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

* Email:
cmiller@savechildren.org

* Address:
321 South Englewood Road, Huntington, WV 2570

*** Fiscal Agency Contact Person:**
Ada Durham

* Phone #:
859-899-1176

* Fax #:
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* Email:
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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 - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

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					
* Gauley River Elementary School	2:30-5:00PM	2:30-5:00PM	2:30-5:00PM	2:30-5:00PM	N/A	N/A	* 09/15/2025	* 04/30/2026	* 47	* 73.1 %	* 70
* Summersville Elementary School	2:30-5:00PM	2:30-5:00PM	2:30-5:00PM	2:30-5:00PM	N/A	N/A	* 09/15/2025	* 04/30/2026	* 35	* 50.8 %	* 52
Totals for the Entire Program									82	**Average Federal Direct Certified Students Percentage at School/Site** 61.95 %	**Total Estimate of Adults / Family Members Served** 122

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				
Gauley River 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	47	70
Summersville 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									82	**Total Estimate of Adults / Family Members Served** 122

Application Narrative

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

* Statement of Need

I. Statement of Need

Nicholas County is a rural community located in the heart of central West Virginia. Its land area is 647 square miles and is the 8th largest county in West Virginia (by total area) according to the U.S. Census Bureau. The county is located on the Allegheny Plateau and is home to West Virginia's largest lake – Summersville Lake. The estimated population in Nicholas County is 23,889, of which 96.7% are white (World Population Review, 2025).

Nicholas County School District (NCS), Save the Children (STC), Gauley River Elementary School (GRES) and Summersville Elementary School (SES) propose to continue operation of two 21st Century Community Learning Centers (21st CCLCs) that address the needs of Nicholas County students and families. Offering year-round services and support, this proposal will expand and refine the existing 21st CCLC's at Gauley River Elementary (PK-5) and Summersville Elementary (PK-5).

A grant to expand and refine the Gauley River and Summersville 21st CCLC's is critical to ensuring that students in the rural, under-resourced communities throughout Nicholas County continue to have access to services that improve their academic and social skills. Building on lessons learned from our existing grant serving Nicholas County (expiring September 2025), (detailed in section IX. Organizational Capacity), and other successful 21st CCLC's across the state and country, the proposed expansion 21st CCLC's at GRES and SES have been uniquely designed to meet the specific needs of the Nicholas County community – while providing comprehensive, wraparound services that increase academic achievement in literacy and math and increase family and caregiver engagement.

The need for these programs 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>

Currently, 290 students attend Gauley River Elementary. Of those students, 289 are white, 212 or 73% are considered low socioeconomic status and 49 or 17% receive special education services. At Summersville Elementary, there are 323 students. Of those, 306 are white, 51% are considered low socioeconomic

status and 25% receive special education services (ZoomWV, 2023-2024).

Students at both schools are struggling to meet state education standards in reading and math. In the 2023-2024 school year, WV statewide assessment results show that more than half of students at GRES (63%) and more than half of students at SES (57%) are not proficient in reading. Similarly, more than half of students at GRES (62%) and more than half of students at SES (56%) are not proficient in math – highlighting substantial need for intervention in both subjects, at both schools (ZoomWV, 2023-2024).

Further analyses of the WVGSA data for GRES and SES shows that there are significant differences in proficiency depending on grade level. As *Table 1* details, third graders at GRES have notably lower reading proficiency rates when compared to fourth and fifth graders. Conversely, fourth graders at GRES are less proficient in math when compared to third and fifth graders – a more than 20 percentage point difference. At SES, fourth graders have significantly lower reading proficiency rates when compared to third and fifth graders and third graders have significantly higher math proficiency rates compared to fourth and fifth graders.

Table 1: Proficiency Rates by Subject and Grade

	Reading				**Math**			
	Overall	**3rd Grade**	**4th Grade**	**5th Grade**	**Overall**	**3rd Grade**	**4th Grade**	**5th Grade**
Gauley River Elementary	37%	23%	46%	43%	38%	48%	18%	43%
Summersville Elementary	43%	43%	33%	51%	44%	57%	38%	35%

Data from WVDE via ZOOMWV (SY 2023-2024)

At GRES, achievement gaps are primarily large for students in special education *(see Table 2)*. In school year 2023-2024, only 13.16% of students in special education were proficient in reading – more than 20 percentage points lower than the overall student population. The difference in math proficiency for these students is even more extreme at GRES with 7.89% of students in special education proficient in math compared to 38.03%. The achievement gap for students from economically disadvantaged homes at GRES isn't as steep as that of students in special education – likely because majority of the population at GRES (around 73.1% according to the WVDE Table of School Attributes for 21st CCLC Grant Applicants for 2024-2025) is considered low socio-economic-status – the achievement gap is still blatantly present, as outlined in *Table 2* below. Summersville Elementary data by subgroup mirrors the data from Gauley River in that students in special education are performing significantly below the overall student population in reading (25.71% and 42.54% respectively) and math (20% and 44.03% respectively). Additionally, the achievement gap for economically disadvantaged students at Summersville Elementary isn't as steep as that of students in special education due to half (50.8%) of the student population identifying as such (Table of School Attributes, 2024-2025).

Table 2: Proficiency Rates by Subject and Subgroup

	Reading			Math		
	All Students	Special Education	Economically Disadvantaged	All Students	Special Education	Economically Disadvantaged
Gauley River Elementary	36.62%	13.16%	30.69%	38.03%	7.89%	34.65%
Summersville Elementary	42.54%	25.71%	28.38%	44.03%	20%	31.08%

Data from WVDE via ZOOMWV (SY 2023-2024)

WVGSA 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:

· 85% of teachers responded that math and reading/language arts should be prioritized in the afterschool and summer programs.

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

· 100% of teachers surveyed reported needing to re-teach lessons to help students catch up after the summer.

· 83.3% of teachers responding to our survey reported that students do not enter kindergarten ready for school success.

· 55% of teachers reported that their students have issues with homework completion.

· Students reported that math and reading are their hardest subjects in school.

Student behavior seems to be an area for growth at both schools. According to WV Zoom Data for the 2023-2024 school year, GRES and SES had in-school suspension rates of 56.3% and 15.2% respectively and out-out school suspension rates of 25% and 24.2% respectively (ZoomWV, 2023-2024). This was reflected in our survey responses where teachers reported that defiance (45%) and classrooms disruptions (70%) are the most common behavioral issues among their students.

Local Needs of Parents and Families

In Nicholas County, 17.8% of the population lives below the poverty level. Even more alarming, 21.6% of children (0-18 years) live in poverty – both above the state (16.7% and 20.1% respectively) and national rates (12.5% and 16% respectively) (U.S. Census, 2023). Poverty's pervasiveness intersects with other risk factors to compound the challenges families in the Nicholas County community face. *Table 3* below highlights some of these risk factors, comparing Nicholas County to the state and country.

Table 3: County Risk Factors Compared to State and National Averages

Risk Factor	Nicholas County	West Virginia	U.S.
Poverty Rate in past 12 months: % of population below the poverty level (U.S. Census, 2023)	17.8%	16.7%	12.5%
Educational Attainment: % of residents (25+) less than high school graduate (U.S. Census, 2023)	12%	11%	10.2%
Educational Attainment: % of residents (25+) who have a Bachelor's degree or higher (U.S. Census, 2023)	19%	24%	36.2%
Unemployment Rate: % of population (16+) reporting having no employment (U.S. Census, 2023)	8.6%	4.5%	4.3%
Obesity Prevalence: % of individuals who are considered obese or have a Body Mass Index (BMI) of or over 30 (RWJ County Health Rankings, 2024)	44%	41%	34%
Rate of Opioid Analgesics: Rate of Opioid analgesics per 1,000 population (WV Board of Pharmacy, 2023)	711	529	-
Smoking Rate: % of adults who are current cigarette smokers (RWJ County Health Rankings, 2024)	22%	24%	15%

Teen Births: Births per 1,000 females ages 15-19 (RWJ County Health Rankings, 2024)	28	24	17

The prevalence and intersection of these various risk factors has a detrimental impact on children's development and achievement. Based on the U.S. Census Community Resilience estimates (2023), 27.6% of Nicholas County residents have experienced three or more risk factors, compared to 23% of all West Virginians. 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 we address the factors that put people at risk for them (Center for Disease Control, 2023).

The caregivers and families of our students, including those who will be the target population for both 21st CCLC's, face challenges similar to the overall county population and these challenges have an impact on their overall health and well-being. For example, as shown in *Table 3*, 17.8% of Nicholas County residents are living below the poverty level – above the state (16.7%) and national (12.5%) averages. Knowing the correlation between poverty and educational attainment, it is not surprising that only 19% of the Nicholas 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 (36.2%) rates. Other noteworthy data findings include the high rates of teen births, opioid analgesics and unemployment. This sentiment was reflected in our survey results – 42% 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. Nearly half of teachers who responded to our survey (47.3%) think less than 50% of parents attend parent-teacher conferences. Teachers reported that the family education activities that would be most helpful to include in our program are teaching caregivers how to help their kids with their homework (84.2%), understanding what kids are learning in class (57.9%), family literacy activities (52.6%) and Family math/STEM activities (47.4%). Of the caregivers who responded to our survey, when helping their child/ren with homework, 47.5% reported needing help with reading/language arts and more than half (52.5%) reported needing help with math.

The surveys also showed that caregivers are interested in gaining knowledge and skills to address these challenges and to be more involved in their children's education. Caregivers responded that understanding what their children are learning in class (63.9%), helping their kids with homework (50%) and Family math/STEM activities (41.7%) would be the most beneficial activities in helping them get more engaged in their children's learning. Other family engagement activities of interest were child development and parenting skill activities (27.8%), family literacy activities (25%), expanded library and computer lab hours for families (25%) health and nutrition activities (22%) and parent support workshops. Save the Children and NCS 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.

Current Afterschool Services

Students attending Gauley River and Summersville Elementary Schools have very limited access to rich and meaningful afterschool services – especially ones designed to increase academic achievement. As mentioned previously, GRES and SES both currently offer 21st CCLC afterschool and summer programs at their schools. Unfortunately, the grant that funds these sites expires in September 2025 and without a new grant from WVDE, we will be unable to sustain the programs at their current capacities. The only other afterschool offerings currently available for these students are girl scouts and boy scouts, library programs and recreational sports leagues such as: majorettes, soccer, youth league football, basketball, wrestling and cheer. While impactful and fun, these afterschool opportunities are only available on select days and/or on a seasonal basis, only serve a handful of students and do not provide academic assistance and support. This limited access to out-of-school learning opportunities was reflected in our survey results with only 3.8% of students responding that they go to

another afterschool program, 46% reporting they watch television or play video/computer games afterschool and 48% reporting they play or hang out with friends or family.

There are slightly more robust options available for students during the summer. In addition to the 21st CCLC summer programs at GRES and SES (that will be expiring after this summer), Nicholas County offers a 4-H camp through WVU Extension Office, library programs and there are some local churches who have vacation bible study schools. However, like the school year, these alternate opportunities only serve a handful of students and do not offer the level of academic assistance and support provided at our 21st CCLCs. While these alternate summer and afterschool offerings are available, many of them cost money or require transportation to and from the activity which both pose as hurdles to participation. Our programs minimize participation obstacles by providing the program at no cost and providing transportation home from the program and both ways during the summer.

New Services and Activities/Additional Students

As we've described the gaps and opportunities in the section above, funding to renew the 21st CCLCs at GRES and SES will provide research-based services that are currently only available at our 21st CCLCs expiring in September 2025. We are requesting renewed funding so we can continue the successful 21st CCLCs at GRES and SES while increasing the number of students we will reach and refining the Literacy Block.

Building off successful enrollment and ADA numbers during the expiring grant and witnessing the need for a continued, expanded and refined program, a renewed 21st CCLC grant serving GRES and SES will allow us to reach at least 120 unique students (between afterschool and summer) to maintain an Average Daily Attendance (ADA) of 82. This is an increased commitment from our expiring grant where we committed to reaching 100 unique students between both sites.

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 students.

Role of Stakeholders in Determining Needs

Dr. Sarah Lee, the Federal Programs Director for Nicholas County and both school principals were critical in the process of determining the need for continuation of the Nicholas County 21st CCLCs 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, NCS staff, Save the Children and the GRES and SES school principals 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 Friday, March 7, 2025, at SES and Sunday, March 9, 2025, at GRES when opt-out forms were sent out via ClassDojo (parent communication app used by the district) to parents – informing them 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 during their physical education class times. Student surveys opened on Monday, March 17 and closed on Monday, March 31. An impressive 445 students completed the student survey. Caregiver, teacher and community member survey links were shared with the Nicholas County community via email, ClassDojo, on social media and through our community notice that we posted in various places online the weeks of March 17 and March 24. The Caregiver, teacher and community member survey links were also shared with the two local private schools on March 27, 2025. Teacher, caregiver and community member surveys also closed on Monday, March 31 – we received 30 responses from teachers, 53 responses from caregivers and 20 responses from individuals who work and live within the Nicholas County 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*
* 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).		* 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 evaluation plan) 3. Annual Teacher Survey	* 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 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

	* 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/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			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 both schools to identify students reading below grade level, who are the target group for the programs. 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 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 (55+ days of programming) students 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.
		* 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

* 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 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			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 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 test administered at the end of the school year (spring/April) will be compared against the baseline to assess individual student growth using SGP 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 (55+ days of programming) students 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 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*
	* Action: We will host at least six family engagement/ parent education activities annually (per site). To plan family engagement activities for year one, we conducted needs	* 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	

* 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 student's academic achievement.	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 most popular activities - understanding what your kids are learning in class, helping your kids with homework, family math/STEM activities and child development and parenting skills activities - to guide the development of year one family engagement activities - some in conjunction with community partners. We also took into account the results from student needs assessment surveys which indicated students want to see games and activities with parents integrated into the afterschool program. Family Engagement activities for year one include: an open house for parents and teachers, STEM night, Healthy Habits and Lifestyle workshops, themed reading nights (in partnership with Craigsville Public Library) and family game nights. 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			* 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.

	programming: Person Responsible: Site Coordinator Timeline: At least six per site 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 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		* 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	

	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.		* 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.

* Afterschool Quality Program & Implementation

III. Afterschool Program Implementation

The design of our program was based upon a comprehensive needs assessment and is made up of a combination of academic assistance and enrichment activities. 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*	We will include a dedicated rotation in the afterschool schedule for homework help 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 homework and assignments 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 key 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 evolve 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 is offered as a daily rotation during afterschool and summer. 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 Tutor/Coordinator 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 or the 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 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. Some of our already committed community partners and the activities they will offer to our students are included below: · **WV Extension Office's Nicholas County Youth Foundation** will provide engaging, hands-on educational activities that foster learning, creativity and life skills development. Planned services and activities include: STEM Enrichment, Agriculture and Animal Science Education, Creative Arts and Crafts, Life Skills Development and Healthy Living and Nutrition.This partnership aligns with responses to our student survey in that 65% of student respondents want to see arts and crafts included in the afterschool program, 54% of respondents want to see food and cooking and 43% want to see science and STEM activities.	

	· **Craigsville Public Library** will provide library time, books and lead literacy/reading activities and games for program participants. This partnership supports survey responses and needs assessment data which indicate ELA as an area in need of improvement for students in Nicholas County. A letter of support from the community partners listed above (and others) have been 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 periodically 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. Community partner Nicholas County 4-H (part of the WV Extension Office) will also coordinate STEM enrichment activities. They will facilitate hands-on science, engineering, and technology projects that encourage problem-solving and innovation 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 both 21st CCLCs will be open to all students, we will continue prioritizing 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 show poor classroom performance). The school-based Site Coordinators will work closely with the school principals 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 the STAR Early Literacy or STAR Reading assessment (depending on the grade level), to assess students' reading proficiency. In response to conversations with school principals that mathematics is an area in need of improvement, survey results which indicate 85% of teachers who responded to our survey think math should be prioritized in the afterschool and summer programs and proficiency level data, 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 we used an NCE (Normal Curve Equivalency) 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 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 programs 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, Site Coordinators will reach out to identified students and their families via phone, email, the ClassDojo app (web- and app-based messaging service used by the district), depending on families' preferred methods 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 orientations, 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. In year one, between the two sites, we will aim to recruit at least 120 unique students to maintain an average daily attendance (ADA) of 82.

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. As detailed in the needs assessment, third graders at GRES and SES are struggling to meet grade level standards. Our afterschool and summer programs will also target these students and will 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 Gauley River and Summersville 21st CCLCs 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. 38.4% of student respondents reported that gym/PE was their favorite subject – the highest percentage of all subjects. Aligning with student interest in gym/PE, Healthy Choices will continue to be 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, arts and crafts, games and activities with parents, food and cooking and STEM. We will incorporate these popular activities into the academic activities and enrichment activities with partners: for example, Nicholas County 4-H will lead sessions that align with arts and crafts, STEM and cooking. Additionally, in line with student interests in music and dance (40% of student respondents), 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 to promote literacy skills. Reflecting the wide array of 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, or letting students select small prizes (like erasers or stickers). 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 1:12 (or less) 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 – 76.7% of students want field trips included in the program, 65% want arts and crafts, 59.7% want games and activities with parents, 53.7% want food and cooking and 42.7% want Science/STEM activities. 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, with the hopes of promoting student retention.

Ensuring Equitable Access to Students and Program Personnel

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 both 21st CCLCs. 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. Site Coordinators 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 School-Age Lead Associate/Evaluator will train Site Coordinators 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 English Language Learners (ELL's) 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 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 operate both programs on the GRES and SES school campuses, which will ensure that the program spaces are in compliance with 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 programs outlined in this application, we are continuing to create a level playing field for all families in Nicholas County, 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

Both afterschool programs 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 programs will each operate for a minimum of 28 weeks during the school year – meeting WVDE operation requirement of 25 weeks. The afterschool programs will each operate for 280 hours during the school year – exceeding the WVDE requirement of 250 hours.

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Tentative Afterschool Schedule

At both sites, the programs will operate four days a week, Monday through Thursday, from 2:30-5:00 PM. Monday-Wednesday, all 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, to help with student retention, we will emphasize enrichment activities *(as previously described).* Below is a sample weekly schedule:

Times	Monday	Tuesday	Wednesday	Thursday

2:30-3:00 PM	Homework Help	Homework Help	Homework Help	Homework Help
3:00-3:25 PM	Dinner	Dinner	Dinner	Dinner
3:25-3:55 PM	Math	Math	Math	Literacy (Skill-building/read-aloud)
3:55-4:25 PM	Literacy (skill-building/read-aloud)	Literacy (skill-building/read-aloud)	Literacy (skill-building/read-aloud)	**Enrichment Activities**
4:25-4:55PM	Healthy Choices (Enrichment)	Healthy Choices (Enrichment)	Healthy Choices (Enrichment)	
5:00 PM	Dismissal	Dismissal	Dismissal	Dismissal

Summer Program – Hours and Tentative Schedule

To ensure all students continue to have access to summer 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 both 21st CCLCs, called SummerBoost Camp. SummerBoost Camp 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 curriculum that promotes whole-child 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. Each program will be tailored to fit the needs of the school and students they serve and activities will vary as a result.

SummerBoost will operate for six hours a day, five 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, etc.)
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 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 each summer 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 reinforces 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, academic activities are all **connected with regular school day content** as they are aligned to the West Virginia College and Career Readiness Standards (WVCCRS), ensuring our program targets students' academic needs and supports their academic achievement. The chart below outlines how our 21st CCLC literacy 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) **Speaking/Listening** (Comprehension and collaboration, presentation of knowledge and ideas)	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.

	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 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 activities are all **connected with regular school day content** as they are aligned to the West Virginia College and Career Readiness Standards (WVCCRS), ensuring our 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	Using research- and evidence-

	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)	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, familiarity with factors and multiples, analyze patterns and relationships)	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 data. All activities reinforce standards for mathematical practice with open-ended questions to construct viable arguments, as well as reason	

	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)	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. 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 WVU extension office and Craigsville Public Library. 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. Nicholas County 4-H, a community partner, will also use a variety of curricula to facilitate STEM activities in alignment with state science standards. STEM 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 and as such are connected to regular school day content.

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Serving as the Collaborative Liaison between their program and school, Site Coordinators 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, Site Coordinators 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 Site Coordinators to interact with school-day teachers regularly in formal settings 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 Site Coordinators 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**, each Site Coordinator will have an office onsite at their school, maintain a schedule that overlaps with the school day, and receive supervision and guidance from school principals.

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Continuous Quality Improvement Process

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

For the afterschool programs, Save the Children's School Age Lead Associate/Evaluator will conduct two formal site-level observations (one each semester) per site, 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 programs, Save the Children's School Age Lead Associate/Evaluator will conduct one formal, site-level observation per site (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

tutor to provide specific coaching around creating and implementing lesson plans that include key program components and 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), Site Coordinator (SC) and school principal 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 improvements 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 within the program 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.

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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 SummerBoost Camp. NCS will cover meal expenses through each 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 programs (e.g., eligibility, location, hours of operation, schedule of services provided [at no cost to families] and contact information) to generate 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 ClassDojo; posting on the districts' or schools' websites and social media pages; and tabling at local events (like Farmers Markets).

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 supports to be best equipped with the tools and resources to support their children’s learning and development. For example, 42% of teachers who responded to our survey think parents do not have the skills to help their children with their homework. One teacher who responded to our survey said, “bringing parents into the school and showing them how the students are learning would be helpful in helping parents develop the skills to better help their children with homework”. The number one activity respondents to our caregiver survey indicated would help them be more engaged in their child’s education is understanding what their kids are learning in class. Our parent and family engagement framework aims to address this need 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 Coordinators, our 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 programs will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children’s learning. Site Coordinators 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 ClassDojo to communicate with caregivers.

· **Skill Building –** Site Coordinators 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 workshops are a key component of this strategy. Using the annual family needs assessment and interest surveys, we will hold at least six learning-based workshops 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, Site Coordinators will, for example, maintain designated areas (e.g. a bulletin board or Family Corner) for families with welcoming, family-friendly signage and information; recruit volunteers widely so that all families know their time and talents are welcomed and valued; 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 beyond participation in our program. To do so, Site Coordinators will, for example, provide families with referrals to community-based agencies and programs (food banks, mental health, dental health, 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 Site Coordinators will connect families with is the ParentGuidance resource provided by WVDE. Site Coordinators 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 participating families face and the existing activities occurring within each school. Using Save the Children's Family Engagement Framework and Family Engagement Checklist, Site Coordinators 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, Site Coordinators 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, Site Coordinators 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 programs to integrate activities and avoid duplication of services. As part of this process, Site Coordinators 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 caregivers, students and community members at target schools and in the surrounding community. 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 most popular activities from the caregiver survey – understanding what your kids are learning in class (63.9%), helping your kids with homework (50%), family math/STEM activities (42%) and child development and parenting skills activities (28%) – to guide the development of year one family engagement activities – some in conjunction with community partners. These responses echo the results from the teacher survey where the two most common activities teachers selected as the most helpful parent and family engagement activities to include in the program would be understanding what kids are learning in class (58%) and teaching parents/caregivers how to help their kids with their homework (84%). 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	We will host an open house for parents of program participants and

Parents and Teachers	school-day teachers. This will provide an opportunity for families, students and teachers to come together, have conversations about what children are learning in school, understand how to best help them and give students a chance to display different projects they've worked on throughout the year to their parents and teachers. This activity directly corresponds to responses to our parent and teacher surveys where both groups indicated wanting activities to help parents better understand what their children are learning in school and helping them understand how to help their kids with their homework. Community member surveys also supported the idea of this activity with 82% of respondents indicating that building strong school-home-connections would be most helpful to parents and families to support student achievement.	
STEM Night in partnership with WVU Extension Office	In line with caregiver and student survey responses, we will host STEM family engagement events in partnership with WVU Extension Office. During these events facilitators will lead a variety of fun, hands-on learning activities for students and their families designed to encourage interacting with the world through science, technology, the arts and mathematics.	
Healthy Habits and Lifestyle Workshops	In response to caregiver survey responses that child development and parenting skills activities would be helpful in getting them more engaged in their child's learning, we will host Healthy Habits and Lifestyle Workshops that will support parents in establishing lifelong healthy habits through parent skill-building and actionable nutrition and physical activity education. These workshops may include participation from community partners and will focus on parenting best practices such as developing positive discipline techniques, learning age-appropriate child development skills, and promoting positive play and interaction between parents and children.	
Themed Reading Nights in partnership with Craigsville Public Library	To promote parents reading with their children, and to increase literacy achievement in students, we will host themed reading nights for families in partnership with Craigsville Public Library. Reading nights will include activities for families such as story-time, themed games, and opportunities to talk to parents and students about the importance of reading.	
Family Game Nights	Also taking into account student survey responses – 60% of student survey respondents indicated that they want games and activities with parents included as part of the afterschool program (the third most popular activity selected, right behind field trips and arts and crafts) – we will host family game nights for program participants	

	and their families. During family game nights, program staff will teach families to play a variety of educational games such as dice, dominoes, card math fact fluency games and high frequency word games. Parents and their children will rotate through stations to learn how to play games like those listed above and receive supplies so they can continue playing them at home.

Other family engagement activities that have been successfully conducted during the expiring grant serving GRES, SES, or elsewhere in the county and/or state may be scaled to fit the needs and interests of the families of students who are enrolled at these sites. Examples include: Wilderness Safety, Coding, Bingo for Books, Art Gallery Walks and Trunk or Treat.

Our programs will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. Site Coordinators 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, teachers 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. Site Coordinators 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 programs. 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'/guardians' involvement in their children's learning, we implement the following six research-based strategies (Kakli, Kreider, Little, Buck, & Coffrey, 2006) into our 21st CCLCs:

- 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 these research-based strategies will be met through our 21st CCLCs.

Research-based Strategies	Alignment to Proposed Programs
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 proposed programs support families and their basic needs in a variety of different ways. For example, we offer transportation home from the afterschool program and both ways during the summer to help mitigate transportation obstacles for families. We will host a minimum of six family engagement events, per site, 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, STEM Night, Themed Reading Night, Healthy Habits Workshop and Family Game Night.
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 programs will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. Site Coordinators 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 ClassDojo. Additionally, Site Coordinators 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 ClassDojo, 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 work in. To the extent possible, we will hire school-day teachers to serve as the academic tutors for both programs to help build the connection and familiarity from the school day to the afterschool 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 programs strive 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 which will provide an opportunity for parents to interact with each other and their students' school day teachers and administrators and a Healthy Habits Workshop which will provide linkages to community resources for families.	
Use a variety of family engagement practices.	Our programs 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, Site Coordinators will complete an annual assessment to identify and evaluate current family engagement practices and activities at the schools and in the programs. Based on the identified areas of strength and areas for improvement, Site Coordinators 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 CCLCs. Site Coordinators 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. These methods include but are not limited to, sending hard-copy invitations home with students, posting flyers in the front office and on social media platforms, using ClassDojo, or making 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, Site Coordinators have 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 and 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 family engagement events, we will hold 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 Councils to identify resources and provide any accommodations that are needed 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 programs are successful in meeting the needs of caregivers and families.

* Facility Plan

V. Facility Plan

Facility Plan for Afterschool Program

We will continue to operate both 21st CCLCs on the school campuses of Gauley River Elementary (48,000 square feet) and Summersville Elementary (46,650 square feet). Both schools meet all state and federal requirements for safety, such as maintaining secured, controlled access to the buildings. As such, our programs 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 schools. During program hours, program staff will escort students as they rotate through their activity blocks. Both schools are equipped with first aid kits, which will be available onsite as well as when students are taken offsite for field trips. GRES and SES are fully ADA-accessible (e.g., ramps at entrances/exits).

At both sites, all program activities will be provided in positive learning environments that build on the familiarity of the school environment. The academic components (Literacy Blocks, Math Blocks and Homework Help) of the program will be held in a pre-selected group of nearby classrooms (each 768 square feet or larger). The number of classrooms used at each site will be determined based on the number of participating students each day. The cafeteria (2,692 square feet at GRES and 2,310 at SES) will be available for snacks and meals, the gym (2,326 square feet at GRES and around 2,300 square feet at SES) and the outdoor grassy areas, including the playground, will be available as needed for Healthy Choices and enrichment activities.

Given our anticipated ADA of 82 between both sites (which is significantly less than the overall school populations at each school), the spaces that will be available for use during the programs are more than sufficient for program activities and the anticipated number of participants. Should ADAs be greater than anticipated, there is more than enough physical space available for use at each site to accommodate greater participation.

All onsite spaces will be child-friendly, in addition to being safe, clean, and accessible. As needed, we will revamp all spaces for the afterschool and summer programs to have a fun, welcoming atmosphere that is more relaxed and different from the school day. For example, we 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 sit on plush, colorful carpets or spread out on beanbag chairs instead of sitting at desks. We 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 both programs. Transportation can be a major challenge to consistent program participation. This notion is supported by parent survey responses in that 25% of parents think transportation would be their biggest obstacle in getting their child to participate in the afterschool program. Based on guidance from school principals, we have budgeted for four district buses and four district certified drivers total between both sites – two for each – to deliver students home safely from the afterschool program and both ways during the summer. We will use Nicholas County district buses and drivers, which will ensure that all buses used for the program meet required safety and accessibility requirements and that bus drivers are certified, vetted, and qualified. The district's Transportation/Maintenance Director will oversee the safety and maintenance of all buses.

At the end of the school day, participating students will walk from their school-day classroom to the cafeteria (or another pre-identified area) for program check-in and to begin the homework help block. Both programs will follow their own 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, including during the summer. Site Coordinators, or a 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 a parent not want their child/ren to ride the bus home, 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'/caregivers' vehicles. Only adults listed on the program application, which will be kept in the students' files, will be able to pick up a student. Because of the location of each school, students are not allowed to walk home.

Emergency Exit Plan and Emergency Readiness Plan

Every school year, both schools prepare a crisis response plan which includes all information and procedures for emergency exit and readiness plans. In-line with the school-day, the GRES and SES 21st CCLCs will adhere to the emergency exit and emergency readiness plans followed during the regular school day. Emergency drills are conducted once a month during the regular school year and includes: fire drills, tornado drills, lockdown drills and reunification drills. During the school year, we will follow each 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 CCLCs as they are for the school day. For example, in the event of a fire or fire drill, students evacuate the building using predetermined routes. The students go to specific destinations outside of the building and then class numbers are called on the walkie talky for reunification. Sometimes students are pulled out of their line to make sure the teacher can report who is missing. Sometimes we will block an exit route to mimic an emergency. This is documented and revised as problems arise and procedures are updated accordingly. For the afterschool and summer programs, we will mimic these procedures. Emergency exit and readiness plans will be communicated to staff, students, parents and caregivers through established school protocols and channels such as ClassDojo and informational flyers. We will also provide the plans in staff handbooks, student handbooks and parent handbooks for the 21st CCLC. Exit plans are posted in every room throughout the schools and are taught and practiced with all students.

* Program Personnel

VI. Program Personnel

Personnel Chart

The personnel chart below details staff roles, responsibilities, and qualifications. The Program Director position will be filled by the Save the Children, WV State Director, who will allocate at least 10 hours per week to the grant. The responsibilities of the Collaborative Liaison will be undertaken by the Site Coordinators at each 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 Coordinators. The Site Coordinator at both sites 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 oversightof both sites*	· Oversight of both programs, including program planning, monitoring and evaluation, and providing supervision/guidance to Site Coordinators. · Serve as the main liaison between NCS 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 sites and the co-applicant. · Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of programs. · Connect program staff (and volunteers, as needed) to district training and professional development, as available.	· 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.

	· Support management of program partnerships. · Serve on both Advisory Councils. · **Will commit to a minimum of 10 hours per week to carry out grant requirements.**		
Site Coordinator/ Collaborative Liaison*(One per site)* *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 (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 other accommodations and modifications as needed.	· 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 Nicholas County students and families. · CPR and first aid certifications preferred.	

	· 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 operations. · Support data collection, entry, and collection for the program's continuous learning and improvement plan. · Coordinate family engagement events.		

	· Co-convene the Advisory Council and implement their guidance.		
Save the Children School-Age Lead Associate / Evaluator*(one covering both sites)* *Role: Training and Technical Assistance*	· Serve as the main liaison between Save the Children and Nicholas County School District, Gauley River Elementary and Summersville 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 programs. · 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. · Ensure grant reporting and other requirements are completed. · Provide training and technical assistance to the school, program staff, and volunteers (as applicable).	· 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.	

	· Serve on the Advisory Council.		
School District Representative – Federal Programs Director *Role: Executive Oversightof both sites*	· 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 schools and program administrators in program operations, including collaborating with district officials responsible for hiring and conducting background checks for program staff and volunteers (as needed), 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 *(One per school/site)*	· Provide executive program management support and oversight.	· Master's in education. · Certified teacher with classroom management	

Role: Executive Oversight	· Support hiring and supervision of the Site Coordinator at their school. · 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.	experience. · Experience in school administration. · Strong skills in program implementation, staff supervision, resource coordination, and program evaluation.	
Tutors (Literacy and Math) *(three for SES and five for GRES)* *Role: Literacy and/or Math 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 Coordinator *(one per site)* *Role: Physical Activity & Nutrition Coordination*	· Coordinate physical activities and nutrition education. · Assist Site Coordinator with administrative duties, such as data entry.	· Meet all minimum requirements for district instructional aide positions.	

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 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 Nicholas County children achieve school 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 GRES and SES 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 CCLCs in Nicholas County.

New Staff Training: Training is critical to the success of our 21st CCLCs. As such, we will implement a three-phase approach to training, ensuring the success of our programs. 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 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

Nicholas County School District Required Trainings: In addition to the three phases of training (outlined above) required by Save the Children to implement programming, Nicholas 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

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Nicholas 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. Nicholas County follows WV Codes 18A-2-7, 2-2 and Policy 5000 as it relates to screening and hiring and uses the state’s Frontline processes. Applicants apply for open positions directly through Frontline (and online system) where they can also submit their references (at least two) and begin the required background check. Costs associated with background checks are covered by the applicant and paid through the Frontline platform. After applications are reviewed, background checks are passed and references are contacted, the principal will interview any candidates they are interested in considering for an open position. Each school has a hiring committee that is required to participate in the interview process for classroom teachers and may be included in the interview process afterschool program staff – at the discretion of the school principals. The name of the individual selected for the open position will be provided by the principal to the Personnel Director. The Personnel Director then reviews the applicant, checks certifications if applicable, and lists the positions on the personnel agenda for the next school district board meeting. The board will approve all personnel at the recommendation of the Superintendent. As previously indicated expenses associated with vetting program staff will be covered by the applicant. To Volunteer with Nicholas County Schools, individuals are required to complete a background check (also covered by the applicant) and volunteer training through the school district. Nicholas County Schools has a policy in place to ensure children's safety which is that *volunteers cannot be left alone with children. They can only supplement support under the direct supervision of a district employee.*

Community engagement and support are vital to the success of the 21st CCLs, 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 programs 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., firemen), 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 programs 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 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 Nicholas County School District have been involved in ongoing conversations over the past year about the need to renew and expand the 21st CCLCs in Nicholas County – one at Gauley River Elementary and one at Summersville Elementary. While the school district and Save the Children are the official joint applicants on this proposal, Gauley River Elementary and Summersville Elementary have 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, Sarah Lee who serves as the school district representative and primary contact. She regularly consulted with both school principals to discuss the needs of their students and families, as well as program design ideas and concerns. During the proposal development process, Save the Children met bi-weekly with her and both school principals to gain a deeper understanding of student and family needs, program design ideas and concerns. For example, the principals at both schools expressed that math was an area with room for improvement for many students leading us to also use STAR Math assessment scores as an additional indicator to identify students to enroll in the programs. This need was reiterated by the results of our community needs assessment which showed that 56% of students at SES and 62% at GRES did not meet grade level standards in math and as such need intensive intervention in math (WV Zoom, 2023-2024).

Nicholas County Schools, Gauley River Elementary and Summersville Elementary have significant roles in service delivery and program implementation. Save the Children will act as the fiscal agent and allocate approximately 83% of the annual grant award to our co-applicant, Nicholas County Schools, to provide high-quality afterschool and summer programming to students in Nicholas County. A detailed list of the responsibilities of the district and both schools is outlined below as well as reflected in the Evidence of Joint Planning document and school MOUs signed by the school principals uploaded in the "Related Documents" section of GPS.

If awarded, **Nicholas County Schools** agrees and is committed to the following responsibilities to support the 21st CCLCs at GRES and SES:

· 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 Gauley River Elementary and Summersville 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 use of district facilities and buses.

Additionally, **Gauley River Elementary** and **Summersville Elementary** agree and are committed to the following responsibilities to support the 21st CCLCs:

· 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 Coordinators 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 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. School principals will serve on the advisory council as well as at least one teacher from each participating school.

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 serve the students with the greatest needs.

Private School Consultation – Within the attendance boundaries of GRES and SES there are two private schools: 7th Day Adventist (SDA) and New Life Christian Academy (NLCA). The Director of Federal Programs reached out to school administrators at both private schools via email during the program planning process and had meetings with school principals at both schools (SDA on 4/1 and NLCA on 3/27) to inform them of our intent to apply, share links to the teacher, caregiver and community member surveys (as part of the Community Needs Assessment) and to invite them to participate in the afterschool program. Both schools decided they did not want to participate.

Please see the completed and signed Private School Consultation forms uploaded into the “Related Documents” section of GPS verifying the above communications.

Data Sharing Process

If awarded, Gauley River Elementary, Summersville Elementary and Save the Children, will execute formal Data Sharing Agreements **(as detailed in the MOU’s signed by the participating school principals)** that will detail each partner’s 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 programs meet the data collection, reporting, and sharing requirements. **Data Sharing Agreements have been included as part of the MOU’s signed by the participating school principals** and are uploaded into the “Related Documents” section of GPS. This information is also included below and in our co-applicant agreement with NCS.

Our data-sharing plan establishes processes to access and share individual and aggregate achievement data between the schools and programs, as well as between NCS 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 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 Coordinators and school principals 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 Coordinators, 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 (LA), Site Coordinator (SC) and school principal 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. Site Coordinators 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 at each school will provide executive oversight of the program, including supervising the Site Coordinators 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
Nicholas 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

Gauley River Elementary	· See list above under, *Collaboration with Schools in Developing and Implementing Program*	All Objectives
Summersville Elementary	· See list above under, *Collaboration with Schools in Developing and Implementing Program*	All Objectives
Community Partners	**Summary of Services Provided**	**Objectives Supported by this Partnership**
WV Extension Office's Nicholas County Youth Foundation (4-H)	· Will provide engaging, hands-on educational activities for students that foster learning, creativity, and life skills. Planned services include STEM Enrichment, Agriculture and Animal Science Education, Arts and Crafts, Life Skills Development and Healthy Living and Nutrition activities. · In addition, they will explore opportunities to engage families during parent visits/programs through workshops and community events that reinforce learning at home.	All Objectives
Craigsville Public Library	· Will provide weekly library time to connect program participants with books, library programming over the summer, incentives to promote reading and will work with programs to provide enriching and engaging literacy/reading activities for families.	Objectives 1.1, 2.1 and 2.2
The City of Summersville/Summersville Mayors Office	· Will provide support to the afterschool and summer programs through various means including	All Objectives

	enrichment activities, family engagement activities, incentives for students, resources and educational materials for families.	
Midstate Ford	· Will provide incentives and essential resources to encourage student success. In the past this has included gift cards, food bags as well as free oil changes to help incentivize family engagement and participation in school-related activities.	All Objectives
Maloney's Pub	· Will support the afterschool program through Gifts-In-Kind such as sponsoring banners, providing gift cards and donating meals. In previous years these gifts have been used to incentivize academic engagement, improve program attendance and increase the participation of families.	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 NCS, MOUs/Letters of Support signed by the GRES and SES school principals and Letters of Support from our community partners who will be providing student enrichment, family engagement activities and/or gifts-in-kind.

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Co-Applicant Information, Including How Proposal Was Jointly Submitted

Nicholas County School District (NCS), whom has been a longtime partner of Save the Children (STC), will serve as the co-applicant on this proposal (as noted in the chart above). STC and NCS have jointly developed this proposal through ongoing informal conversations and meeting numerous times 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, NCS as well as each school (GRES and SES), had an

active role in designing the program and preparing the proposal. Save the Children, for example, led in drafting the initial narrative, action plan, and budget, with substantial content and input from the district and schools (e.g., principals provided input on school communication plans, the district representative provided salary information for all site-level positions). All partners reviewed and approved the final version of the proposal. The district and schools led on conducting needs assessment surveys (analysis was led by Save the Children), identifying community partners and consulting with private schools in the local community.

We are committed to using this shared leadership and management model to combine Save the Children's content expertise with NCS's knowledge of the community for successful and continued 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. GRES and SES will hire 21st CCLC site staff as district employees and they will carry out day-to-day programming at their schools, including hiring program tutors, delivering services in accordance with the proposal, providing space and services (e.g., janitorial services) for program operation, and facilitating the Advisory Council meetings. To ensure seamless integration of the programs with the regular school day, the Site Coordinators will report to the school principal at their respective school, 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) Nicholas County School District (co-applicant) 2) Gauley River Elementary 3) Summersville Elementary	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 under, Collaboration with Schools in Developing and Implementing Program 3) See list above under, Collaboration with Schools in Developing and Implementing Program	All Objectives
4) WV Extension Office's Nicholas County Youth Foundation (4-H) 5) Craigsville Public Library	4) Will provide engaging, hands-on educational activities for students that foster learning, creativity, and life skills. Planned services include STEM Enrichment, Agriculture and Animal Science Education, Arts and Crafts, Life Skills Development and Healthy Living and Nutrition activities. In addition, they will explore opportunities to engage families during parent visits/programs through workshops and community events that reinforce learning at home. 5) Will provide weekly library time to connect program participants with books, library programming over the summer, incentives to promote reading and will work with programs to provide enriching and engaging literacy/reading activities for families.	4) All Objectives 5) Objectives 1.1, 2.1 and 2.2

6) The City of Summersville/Summersville Mayors Office 7) Midstate Ford 8) Maloney's Pub	6) Will provide support to the afterschool and summer programs through various means including enrichment activities, family engagement activities, incentives for students, resources and educational materials for families. 7) Will provide incentives and essential resources to encourage student success. In the past this has included gift cards, food bags as well as free oil changes to help incentivize family engagement and participation in school-related activities 8) Will support the afterschool program through Gifts-In-Kind such as sponsoring banners, providing gift cards and donating meals. In previous years these gifts have been used to incentivize academic engagement, improve program attendance and increase the participation of families.	All Objectives

* Sustainability

VIII. Sustainability

Advisory Council

Both 21st CCLCs will maintain an Advisory Council that will play an important role in the oversight and sustainability of their respective programs. Each Advisory Council will be facilitated by the Site Coordinator and will meet onsite 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 Councils 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.

Each 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 principal, at least one school district representative, at least one school-day teacher, one parent, one student 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 Councils throughout the grant period.

Sustainability Plan – Reduced Funding and Leveraging Other Sources of Funding

Should we not meet required ADA's 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 Nicholas County and bringing these services into the community, expanding funding sources, building private and public resources, working with the Advisory Councils to cultivate local support, advocating for increased state investments and strengthening the capacity of partner schools 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 NCS will review the program budget before the start of every 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 $50,146. Nicholas County School District will commit $63,845 in in-kind funding to help cover the costs of bus driver salaries, fuel, and salaries for afterschool staff. The schools will utilize USDA or other sources of funding to provide snacks and meals for participating students and will provide the use of school facilities and janitorial services, an estimated additional $24,000 in-kind ($12,000 per school). The full details on the estimated cost-share from Save the Children and Nicholas County School District are included in the budget section.

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.

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

· The Advisory Council's quarterly planning and monitoring of the 21st CCLCs 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.

· SCUS will provide a minimum of 60 hours of intensive training and technical assistance to 21st CCLC program staff annually, transferring knowledge and skills to school-based staff.

· Save the Children, in partnership with our Philanthropic Fundraising and Public Partnerships teams will work to identify and secure additional donor support and commitments.

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

If awarded, we will **leverage other sources of funding** to supplement this award such as: Title I and USDA funding from NCS 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. The Site Coordinators will integrate program resources, skills, and training into each schools' regular

operations including: 1) Transfer knowledge and skills to school staff to continue to provide struggling students with high-quality programs; 2) Foster ownership of the programs within the school; and 3) Provide technical assistance, that will continue to be utilized beyond the 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 serving GRES and SES 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 CCLCs in Nicholas County.

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: The City of Craigsville/Craigsville Mayors Office, Midstate Ford and the Craigsville Public Library. Many of these partners have become strong partners and supporters of the school and not just the 21st CCLC and will continue to do so after the grant cycle. These partners have hosted events for students and families and provided resources to the school and the families they serve such as food bags, gift cards and books.

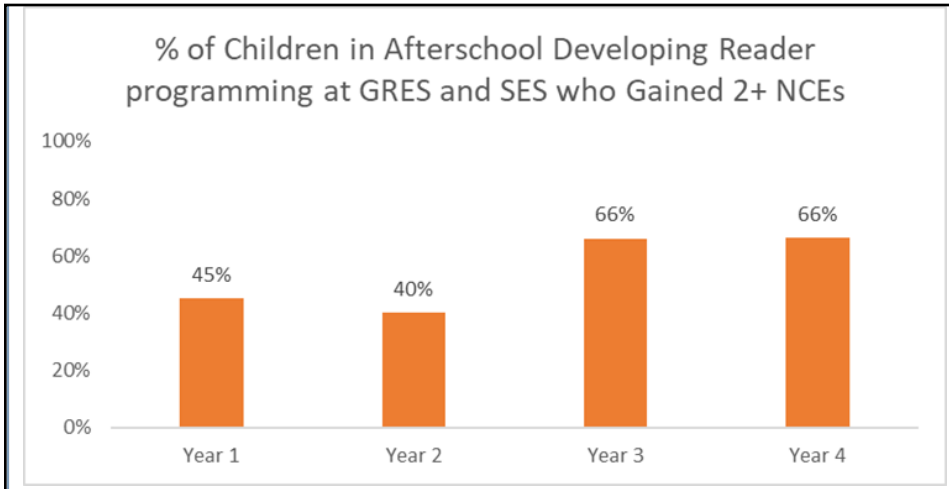
* Organizational Capacity

IX. Organizational Capacity

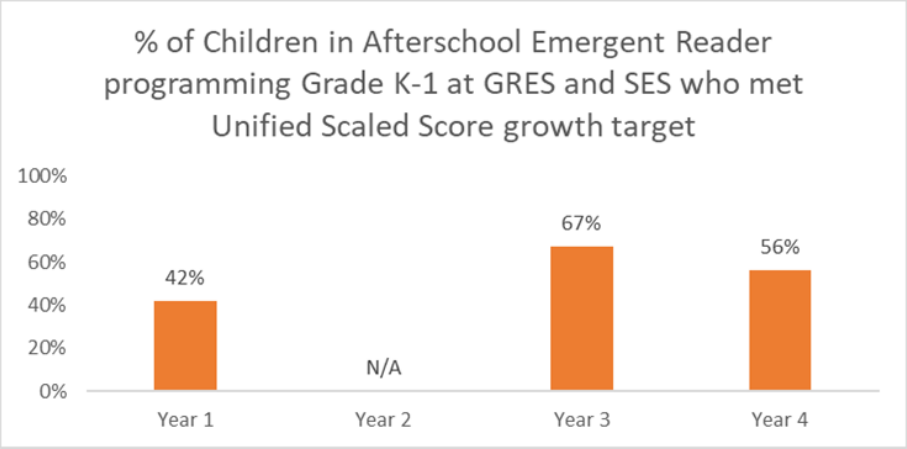
Prior History – Previously Funded Applicants Success in Program Implementation

Nicholas County Schools and Save the Children have partnered to jointly operate 21st CCLCs since the 2017 – 2018 school year (SY) and are currently co-operating one 21st CCLC grant in Nicholas County serving two sites – one at Gauley River Elementary and one at Summersville Elementary –which will be expiring in September 2025.

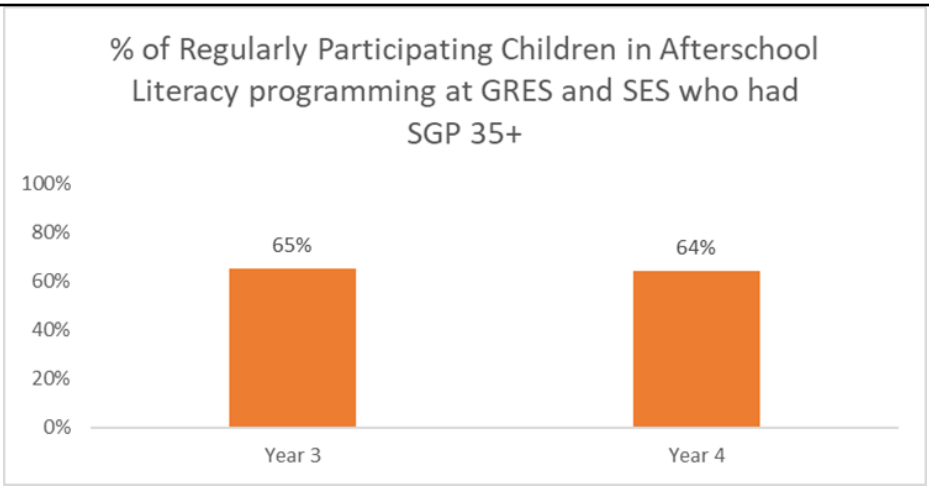
How program improved students' academic achievement and overall student success – The 21st CCLC's at GRES and SES are working to improve student and school performance in reading and math by providing supplemental instruction, hands-on activities to make the material understandable, and access to resources. So far, during the five-year grant period, 276 unique children have participated in the GRES 21st CCLC afterschool and/or summer program and 235 have participated in the Summersville 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 below graph displays the percent of children participating in the Developing Reader literacy block (grades 2-5) at both sites who gained 2+ NCEs, by grant year. The consistent results in percentages observed from year three to four can be partially attributed to a shift in our student recruitment approach. As explained previously, we previously recruited students with an NCE of less than 50. However, in year four we refocused 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 40 PR became the primary targets for enrollment in program in years four and five.



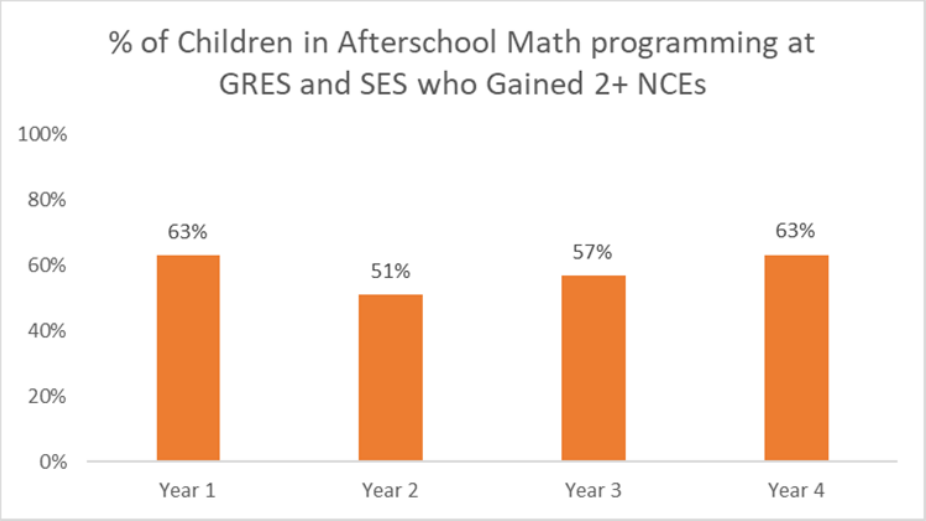
The following graph displays the % of children participating in Emergent Reader Literacy Block (K-1), by year of grant, who met Unified Scaled Score growth target. In some years of the grant, the number of K-1 participants was too small (under 10) for us to release results on these students, as it risks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



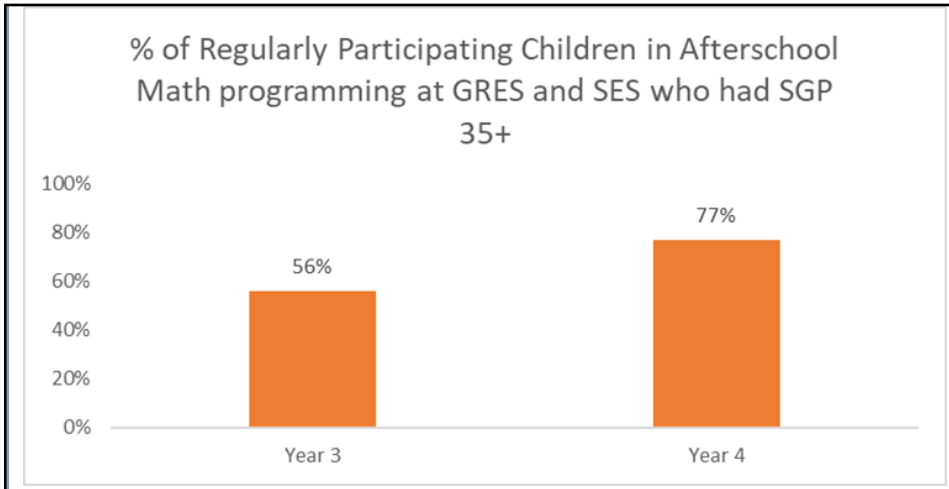
Additionally, in year four, we shifted the key indicator from NCE's for Developing Reader program evaluation and USS targets for Emergent Reader programming to SGP's as our joint outcome indicator across all our literacy programming. SGP's or Student Growth Percentiles show the percentage of regularly 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 care consistently calculated across the STAR Reading and STAR Early Literacy assessments, allowing us to uniformly analyze our program participants. Both the share of students who gained 2+ NCEs and the share who had SGPs of 35+ stayed consistent in year four, indicating a smooth transition to the new targeting methodology for impacting students who were most vulnerable of falling behind their peers. Please note we are unable to report on literacy outcomes for year five of the grant as programming is still in progress.



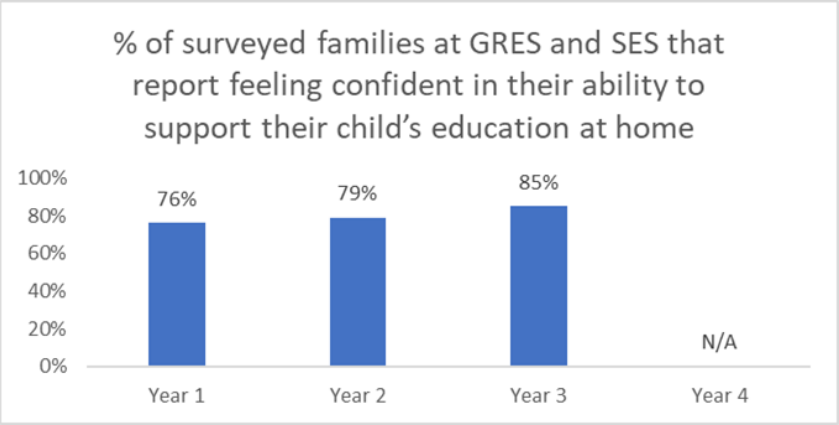
Math progress was also measured using NCEs during years one through four. As outlined in the below chart, the majority of students who participated in the math component of our program gained 2+ NCEs – showing significant improvement in their understanding in math. We observe gradually increasing shares of students achieving this growth.



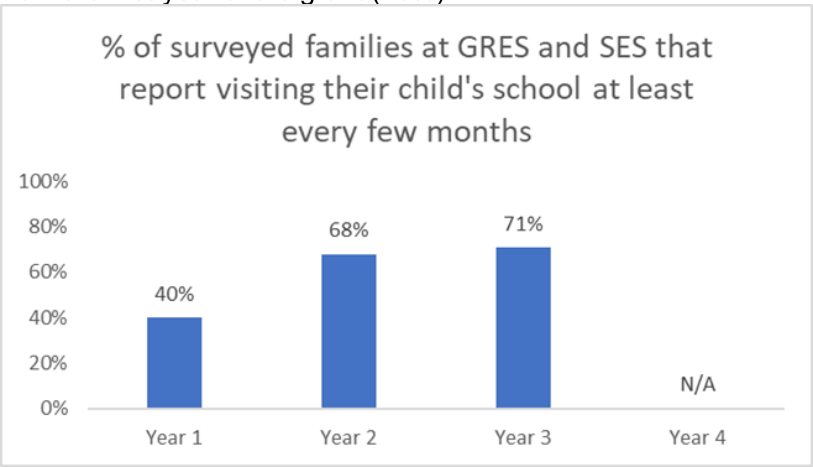
Similar to literacy, the STAR Math assessment captures SGP for how a student's math performance improved relative to their grade-level peers with similar assessment score history. In year four of the grant, a noteworthy 77% of regularly participating students achieved typical or high growth (SGP 35+), exceeding the national average rate of 65% for STAR Math SGP 35+. At this time, we are unable to report on year five math outcomes as programming is still in progress.



How program improved family engagement – Not only did our programs increase academic achievement for students but, they increased parent and caregiver engagement. The two below charts include results from our annual end of program Family Engagement Survey that best highlights the strides that were made with the caregivers in Nicholas County whose children participated in our afterschool program. Throughout the program's history at these schools, most caregivers with children participating in the 21st CCLCs (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). We are unable to report on year four results as there were fewer than 10 total respondents to the Family Engagement Survey that year. Caregiver participation in surveys tends to be a challenge across the board with our programs and at schools as survey links are often provided digitally and there is no way to know which families have taken the survey and which have not. We have been brainstorming strategies to up the response rate to these surveys in future program years such as printing out QR codes that parents can scan on their phones during program pick-up or posting them at end of year events and making time for parents to complete the surveys on their phones.



Additionally noteworthy, in year three of the grant, 71% of respondents reported visiting their child's school at least every few months. This is a huge increase from the first year of the grant (40%).



Similar to with 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 *Table 4* 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.

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Table 4: Attendance Summary for Nicholas County 21st CCLC's at GRE and SES

	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 September 2020 – August 2024	233	39.45	16.5	12%	192	82.5%

Year 5 (so far) September 2024- present	61	46	10	18%	48	75.5%

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Increased Sustainability and Impact of New Grant

Nicholas County is a rural community with limited access to resources to support out-of-school-time programming. The initial 21st CCLC grant from WVDE helped establish a strong foundation for two successful 21st CCLCs that have become an integral part of the Nicholas County community. While we were not able to sustain enough support to continue to run the program at its current capacity without support 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 provided throughout the course of the five-year grant provided staff with the skills and knowledge they continued 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 CCLCs through student enrichment activities, family engagement events and gifts-in-kind. Many of these partners have become strong partners and supporters of the schools and school district and not just the 21st CCLCs. If a new grant is awarded, many of these partners will continue their support of the 21st CCLCs at GRES and SES and will help us identify additional organizations who can provide support.

A new award from WVDE will provide Nicholas County Schools and Save the Children with enough support to continue and increase the impact of our successful 21st CCLCs at GRES and SES 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 120 unique children (between afterschool and summer) to maintain an Average Daily Attendance (ADA) of 82 between both sites. This is an increased commitment from the expiring grant where we committed to reaching 100 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 Nicholas County 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 - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

Indirect Cost	
Total Allocation	$250,000.00
Budgeted Amount	$231,481.49
Excludable Costs	$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	$18,518.51
Max Indirect Cost based on Total Allocation	$18,518.51

Function	Total
11119 - Instruction - K-12 - Extended Day/Year	$198,545.06
11129 - Pre-Kindergarten – Extended Day/Year	$0.00
12134 - Health-Nursing	$0.00
12137 - Health-Personal Care	$0.00
12170 - Parent/Family Involvement	$1,600.00
12211 - Supervision of Improvement of Instruction Services	$23,126.43
12213 - Professional Personnel Staff Development	$5,210.00
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	$3,000.00
12781 - Support Service Student Transportation - Contracted/Charter Buses	$0.00
13121 - Food Preparation/Dispensing	$0.00
IC - Indirect Cost	$18,518.51
Total	$250,000.00
Adjusted Allocation	$250,000.00
Remaining	$0.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

11119 - Instruction - K-12 - Extended Day/Year - $198,545.06

Budget Detail		Narrative Description
Function:	11119 - Instruction - K-12 - Extended Day/Year	2 Site Coordinators @ $30 hourly x 3 hours x 119 days = $21,420 "Afterschool: Summersville Tutors: 1 Healthy Choices, 2 Literacy, 1 Math Gauley River Tutors: 1 Healthy Choices, 3 Literacy, 2 Math (based on tutor:participant ratio) @ $27 hourly x 2.5 hours x 110 days x 10 tutors = $74,250 ($10,594.95 district cost share and $63,55.05 to the grant) Summer: 1 Site Coordinators per site x 2 sites x $30 Hourly x 7 hours x 35 days= $14,700 "Summer: Program Tutors- Summersville Tutors: 1 Healthy Choices, 2 Literacy, 1 Math Gauley River Tutors: 1 Healthy Choices, 3 Literacy, 2 Math (based on tutor:participant ratio) $27 Hourly x 7 hours x 30 day x 10 tutors = $56,700
Object:	111 - Personal Services-Salaries - Professional Personnel - Regular	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$156,475.05	
Line Item Total:	$156,475.05	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $39,118.76 Health/Accident/Life = 47% of the total Fringe = $18,385.82
Object:	211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$18,385.82	
Line Item Total:	$18,385.82	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $39,118.76 "Social Security Benefit = 25% of the total Fringe = $9,779.69
Object:	221 - Fixed Charges-Employee Benefits - Social Security Contributions	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$9,779.69	
Line Item	$9,779.69	

Total:		
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $39,118.76 = $8,997.32 Employee Benefits: Defined Contribution Plan (II)= 23% of the total Fringe
Object:	232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$8,997.32	
Line Item Total:	$8,997.32	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $39,118.76 Unemployment Compensation - 3% of the total Fringe = $1,175.55
Object:	251 - Fixed Charges-Employee Benefits - Unemployment Compensation	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,173.55	
Line Item Total:	$1,173.55	
Function:	11119 - Instruction - K-12 - Extended Day/Year	Total School District Fringe (25% of salaries) = $39,118.76 Workers' Compensation - 2% of the total Fringe - $782.38
Object:	261 - Fixed Charges-Employee Benefits - Workers Compensation	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$782.38	
Line Item Total:	$782.38	
Function:	11119 - Instruction - K-12 - Extended Day/Year	2 sites x $1,268.25 per site to purchase supplies for Afterschool activities and events. 2 sites x $1,268.25 for Summer activities and enrichment = $5,073 ($2,121.75 STC Cost Share and $2,951.25 to the grant)
Object:	611 - Supplies - Supplies-General - Supplies	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	

Quantity:	1.00
Cost:	$2,951.25
Line Item Total:	$2,951.25

Total for 11119 - Instruction - K-12 - Extended Day/Year:	$198,545.06
Total for all other Functions:	$51,454.94
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

12170 - Parent/Family Involvement - $1,600.00

Budget Detail		Narrative Description
Function:	12170 - Parent/Family Involvement	2 Sites x $800 per site to purchase supplies for Family Engagement Events.
Object:	611 - Supplies - Supplies-General - Supplies	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,600.00	
Line Item Total:	$1,600.00	

Total for 12170 - Parent/Family Involvement:	$1,600.00
Total for all other Functions:	$248,400.00
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

12211 - Supervision of Improvement of Instruction Services - $23,126.43

Budget Detail		Narrative Description
Function:	12211 - Supervision of Improvement of Instruction Services	Lead Associate Annual $55,000* 15% =$8,250 Program Director Annual $90,000 @ 10% =$9,000 (50% Cost Share and 50% to the grant) Finance Personnel Annual $60,000 @ 10% = $6,000 - (50% Cost Share and 50% to the grant)
Object:	111 - Personal Services-Salaries - Professional Personnel - Regular	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$15,750.00	
Line Item Total:	$15,750.00	
Function:	12211 - Supervision of Improvement of Instruction Services	Total STC Fringe (28.29% of salaries) =$4,455.68 Healthy/Accident/Life = 47% of the total Fringe = $2,094.17
Object:	211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$2,094.17	
Line Item Total:	$2,094.17	
Function:	12211 - Supervision of Improvement of Instruction Services	Social Security Benefit = 25% of the total Fringe = $1,113.92 Total STC Fringe (28.29% of salaries) =$4,455.68"
Object:	221 - Fixed Charges-Employee Benefits - Social Security Contributions	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,113.92	
Line Item Total:	$1,113.92	

Function:	12211 - Supervision of Improvement of Instruction Services	Employee Benefits: Defined Contribution Plan (II)= 23% of the total Fringe = $ 1,024.81 Total STC Fringe (28.29% of salaries) =$4,455.68
Object:	232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,024.81	
Line Item Total:	$1,024.81	
Function:	12211 - Supervision of Improvement of Instruction Services	Unemployment Compensation - 3% of the total Fringe = $133.67 Total STC Fringe (28.29% of salaries) =$4,455.68
Object:	251 - Fixed Charges-Employee Benefits - Unemployment Compensation	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$133.67	
Line Item Total:	$133.67	
Function:	12211 - Supervision of Improvement of Instruction Services	"Workers' Compensation - 2% of the total Fringe = $89.11 Total STC Fringe (28.29% of salaries) =$4,455.68"
Object:	261 - Fixed Charges-Employee Benefits - Workers Compensation	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$89.11	
Line Item Total:	$89.11	
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:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	

Quantity:	1.00	
Cost:	$1,240.75	
Line Item Total:	$1,240.75	
Function:	12211 - Supervision of Improvement of Instruction Services	Site Travel for Monitoring and Training (Lead Associate) $0.70 per mile x 2 sites x 100 miles/month x 12 months for Afterschool and Summer
Object:	662 - Supplies - Vehicle Supplies - Fuel-Gasoline	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,680.00	
Line Item Total:	$1,680.00	

Total for 12211 - Supervision of Improvement of Instruction Services:	$23,126.43
Total for all other Functions:	$226,873.57
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

12213 - Professional Personnel Staff Development - $5,210.00

Budget Detail		Narrative Description
Function:	12213 - Professional Personnel Staff Development	2 sites x $500 for Afterschool Program Training and 2 site x $500 for Summer Program Training.
Object:	331 - Employee Training and Development Services	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$2,000.00	
Line Item Total:	$2,000.00	
Function:	12213 - Professional Personnel Staff Development	New Grant Cohort Training (Program Director) per diem $100, lodging $140, mileage $.70 per mile x 100 miles = $310 Program Director and Lead Associate travels to 21st CCLC Conference, registration fee $150, per diem $180, lodging $140, mileage $.70 per mile x 100 miles = $1,080
Object:	581 - Other Purchased Services - Travel - Staff Travel-In County	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,390.00	
Line Item Total:	$1,390.00	
Function:	12213 - Professional Personnel Staff Development	Program Director and Lead Associate travel to Multi State Fall Conference for 3 days, 1 staff- registration fee $250, per diem $ 50, Lodging $100, Travel $70 = $910. Total of $1,820 for 2 attendees
Object:	583 - Staff Travel- Out of State	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$1,820.00	
Line Item Total:	$1,820.00	
		Total for 12213 - Professional Personnel Staff Development:

	$5,210.00
Total for all other Functions:	$244,790.00
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

12711 - Support Service Student Transportation - Vehicle Operation - $3,000.00

Budget Detail		Narrative Description
Function:	12711 - Support Service Student Transportation - Vehicle Operation	Educational Field Trips: $1500 x 2 site educational summer trips. Afterschool: 2 Bus Drivers per site x 2 sites x $23 hours x 2 hours per day x 110 days = $20,240 ($10,240 District Cost share and $10,000 covered by travel stipend) Summer: 2 Bus Drivers per site x 2 sites @ $23 hours x 4 hours per day x 30 days =$11,040 (100% District Cost Share) Afterschool: 2 buses per site x 2 sites x fuel $2 per mile x 20 miles x 110 days (4 buses total)=$17,600 (100% District cost share) Summer: 2 buses per site x 2 sites x fuel $2 per miles x 40 miles x 30 days (4 buses total)= $9,600 (100% District cost share)
Object:	121 - Service Personnel Regular	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$3,000.00	
Line Item Total:	$3,000.00	

Total for 12711 - Support Service Student Transportation - Vehicle Operation:	$3,000.00
Total for all other Functions:	$247,000.00
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Budget Detail

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

IC - Indirect Cost - $18,518.51

Budget Detail		Narrative Description
Function:	IC - Indirect Cost	Indirect cost rate for 8%
Object:	IC - Indirect Cost	
LEA / School:	Nicholas County (Gauley River & Summersville) 2025 (STC-SG00012)	
Quantity:	1.00	
Cost:	$18,518.51	
Line Item Total:	$18,518.51	

Total for IC - Indirect Cost:	$18,518.51
Total for all other Functions:	$231,481.49
Total for all Functions:	$250,000.00
Adjusted Allocation:	$250,000.00
Remaining:	$0.00

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

Indirect Cost	
Total Allocation	$250,000.00
Budgeted Amount	$231,481.49
Excludable Costs	$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	$18,518.51
Max Indirect Cost based on Total Allocation	$18,518.51

Filter by Location: All - $250,000.00

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	156,475.05	0.00	15,750.00				172,225.05
121 - Service Personnel Regular			0.00		3,000.00		3,000.00
211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life	18,385.82	0.00	2,094.17		0.00		20,479.99
221 - Fixed Charges-Employee Benefits - Social Security Contributions	9,779.69	0.00	1,113.92		0.00		10,893.61
232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	8,997.32	0.00	1,024.81		0.00		10,022.13

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	1,173.55	0.00	133.67		0.00		1,307.22
261 - Fixed Charges-Employee Benefits - Workers Compensation	782.38	0.00	89.11		0.00		871.49
331 - Employee Training and Development Services				2,000.00			2,000.00
581 - Other Purchased Services - Travel - Staff Travel-In County	0.00	0.00	0.00	1,390.00			1,390.00
583 - Staff Travel- Out of State				1,820.00			1,820.00
611 - Supplies - Supplies-General - Supplies	2,951.25	1,600.00	1,240.75	0.00			5,792.00
662 - Supplies - Vehicle Supplies - Fuel-Gasoline	0.00	0.00	1,680.00	0.00	0.00		1,680.00
IC - Indirect Cost						18,518.51	18,518.51
Total	198,545.06	1,600.00	23,126.43	5,210.00	3,000.00	18,518.51	250,000.00
						Adjusted Allocation	250,000.00
						Remaining	0.00

Related Documents

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

Required Documents

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

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 NCS
Summary of Co-Applicant Partner / Collaborating Partner's Record of Success	N/A	Record of Success, PY24 Evaluation Report
Additional Supporting Information	N/A	Works Cited - Save the Children and NCS Literacy Block Supporting Evidence Citations Community Needs Assessment Surveys - Students, Caregivers, Teachers and Community Members Afterschool and Summer Program Observation Forms

Additional Letters of Support from Community Partners

Save the Children (STC) Community-Based District - FY 2026 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Nicholas County (Gauley River and Summersville) 2025 (STC-SG00012) () - - New - Application Number (2)

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Nicholas County (Gauley River & Summersville) 2025	$250,000.00	$0.00	$250,000.00	$250,000.00

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