, effort, and participation. Progress on or achievement of these goals will be celebrated through incentives such as featuring students in program communications (like a bulletin board), giving out certificates, letting students select small "prizes" (like erasers or stickers) or giving students a token to select a book from the school book vending machine. Program staff will celebrate successes regularly, and we will hold culminating celebration events at the end of the school year and the summer to give all children an opportunity to display their work or new skills to families and invited guests. During the summer, we will also coordinate at least two field trips that align with and advance lesson plans as an incentive for attendance and good behavior.

· **Ensuring a strong staffing plan:** We will maintain a low staff-to-student ratio of 1:10 to give program staff the time and opportunity to develop stable, meaningful, and trusting relationships with students. These relationships will support students' learning and development, as well as support retention by providing students with a sense of comfortability and safety. Program staff will be trained to develop collaborative relationships with parents/caregivers and families to engage them in their children's education and help build strong home-school connections that support student learning, which will also promote student retention.

· **Emphasizing enrichment time:** Our afterschool and summer schedules provide time for students to participate in enrichment activities (see schedules below). Whether it be Healthy Choices, STEM, activities with community partners or field trips, enrichment time will help keep students interested and motivated to continue their participation in the program. The choice to emphasize enrichment time directly correlates with student survey responses – 61% of students want field trips included in the program, 53% want arts and crafts, 49% want food and cooking and 42% want music and dance. Emphasizing enrichment time in the weekly schedule will allow us to make more time for the specific activities identified as being of interest to students.

Ensuring Equitable Access to Students and Program Personnel

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We are committed to ensuring that all students and program personnel, regardless of their race, ethnicity, nationality, gender, or socioeconomic background, including those with special needs, have equitable access to the proposed 21st CCLC expansion program. We will implement previously developed policies and procedures to ensure equitable access to and participation in all program services for students and personnel. The tools used to identify the target population for the program are suitable for use with students of all abilities, including those with special needs. For example, the STAR assessments are computer-

adaptive, and the difficulty of the tests adjust automatically to reflect the skill level of each student.

We will also include a question on the program application to help identify students with Individualized Education Plans (IEPs), 504 plans and students who are English language learners. The Site Coordinator will work with each student's school-day teachers to discuss individualized needs and accommodations and modify services when needed. For example, the Site Coordinators will collaborate with regular school-day teachers to provide accommodations to students with IEP's and 504 plans such as extended time on tests/quizzes and changes to the testing environment such as moving to a quiet space. As mentioned previously, all Special Education students will be eligible for enrollment and the Site Coordinator will coordinate with the Special Education Department to meet their students' individual needs. As necessary, due to a child's Individualized Education Plan (IEP), we will work with the school district to coordinate and provide a one-to-one aide. Should there be participation from students who are struggling with homelessness, we will work with the district's McKinney Vento Liaison to provide accommodations as needed.

The Save the Children, School-Age Lead Associate, will train the Site Coordinator and all program staff to work with students of all abilities and needs. While our approach already emphasizes individualizing services to meet the needs of each student, training will further help staff learn how to adapt programming or materials to support each students' unique needs. For example, during the Literacy Block we can utilize books in other languages to help meet ELLs (English Language Learners) where they are and the Healthy Choices curriculum for physical activity is designed to accommodate and embrace children of all abilities so that everyone can participate in needed physical activity. Healthy Choices Coordinators/Tutors can also adjust an activity to enable students with special needs to work with materials matched to their abilities. During Literacy Blocks, literacy tutors can make modifications such as buddy reading and shared guided reading.

We will continue to operate the program on the GCES school campus, which will ensure that the program spaces follow ADA and all state and federal safety and accessibility requirements. Program staff will also arrange any room used for programming in a manner that ensures all program spaces are child-friendly, safe, and accessible to all participants and personnel. Through the proposed expansion program outlined in this application, we are continuing to create a level playing field for all families in Glenville, expanding access to quality programming and laying the foundation for a bright and promising future for every child.

B. Program Design

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Program Implementation Plan – Hours of Afterschool Program

The afterschool program will operate four days a week for two and a half hours a day, 10 hours a week, as detailed on the schedule provided below – meeting WVDE operation requirement of 10 hours per week. If awarded, our anticipated start date will be sometime in mid-September, meeting the requirement to begin programming by October 15. The program will operate for a minimum of 28 weeks during the school year – meeting WVDE operation requirement of 25 weeks. The afterschool program will operate for at least 280 hours during the school year – exceeding the WVDE requirement of 250 hours.

Tentative Afterschool Schedule

The afterschool program will operate four days a week, Monday through Thursday, from 3:25-5:55 PM. Students will rotate through 30-minute blocks in age- and skill-appropriate groups to keep student interest, energy, and participation high and to allow students to participate in all activities each program day. On Thursdays, we have adjusted the schedule to emphasize enrichment activities for students *(as previously described).* Below is a sample weekly schedule:

Times	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
3:25-3:55PM	Dinner	Dinner	Dinner	Dinner
3:55-4:25 PM	Homework Help/ Tutoring	Homework Help/ Tutoring	Homework Help/ Tutoring	Homework Help/ Tutoring
4:25-4:55 PM	Math	Math	Math	Literacy (skill-building/ read-aloud)
4:55-5:50 PM	Literacy (skill-building/ read-aloud)	Literacy (skill-building/ read-aloud)	Literacy (skill-building/ read-aloud)	**Enrichment Activities**
5:25-5:55PM	Healthy Choices	Healthy Choices	Healthy Choices	
5:55PM	Dismissal	Dismissal	Dismissal	Dismissal

Summer Program – Hours and Tentative Schedule

To ensure all students have year-round access to learning opportunities that best suit their needs, during the summer we are proposing to continue to offer a full-day of in-person programming at our GCES 21st CCLC, called SummerBoost Camp. SummerBoost blends academic, social-emotional development, and cross-curricular enrichment activities to provide students with rich learning experiences and the opportunity to make friends, maintain healthy lifestyles, and become productive citizens. SummerBoost was named a 2017 New York Life Excellence in Summer Learning Award winner by the National Summer Learning Association.

SummerBoost builds on school-year programming to prevent summer learning loss, providing the literacy, math, and enrichment activities offered during the school year but in a summer camp-like environment. For example, during SummerBoost, the Healthy Choices physical activity component uses the development through movement games. The movement games are based on “deliberate play” to facilitate development of physical fitness, motor coordination,

cognitive functions, and life skills. The literacy, math, and Healthy Choices physical activities are provided daily. Every afternoon, students participate in team-building activities (like “Minute-to-Win-It” games) and alternating weekly rotations of nutrition education; enrichment activities, such as arts and crafts; STEM activities, such as LEGO® DUPLO Early Simple Machines and LEGO Education WeDo Robotics; and a cumulative community service-learning project driven by students. Together, these activities build the academic and non-cognitive skills, knowledge, and behaviors – such as sportsmanship, cooperation, and citizenship skills – that put students on the path for school success.

SummerBoost will operate for 6 hours a day, 5 days a week (Monday through Friday) for six weeks. A sample daily schedule for summer is provided below:

Times	**Activity**
8:00-8:30 AM	Breakfast/Opening Exercises
8:30-9:00 AM	Morning Rotation 1 (e.g., Skill-Building/GIRP)
9:00-9:30 AM	Morning Rotation 2 (e.g., Extended Read-Alouds/RAVFL)
9:30-10:00 AM	Morning Rotation 3 (e.g., Math Lesson)
10:00-10:30 AM	Morning Rotation 4 (e.g., Math Activities)
10:30-11:40 AM	Morning **Enrichment**, Rotation 5 (e.g., Physical Activity, Healthy Choices)
11:40 AM-12:10 PM	Lunch
12:10-1:00 PM	Team-Building Exercises(**Enrichment**)
1:00-1:50 PM	Afternoon **Enrichment** Rotation 1: STEM or a Community Service-Learning Project
1:50-2:30 PM	Afternoon **Enrichment** Rotation 2: Nutrition Education (Healthy Choices)

2:30 PM	Dismissal

Not reflected in the sample daily schedule above, different days throughout the week will have different activities associated with them – tailored to fit the needs and interests of participating students and families. For example, they may choose to host Lunch and Learns for parents on Thursdays, or plan Fridays around a field trip, special activity, and/or guest speaker. Additionally, SummerBoost hosts multiple events to emphasize caregiver engagement over the summer months. Examples include: kick-off events, award ceremonies and celebrations.

Evidence-Based Practices for ELA and Connection to WVCCRS

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Our refined Literacy Block, which is comprised of skill-building and read-aloud components, provides research and evidence-based practices to foster comprehensive reading development in young learners and to equip children with the tools and guidance needed to meet or exceed benchmarks in third-grade reading. During the 30-minute skill-building component, we will emphasize word recognition skills like phonemic awareness, phonics and fluency development. During the 30-minute read-aloud portion, we focus on enhancing language comprehension through skills like comprehension, vocabulary and fluency. Our Literacy Block was specifically designed to achieve our goal *to increase academic achievement* and objective 1.1 – that “at least 75% all participants attending 55+ days of programming will achieve typical growth or high growth on the STAR Reading assessment pre-test to post-test in reading” **as identified in the Action Plan.**

The key concepts we will use throughout our refined Literacy Block, along with evidence that supports their uses are included in the chart below. Please note that for each component of the refined Literacy Block, we chose to focus on a mix of studies that have practical implications for instruction and those that have been reviewed as part of the Institute of Educational Studies’ What Works Clearinghouse. We sought to emphasize the extensiveness of the literature in support of these strategies by drawing on studies spanning the past 50 years of literacy research. These studies and their corresponding citations have been included in the “Related Documents” section of GPS in the file titled “Literacy Block Supporting Evidence Citations”.

Concept/Reading Routine	**Supporting Evidence**
Focus Skill Introduction and Review	Explicit instruction in phonics skills gives children a foundational understanding of specific sound-letter relationships. Knowledge of the relationship between letters and sounds helps children decode unfamiliar words and is necessary for them to develop reading fluency.
Sounds Manipulation	Teaching sound manipulation skills is crucial for improving reading comprehension and children’s progress towards fluency. Emerging

	readers grow more rapidly when they have instruction on, for instance, individual letter-sounds and the sounds associated with letter combinations when they hear words, rhyming, and syllable counting.	
Word Blending and Automatic Word Reading	Sound-by-sound blending, continuous blending, and whole word blending support children's development of strong decoding skills, application of phonics instruction, and fluency. In sound-by-sound blending, children break down the word into individual phonemes (sounds), blend them together to form a word. Continuous blending reinforces the fluidity of language as children blend the sounds in a word smoothly without pauses. Instruction in whole word blending helps children recognize familiar patterns and to apply their prior knowledge to read a word as a singular whole. Spelling-focused blending integrates spelling with phonics instruction, focusing on the relationship between sounds and letters, reinforcing blending skills and spelling accuracy. Taken together, instruction in word blending and automatic word reading, supported by additional strategies such as instruction in high-frequency words and vocabulary activities, build reading fluency.	
Sky Writing and Writing	Practicing writing, through activities like tracing letters in the air (Sky Writing) or writing on paper, helps children connect sounds, letters, and written words. Similar to other hands-on activities (like literacy-focused play), writing uses multiple senses—seeing, hearing, touching, and moving. This helps children improve their reading skills by building stronger connections in their brain between what they see, the sounds they hear, and how their fingers and hands move to form text.	
Word Work	Supplementing explicit instruction with child-directed play and hands-on activities enhances children's learning. Literacy-focused games and activities reinforce the connections in letters, words, sounds and other early literacy skills introduced during instructional time.	
High-Frequency Words and Connected Texts	Words such as "is," "and," and "the" frequently appear in texts and can be difficult for early readers to decode. Explicitly teaching these high-frequency words allows children to recognize them automatically so that they can, instead, focus on decoding new words and on comprehending the text's meaning. Connected texts build on this explicit instruction, providing opportunities to develop fluency using vocabulary, decoding, and comprehension skills in authentic contexts	

Dictation	Dictation activities offer children opportunities to practice sound-letter relationships, sight word recognition, print recognition, and handwriting skills through a multisensory, reciprocal listening and writing activity. Dictation, in conjunction with guided writing, fosters growth in reading and writing fluency through exposure to word patterns, sentence structures, and vocabulary and offers teachers opportunities to identify areas in which children may be struggling with translating sound into text.	
Positive Corrective Feedback	Positive, corrective feedback delivered during instruction is an effective way of reinforcing and enhancing literacy skills. Feedback delivered while children are engaged in learning tasks corrects misconceptions and guides children toward the correct use of skills and strategies while encouraging them to persist through difficulties, giving them a sense of their own efficacy, abilities, and growth as learners	
Read-Alouds	Read-aloud activities are an engaging and powerful way to build children's vocabulary, phonics, listening comprehension, and fluency skills. Read-alouds expose children to more complex language, narrative forms, context, ideas, and culture than they may encounter in independent reading or everyday conversation. They also build listening comprehension, a foundational reading skill. Read-alouds are also enjoyable, shared social experiences that can foster a love of reading and motivate children to engage with reading independently	
Vocabulary Activities with Tier II Words	Instruction focusing on words that are common in school, but which children rarely encounter in spoken language or in everyday reading, is crucial for children's literacy growth and academic success. These words appear frequently in instructions for assignments or in assessment questions (e.g., "listen," "group," "locate," "select"). Children, particularly multilanguage learners and children who have limited exposure to academic language, benefit from explicit instruction on the meaning of these words in the academic context	
Comprehension and Fluency Extension Activities	Read-aloud activities accompanied by engaging discussion before, during, and after reading encourage children to ask questions, think critically, and make connections between ideas, experiences, and prior knowledge. These extensions to the read-aloud itself	

	reinforce a range of literacy skill development—including vocabulary, oral fluency, comprehension, and phonics. Fluency practice develops literacy dexterity. As children gain fluency through exposure to text and through practice, they are better able to focus on understanding the overall meaning of what they are reading instead of focusing on decoding individual words. Through practice and scaffolding skills such as reading accuracy, automaticity in word recognition, pacing, and expression, children build fluency, a critical foundation for overall reading proficiency, comprehension, engagement, confidence, and literacy growth.

Additionally, the literacy concepts outlined above are all **connected with regular school day content** as they are aligned to the West Virginia College and Career Readiness Standards (WVCCRS) to ensure the program targets students' academic needs and supports their academic achievement. The chart below outlines how our 21st CCLC literacy concepts and activities align to WVCCRS.

	West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA	**Connection to Program, Activities and Curriculum**
English Language Arts(K-2)	**Early Learning Foundations** (Fluency, Phonics and Word Recognition, Handwriting, Phonological Awareness, Print Concepts) **Reading** (Key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and text complexity) **Writing** (Text types and purposes, production and distribution of writing, research to build and present knowledge, range of writing)	As described previously, the refined Literacy Block uses research- and evidence-based best practices and strategies to engage students in activities that address reading standards for informational texts and foundational skills for early readers, including helping them to grasp print concepts, demonstrating phonological awareness, recognizing letters and beginning words, and focusing on text features – all key components of WVCCRS for students in grades K-2.

	Speaking/Listening (Comprehension and collaboration, presentation of knowledge and ideas) **Language** (Conventions of standard English, knowledge and language, vocabulary acquisition and use)	
English Language Arts (3-5)	**Early Learning Foundations** (Fluency, phonics and word recognition, handwriting, read with accuracy, use word analysis skills, write in cursive) **Reading** (Key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and text complexity, describe basic elements of stories, compare ideas and characters, identify and judge evidence, integrate information) **Speaking and Listening** (Comprehension and collaboration, presentation of knowledge and ideas, paraphrase, present orally, come to classroom discussions prepared) **Language** (Conventions of standard English, knowledge of language, vocabulary acquisition and use, write complete sentences with correct spelling, relate similar words, produce writing on a computer)	As described previously, the refined Literacy Block uses research- and evidence-based best practices and strategies to engage students in literacy activities such as reading decodable text to practice the new phonics skills and high frequency words and ensure students have foundational reading skills – phonics, sight words, and vocabulary development – to read accurately and with comprehension – all key components to meeting WVCCRS for students in grades 3-5.

Evidence-Based Practices for Math and Connection to WVCCRS

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Using research- and evidence-based best practices and strategies, the Math Block engages students in hands-on learning activities that target counting and cardinality (kindergarten), foundational number concepts, number sense, operations and algebraic thinking, number and operations in base ten, fractions (starting in grade 3), and measurement and data. Activities also support standards for mathematical practice with open-ended questions to construct viable arguments, as well as reason abstractly and quantitatively, so that students can build their own understanding of math solutions and avoid traditional drilling and memorization. Strategic use of mathematics games is an effective way to help children become fluent in mathematics (Bay-Williams & Kling, 2014).

Math Block concepts and activities were specifically selected to achieve our goal *to increase academic achievement* and objective 1.2 – that "at least 75% all participants attending 55+ days of programming will achieve typical growth or high growth on the STAR Math assessment pre-test to post-test in math" **as identified in the Action Plan**. The key learning practices we use throughout our math block, along with evidence that supports their uses are included in the chart below.

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Key Learning Practices	Supporting Evidence
Math Talks	· Rich classroom discussions assist in developing students' understanding and confidence in mathematics (Hattie, et al, 2017). · Mathematical communication helps students solidify their mathematical understanding and refine their thinking as they talk about their ideas and hear ideas from their peers (Sousa, 2008, p.64). · "Students who learn to articulate and justify their own mathematical ideas, reason through their own and others' mathematical explanations, and provide a rationale for their answers develop a deep understanding that is critical to their future success in mathematics and related fields" (Carpenter, Franke, & Levi, 2003). · Instructional materials for students receiving interventions should focus on whole numbers in grades K-5 and on rational numbers in grades 4-8 (National Center for Education Evaluation and Regional Assistance, 2009).

Hands-On Activities	· Visuals such as physical manipulatives, pictures, charts, graphs, and video segments can enhance learning and have a significant role in memory (Jensen, 2008, p.57). · Hands-on and visual learning assists in developing conceptual understanding, the comprehension and connection of concepts, operations, and relations (NCTM, 2014). · Conceptual understanding establishes the foundation for developing procedural fluency in mathematics (NCTM 2014). · Mathematics interventions should provide students with opportunities to work with visual representations (National Center for Education Evaluation and Regional Assistance, 2009).
Basic Fact Fluency	· There is a need for K-8 curriculum to concentrate on student proficiency with whole numbers, fractions, and some areas of geometry to prepare students for later algebra instruction (National Mathematics Advisory Council, 2008). · Mathematics interventions should devote time regularly to fluency with basic math facts (National Center for Education Evaluation and Regional Assistance, 2009). · Strategic use of mathematics games is an effective way to help children become fluent in mathematics (Bay-Williams & Kling, 2014).

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Additionally, Math Block concepts and activities are all **connected with regular school day content** as they are aligned with the West Virginia College and Career Readiness Standards (WVCCRS), ensuring the program targets students' academic needs and supports their academic achievement. The chart below outlines how our 21st CCLC math activities align with WVCCRS.

	West Virginia College- and Career-Readiness Standards (WVCCRS)	Connection to Program, Activities and Curriculum
Math (K-2)	**Counting and Cardinality** (know number names and the count sequence, count to tell number of objects, compare numbers) **Operations and Algebraic Thinking** (Understanding addition and subtraction, solve problems involving addition and subtraction, understand and apply properties of operations, add and subtract 20, gain foundations for multiplication) **Number and Operations in Base Ten** (work with numbers 11-19 to gain foundations for place value, extend counting sequence, understand place value) **Measurement and Data** (describe and compare measurable attributes, classify objects and count number, measure lengths indirectly, tell and write time, work with money) **Geometry** (Identify and describe shapes, analyze, compare, create and compose shapes, reason with shapes and their attributes)	Using research- and evidence-based best practices and strategies, the Math Block for students in grades K-2 engages them in hands-on learning activities that target beginning skills in counting and cardinality (kindergarten), foundational number concepts, number sense, operations and algebraic thinking.
Math (3-5)	**Operations and Algebraic Thinking** (Solve problems involving multiplication and division, understand properties of multiplication, multiply and divide within 100, solve problems involving the four operations,	The Math Block uses research- and evidence-based best practices and strategies, to engage students in operations in base ten, fractions (starting in grade 3), and measurement and

	familiarity with factors and multiples, analyze patterns and relationships) **Number and Operations in Base Ten** (Use place value and properties of operations to perform multi-digit arithmetic, understand place value systems) **Number and Operations – Fractions** (Develop an understanding of fractions as numbers, build fractions, understand decimal notations for fractions, multiply and divide fractions) **Measurement and Data** (Solve problems involving measurement and estimation, represent and interpret data, geometric measurements, understand angles, convert like measurements) **Geometry** (Reason with shapes and their attributes, draw and identify lines and angles, classify shapes, graph points)	data. All activities reinforce standards for mathematical practice with open-ended questions to construct viable arguments, as well as reason abstractly and quantitatively, so that students can build their own understanding of math solutions and avoid traditional drilling and memorization.	

Evidence-Based Practices for Enrichment and Connection to WVCCRS

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The enrichment activities outlined in this proposal were specifically chosen to achieve our goal *to increase academic achievement* and objectives 1.1 and 1.2 **as identified in the Action Plan.** To the extent possible, we will use evidence-based strategies to implement enrichment activities. For example, we will use the evidence-based Coordinated Approach to Child Health (CATCH) curriculum for Healthy Choices activities to address physical fitness and health; development of motor skills; wellness behaviors (e.g., understanding nutrition); and responsible, personal, and social behaviors (e.g., demonstrating appropriate interactions with others). The CATCH curriculum has been implemented in various settings to produce lasting changes in their dietary habits and physical activity (Luepker et al., 1996). This is an essential component of the program, as aerobic physical activity has been shown to improve academic performance (Fedewa and Ahn, 2011). Multiple program partners have been identified to provide additional enrichment activities for students such as Glenville

State University and WVU Extension Office. Additionally, using the LEGO® Education Solutions lesson plans, which are aligned with national curriculum standards, STEM activities introduce (grades K-1) or address (grades 2-5) science standards of structure and properties of matter; engineering design; forces and interactions; energy; interdependent relationships; and structure, function and information processing, math standards in operations and algebraic thinking. Glenville State University Teacher Education Program, a community partner, will also use a variety of curricula to facilitate STEAM activities in alignment with the state science standards. STEM/STEAM activities will reinforce the math activities outlined in the chart above and as a result directly align to the corresponding WVCCRS core math content areas. These activities also **align to WVCCRS core science content areas** such as nature of science, practices of scientists and engineers, science connecting concepts, science literacy and science safety.

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Serving as the Collaborative Liaison between their program and school, the Site Coordinator will work with the principal and school-day teachers to ensure program activities target students' academic needs and **directly align with school-day learning**. To facilitate communication and ensure alignment, the Site Coordinator will participate in monthly staff meetings and Professional Learning Community (PLC) meetings, during which aggregate and individual student assessments are reviewed and discussed. These meetings will allow the Site Coordinator an opportunity to interact with school-day teachers regularly in a formal setting to learn what students are studying in the classroom and coordinate program activities that deepen students' learning (e.g., selecting texts for read-alouds/extended read-alouds based on subjects or topics being studied in the classroom). These meetings will also present an opportunity for the Site Coordinator to discuss with specific teachers the areas where an individual student is struggling, achieving, or has special needs in the classroom and the program modifications to help the child succeed. **To further support program alignment with the school day,** the Site Coordinator will have an office onsite at the school, maintain a schedule that overlaps with the school day, and receive supervision and guidance from the school principal.

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Continuous Quality Improvement Process

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Our continuous quality improvement (CQI) process was uniquely designed to support our afterschool and summer programs in achieving high-quality outcomes for children.

For the afterschool program, Save the Children's School Age Lead Associate/Evaluator will conduct two formal site-level observations (one each semester) using the Save the Children Afterschool Program Observation forms. These forms (which have been uploaded in the "Related Documents" section of GPS) include pre-observation questions to facilitate discussions with staff members, directions for completing observations, indicators of best practices within each component of the afterschool program (which the evaluator will be observing for), general program aspects and components, indicators for activities and skill-building exercises (including literacy, math, Healthy Choices, snacks and family engagement, etc.), monitoring and evaluation indicators, child safeguarding indicators, overall program quality ratings and guidance to facilitate discussions with staff members regarding the overall quality of the afterschool program after the observation.

For the summer program, Save the Children's School Age Lead Associate/Evaluator will conduct one formal, site-level observation (over the course of the 6-week program) using the Save the Children SummerBoost Camp Observation forms. These forms (which have also been uploaded into the "Related Documents" section of GPS) are extremely similar to the afterschool observation forms, just tweaked to address summer programming. The SummerBoost Camp Observation forms similarly include pre-observation questions to facilitate discussions with staff members, directions for completing observations, indicators of best practices within each component of the summer program and general program aspects (which the evaluator will be observing for), rating scales, monitoring and evaluation indicators, child safeguarding indicators and guidance to facilitate discussions with staff members regarding the overall quality of the summer program after the observation.

The in-depth, site-level observations described above help to drive change in our programs through various ways. First, the Lead Associate/Evaluator will use the information gathered during their observations as a reference point to gauge the level of support and Technical Assistance that will be provided to each staff member. For example, if during their observation the Lead Associate finds that the Literacy Block is not being followed with fidelity then they can work with the literacy tutor to provide specific coaching around creating and implementing lesson plans that include key program components and provide follow-up during data meetings and site visits. This process allows for individualization in the types, frequency and depth of trainings provided. This could include anything from coaching, modeling, problem solving or attending additional training sessions on CollaborNation, Save the Children's online catalog of trainings that includes more than 30 courses specific to working with school-age children and more than 200 courses on early child development and school age education topics. The Lead Associate will then conduct monthly site visits to observe progress in the areas that were identified during the observation process. This will allow the Lead Associate to monitor each individual staff member's progress and either continue providing them with support, increasing the level of support or allowing them to focus attention on other areas that need improvement.

There will be monthly meetings between the Lead Associate (LA) and Site Coordinator (SC) to review findings from the site-level observations, review child-level data, problem-solve, troubleshoot, identify changes to be made and provide continuous updates on progress towards improvement. In addition, to communicate with all key stakeholders, findings from observations will be provided to the Advisory Council at the first quarterly meeting following the site-observation as well as a discussion about the types of improvements and changes that will be made to the program as a result of these findings. At each subsequent meeting, the LA or SC will provide updates to the Advisory Council about progress made towards program improvement and seek suggestions and feedback from the council.

In addition to our own CQI process outlined in detail above, we will utilize the West Virginia Afterschool Program Quality Standards Assessment Tool to help identify areas for improvement and creating action plans to address them. This tool was created by the WV Statewide Afterschool Network to help improve the quality of afterschool and summer learning programs throughout the state.

Supper and Snacks

Committed to children's nutrition and overall well-being, we will serve healthy snacks and meals through USDA funding, in accordance with the USDA National School Lunch Program and Save the Children's Healthy Snack Standards. We will provide a daily nutritious dinner during the afterschool program and a nutritious breakfast, snack, and lunch during summer. GCS will cover meal expenses through the school's participation in the USDA National School Lunch Program.

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USDE 21st CCLC Recognition

If awarded, we will broadly distribute informational flyers labeled with the 21st CCLC logo and convene a beginning-of-year program kick-off to announce and share information about the program (e.g., eligibility, location, hours of operation, schedule of services provided [at no cost to families] and contact information) to create excitement and awareness in the community. Other outreach strategies include placing a public notice and pursuing ongoing coverage in a local newspaper; sending information home with students or directly to parents/caregivers through Thrillshare; and posting on the districts' or schools' websites and

social media pages.

Throughout the course of the grant, all information distributed through printed materials, like flyers, or virtually, like notices published on websites, will be labeled with the 21st CCLC logo. Save the Children's School-Age Lead Associate developed a manual for 21st CCLC program implementation we will use, which includes information and procedures for developing program materials and ensuring compliance with 21st CCLC logo requirements.

* Parent, Family, and Community Involvement

IV. Parent and Family Engagement

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How Family Engagement Plan is Linked to "Statement of Need" and "Action Plan"

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As demonstrated by the results of our community needs assessment, survey responses and qualitative data provided by district and school staff, caregivers need guidance and targeted support to be equipped with the tools and resources to best support their children's learning and development. For example, 46% of teachers who responded to our teacher survey think parents do not have the skills to help their children with their homework. One respondent to our community survey shared that "Lack of parenting and support at home" are some of the largest issues facing students in their community. 62% of teachers who responded to our survey think child development and parenting skills activities would help parents help their children. Our parent and family engagement framework aims to address these needs by creating an environment that promotes shared responsibility among families and educators to support children's educational needs, particularly by strengthening school-to-home connections and building the skills and knowledge of parents/caregivers. Led by the Site Coordinator, family engagement programming will encompass a range of activities, practices, and policies that are grounded in and promote four overarching strategies (detailed below) to achieve our goal *to increase family engagement* and objectives 2.1 and 2.2 **as identified in the Action Plan.**

The four overarching strategies we will implement to increase family engagement are:

· **Effective Communication:** Our program will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. The Site Coordinator will be the primary parent/family liaison and, as such, will be responsible for regularly communicating assessment results, recommendations for program services, and updates on student needs and progress with families. This will include activities such as conducting an annual family needs assessment and interest surveys, facilitating parent orientations, and sharing program updates during pick-up/drop-off and through Thrillshare, an app used by the school to communicate with caregivers.

· **Skill Building:** The Site Coordinator will implement practices and activities that will equip parents and caregivers with the knowledge, skills, and resources to support their children's learning and development, both at home and at school. Family engagement events and activities are a key component of this strategy. Using the annual family needs assessment and interest surveys, we will hold at least six learning-based events per site in coordination with each school on the topics most relevant to parents. Other practices and activities may include developing calendars with learning activities for families to do together, at home; allowing families the opportunity to participate in student goal setting, monitoring academic progress, and supporting individualized instructional decisions; and distributing books and educational materials donated through our partners to help create home learning environments.

· **Family Connectedness:** All program staff will create a program environment where families feel welcomed, valued, and connected to other families, program/school staff, and the community. To create this environment, the Site Coordinator will, for example, maintain designated areas (e.g., a bulletin board or

Family Corner) for families with welcoming, family-friendly signage and information; and conduct annual surveys to identify parent interests and needs. Site Coordinators will also maintain an open-door policy so that families will feel comfortable approaching staff and asking questions.

· **Community Collaboration:** Connecting families to community resources is also an important component of our family engagement framework, as it can help caregivers strengthen their social connections and their ability to address their needs and their children's needs beyond participation in our program. To do so, the Site Coordinator for example will provide families with referrals to community-based agencies and programs (food banks, mental health, dental, etc.) and/or develop a community resource directory that has information on community health, social support, recreation, and other programs and services. A great example of a resource that the Site Coordinator will connect families with is the ParentGuidance resource provided by WVDE. They will ensure all families are familiar with this resource and how to use it to address the social-emotional health of their children and themselves.

As demonstrated by the range of practices and activities described above, family engagement will take place in a variety of forms and will be aligned with the needs of the school, family, and community – annually taking into consideration the challenges and constraints families face and the existing activities occurring at school. Using Save the Children's Family Engagement Framework and Family Engagement Checklist, the Site Coordinator will complete an annual assessment to identify and evaluate current family engagement practices and activities at the school and in the program. Based on the identified areas of strength and areas for improvement, the Site Coordinator will develop an annual Family Engagement Guide of specific activities and practices for each upcoming school year. **Our approach to family engagement directly aligns to High-Quality Program Characteristic 6) Strong Involvement of Families.**

How Program will involve Parents, Families and Community Members

Similar to our approach in fostering student involvement, our program will involve parents, families, and community members in the program design and implementation to ensure activities correspond to their unique needs. At the beginning of each school year, the Site Coordinator will use the Save the Children Family Engagement Checklist to assess family engagement activities and practices already offered or implemented by their school site and identify areas for improvement; this process will allow the program to integrate activities and avoid duplication of services. As part of this process, the Site Coordinator will conduct pre-service family needs assessments and interest surveys with adult family members of participants to identify trends in needs. They will also review the results of the annual parent survey and feedback from previous year's events to build out a compelling calendar of family engagement activities.

To plan family engagement activities for year one, as well as to solicit feedback on overall program design, we conducted needs assessment surveys with parents, caregivers, students and local community members. The surveys included multiple-choice and open-ended questions to identify the needs and challenges of families, including one that asked caregivers to identify the type of activities that would most help them to become more engaged in their children's learning. We used the five most popular activities – Understanding what your kids are learning in school, helping your kids with homework, family math/STEM, financial literacy and referrals or getting connected to resources and services – to guide the development of year one family engagement activities – some in conjunction with community partners. We also used responses from our community member surveys to help guide the selection of what family engagement activities are needed most. For example, 70% of community members said we should include family literacy activities in our family engagement curriculum and 80% said we should include family math/STEM activities. If awarded, the activities described below, as well as others that will be determined throughout the program year, will help meet the needs of families of enrolled students:

Activity	Description

Open House for Parents and Teachers	We will host an open house for parents of program participants and school-day teachers. This event will provide an informal opportunity for parents to connect with their child's school-day teachers, ask questions and gain a better understanding of what their children are learning in the classroom and tips for supporting them in their education. This activity was specifically chosen based on responses to our caregiver survey (as part of our community needs assessment) that understanding what your kids are learning in school and helping your kids with homework would help them become more engaged in their child/ren's education.	
Monthly Family Celebration Night	Once a month families will be invited to come to the afterschool program for the last hour of the program. During this time families and their child/ren will rotate through afterschool activities, so caregivers get a taste of what children do during the afterschool program. There will also be an awards ceremony for monthly attendance and academic recognition for all afterschool components (Healthy Choices, Literacy Block and Math Blocks, etc). If a student receives an attendance award, they will be given a token to the book vending machine at their school, so they can take a book home with them to promote reading at home. Like the Open House for Parents and Teachers, this activity was specifically chosen based on responses to our caregiver survey (as part of our community needs assessment) that understanding what your kids are learning in school and helping your kids with homework would help them become more engaged in their child/ren's education.	
Nachos and Numeracy hosted by Gilmer County Family Resource Network	During this family engagement event, the afterschool program math tutor explains and demonstrates ideas and strategies around understanding math and the math curriculum. Families will move through stations participating in math activities and of course nachos are served. At the end of the event, math resources are given to families to take home to support learning at home such as how to incorporate learnings around math into daily routines. This activity was chosen based on success and positive feedback from previous years as well as to align with parent and community survey responses that family math and financial literacy would be helpful engagement activities to help them become more engaged in their child's education.	
STEAM Night hosted by Glenville State	In line with caregiver and student survey responses, we will host a STEAM family engagement event in partnership with Glenville State University. During this event facilitators will lead fun, hands-on	

University Teacher Education Program	learning activities for students and their families designed to encourage interacting with the world through science, technology, the arts and mathematics.
Bingo for Books hosted by Gilmer County Family Resource Network	In partnership with Gilmer County Family Resource Network, we will host Bingo for Books where families and children will participate in bingo games to win books of their choice that they can take home to help expand their at-home libraries and practice reading outside of school. During this event we will also set up a resource fair in the cafeteria for local partners to share information about the resources available to families in the community. This event directly aligns with caregiver survey responses that they want to be connected to resources in the community and community survey response that suggested that family literacy would be an important topic to emphasize during family engagement events.

Other family engagement activities that have been successfully conducted during the expiring grant at GCES or elsewhere in the state may be scaled to fit the needs and interests of the families of students who are enrolled. Examples include: wilderness safety, coding, science stations, themed reading nights, drug prevention programming and trunk or treat.

Our program will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. The Site Coordinator will be the primary parent/family liaison and, as such, will be responsible for regularly communicating assessment results, recommendations for program services, and updates on student needs and progress with families.

The Advisory Council will also play a key role in facilitating wider school and community involvement by recruiting students, parents, and community members to serve on the council. Recruitment for community members to sit on the Advisory Council will be important during program start-up so that program activities are informed by community partnerships providing services during the grant period. Parents/caregivers and students will also be able to voice feedback through program surveys and through the Site Coordinators' regular outreach and relationship building. The Site Coordinator will also seek feedback from parents as part of our continuous improvement process.

Family Engagement Implementation Plan Using Evidence-Based Practices and/or Curriculum

Family engagement represents a shared responsibility among families and educators to support children's learning and development. As indicated within a growing body of research, family engagement should be an integral component of programming— integrated and sustained; not perceived as an add-on to current programming but embedded within it (Caspe et. al, 2011) – which is exactly what we strive to achieve through our program. The ecological systems theory, which reinforces the linkage between child, school, community, and the role each system plays in influencing children's learning and development, serves as the theoretical foundation for family engagement.

To improve parents'/caregivers' involvement in their children's learning, we will implement the following six research-based strategies (Kakli, Kreider, Little, Buck, & Coffrey, 2006) into our 21st CCLC:

- Support families and their basic needs;
- Communicate and build trusting relationships with families;
- Be intentional about staffing and hiring practices;
- Build linkages across individuals and organizations;
- Use a variety of family engagement practices; and
- Make family engagement a key component of program quality.

Below outlines how each of the above research-based strategies will be met through our 21st CCLC.

Research-based Strategies	Alignment to Proposed Program
Support families and their basic needs.	Supporting families and their basic needs entails a wide range of support including providing access to community resources and hosting events that address topics of concern to families (Little, 2011). Our program supports families and their basic needs in a variety of ways. For example, we offer transportation home from the afterschool program and both ways during the summer to help mitigate transportation challenges for families. We will host a minimum of six family engagement events throughout the course of each year. Family engagement events and activities will be selected based on pre-service family needs assessments and interest surveys with adult family members of participants to identify trends in needs. Based on the needs families identified in the community needs assessment surveys, we selected family engagement activities for year one which includes an open house for parents and teachers, a monthly celebration night, Nachos and Numeracy, STEAM night and Bingo for Books.
Communicate and build trusting relationships with families.	Frequent and positive communication with family members is critical to effective family engagement (Little, 2011). As previously described, our program will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. The Site Coordinator will be the primary parent/family

	liaison and, as such, will be responsible for regularly communicating assessment results, recommendations for program services, and updates on student needs and progress with families. This will include activities such as conducting an annual family needs assessment and interest surveys, facilitating parent orientations, and sharing program updates during pick-up/drop-off and through Thrillshare to communicate with caregivers. Additionally, the Site Coordinator will work closely with school-day teachers and program staff to coordinate and conduct outreach using multiple methods, so parents and caregivers are aware of the activities offered and feel welcome and invested in the program. We will send hard-copy invitations home with students, post flyers in the front office and on social media platforms, use Thrillshare or make phone calls to reach all or a subgroup of parents/caregivers to ensure program information is accessible to those who are harder-to-reach or have special needs (such as low literacy or limited internet access).	
Be intentional about staffing and hiring practices.	Core components of effective staff-family interactions include hiring staff who reflect the demographics of the families served and who are trained in respect for differences, including an examination of their own preconceived notions (Little, 2011). Save the Children makes it a priority to hire staff from within the communities we will be working in. To the extent possible, we will hire school-day teachers to serve as the academic tutors for the program to help build the connection and familiarity from the school day to the afterschool and summer program. To improve staff capabilities, Save the Children will provide program staff with a minimum of 60 hours of targeted professional development and technical assistance annually.	
Build linkages across individuals and organizations.	Afterschool and summer programs can play a vital role in facilitating connections, both within the program to other families and outside the program to schools and other community institutions (Little, 2011). Our program strives to build these connections through alignment with the school-day, school-day teachers and family engagement events which connect families with the school, the program, their children, like-minded families and community organizations and resources. Family engagement events for year one were selected and designed to help strengthen these connections. For example, year one events include an Open House with Parents and teachers, monthly celebration night for the afterschool program and a Bingo for Book events which includes a resource fair – all which will strengthen connections between families, the school and other local organizations.	
Use a variety of family engagement practices.	Our program will utilize Save the Children's Family Engagement Framework which was established using research-based best practices. This framework identifies a variety of key strategies we will emphasize to	

	increase family engagement. Described in more detail previously in “How Family Engagement Plan is Linked to Statement of Need and Action Plan”, they are: effective communication, skill-building, family connectedness and community collaboration.
Make family engagement a key component of program quality.	To ensure that family engagement is a priority, afterschool and summer programs should include a section on family engagement in their operations manuals, laying out their strategies for engaging families and should include family engagement as part of their program quality standards (Little, 2011). Using Save the Children’s family engagement checklist, the Site Coordinator will complete an annual assessment to identify and evaluate current family engagement practices and activities at the school and in the program. Based on the identified areas of strength and areas for improvement, the Site Coordinator will develop an annual Family Engagement Guide of specific activities and practices for each upcoming school year. We have also developed two performance measures, as identified in the Action Plan to help gauge progress in increasing family engagement. Formal site observations will also be conducted (as described in our CQI process) and family engagement is an area that is assessed during these observations.

Equitable Access to Families Including Those with Special Needs

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We are committed to ensuring that all families of participants, regardless of their race, ethnicity, nationality, gender, or socioeconomic background, including those with special needs, have equitable access to the 21st CCLC at GCES. The Site Coordinator will work closely with school-day teachers and program staff to coordinate and conduct outreach using multiple methods, so parents and caregivers are aware of the activities offered and feel welcome and invested in the program. We will send hard-copy invitations home with students, post flyers in the front office and on social media platforms, use Thrillshare or make phone calls to reach all or a subgroup of parents/caregivers to ensure program information is accessible to those who are harder-to-reach or have special needs (such as low literacy or limited internet access). Invitations to program activities, specifically family engagement events, will be sent at least two weeks in advance. To ensure equitable access to families, the Site Coordinator has access to translated materials they can use to engage families who are English language learners as well as a family guide to special education (available in both English and Spanish) which contains user friendly explanations of definitions of special education terms, the process of early intervention and special education, caregiver and child rights, and meeting tips for caregivers.

To ensure active participation from the greatest number of parents and caregivers in the family workshops, we will hold program events on days and times that accommodate the schedules of working families, offer both virtual and in-person events, and develop workshops that address the topics relevant to most families, as determined by the annual pre-service family needs assessment and interest surveys. We will also work with the district, community partners, and the Advisory Council to identify resources and provide any accommodations to support the participation of family members and beneficiaries with special needs at program events (e.g., providing a sign language interpreter). All program staff will receive training in key strategies and activities for effective engagement to ensure the program is successful in serving parents and caregivers.

* Facility Plan

V. Facility Plan

Facility Plan for Afterschool Program

If funded, we will continue to operate the 21st CCLC on the Gilmer County Elementary School (GCES) campus which is 54,462 square feet. GCES meets all state and federal requirements for safety, such as maintaining secured, controlled access to the building. As such, our program will be accessible and safe. Exterior doors will be locked at all times and staff will need to electronically unlock doors to allow anyone entry into the school. During program hours, program staff will escort students as they rotate through their activity blocks. The school is equipped with a first aid kit, which will be available onsite as well as when students are taken offsite for field trips. GCES is fully ADA-accessible as they are wheelchair accessible with an elevator for accessibility to the second floor of the building.

All program activities will be provided in a positive learning environment that builds on the familiarity of the school environment. The academic components (Literacy Block, Math Block and Homework Help/Tutoring) of the program will be held in classrooms located on the first floor of the building in the academic wing of the school. The number of classrooms used will be determined based on the number of students participating each day. Each classroom is at least 960 square feet. The cafeteria which is 2,475 square feet, will be available for snacks and meals and the gym, which is 7,125 square feet, will be used for Healthy Choices and enrichment activities. In addition to the indoor spaces described above, outside, GCES has an impressive handicap assessable playground, a paved “play space” and basketball court, a greenhouse and a picnic pavilion that is used for various afterschool and summer program activities.

Given our anticipated ADA of 35 (which is significantly less than the overall school population), the spaces that will be available for use during the afterschool program are more than sufficient for program activities and the anticipated number of participants. Should the ADA be greater than anticipated, there is more than enough physical space available for use to accommodate greater participation.

All onsite spaces will be child-friendly, in addition to being safe, clean, and accessible. As needed, we will revamp spaces for the afterschool and summer program to have a fun, welcoming atmosphere that is more relaxed and different from the school day. For example, we will create cozy reading nooks, outfitted with kid-friendly seating like cushy floor pillows, to provide dedicated spaces designed for literacy activities. For group literacy activities, such as the read-alouds, students will be able to sit on plush, colorful carpet or spread out on beanbag chairs instead of sitting at desks and during SummerBoost we decorate spaces to reflect the various themes of the week. We will also use bulletin boards to display students’ work to inspire creativity, as well as to share program information with parents, caregivers, and families.

Student Travel to and from 21st CCLC Site

Student safety and program accessibility are of the utmost importance to us and we have taken both into consideration when developing our transportation plan for the program. Transportation can be a major obstacle to consistent program participation – in fact, 37% of caregivers who responded to our survey reported that transportation would be their biggest challenge to having their child participate in our program. Transportation was also the most commonly occurring challenge community members reported students in Gilmer County face on the community member survey. Based on guidance from GCS district staff, we have budgeted for two district buses and two district certified drivers to deliver students home safely from the afterschool program and three district buses and drivers to drive students both ways during the summer. We will use GCS district buses and drivers, which will ensure that all buses used for the program meet safety requirements and that bus drivers are certified, vetted, and qualified. The district's Director of Transportation will oversee the safety and maintenance of all buses used for the program.

At the end of the school day, participating students will walk from their school-day classroom to the cafeteria to "park their backpacks", for program check-in and to begin mealtime/dinner. The program will follow school-day policies and procedures for student drop-off/pick-up to provide uniformity across the school and program day and to ensure the safety of students. Program staff will adhere to these policies and procedures throughout the program year, and during the summer. The Site Coordinator, or another designated staff member, will supervise the pick-up/drop-off process and program staff will patrol the grounds during these times so that undesignated vehicles do not enter the bus loading/unloading zones. Signs will be posted to direct traffic during arrival and departure times.

Should students choose not to ride the bus, parents/caregivers or other authorized adults will be able to pick up their children following district guidelines. During parent pick-up, program staff will check out students in accordance with school and district guidelines, which includes requiring authorized adults to sign off when they pick up their children and escorting students to their parents' vehicles. Only adults listed on the child's program application, which will be kept in the students' files, will be able to pick up a student. Because of the rural location of the school, we will not allow students to walk home.

Emergency Exit Plan and Emergency Readiness Plan

In-line with the school-day, the Gilmer Elementary 21st CCLC will adhere to the emergency exit and emergency readiness plans provided by the school district and followed during the regular school day. Emergency drills are conducted monthly during the regular school-day, quarterly during the afterschool program and twice during the summer program. Emergency drills include fire drills and tornado drills. Mirroring the school-day, the GCES 21st CCLC will follow the emergency exit and emergency readiness plans followed during the regular school-day. For example, in the event of a fire or fire drill, students exit the building and line up in designated areas by classroom teacher. For the afterschool program, students will do the same, but instead line-up based on grade-level. Emergency codes are posted in each classroom along with a "Stop the Bleed" emergency bag. In the event of an emergency, GCES has a reunification location which has been visited multiple times by staff and students so they know where to go should an emergency arise.

Emergency exit and readiness plans will be communicated to staff, students, parents and caregivers per established school protocols and channels such as Thrillshare. We will also provide the plans in the afterschool program handbook provided to all staff and families and the 21st CCLC agreement signed by each participant and parent/guardian. During the school year, we will aim to follow the school's schedule for conducting drills (that is, hold drills on the same day as they are conducted in school) to reinforce to students that safety procedures are the same for the 21st CCLC as they are for the school day.

VI. Program Personnel

Personnel Chart

The personnel chart below details staff roles, responsibilities, and qualifications. The Program Director position is filled by Save the Children's, WV State Director. They will allocate at least 10 hours per week to the grant. The responsibilities of the Collaborative Liaison will be undertaken by the Site Coordinator at the partner school. The responsibilities of the Evaluator will be undertaken by the Save the Children School-Age Lead Associate with help from the Program Director and Site Coordinator. The Site Coordinator will be certified in CPR and first aid (or will complete certification within one month of employment). **Our staffing structure and the qualifications of program staff (outlined below) directly align to *High-Quality Program Characteristic* 2) Quality Afterschool Staffing.**

Team Member	Responsibilities	Qualifications
21st CCLC Program Director *Role: Administrative oversight*	· Oversight of the program, including program planning, monitoring and evaluation, and providing supervision/guidance to Site Coordinator. · Serve as the main liaison between GCS and Save the Children. · Responsible for collecting, maintaining and entering data for annual continuation reports in GPS and 21 APR twice a year (responsibility shared with the Evaluator) · Ensure grant reporting, financial, and other requirements are completed, as well as required state and federal data. · Work with district finance office to ensure allowable spending by the program site and co-applicant.	· Bachelor's in education or related discipline and a minimum of three years of relevant work experience. · Experience working with school districts and other education organizations. · Strong interpersonal skills with demonstrated capacity as a team player and relationship builder. · Demonstrated management and organizational skills related to program implementation.

	· Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of program. · Connect program staff (and volunteers, as needed) to district training and professional development, as available. · Support management of program partnerships. · Serve on the Advisory Council. · **Will commit to a minimum of 10 hours per week to carry out grant requirements.**	· Experience developing and implementing training.	
Site Coordinator/ Collaborative Liaison *Role: Program Management*	· Oversee onsite program management and day-to-day programmatic functions, including lesson planning, monitoring and evaluation, and supervision of program tutors. · Serve as the liaison between the program and the school to ensure alignment with the school day and active communication between school and program personnel. · **Must be certified in both CPR and first aid within one month of employment.** · Responsible for collecting, maintaining and entering data into WV 21st CCLC Data App	· Certified teacher. · Strong communication and leadership skills. · Works well with children and is able to instill and maintain student discipline. · Experienced educator preferably with direct experience with Gilmer County students and families.	

	(daily). · Share applications where a student/family has self-reported having an IEP with the Special Education Director, who will review and provide necessary accommodations. Will also work with the school principal and parents to make accommodations and modifications as needed. · In collaboration with STC staff, conduct pre-service family needs assessments and interest surveys with adult family members of participants to identify trends in needs. Additionally, they will review the results of the annual parent survey and feedback from previous year's events to build out a calendar of family engagement activities. · Send regular written reports to school staff with assessment information for each child. · Send regular written reports to parents and families with information about their child's progress. · Contact parents/caregivers and teachers or other appropriate staff when children may need behavioral interventions. · Maintain safety of participants and security of the facility. · Manage and cultivate partnerships with community partners to support program	· CPR and first aid certifications preferred.	

	operations, enrichment activities and family engagement opportunities. · Support data collection, entry, and collection for the program's continuous learning and improvement plan. · Coordinate family engagement events. · Convene the Advisory Council and implement their guidance.		
Save the Children School-Age Lead Associate/ Evaluator *Role: Training and Technical Assistance*	· Serve as the main liaison between Save the Children and Gilmer County School District and Gilmer County Elementary · Collect, monitor and analyze data to produce an annual report evaluating the effectiveness of the program in meeting its objectives and providing grant programs and services. · Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of program. · Responsible for collecting, maintaining and entering data for annual continuation reports in GPS and 21 APR twice a year (responsibility shared with PD) · Monitor and evaluate data for the program's continuous learning and improvement plan.	· Bachelor's in education or related discipline and a minimum of three years of relevant work experience. · Experience working with school districts and other education organizations. · Strong interpersonal skills with demonstrated capacity as a team player and relationship builder. · Demonstrated management and organizational skills related to program implementation. · Experience developing and implementing training.	

	· Ensure grant reporting and other requirements are completed. · Provide training and technical assistance to the school, program staff, and volunteers (as applicable). · Serve on the Advisory Council.		
School District Representative - Director of Federal Programs *Role: Executive Oversight*	· Provide quarterly financial reporting and support PD in complying with and managing the 21st CCLC grant, including setting up the project budget, assigning codes, tracking project expenses, and submitting required financial documents and invoices to Save the Children. · Support school and program administrators in program operations, including hiring and conducting background checks for program staff and volunteers, ensuring all buses used to transport students meet state laws and regulations, and provide safe, clean, and accessible facilities. · Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding. · Jointly sponsor professional development activities for program staff that align with program goals and objectives. · Serve on the Advisory Council.	· Master's in education. · Certified teacher with classroom management experience. · Strong skills in program implementation, staff supervision, resource coordination, and program evaluation	

School Principal *Role: Executive Oversight*	· Provide executive program management support and oversight. · Support hiring and supervision of the Site Coordinator. · Support curricula and other integration between the school day and 21st CCLC program, including fostering cross-staff communications and collaboration. · Help facilitate conversations between the special education department and afterschool staff so students in special education receive personalized support. · Serve on the Advisory Council.	· Master's in education. · Certified teacher with classroom management experience. · Experience in school administration. · Strong skills in program implementation, staff supervision, resource coordination, and program evaluation.	
Tutors(Literacy and Math) *(3 for afterschool, 3 for summer)* *Role: Supplemental Education and Enrichment*	· Guide and pace the teaching sessions in order to facilitate learning for the individual student. · Provide reinforcement and constructive feedback. · Help the student gain increased independence and confidence in his/her ability to learn.	· Meet all minimum requirements for district instructional aide positions.	
Healthy Choices Tutor (*1 for afterschool, 1 for summer)*	· Coordinate physical activities and nutrition education.	· Meet all minimum requirements for district instructional aide positions.	

Role: Physical Activity & Nutrition Coordination	· Assist Site Coordinator with administrative duties, such as data entry.	
Volunteers *Role: support as needed*	· Provide support for enrichment and family engagement activities. · Provide support to program tutors as needed.	· Works well with children and an interest in supporting afterschool and summer programming.
Community Partners *Role: Enrichment and/or Family Engagement*	· Lead enrichment activities and/or Family Engagement activities. · Serve on Advisory Council.	· Interest in supporting Gilmer County children achieve academic and long-term success.

Process to Improve Staff Capabilities

To improve staff capabilities, Save the Children will provide program staff with a minimum of 60 hours of targeted professional development and technical assistance annually. This is a substantial increase from our previous grant serving GCES where we committed to providing a minimum of 20 hours of professional development and technical assistance – showing Save the Children's commitment and increased investment to ensuring high-quality program implementation and sustainability of the 21st CCLC in Gilmer County.

New Staff Training: Training is critical to the success of our 21st CCLC. As such, we will implement a three-phase approach to training, ensuring the success of our program. Training for new program staff takes place during phases one and two. Phase one is intended to introduce the program to new staff and provides an in-depth look at each component. Participants will complete a self-paced webinar series using Save the Children's Partner Learning Gateway on CollaborNation. Staff will be expected to complete all assigned courses which includes in-depth courses on: teaching literacy, math and Healthy Choices, family engagement, child safeguarding and data protection and collection. Phase two of the training curriculum is intended to provide new staff with a deeper understanding of the individual program component they will be teaching. For example, literacy tutors implementing the Literacy Block will receive training in read-aloud, vocabulary and fluency-building activities, such as All About Read-Alouds with an Emphasis on Fiction. Participants will attend an in-person or live training facilitated by the School-Age Lead Associate. These trainings will follow a specific structure that includes reviewing critical information, observing activities in action and discussions and preparation around each facet of the program. This design allows program tutors to gain an in-depth understanding through a hands-on approach to support quality implementation. Once phases one and two are completed successfully, new staff will be ready to begin program implementation.

Ongoing Staff Needs: Phase three, the final phase, provides the opportunity for tutors to apply learning while implementing the assigned component. Around six-eight weeks of programming must be implemented before phase three takes place. This allows the tutor to begin implementation, explore activities, strategies, and approaches. During this phase, the School-Age Lead Associate/Evaluator, Save the Children's expert in education and school-age programming, will conduct formal site observations (as described in detail in "Section B. Program Design, under Continuous Quality Improvement Process"). During these observations, the Lead Associate will watch program tutors fully engaged in implementation, set aside time for reflective coaching and practice once the lesson is completed. Support will be on-going depending on the strengths of implementation. This phase of training will be accompanied by regular onsite monitoring and coaching by the Lead Associate, with ongoing support provided as needed afterward. In subsequent years, program results will guide training topics and frequency (for example, if students are not making significant progress in math, the Program Director and Site Coordinator will work with the Save the Children Advisor for Early Numeracy and Math to develop additional trainings that will increase staff's skills to support math achievement).

Program staff will also have access to Save the Children's online courses through the training platform CollaborNation. This catalog of courses includes more than 30 courses specific to working with school-age children and more than 200 courses on early child development and school-age education topics

Gilmer County School District Required Trainings: In addition to the three phases of training (outlined above) required by Save the Children to implement programming, Gilmer County Schools follows the list of required trainings that is released annually by WVDE and works with all employees to complete them at the beginning of each school year. This includes the following trainings: Active Shooter, Bullying: Recognition and Response, Child Abuse: Mandatory Reporting, CIPA, Eating Disorder Awareness and Prevention, Employee Code of Conduct, FERPA: Confidentiality of Records, First Aid, Self-Harm Awareness and Prevention, Students Experiencing Homelessness, Title IX Compliance and Youth Suicide: Awareness, Prevention and Postvention

Required Professional Development: The Program Director, Site Coordinator, and School Age Lead Associate will participate in all required 21st CCLC professional development opportunities, including the Program Director attending the New Grant Cohort Training in year one, the Program Director and School Age Lead Associate attending the Multi-State Fall Conference (or its equivalent) annually and the Program Director and the School Age Lead Associate attending the WVDE-sponsored 21st CCLC conference annually. Costs associated with these professional development opportunities are included in the budget. All program staff will also prioritize participation in relevant state, regional and national trainings as they become available.

Screening Procedures, Hiring Process and Staff-to-Student Ratio

Gilmer County Schools will be responsible for screening and hiring all program staff and volunteers, in collaboration with Save the Children and school administrators. As a school district that hires staff on a regular basis, there are multiple procedures and policies in place to ensure relevant screening and hiring for participant safety. First, job openings are posted on Frontline Education (a platform used by the district for publicizing job openings). After reviewing an application, if the school principal decides to move forward with a candidate, they will move into the interview stage. The principal will conduct interviews with any candidate who is not already employed by the school district. If an applicant is already employed by the school district, the interview is at the discretion of the principal. The school principal will then select the best candidate for a position following the interview stage. External applicants are required to submit three references via Frontline. The district will contact references and if they are favorable, the district will have candidates complete and pass a criminal background check. All expenses associated with vetting and hiring program staff will be provided in-kind by the school district (as indicated in the Co-Applicant agreement and reflected in the budget).

To volunteer with GCS, individuals are required to complete an interest survey followed by reviewing the volunteer packet information, completing a volunteer training with a district representative and participating in an interview with the school principal. All volunteers must be approved by the Gilmer County Board of Education. Volunteers must submit their driver's license upon entering the school. Because our program does not rely on "regular volunteers", we do not require state-level background checks. However, we do have a policy in place to ensure children's safety which is that *volunteers cannot be left unsupervised with students at any time. A school or district employee must always be present where volunteers are present.* Should the need arise for "regular volunteers", we will adjust our budget and policy to require background checks.

Community engagement and support are vital to the success of the 21st CCLC, both in terms of program implementation and improvement. To maximize program effectiveness, we will offer one-time volunteer opportunities with varying levels of commitment to parents and caregivers of program participants and qualified individuals recruited through the Advisory Council, district, or community partners. Our program will also benefit from the efforts of one-time or short-term volunteers. For example, we may recruit local professionals or business owners, particularly those in fields of interest to students (e.g., police officers), to share their career paths and encourage students to set their own career goals and work toward achieving them. Other volunteers may support with coordinating and/or helping with special events (e.g., using church volunteers to help sort and distribute gifts-in-kind such as books to participants). We will provide "on-the-job" training for short-term volunteers, as most of these opportunities will not require specialized knowledge or skills.

To ensure staffing levels assure participant safety and the highest level of program quality, our program will aim to maintain a 10:1 student-to-staff ratio for academic activities and 15:1 student-to-staff ratio for enrichment activities like Healthy Choices. These ratios are lower than the WVDE-required ratio to ensure maximum one-on-one attention to participants to support their learning, well-being and development. The low ratio also allows for better supervision during the program and high-quality program delivery for academic components. **Our staffing structure, as described throughout this section (and below), is in direct alignment with *High Quality Program Characteristic* 1) Strong Management.**

Not only do staffing levels ensure participant safety and high-quality program delivery, but all staff will be required to follow Save the Children's policies on child safeguarding through completion of Save the Children's child safeguarding course. This policy, along with its accompanying protocols and procedures are the foundation for safer programming standards, which reflect Save the Children's commitment to first prevent harm and abuse and then report and respond whenever concerns arise. Additionally, Save the Children ensures compliance with U.S. child protection laws, domestic and international child welfare legislation, or international standards, whichever affords greater protection. Save the Children representatives must demonstrate the highest standards of behavior and conduct towards children, both in their private and professional lives, 24 hours a day and seven days a week. Save the Children has a zero-tolerance approach to child abuse by any of our representatives. For afterschool and summer program staff, the child safeguarding course must be completed before the first day of the program and again every two years.

* Collaboration

VII. Collaboration

Collaboration with Schools in Developing and Implementing Program & Private School Consultation

Save the Children and Gilmer County School District have been involved in ongoing conversations throughout the past year about the need to renew and expand the 21st CCLC at Gilmer County Elementary. While the school district and Save the Children are the official joint applicants on this proposal, Gilmer County Elementary has played an equal role in the proposal development and program design and will have a significant role in program implementation (explained in more detail further in this section). We were in regular, ongoing, communication with the Director of Federal Programs, Cherri West and the

Director of Student Support Services, Shelly Mason who serve as the school district representatives and primary contacts. They regularly consulted with the GCES school principal to discuss the needs of their students and families, as well as program design ideas and concerns. Save the Children met weekly with the Director of Federal Programs, the Director of Student Support Services and the GCES school principal and other school staff throughout the proposal development and planning process to gain a deeper understanding of needs, program design ideas and concerns. For example, district staff expressed challenges in the past with hiring and retaining qualified staff for the afterschool program which led to conversations about potential salary rate increases for 21st CCLC program staff.

Gilmer County Schools and Gilmer County Elementary have significant roles in service delivery and program implementation. Save the Children will act as the fiscal agent and allocate approximately 73% of the annual grant award to our co-applicant, Gilmer County Schools, to provide high-quality afterschool and summer programming to the students in Gilmer County. A detailed list of the responsibilities of the district and school is outlined below as well as reflected in the Co-Applicant Agreement/Evidence of Joint Planning document and school MOU signed by the Gilmer Elementary school principal uploaded in the "Related Documents" section of GPS.

If awarded, **Gilmer County Schools** agrees and is committed to the following responsibilities to support the 21st CCLC at GCES:

· Support Program Director in complying with and managing the 21st CCLC grant, including setting up the project budget, assigning codes, tracking project expenses, and submitting required financial documents and invoices to Save the Children.

· Support school and program administrators in program operations, including hiring and conducting background checks for program staff, background checks for volunteers, ensuring all buses used to transport students meet state laws and regulations, and providing safe, clean, and accessible facilities at Gilmer County Elementary.

· Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding.

· Promote the program to the community, including reaching out to private school and home-schooled students.

· Collaborate with community partners to ensure mutually beneficial relationships to meet program goals and objectives.

· Jointly sponsor professional development activities for program staff that align with program goals and objectives.

· Leverage and/or identify funding to provide supper and snacks that meet USDA guidelines to participating students.

· Serve on the Advisory Council (at least one district representative)

· Provide in-kind contributions to support the program including but not limited to background checks for staff and use of district facilities and buses.

Additionally, **Gilmer County Elementary School** agrees and is committed to the following responsibilities to support the 21st CCLC:

· Support Site Coordinator in managing and overseeing the day-to-day operations of the program, including hiring program staff, having the school principal supervise the Site Coordinator, facilitating program alignment with school-day instruction, ensuring regular communication between program and school staff, transporting students, and providing a safe learning environment for students.

· Share responsibility for continuous program improvement, including setting annual program goals and objectives, evaluating program activities, and reviewing prior year outcomes. Will work with Save the Children to monitor and collect data.

· Identify and recruit eligible students and their families, including conducting STAR Early Literacy, STAR Math and Reading assessments, and promoting the program within the school and broader community.

· Share access to participating student records and data with Save the Children staff, like the School-Age Lead Associate, and the agency's Monitoring Evaluation Research and Learning (MERL) team to monitor and evaluate data for continuous program improvement.

· Provide opportunities for the Site Coordinator and school-day teachers to jointly plan program- and student-level services and regularly communicate during staff meetings to facilitate program alignment with school-day instruction and work toward achieving both program and school goals.

· Provide the Site Coordinator with an office onsite at their school, and supervision and guidance from school principal.

· Provide a safe learning environment for students, including ensuring all required inspections are conducted, providing janitorial services through leveraged funding sources, and meeting accessibility requirements or providing accommodations as needed.

· Jointly sponsor professional development activities for program staff that align with program goals and objectives. School Title I funds will support substitutes and travel for professional development to occur.

· Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding.

· Identify community resources and stakeholders to provide enriching academic opportunities for program participants.

· Serve on the Advisory Council, recruiting school representatives and parents to participate. The school principal will serve on the advisory council as well as at least one school-day teacher.

Committed to working together toward a common goal to support students by increasing academic achievement in literacy and math and increasing family engagement, these collaborative relationships will inform programming and ensure we continue to serve students with the greatest needs.

Private School Consultation – Within the attendance boundaries of GCES there are no private schools and therefore no private school outreach was conducted. There is a micro-site in the area, and we did reach out to them during the proposal development process to share our plans to apply for this funding and to share a link to the community survey as part of our community needs assessment. Please see the completed and signed Private School Consultation form in the "Related Documents" section of GPS verifying this information.

Data Sharing Process

If awarded, Gilmer County Elementary School and Save the Children, will execute a formal Data Sharing Agreement **(as detailed in the MOU signed by the GCES school principal)** that details each partners specific roles and responsibilities, as well as policies and procedures regarding access to data, data permissions, use of identifiable student data, data security, and other areas that are required to enable the 21st CCLC to meet the data collection, reporting, and sharing requirements. **A Data Sharing Agreement has been included as part of the MOU signed by the GCES school principal** and has been uploaded in the "Related Documents" section of GPS. This information is also included below and in our co-applicant agreement with GCS.

Our data-sharing plan establishes processes to access and share individual and aggregate achievement data between the school and program, as well as between GCS and Save the Children. To support data sharing, all enrolled participants will have an intake packet on file completed by their legal guardian(s) that includes parent consent for records, access to student data, and image use; the parent consent form will include language to inform and gain permission from parents/guardians to share student data and records with specific Save the Children staff. All partners will take all precautions to safeguard individual student data and follow all Family Educational Rights and Privacy Act (FERPA) regulations. Save the Children will receive administrative data for all students but will only receive test score data from children whose caregivers consent to that sharing. Access to student records and data will be shared as needed with specific Save the Children staff, like the School-Age Lead Associate/Evaluator and the agency's Monitoring Evaluation Research and Learning (MERL) team to monitor and evaluate data for continuous program improvement.

Program staff will enter student data into Save the Children's Online Reporting and Evaluation System (SCORE). The Lead Associate will be able to pull real-time progress reports from SCORE to monitor and analyze student attendance and performance at the program level. These reports will be shared with the Site Coordinator and school principal on an ongoing basis to communicate program impact and adjust programming as necessary. Data will be tracked and shared using the Renaissance Learning platform (which houses the STAR assessment suite), the WVDE data system, and SCORE. Program staff will use these systems for program planning, implementation, and evaluation. The Site Coordinator, for example, will be able to access the results of the STAR assessments administered by school-day teachers to identify the target students for the program and gear instruction to their learning needs. Tutors will be able to pull accurate, up-to-date data on individual students or any subset of students to inform, personalize, and align learning experiences in the classroom and in the program.

As part of the CQI process described previously, there will be monthly meetings between the Lead Associate and Site Coordinator to review findings from the site-level observations, review child-level data, problem-solve, troubleshoot, identify changes to be made and provide continuous updates on progress towards improvement. In addition, program administrators will share program data with parents/caregivers, teachers, and other stakeholders during the quarterly Advisory Council meetings, with the year-end results informing the annual partner planning process in the spring. The Site Coordinator will also share – and solicit – student performance and other data with school-day teachers during staff and Professional Learning Community meetings to facilitate data sharing between school and program staff. The principal will provide executive oversight of the program, including supervising the Site Coordinator and, to the extent possible, school-day teachers will serve as the program's academic tutors.

Partnership Support

Main Partner Organizations	Summary of Services Provided	Objectives Supported by this Partnership
Gilmer County School District (co-applicant)	· See list above under, *Collaboration with Schools in Developing and Implementing Program and below section, Co-Applicant Information, including Joint Submission and Capacity*	All Objectives

Gilmer County Elementary School	· See list above, *Collaboration with Schools in Developing and Implementing Program*	All Objectives
Community Partners	**Summary of Services Provided**	**Objectives Supported by this Partnership**
Gilmer County Family Resource Network	· Will provide academic enrichment activities, events and resource connections for families attending the 21st CCLC. · Successful Family Engagement events they have hosted in previous years and plan to host again include Nacho's and Numeracy, Bingo for Books and connecting families to community resources.	All Objectives
Glenville State University Teacher Education Program	· Will collaborate with afterschool and summer programs to host a series of family engagement events and student enrichment activities such as: STEAM Night, Art Evening, a Haunted House activity in collaboration with Boo Bash and hands-on station activities in literacy and numeracy.	All Objectives
West Virginia University Extension	· Will support and jointly coordinate services, activities and events for students and families participating in the 21st CCLC. · This includes but is not limited to various community service-learning projects such as food drives, hosting and supporting the annual 4-H Round-Up event and exploring opportunities to provide direct enrichment during summer.	All Objectives

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MOUs for Each Partnering Organization

Please see “Related Documents” section of GPS for the Co-Applicant Agreement/Evidence of Joint Planning with GCS, an MOU/Letter of Support from the GCES school principal and MOUs/Letters of Support from our community partners who will provide student enrichment and/or family engagement activities.

Co-Applicant Information, Including Joint Submission and Capacity

Gilmer County School District (GCS), which has been a longtime partner of Save the Children (STC), will serve as the co-applicant on the proposed program (as noted in the chart above). STC and GCS have jointly developed this proposal, through ongoing informal conversations and meeting weekly via Microsoft Teams to develop specific program components, discuss each partner’s roles and responsibilities and determine the overall program implementation and management process. While STC led the proposal development process, STC, GCS and GCES all had an active role in program design and preparing the proposal. Save the Children, for example, led drafting the initial narrative, action plan, and budget, with substantial content and input from the district and school (e.g., the principal provided input on school communication plans and district staff provided salary information for all site-level positions). The school district and school partner both reviewed and approved the final version of the proposal. The district and school led on conducting needs assessment surveys (analysis was led by Save the Children), identifying community partners, and consulting with the local community.

We are committed to using this shared leadership and management model to combine STC’s content expertise with GCS’s knowledge of the community for successful program implementation. Save the Children will serve as the fiscal agent and have administrative program oversight, including ensuring compliance with grant requirements, managing grant funds, supporting the hiring and supervision of program leadership, monitoring and evaluation, and submitting all required reports. Save the Children will provide the program model (e.g., curricula and content), ongoing training and technical assistance to all program staff, implementation support (e.g., supporting hiring), monitoring and evaluation (e.g., analyzing program-level data for continuous program improvement), and financial management support. GCES will hire 21st CCLC program staff as district employees and they will carry out day-to-day programming at their school, including hiring program tutors, delivering services in accordance with the proposal, providing space and services (e.g., janitorial services) for program operation, and facilitating Advisory Council meetings. To ensure seamless integration of the program with the regular school day, the Site Coordinator will report to the school principal, in addition to the Program Director, who will provide guidance on program implementation.

Partnership Support

Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership
1) Gilmer County School District (co-applicant) 2) Gilmer County Elementary School	1) See list above under, Collaboration with Schools in Developing and Implementing Program and below section, Co-Applicant Information, including Joint Submission and Capacity 2) See list above, Collaboration with Schools in Developing and Implementing Program	All Objectives

3) Gilmer County Family Resource Network 4) Glenville State University Teacher Education Program	3) Will provide academic enrichment activities, events and resource connections for families attending the 21st CCLC. Successful Family Engagement events they have hosted in previous years and plan to host again include Nacho's and Numeracy, Bingo for Books and connecting families to community resources. 4) Will collaborate with afterschool and summer programs to host a series of family engagement events and student enrichment activities such as: STEAM Night, Art Evening, a Haunted House activity in collaboration with Boo Bash and hands-on station activities in literacy and numeracy.	All Objectives
5) West Virginia University Extension	5) Will support and jointly coordinate services, activities and events for students and families participating in the 21st CCLC. This includes but is not limited to various community service-learning projects such as food drives, hosting and supporting the annual 4-H Round-Up event and exploring opportunities to provide direct enrichment during summer.	All Objectives

* Sustainability

VIII. Sustainability

Advisory Council

The Advisory Council will play an important role in the oversight and sustainability of the 21st CCLC at Gilmer County Elementary. Facilitated by the Site Coordinator, the Advisory Council will meet onsite (at GCES) at least quarterly (more frequently when needed) to receive program updates, review program data (e.g., STAR results) and budget/financial reports, and provide guidance on programmatic improvements, proposed budget modifications, and sustainability efforts. As part of their role in supporting program sustainability, the Advisory Council will assist with conducting partner outreach to leverage resources for program operations (e.g., securing materials and food for family events) and pursuing additional funding opportunities from state-based funders.

The Advisory Council will be made up of a minimum of the following people: the Program Director, the Site Coordinator, the Save the Children Lead Associate/Evaluator, the school GCES principal, at least one district representative, one school-day teacher, two parents, two students, and business and community representatives such as enrichment and family engagement partners. We will continue outreach to increase wider community and business participation in the Advisory Council throughout the grant period.

Sustainability Plan – Reduced Funding and Leveraging Other Sources of Funding

Should we not meet the required ADA and funding is reduced, we will be able to **provide the program as described in this narrative with reduced funding** by prioritizing execution of our sustainability plan throughout the 5-year grant period. Our sustainability plan includes: deepening and expanding our partnerships, cultivating partnerships with organizations outside of Gilmer County and bringing these services into the community, expanding types of funding sources, building private and public resources, working with the Advisory Council to cultivate local support, advocating for increased state investments and strengthening the capacity of the partner school to integrate the program model into their permanent operations through extensive training and technical assistance.

As described above, we will work to identify other sources of funding to support program operations through the Advisory Council, school district, and Save the Children's dedicated Philanthropic Partnerships team which includes corporate partnerships, foundations and individual donors. Save the Children and GCS will review the program budget before the start of each program year, working together to determine availability of other sources of funds to supplement the 21st CCLC grant award and to support services. Save the Children will provide staff time, program evaluation, and program material costs in-kind, totaling $46,076. Gilmer County School District will commit $44,838 in in-kind funding to help cover the costs of staff background checks, student transportation expenses, and a portion of summer salaries. Gilmer Elementary will utilize USDA funding to provide snacks and meals for participating students and will provide the use of facilities and janitorial services, an estimated additional $10,000 in-kind. The full details on the estimated cost-share from Save the Children and Gilmer County School District are included in the budget section of this application.

Save the Children, has a strong track record of raising foundation, corporate, and individual funds, leveraging over $1,000,000 in 21st CCLC grants and other state investments, over $1,000,000 in private funding and over $1,000,000 in Gifts-In-Kind to bring in additional $3,811,293 – a 2.5:1 match, to support program operations across the state in 2024. Save the Children will thus be a key resource in strengthening local capacity to braid various funding sources such as government sources, including federal, state, and local grants; corporations; foundations; and additional private-public partnerships. Beyond funding, Save the Children's professional development framework will increase knowledge and skills of child development and education within the school community, enabling them to continue providing students with high-quality support long after the grant funding ends. This approach will enable the program to continue at the same level, frequency, and duration of services (including hours and transportation) as during the initial year of the grant should funding be reduced.

We have established the following four performance goals around sustainability in order to provide the program with reduced funding should our ADA goal not be met:

- The Advisory Council's quarterly planning and monitoring of the 21st CCLC will engage key stakeholders to review program effectiveness.
- Advisory Council members will bring forward at least one potential community partner prospect to enhance the program at every other quarterly meeting.
- STC will provide a minimum of 60 hours of intensive training and technical assistance to 21st CCLC staff annually, transferring knowledge and skills to school-based staff.
- STC, in partnership with our Philanthropic Fundraising and Public Partnerships teams will work to identify and secure additional donor support and commitments (both private and public).

Our sustainability plan as described above is in direct alignment with *High Quality Program Characteristic* 1) Sustainability.

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If awarded, we will **leverage other sources of funding** to supplement this award such as: Title I and USDA funding from GCS and state budget funding and private donor contributions from Save the Children as detailed in the Budget section. Outside of the sources of funding listed above, we will also supplement the grant award through non-monetary sustainability. For example, the Site Coordinator will integrate program resources, skills, and training into the schools' regular operations including by: 1) Transferring knowledge and skills to school staff to continue to provide struggling students with high-quality programs, 2) Fostering ownership of the programs within the school; and 3) Providing technical assistance, that will continue to be utilized beyond the five-year grant period.

As previously mentioned, Save the Children is committed to providing all program staff with a minimum of 60 hours of targeted professional development and technical assistance annually. This is a substantial increase from our expiring grant at GCES where we committed to providing a minimum of 20 hours of professional development and technical assistance – showing Save the Children's commitment and increased investment in ensuring high-quality program implementation and sustainability of the 21st CCLC in Gilmer County.

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How Partnerships will Support the Program after Grant Cycle – During our current grant (expiring in September 2025), we established numerous community partnerships that supported the 21st CCLC through student enrichment activities, family engagement events and gifts-in-kind. Examples of these partners include: WVU Extension Office and Glenville State University. These partners and others have become strong stewards and supporters of the school and not just the 21st CCLC and will continue to do so after the grant cycle end.

* Organizational Capacity

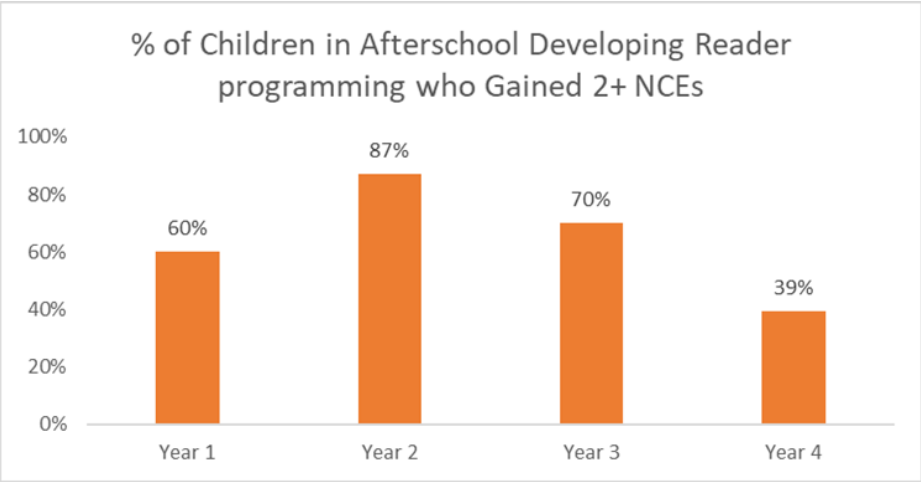
IX. Organizational Capacity

Prior History – Previously Funded Applicants Success in Program Implementation

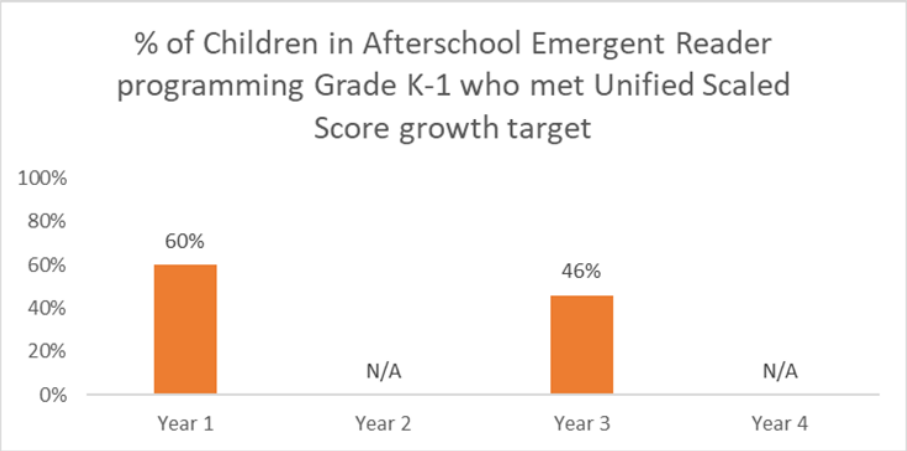
Gilmer County Schools and Save the Children have partnered to jointly operate a 21st CCLC since the 2020 – 2021 school year (SY). Currently, we co-operate one 21st CCLC site in Gilmer County – located at Gilmer County Elementary School (GCES) – for which funding will be expiring in September 2025.

How program improved students' academic achievement and overall student success – The 21st CCLC at GCES has been working to improve student and school performance in reading and math by providing supplemental instruction, hands-on activities to make the material understandable and access to resources. So far, during the five-year grant period, 224 unique children have participated in the GCES 21st CCLC afterschool and/or summer program. During the first four years of the grant, we evaluated our programs using Scale Score (SS) or Unified Scaled Score (USS) for Emergent Readers (Kindergarten and first grade) and Normal Curve Equivalent (NCE) for Developing Readers (second through fifth grade). A gain of 2 NCEs or more indicates significant progress in reading. The graph below displays the percentage of children participating in the Developing Reader Literacy Block (grades 2-5) who gained 2+ NCEs, by grant year. The decline in percentages observed in year four can partially be attributed to a shift in our student recruitment approach. We previously aimed to

recruit students with an NCE of less than 50. However, in year four we focused our attention on students who were further behind their peers than in previous years. A Percentile Rank (PR) of 40 is associated with a child being on-track to achieve grade level proficiency on state testing standards, so children with less than a 40 PR became the primary targets for enrollment in the program in years four and five.

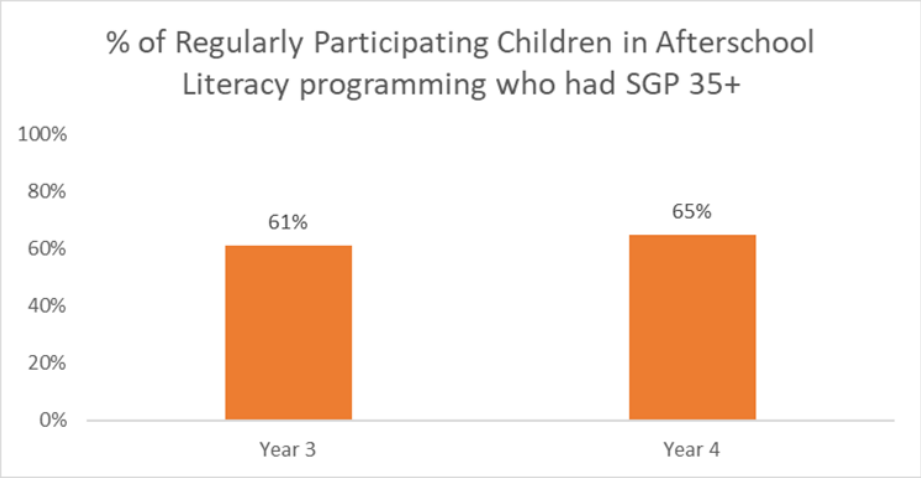


The next graph displays the percentage of children participating in the Emergent Reader Literacy Block (grades K-1), by year of grant, who met Unified Scaled Score (USS) growth target. In some program years, the number of K-1 participants was too small (under 10) for us to release results on these students, as it risks personal identification.

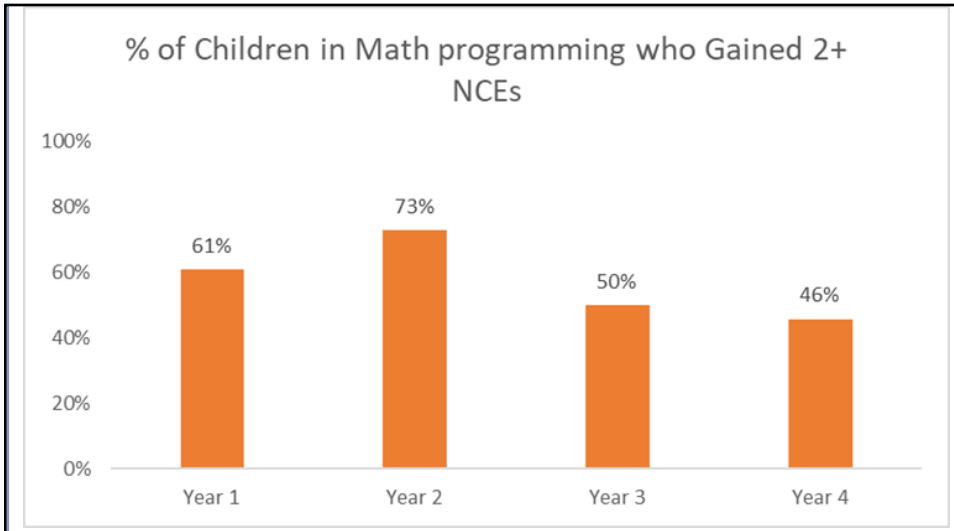


Additionally, in year four, we shifted the key indicator from NCE's for the Developing Reader program evaluation and USS targets for Emergent Reader programming to SGP's as our joint outcome indicator across all of our literacy programming. SGP's or Student Growth Percentiles show the percentage of regularly participating children (attending 55+ days of programming) who achieved typical or high growth relative to their grade-level peers with similar

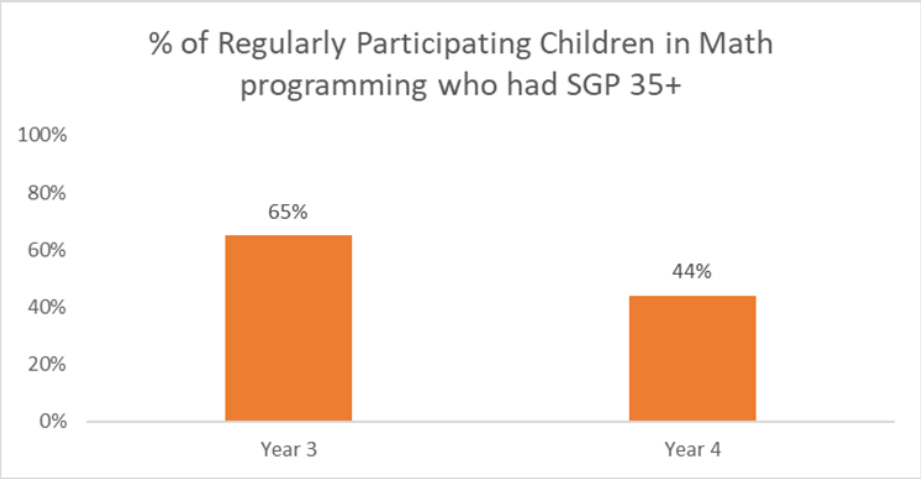
assessment performance history. An SGP of 35 or higher demonstrates typical or high growth in literacy. This new indicator focuses on students' relative growth, ensuring that students who start the year further behind their peers are judged fairly on their progress over the school year, rather than seeking consistent increases in assessment scores across all children. SGP's are consistently calculated across the STAR Reading and STAR Early Literacy assessments, allowing us to uniformly analyze our program participants. While the share of students who gained 2+ NCEs declined in year four (as indicated in the chart above), the share who had SGPs of 35+ rose (as indicated in the chart below), demonstrating an upward trend in growth for students who were most vulnerable of falling behind their peers. Please note that we are unable to report on literacy outcomes for year five of the grant as programming is still in progress.



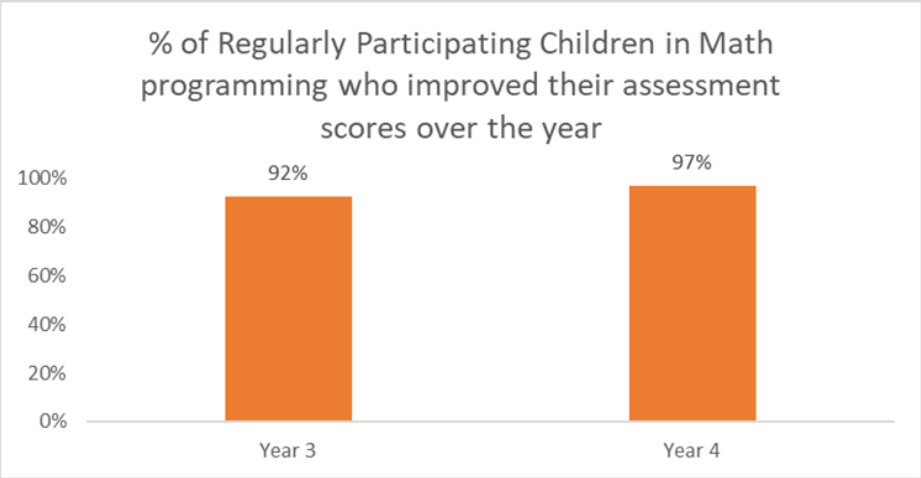
Math progress was also measured using NCEs during years one – four. As outlined in the below chart, many of the students who participated in the math component of our program gained 2+ NCEs – showing significant improvement in their understanding in math. Results from the second year of the grant (program year 2022) are especially impressive with 73% of participating students gaining two NCEs or more. Not only was this above our annual goal of 70%, but it was well above the national average for all Save the Children math programs (66%) across the country. While we observed a decline in years three and four, this coincides with the shift towards using SGPs as our key indicator for measuring student progress (as described in the literacy section above).



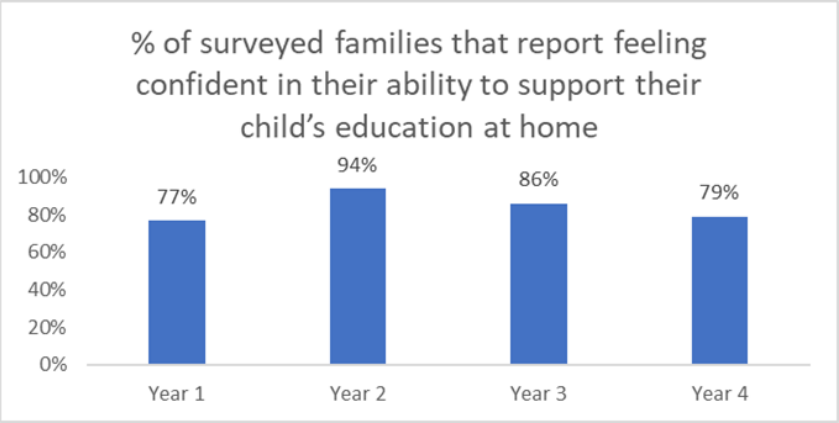
Like literacy, the STAR Math assessment captures SGP for how a student's math performance improved relative to their grade-level peers with similar assessment score history. In years three and four of the grant we observed a decline in the proportion of children attaining typical or high growth, as measured by having an SGP score of 35 of higher on their end of year math assessment. This decline could be related to a variety of causes, including the shift in program targeting to children who were not on track to meet grade level proficiency (Percentile Rank score of 40 or less on their start of year math assessment), rather than those who had an NCE of 50 or less on their start of year math assessment. Additionally, the Site Coordinator for this site reported that during year four of the program, scheduling conflicts prevented some program participants from completing the math assessment in the afterschool environment with the afterschool math tutor. Distractions or time pressure for students tested in-class rather than afterschool may have also affected students' performances on the assessment. At this time, we are unable to report on year five math outcomes as programming is still in-progress.



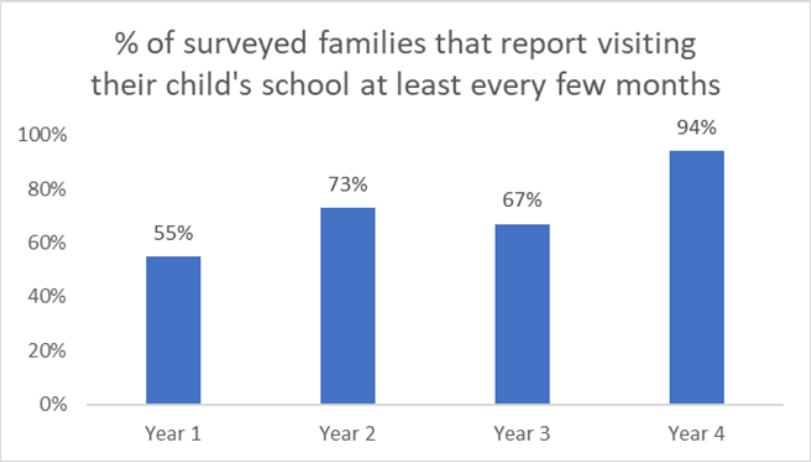
While students' math growth relative to their peers was not as strong in year four as year three, program participants still made progress over the course of the school year. The graph below shows that nearly all regularly participating students showed some improvement in their scores on the Star Math assessment from the beginning to end of the year testing. We cannot explicitly attribute this growth to 21st CCLC participation because improvement on this metric also captures student learning in the classroom which is unrelated to the afterschool program.



How program improved family engagement – Not only does our program increase academic achievement for students but, it increases parent and caregiver engagement. The two below charts include results from our annual end of program year Family Engagement Survey that best highlights the strides that were made with the caregivers at Gilmer County Elementary. The majority of caregivers with children participating in the 21st CCLC (who responded to the survey) are confident in their ability to support their child's education at home thanks to the 21st CCLC (as indicated in the chart below).



The share of caregivers who responded to the survey who reported visiting their child's school at least every few months has increased over the grant period, with an all-time high of 94% of caregivers in year four.



Similar to the literacy and math outcomes, we are unable to report on family engagement results for year five as the annual family engagement survey has not yet been conducted and programming is still in progress.

Number of hours the program operated during the last year of grant funding and the average daily attendance – Because we are currently in the final year of our five-year grant, we cannot yet report on the final year number of hours operated or the ADA for the final year. Instead, for each data point in the table below we have provided: 1) a cumulative number for years 1-4 of the grant and 2) a year-to-date number showing numbers so far for this final year of funding.

Table 3: Attendance Summary for GCES 21st CCLC Afterschool Program

	Students Served	Average Daily Attendance	# Attending at Least 60 Hours (but less than 90)	% Attending at Least 60 Hours (but less than 90)	# Attending at Least 90 Hours	% Attending at Least 90 Hours
Year 1 – Year 4 (Sept 1, 2020	224	28.55	18	8%	176	79%

– August 31, 2024)						
Year 5 (so far) (Sept 2024 – present)	43	28.33	20	47%	11	26%

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Increased Sustainability and Impact of New Grant

Gilmer County is a rural community with limited access to resources that support out-of-school-time programming. The initial 21st CCLC grant helped establish a strong foundation for a successful program at Gilmer County Elementary that became an integral part of the school and community. While we were not able to sustain enough support to continue to run the program without renewed funding from WVDE, there was key progress made towards sustainability that we will be able to build off and put towards a future program should funding be awarded. For example, the training and technical assistance offered throughout the course of the five-year grant provided staff with skills and knowledge they can use outside of the 21st CCLC (like in their own classrooms) and can continue to utilize far beyond the grant period. If a new grant is awarded, we will be able to build off of their existing training, knowledge and expertise, rather than starting from scratch. In addition, throughout the course of the five-year grant, we established numerous community partnerships that supported the 21st CCLC through student enrichment activities, family engagement events and gifts-in-kind. Many of these partners have become strong partners and supporters of the school and not just the 21st CCLC. If a new grant is awarded, many of these partners will continue their support of the 21st CCLC at GCES and will help us identify additional organizations who can provide assistance.

A new award from WVDE will provide Gilmer County Schools and Save the Children with enough support to continue and increase the impact of our successful program at GCES by expanding our annual reach and refining our literacy block to align with the Science of Reading. In year one, we will aim to reach 65 unique children (between afterschool and summer) to maintain an Average Daily Attendance (ADA) of 35. This is an increased commitment from the previous grant where we committed to reaching 50 unique students annually between afterschool and summer. In addition to increasing our reach, we have refined the Literacy Block to align with the Science of Reading. The refined Literacy Block will apply evidence-based practices rooted in cognitive science and research on reading development to enhance phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension skills among students. These strategic modifications will allow us to provide more rigorous support during the daily Literacy Block – improving learning outcomes for students.

Afterschool programs make a real difference for children in rural communities by improving academic achievement, strengthening the importance of maintaining a healthy lifestyle, keeping them safe and helping working parents. This is especially true for children who are at the greatest risk of failure. A meta-analysis of 68 afterschool studies concluded that high-quality afterschool programs can lead to improved attendance, behavior and coursework. Students participating in a high-quality afterschool program went to school more, behaved better, received better grades and did better on tests compared to non-participating students (Durlak et al., 2010). Given the correlation between afterschool programs and success in school and in life, this award would allow us to create an impact in the Glenville community that will reach far beyond increased academic achievement in literacy and math and increased family engagement.

Audit Findings

Save the Children Federation, Inc. has not had any audit findings over the last two fiscal years.

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

Indirect Cost	
Total Allocation	$105,550.00
Budgeted Amount	$97,731.49
Excludable Costs	$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	$7,818.51
Max Indirect Cost based on Total Allocation	$7,818.51

Function	Total
11119 - Instruction - K-12 - Extended Day/Year	$72,932.60
11129 - Pre-Kindergarten – Extended Day/Year	$0.00
12134 - Health-Nursing	$0.00
12137 - Health-Personal Care	$0.00
12170 - Parent/Family Involvement	$1,000.00
12211 - Supervision of Improvement of Instruction Services	$19,428.89
12213 - Professional Personnel Staff Development	$3,870.00
12317 - Audit Services	$0.00
12510 - Fiscal Services-General	$0.00
12544 - Evaluation Services	$0.00
12570 - Personnel Services-General	$0.00
12611 - Operation of Buildings	$0.00
12711 - Support Service Student Transportation - Vehicle Operation	$500.00
12781 - Support Service Student Transportation - Contracted/Charter Buses	$0.00
13121 - Food Preparation/Dispensing	$0.00
IC - Indirect Cost	$7,818.51
Total	$105,550.00
Adjusted Allocation	$105,550.00
Remaining	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

11119 - Instruction - K-12 - Extended Day/Year - $72,932.60

Budget Detail	Narrative Description
Function: 11119 - Instruction - K-12 - Extended Day/Year **Object:** 111 - Personal Services-Salaries - Professional Personnel - Regular **LEA / School:** Gilmer County (GCES) 2025 (STC-SG00011) **Quantity:** 1.00 **Cost:** $59,369.60 **Line Item Total:** $59,369.60	1 Site Coordinator @ $32 hourly x 3 hours x 115 days = $11,040 Afterschool: Program Tutors - 1 Math, 2 Literacy, 1 Healthy Choices (based on tutor: participant ratio) $30 Hourly x 2.5 hours a day x 110 days = $33,000 Summer: Site Coordinator @ $32 Hourly x 1 staff x 7 hours x 35 days = $7,840 Summer: Program Tutors - 1 Math, 2 Literacy, 1 Healthy Choices (based on tutor:participant ratio). $30 Hourly x 7 hours x 30 day = $25,200. (District to cover $17,710.40 and $7,489.60 to the grant)
Function: 11119 - Instruction - K-12 - Extended Day/Year **Object:** 211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life **LEA / School:** Gilmer County (GCES) 2025 (STC-SG00011) **Quantity:** 1.00 **Cost:** $4,894.96 **Line Item Total:** $4,894.96	Total School District Fringe (25% of salaries) = $14,842.40 Health/Accident/Life = 47% of the total Fringe = $4,894.96
Function: 11119 - Instruction - K-12 - Extended Day/Year **Object:** 221 - Fixed Charges-Employee Benefits - Social Security Contributions **LEA / School:** Gilmer County (GCES) 2025 (STC-SG00011) **Quantity:** 1.00 **Cost:** $2,603.70 **Line Item Total:** $2,603.70	Total School District Fringe (25% of salaries) = $14,842.40 Social Security Benefit = 25% of the total Fringe = $2,603.70

Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $14,842.40 Employee Benefits: Defined Contribution Plan (II)= 23% of the total Fringe = $2,395.40
Object:	232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$2,395.40	
Line Item Total:	$2,395.40	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $14,842.40 Unemployment Compensation - 3% of the total Fringe = $312.44
Object:	251 - Fixed Charges-Employee Benefits - Unemployment Compensation	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$312.44	
Line Item Total:	$312.44	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $14,842.40 Workers' Compensation - 2% of the total Fringe = $208.30
Object:	261 - Fixed Charges-Employee Benefits - Workers Compensation	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$208.30	
Line Item Total:	$208.30	
Function:	11119 - Instruction - K-12 - Extended Day/Year	$1,574.10 to purchase supplies for afterschool activities and enrichment and $1,574.10 to purchase supplies for summer activities and enrichment
Object:	611 - Supplies - Supplies-General - Supplies	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	

Cost:	$3,148.20
Line Item Total:	$3,148.20

Total for 11119 - Instruction - K-12 - Extended Day/Year:	$72,932.60
Total for all other Functions:	$32,617.40
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

12170 - Parent/Family Involvement - $1,000.00

Budget Detail		Narrative Description
Function:	12170 - Parent/Family Involvement	$1,000 to purchase supplies for Family Engagement Events.
Object:	611 - Supplies - Supplies-General - Supplies	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$1,000.00	
Line Item Total:	$1,000.00	

Total for 12170 - Parent/Family Involvement:	$1,000.00
Total for all other Functions:	$104,550.00
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

12211 - Supervision of Improvement of Instruction Services - $19,428.89

Budget Detail		Narrative Description
Function:	12211 - Supervision of Improvement of Instruction Services	Lead Associate Annual $55,000* 12% =$6,600 - 100% to the grant Program Director Annual $90,000 @ 10% - (50% STC Cost Share and 50% to the grant) Finance Personnel Annual $60,000 @ 10% - (50% STC Cost Share and 50% to the grant)
Object:	111 - Personal Services-Salaries - Professional Personnel - Regular	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$14,100.00	
Line Item Total:	$14,100.00	
Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$3,988.39 "Healthy/Accident/Life = 47% of the total Fringe = $1,874.78
Object:	211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$1,874.78	
Line Item Total:	$1,874.78	
Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$3,988.39 Social Security Benefit = 25% of the total Fringe = $997.22
Object:	221 - Fixed Charges-Employee Benefits - Social Security Contributions	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$997.22	
Line Item Total:	$997.22	

Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$3,988.39 Employee Benefits: Defined Contribution Plan (II)= 23% of the total Fringe = $917.44
Object:	232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$917.44	
Line Item Total:	$917.44	
Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$3,988.39 Unemployment Compensation - 3% of the total Fringe = $119.67
Object:	251 - Fixed Charges-Employee Benefits - Unemployment Compensation	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$119.67	
Line Item Total:	$119.67	
Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$3,988.39 "Workers' Compensation - 2% of the total Fringe = $79.78
Object:	261 - Fixed Charges-Employee Benefits - Workers Compensation	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$79.78	
Line Item Total:	$79.78	
Function:	12211 - Supervision of Improvement of Instruction Services	Site Travel for Monitoring and Training (Lead Associate) $0.70 per mile x 100 miles/month x 12 months for AfterSchool and Summer = $840
Object:	581 - Other Purchased Services - Travel - Staff Travel-In County	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	

Quantity:	1.00	
Cost:	$840.00	
Line Item Total:	$840.00	
Function:	12211 - Supervision of Improvement of Instruction Services	"Administration office supplies, professional development materials, and programmatic curriculum"
Object:	611 - Supplies - Supplies-General - Supplies	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	

Total for 12211 - Supervision of Improvement of Instruction Services:	$19,428.89
Total for all other Functions:	$86,121.11
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

12213 - Professional Personnel Staff Development - $3,870.00

Budget Detail		Narrative Description
Function:	12213 - Professional Personnel Staff Development	$600 for AfterSchool Program Training and x $600 for Summer Program Training.
Object:	331 - Employee Training and Development Services	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$1,200.00	
Line Item Total:	$1,200.00	
Function:	12213 - Professional Personnel Staff Development	New Grant Cohort Training (Program Director) per diem $100, lodging $140, mileage $.70 per mile x 100 miles
Object:	581 - Other Purchased Services - Travel - Staff Travel-In County	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$310.00	
Line Item Total:	$310.00	
Function:	12213 - Professional Personnel Staff Development	Program Director and Lead Associate travel to 21st CCLC Conference, registration fee $150, per diem $180, lodging $140, mileage $.70 per mile x 100 miles = $540 Program Director and Lead Associate travel to Multi State Fall Conference for 3 days, registration fee $250, per diem $ 50, Lodging $110, Travel $60 = $910 per staff
Object:	582 - Other Purchased Services - Travel - Staff Travel-Out of County	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$2,360.00	
Line Item Total:	$2,360.00	

Total for 12213 - Professional Personnel Staff Development: $3,870.00

Total for all other Functions:

	$101,680.00
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

12711 - Support Service Student Transportation - Vehicle Operation - $500.00

Budget Detail		Narrative Description
Function:	12711 - Support Service Student Transportation - Vehicle Operation	Educational Field Trips: $1500 for educational summer trips. ($1000 will be covered by stipend and $500 to the grant) AfterSchool: Bus Driver - 2 staff x 2 hours x 110 days @ $25 hourly = $11,000 ($6,700 Cost share by the district and $4,300 STC cost Share) Summer: 3 Bus Drivers - $25 per hours x 4 hours x 30 days = $9,000 (Covered by stipend) AfterSchool: 1 site fuel $2 per miles x 20 miles x 110 days x 2 buses=$8,800 (100% district cost share) Summer: 3 buses, fuel for $2 per miles x 40 miles x 30 days = $4,200 (100% district cost share)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	

Total for 12711 - Support Service Student Transportation - Vehicle Operation:	$500.00
Total for all other Functions:	$105,050.00
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

IC - Indirect Cost - $7,818.51

Budget Detail		Narrative Description
Function:	IC - Indirect Cost	Indirect cost rate for 8%
Object:	IC - Indirect Cost	
LEA / School:	Gilmer County (GCES) 2025 (STC-SG00011)	
Quantity:	1.00	
Cost:	$7,818.51	
Line Item Total:	$7,818.51	

Total for IC - Indirect Cost:	$7,818.51
Total for all other Functions:	$97,731.49
Total for all Functions:	$105,550.00
Adjusted Allocation:	$105,550.00
Remaining:	$0.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

Indirect Cost	
Total Allocation	$105,550.00
Budgeted Amount	$97,731.49
Excludable Costs	$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	$7,818.51
Max Indirect Cost based on Total Allocation	$7,818.51

Filter by Location: All - $105,550.00

Function / Object	11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12213 - Professional Personnel Staff Development	12711 - Support Service Student Transportation - Vehicle Operation	IC - Indirect Cost	Total
111 - Personal Services-Salaries - Professional Personnel - Regular	59,369.60	0.00	14,100.00				73,469.60
122 - Service Personnel Supplemental			0.00		500.00		500.00
211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life	4,894.96	0.00	1,874.78		0.00		6,769.74
221 - Fixed Charges-Employee Benefits - Social Security Contributions	2,603.70	0.00	997.22		0.00		3,600.92
232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	2,395.40	0.00	917.44		0.00		3,312.84

Object \ Function	11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12213 - Professional Personnel Staff Development	12711 - Support Service Student Transportation - Vehicle Operation	IC - Indirect Cost	Total
251 - Fixed Charges-Employee Benefits - Unemployment Compensation	312.44	0.00	119.67		0.00		432.11
261 - Fixed Charges-Employee Benefits - Workers Compensation	208.30	0.00	79.78		0.00		288.08
331 - Employee Training and Development Services				1,200.00			1,200.00
581 - Other Purchased Services - Travel - Staff Travel-In County	0.00	0.00	840.00	310.00			1,150.00
582 - Other Purchased Services - Travel - Staff Travel-Out of County	0.00	0.00	0.00	2,360.00			2,360.00
611 - Supplies - Supplies-General - Supplies	3,148.20	1,000.00	500.00	0.00			4,648.20
IC - Indirect Cost						7,818.51	7,818.51
Total	72,932.60	1,000.00	19,428.89	3,870.00	500.00	7,818.51	105,550.00
						Adjusted Allocation	105,550.00
						Remaining	0.00

Related Documents

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

Required Documents

Type	Document Template	Document/Link
Memorandum of Understanding (MOU) or Signed Partner Letter [Upload at least 1 document(s)]	N/A	Gilmer County Elementary Signed MOU
Verification of Private School Consultation [Upload at least 1 document(s)]	Private School Consultation	Verification of Private School Consultation - STC and GCS
Verification of Sharing Intent / Application with Community [Upload at least 1 document(s)]	Sharing Intent	Verification of Sharing Intent to Apply w/ Community - STC & GCS
Administrative Cost Worksheet [Upload at least 1 document(s)]	Administrative Cost Worksheet	Administrative Costs Worksheet - STC and GCS

Optional Documents

Type	Document Template	Document/Link
Evidence of Joint Planning with Co-Applicants	Joint Planning	Co-Applicant Agreement, Evidence of Joint Planning w/ Examples - STC and GCS
Summary of Co-Applicant Partner / Collaborating Partner's Record of Success	N/A	Collaborating Partner Record of Success Example Record of Success, PY24 Evaluation Report
Additional Supporting Information	N/A	Works Cited - Save the Children and GCS Literacy Block Supporting Evidence Citations Community Needs Assessment Surveys - Students, Caregivers, Teachers and Community Members Additional Letters of Support from Community Partners Afterschool and Summer Program

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Gilmer County (GCES) 2025 (STC-SG00011) () - - New - Application Number (1)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Gilmer County (GCES) 2025	$105,550.00	$0.00	$105,550.00	$105,550.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - New Applicant Summary

Grant Name	Applicant Name	Application Number	Budget Amount	Applicant Score
21st Century Community Learning Centers	Gilmer County (GCES) 2025	1	$105,550.00	1 - Approved for program funding
21st Century Community Learning Centers	Nicholas County (Gauley River & Summersville) 2025	2	$250,000.00	1 - Approved for program funding