Cover Sheet

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

*** Local Project Title:**

Clay County Schools 21st CCLC - Grant 1 & Grant 2

*** Lead Agency:**

Clay County Schools

*** Community-Based Organization:**

- ○ Yes
- ◉ No

*** Contact Person:**

Elisabeth Samples

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Jennifer Paxton

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

*** Co-Applicant Partner Agency Contact Person:**

Cathryn Miller

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(304) 617-4638

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555-555-5555

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cmiller@savechildren.org

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321 South Englewood Road, Huntington, WV 25701

*** Other Collaborating Partnerships:**

Clay County Bank

Clay County Health Department

Clay County Public Library

Clay County Sheriff's Department

WVU Clay County Extension Office

(See Evidence of Joint Planning Documents and Partner Letters of Support in Related Documents for further information regarding the above partnerships.)

Number of collaborating partners actively involved in the project:

*	3	Schools
*	3	Community-Based Organizations
*	1	Faith-Based Organizations
*	8	Community / Business

Schools Served

District	School
* Clay County Schools - 016 ▼	* Clay Elementary School
* Clay County Schools - 016 ▼	* H.E. White Elementary School
* Clay County Schools - 016 ▼	* Clay County Middle School
* Clay County Schools - 016 ▼	* Big Otter Elementary
* Clay County Schools - 016 ▼	* Lizemore Elementary
* Clay County Schools - 016 ▼	* Clay County High School

Number of Sites	* 6
Funds Requested	* $ 440,000.00
Federal Employees Identification Number (FEIN)	* 55-6000311
Unique Entity ID (UEI)	* HA5RNVH3F8J6
West Virginia Vendor Number	* 000000211841
Proposed Program Funding Dates	July 1st, 2019 - September 30th, 2020

Funding Type	Amount	Description
Matching (local) funds	$ 278,889.16	Clay County Schools will support ALL areas of our 21st CCLC programming with our time, effort, and resources. We have budgeted $139,444.58 per grant (1 and 2) from local funding. Some examples of our support include the following: ▪ Instruction: Technology devices and software, instructional supplies and materials, and supplemental books. ▪ Parent/Family Involvement: Using Sarah the School Messenger and the county website to disseminate information to parents involving After School and Summer School programing, activities, and events. ▪ Grant Administration: Salaries and benefits, office space, office equipment, walk-through program for staff feedback, travel to program sites, WVDE 21st CCLS Conference and CCLC Multi-State Conference. ▪ Professional Development: Provide training space and materials for staff professional development sessions. Also, mileage for the Save the Children Program Specialist to visit Afterschool and Summer School sites to provide coaching, technical assistance, and support to better ensure quality programming. ▪ Student Transportation: Support costs associated with transporting students to After School and Summer School including fuel for buses. ▪ Food Service Operations: Cover salaries for cooks preparing After School and Summer School meals and snacks for participating students. ▪ Facilities: Clay County Schools will host the After School and Summer School programming in our facilities.

In-kind	$ 187,480.80	Save the Children, in partnership with Clay County Schools, will support our 21stCCLC programming with their time, expertise, and resources. We have budgeted $93,740.40 per grant (1 and 2) from Save the Children funding. Some examples of their support include the following: · Instruction: Curriculum materials, instructional supplies, and software. Save the Children also helps with incentives and awards for student participants. · Parent/Family Involvement: SEL Materials, books, and activity booklets in addition to other family engagement materials including STEM materials, books, art supplies and music. · Grant Administration: Salaries and benefits for the Save the Children State Director and Program Specialist, program evaluation and technical assistance. · Professional Development: Deliver staff training and provide materials for staff professional development sessions. Also, the Save the Children Program Specialist will offer coaching, technical assistance, and support to better ensure quality programming. · Student Transportation: Support costs associated with transporting students to After School and Summer School including salaries and fringes for bus drivers. · Meeting Student Needs: Save the Children helps provide food, clothing, school supplies, and other educational materials to students in need.
Cash	$	
	$	

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

- (●) Yes
- ( ) No

Assurances

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

☑ *** The applicant hereby assures the State Educational Agency (SEA) that the applicant follows all regulations applicable for 21st CCLC, including those outlined below.**

1.	The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order 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 http://www.ed.gov/policy/elsec/leg/esea02/index.html)
2.	The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of a subrecipient of a federal grant award, you must supply a DUNS number to MDE. No entity may receive a federal subaward without a DUNS number. MDE will not make a subaward to an entity unless that entity has provided its DUNS number.
3.	Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
4.	Adopt and use proper methods of administering 21st CCLC, 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.	Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the West Virginia Dept. Of Education (WVDE), the US Secretary of Education or other Federal officials.

6.	The applicant assures that it prohibits text messaging and emailing while driving during 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 own privately owned vehicle during official grant business, or from using government supplied electronic equipment to 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.
7.	Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8.	Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices.
9.	Make reports to the WVDE and the US Secretary of Education as may be necessary, to enable such agency and the US 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.
10.	Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
	- Ability to demonstrate 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;
	- Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
	- Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be $50,000); and
	- Provide documentation of completed federal and state report as required.
11.	Comply with provisions of Title IX of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.

12.	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
13.	Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).	
14.	Not utilize any federal funds to lobby Congress or any federal agency.	
15.	Abide by and remain current on collection of and reporting of data.	
16.	Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.	
17.	**The school district, as fiscal agent or co-applicant, 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 (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).	
18.	If a non-governmental agency (CBO or FBO) 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 Annual Performance Report (APR) data collection.	
19.	Meet the minimum number of hours and days as required under program operations.	
20.	Provide dedicated program space in the school(s) served 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.	

21.	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 must be secured to provide for the program.
22.	Immediately notify WVDE of a change of director.
23.	Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
24.	Provide comparable opportunities for the participation of both public and private school students served by the award.
25.	**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee 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 grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk". Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**
26.	The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" 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 number of regular attendee students as stated in the application;

	D.	Adhere to assigned assurances;
	E.	Submit required reports and documentation in a timely manner;
	F.	Use funds in a responsible and appropriate manner;
	G.	Resolve a non-compliance audit/monitoring finding;
	H.	Submit required data within the given timeframe;
	I.	Implement a required Corrective Action Plan
27.	Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.	

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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 Number of Students to be Served Annually	Proposed Cost Per Student	Estimated Average Daily Attendance	Federal Direct Certified Students Percentage at School/Site	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat							
* Clay Elementary School	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.			* 09/06/2022	* 03/30/2023	* 60	* $ 3,666.67	* 40	* 68.93 %	* 70
* H.E. White Elementary School	3:10 P.M. - 5:45 P.M.	3:10 P.M. - 5:45 P.M.	3:10 P.M. - 5:45 P.M.	3:10 P.M. - 5:45 P.M.			* 09/06/2022	* 03/30/2023	* 50	* $ 4,400.00	* 30	* 72.55 %	* 50
* Clay County Middle School	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.	3:10 P.M. - 6:00 P.M.			* 09/06/2022	* 03/30/2023	* 60	* $ 3,666.67	* 40	* 56.72 %	* 60
Totals for the Entire Program									**Total Estimate of Students to be Served**			**Average Federal Direct Certified Students Percentage at School/Site**	**Total Estimate of Adults / Family Members Served**
									170			66.07 %	180

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 Number of Students to be Served Annually	Proposed Cost Per Student	Estimated Average Daily Attendance	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat						

Clay Elementary (Host Site for H.E. White Elem.)	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.			06/12/2023	07/20/2023	110	$ 2,000.00	70	50
Clay Co. High School (Host Site for Clay Middle)	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.	8:00 A.M. - 2:30 P.M.			06/12/2023	07/20/2023	80	$ 2,750.00	30	40
Totals for the Entire Program									**Total Estimate of Students to be Served**			**Total Estimate of Adults / Family Members Served**
									190			90

Application Narrative

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* Statement of Need

Need for the Program

Over fifty years ago, President Lyndon Johnson declared the War on Poverty and introduced initiatives designed to improve the education, health, skills, jobs, and access to economic resources of those struggling to make ends meet. Many of President Johnson's programs specifically targeted Appalachia. Since the War on Poverty began, the poverty rate in the United States has declined from 25.8% in 1967 to 14.4% in 2019.

As noted in the 2021 Kids Count Data Book, "Growing up in poverty is one of the greatest threats to healthy child development. It increases the likelihood that a child will be exposed to factors that can impair brain development and lead to poor academic, cognitive and health outcomes. It also can result in higher rates of risky health-related behaviors among adolescents" (The Annie E. Casey Foundation, 2021, para 1). The total poverty rate for West Virginia in 2019 was 3.7% higher than the national average according to a September 2020 Census report (U.S. Census Bureau, 2022). Poverty numbers for Clay County are among some of the highest in the State.

In 2016, economists from West Virginia University identified Clay County as one of six counties in the State experiencing times similar to the Great Depression (WVU economists, 2016). The Appalachian Regional Commission (ARC) uses an index-based classification system to compare each county in the nation with national averages on three economic indicators—three-year average unemployment rates, per capita market income, and poverty rates. Based on that comparison, each Appalachian county is classified within one of five economic status designations—distressed, at-risk, transitional, competitive, or attainment. Distressed counties are those that rank in the worst 10 percent of the nation's counties. Clay County is one of the counties identified as distressed in West Virginia (Appalachian Regional Commission, n.d.). The United States Department of Agriculture Rural Development (2021) identifies Clay County as one of eight "persistant poverty" counties in West Virginia. Currently, Clay County has the fifth highest unemployment rate in the State, at 7.7% but it was as high as 12% in February of last year (Clay County, 2022). The United States Department of Housing and Urban Development (n.d.) labels Clay County as a "low- and moderate-income county".

The state auditor’s office has an economic classification schedule which ranks counties from 1 to 10 ; those counties ranking 10 have the most dire economies. Currently, no county in West Virginia is classed as a ten. Clay County is one of three counties classified as a nine in the latest rating (West Virginia State Auditor’s Office, 2022). There are a number of factors contributing to the decline. Clay County lost $34,000,000.00 in assessment value when Fola Coal shut down six years ago. According to the National Guard, the county lost over seventy-five homes in the Floods of 2016. Numerous other families moved out of the area in the aftermath of the floods. This has hurt the county financially on various levels and many are still recovering. Clay County Schools has had to cut personnel over the last 10 years due to decreasing enrollment. This decline has created a corresponding reduction in received state aid formula funding and tax collections.

Another challenge Clay County students are experiencing is the effects of the increased opioid crisis in the State. Many students are living in homes where drug addiction and drug-related deaths occur far too frequently. Not surprisingly, because of the drug epidemic’s presence in their personal lives, many students are finding it increasingly more difficult to learn in the classroom. The drug problem in Clay County is pervasive according to the National Institute on Drug Abuse. West Virginia's Attorney General, Patrick Morrisey, stated that, "West Virginia has one of the highest rates in the country of non-medical use of prescription pain relievers in 19 to 25-year-olds. Opioids are the number one cause of death associated with drug overdoses. The drug epidemic in this state knows no socioeconomic or geographic boundaries and continues to affect West Virginians from all walks of life" (Office of the WV Attorney General, 2022, para. 1).

More than a quarter of Clay County Schools students are identified as homeless. Of these students, 97% are living doubled up with other family members. Many of these students are being raised by their grandparents. In a recent WV study, a large majority of grandparents were asked to identify the primary reason that they were caring for grandchildren. Eighty-five percent responded that the reason was drug related. Another staggering statistic is that more children in Clay County enter foster care each year than graduate from Clay County High School. This is a staggering statistic!

Clay County Schools has an extremely high homeless population. Although there are currently no homeless shelters located in the county, 405 students or approximately 28% of the student enrollment have been identified as homeless. The high homeless rate in Clay County is primarily attributable to a shrinking economy. Clay County is void of significant economic opportunity with no hopes of the situation improving in the near future. The drug problem has also contributed to the considerable number of students experiencing homelessness.

The need for additional help for the district's homeless students and their families is great if the school system is to help overcome poverty. The 21st CCLC grant will provide additional opportunities to meet the needs of homeless students and remove some of their barriers to obtaining a first-class education. Homeless students will be encouraged to participate in all 21st CCLC programming where they will receive academic tutoring and enrichment opportunities, meals, transportation, and social emotional support.

Clay County is well acquainted with annual studies that offer dire conclusions about the well-being of area families and children. A number of factors contribute to the county's regional health woes, including high rates of obesity and tobacco usage and rampant drug abuse. Health care professionals in the region are working to promote and encourage healthier lifestyles, but this is a problem that will not be solved overnight. The Kids Count Data Book, which consistently delivers unwelcome news for the region, is an annual study of child well-being from the Annie E. Casey Foundation. The report measures overall well-being from four categories — economic well-being, education, health, and family and community. The study identified plenty of red flags for Clay County and the State. Clay County suffers from a high rate of unemployment and child neglect. Teen pregnancy, sedentary lifestyle, obesity, hypertension, cancer rate and other risk factors are among the highest in the State (West Virginia Kids Count, 2021).

An additional area of concern is the detrimental effects of the COVID-19 pandemic. Not only has it impacted the economy, but schools are struggling to close the learning gaps it has created. Schools must also deal with the negative impact on students' social and emotional well-being. The past two years have intensified the delays, challenges and obstacles students are experiencing in classrooms. Schools must also deal with the negative impact on students' social and emotional well-being.

Before the pandemic, numerous Clay County students were already dealing with trauma in their lives caused by poverty, drug abuse and other family issues. These children are in crisis and must navigate the world through the eyes of trauma. Sadly, COVID-19 has added another layer of trauma that these students must deal with in their young lives. Students have struggled to complete more than two academic years disrupted by COVID-19, which has undermined academic performance and altered post-high school plans. The pandemic has brought untold stress to students' households, as described in the 2021 Kids Count Data Book:

At all times, but particularly during a crisis, every child needs food, health care and safe and stable housing. Millions of households with children already lacked these necessities before the pandemic, and this economic and public health catastrophe brought millions more face-to-face with challenges ranging from lost health insurance and bare pantries to the threat of homelessness due to eviction or foreclosure (The Annie E. Casey Foundation, 2021, para. 2).

Student needs are greater than ever since the onset of COVID-19. The pandemic has exacerbated learning gaps and upset many students' social emotional well-being. Clay County desperately needs a quality 21st CCLC program to provide services crucial to student success for its student population. As the district looks to the horizons of a new normal, current 21st CCLC programs, with their innovative approaches, are showing promise for students. Continued funding would permit Clay County Schools to continue building on the supports and opportunities needed to ensure students' success.

Horace Mann is quoted as saying, "Education...beyond all other devices of human origin, is a great equalizer of conditions of men" (Horace Mann quote, 2022). This grant provides a tremendous opportunity to positively impact the lives of students by helping them get their basic needs met and helping them to be successful in school. Even though the education landscape continues to evolve, the mission of Clay County Schools 21st CCLC program is to help open the doors of opportunity for every student.

Needs of Students by Subgroup

Since 2014-2015, students of Clay County Schools have consistently scored higher proficiency levels in reading than in mathematics on the West Virginia General Summative Assessment (WVGSA). The differences in proficiency between the two subjects has been as much as 21% (2014-2015). The COVID-19 pandemic saw the rate of proficiency fall 10% for reading language arts from 2018-2019 to 2020-2021, while the proficiency rate in mathematics declined 13%. As reflected in the chart below, percentages of students scoring at Exceeds Standard or Meets Standard—levels that together equal proficiency—in both mathematics and English Language Arts were below State averages for the 2020-2021 school year.

Achievement Indicator	West Virginia	Clay County	West Virginia	Clay County
	Math	Math	ELA	ELA
Exceeds Standard	12.00%	8.00%	14.00%	12.00%
Meets Standard	16.00%	14.00%	26.00%	24.00%

Partially Meets Standard	35.00%	34.00%	30.00%	33.00%
Does Not Meet Standard	39.00%	44.00%	30.00%	31.00%

Table 1. *Comparison of student proficiency rates by performance descriptor on 2020-2021 WVGSA versus state averages*

Source: West Virginia Department of Education, ZoomWV

The most recent proficiency subgroup data (2020-2021) demonstrate a great need for the district to continue providing supports for students in both academic areas. Compared to the All -Student group, students identified as low-socioeconomic, special education, and homeless exhibit low proficiency rates. Of particular concern is the special education subgroup, which often had no proficient students in specific tested grade levels.

Grade Level	Mathematics				Reading/ELA			
	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless
Third	33	26	5	13	35	33	11	42
Fourth	19	12	3	3	32	23	6	13

Fifth	26	20	5	19	41	37	10	34
Sixth	22	18	0	0	37	33	0	24
Seventh	21	19	0	6	28	26	9	17
Eighth	21	17	0	18	43	47	0	38
Eleventh	11	4	0	0	34	27	0	33

Table 2. *WVGSA, Zoom WV 2020-2021*

Source: West Virginia Department of Education, ZoomWV

WVGSA Data – Clay Elementary								
Grade Level	Mathematics				Reading/ELA			
	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless
Third	26	19	0	8	38	34	10	58

Fourth	20	10	8	0	31	20	14	0
Fifth	25	28	14	25	37	36	14	42

Table 3. *WVGSA, ZoomWV 2020-2021, Clay Elementary*

WVGSA Data – H.E. White Elementary								
Grade Level	Mathematics				Reading/ELA			
	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless
Third	50	83	0	33	50	83	0	33
Fourth	21	19	0	0	26	19	0	17
Fifth	35	23	0	29	53	38	25	29

Table 4. *WVGSA, ZoomWV 2020-2021, H.E. White Elementary*

WVGSA Data – Clay County Middle School								
Grade Level	Mathematics				Reading/ELA			
	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless	All Students	Students with Low SES	Students in Special Education	Students Identified as Homeless
Sixth	22	18	0	0	37	33	0	24
Seventh	21	19	0	6	28	26	9	17
Eighth	21	17	0	18	43	47	0	38

Table 5. *WVGSA, ZoomWV 2020-2021, Clay County Middle School*

School-specific data reveal the same concerns for student subgroups across grade levels, with 0% proficiency rates occurring for students identified as receiving special education services and those who have been identified as homeless (see Tables 3-5). Funding provided through 21st CCLC would make possible afterschool and summer programming that supports targeted skill development in reading/English language arts and mathematics for students in each of the above subgroups: low socioeconomic, special education, and homeless.

Five hundred and eighty-three students attending Clay Elementary, H.E. White Elementary, and Clay County Middle School provided responses to the 21st CCLC Needs Assessment conducted as part of this application process. Their responses underscore the need for support in two academic areas: mathematics and reading/English language arts. When asked to name which subject was hardest for them, 44% of the responses indicated mathematics, while 25% of the responses named reading/English language arts. When asked to name what activities they would prioritize for an afterschool program, 27% of the responses named math activities, while 26% cited homework help or tutoring, and 22% indicated reading activities.

The COVID-19 pandemic created disjointed educational experiences for students due to school closures. This lack of continuity has translated into additional skill gaps for students, especially affecting foundational skills development in reading and mathematics. Student survey responses for the needs assessment illustrated the impact of COVID-19 on their academic performance. When asked to name their greatest challenge(s) in returning to school following the pandemic, 34% of respondents named catching up in math, while 25% reported completing homework, and another 20% of responses indicated catching up in reading. Research supports that school closures and the impetus of online learning negatively impacted students from low socioeconomic backgrounds due to a lack of Internet access and continuity in scaffolding and developing skills (UNESCO, 2021). As one community partner noted, “Technology is limited in Clay County. Parents often don’t have the tools to enrich educational experiences for their children.” A teacher respondent concurred, stating, “Student achievement is at least two years behind for some students. I can tell students that have had help and encouragement at home versus those who do not. Also, special education students have suffered horribly. They have missed out on targeted instruction and remote learning is normally not available to them.” Implementation of a consistent afterschool program, where students are provided time and one-on-one support to complete homework assignments, as well as specialized sessions in reading/English language arts and mathematics, will help combat the negative effects suffered by students as a result of the COVID-19 pandemic.

Teachers from Clay Elementary, H.E. White Elementary, and Clay County Middle School also reported that reading/English language arts (86% of responses), mathematics (75% of responses), and homework completion (42% of responses) should be prioritized components of an afterschool program provided for students. As noted by one teacher, “They [students] need more one-on-one attention in these areas.” Eighty percent (80%) of these same respondents indicated they must re-teach skills following summer break, with 89% reporting spending as little as a week to as much as the entire school year to do so. Teachers (68%) also shared they had spent more time re-teaching during the 2021-2022 school year than in the past. The same percentage noted issues with homework completion by students. Forty-six percent reported believing parents did not have the skills to help their children with homework.

Not only has the pandemic affected students academically but also socially and emotionally. A national Gallup Poll conducted in May 2020 revealed that three out of every ten parents felt school closures had caused their children to experience “harm to [their] emotional or mental health” (Calderon, 2020, para. 2). Asked what has been most challenging for their return to in-person classes beyond keeping up academically, students at Clay Elementary, H.E. White Elementary, and Clay County Middle School indicated concentrating in class (28% of responses) and feeling anxious (22% of responses). These results underscore the need for extended day and extended year programming that will provide a caring environment conducive to learning, where all students can receive the academic and emotional support they need.

Adding to emotional stress for students is the unstable home lives many of them lead. Some of these students have been victims of neglect and abuse. In 2015, the most recent year for which data is available, the rate of child abuse and neglect in Clay County was 59.2%. This rate was 35.3% higher than the overall percentage for the State of West Virginia for the same year and demonstrated an 18% increase from the year 2009 (The Annie E. Casey Foundation, Kids Count Data Center, 2022). Students are also affected by poverty. According to the United States Department of Agriculture’s Economic Research Service (2021), 30.9% of children ages 0-17 years living in Clay County in 2019 were living in poverty. Based on the same report, nearly a quarter of the entire county’s population (22.5%) were living in poverty. Research shows that students living in poverty suffer academically, behaviorally, socially and emotionally, as well as face greater health challenges (The Annie E. Casey Foundation, 2022).

Needs of Community, Parents, and Family

Families of students who will participate in 21st CCLC afterschool and summer learning programs face many obstacles as a result of living in poverty. Adults in Clay County are three times less likely to have a bachelor’s degree or higher than adults on average living in the United States, and two times less likely than the adults on average in the State of West Virginia. The percentage of adults living below the poverty line in the county is nearly double that of the nation and more than 8% below the state rate. Median income for families in Clay County is nearly half the national level, and approximately $13,000 less than the state’s median income level. The unemployment rate for the county is double that of the country and almost twice as high as the unemployment rate for the state.

Location	4 Year College Degree or >	Below Poverty Line	Median Income	Unemployment Rate

United States	32.9%	12.8%	$69,994	3.8%
West Virginia	21.3%	15.8%	$48,037	4.1%
Clay County	10.3%	23.3%	$35,154	7.6%

Table 6. U*.S. Census Bureau, 2021; Work Force, West Virginia, 2022*

For many residents of Clay County, poverty has become an unending cycle continuing for generations. As noted in the American Community Survey, “The more time a child spends in poverty or living in a high-poverty-area, the greater the chance of being poor as an adult” (U.S. Census Bureau, 2020).

Numerous households in Clay County are headed by a single parent or caregiver. Comparable to national (34%) and state (35%) statistics, single-parent households with children comprised 31.44% of all homes in Clay County in 2019. Research shows that children from single-parent homes have less economic and human resources available and that these children are much more likely to drop out of school (The Annie E. Casey Foundation, 2022). Another family structure that has become more prevalent in recent years is grandparents becoming the primary caregivers for their grandchildren. Seven percent of children in the State of West Virginia were in the care of their grandparents in 2019, which was comparable to the percent of children living with grandparents in the nation for the time frame of 2016-2019 (6%-8%) (National KIDS COUNT Data, 2021). In 2020, 14.3% of children in Clay County lived with grandparents; the county ranks 54th in the state on this indicator (WV KIDS COUNT, 2021). Afterschool and summer learning programming provided through the 21st CCLC grant would provide childcare support for single-parent families and “grandfamilies”, as well as opportunities to keep children of these families engaged in learning.

According to Feeding America (2022), 1 in 5 children in West Virginia face hunger; for the nation this number is 1 in 6 children. In Clay County—the second poorest county in the State of West Virginia—the closest full-service grocery store is a 45-50 minute drive (Whang, 2020). In 2019, Clay County ranked fourth in the state regarding the child food insecurity rate (28.9%) (Stacker, 2021). Afterschool programming provides a full dinner for every participating student, and summer programming provides both breakfast and lunch for students. Snacks are also provided to students in both programs. Partnerships with Mountaineer Food Bank and Farmers Feeding Families also ensure weekly

deliveries of fresh produce, meat, dairy, and bakery items for students and their families during the summer learning program.

Community Needs Assessment Data

Save the Children and Clay County Schools developed the community surveys together. These surveys included the following response groups: students, teachers, parents/caregivers, and community partners. Links to the survey were accessible on the district's website for teachers and students, while paper copies were provided to community partners and parents/caregivers. Survey items included both multiple choice and open-ended responses and allowed input on the need for programs, as well as academic areas of focus and activities to include in the programs. In addition to the community surveys, Clay County Schools shared the following data: enrollment; assessment; attendance; and discipline. During planning meetings, as documented in Related Documents appendix, district and school administrators discussed specific needs of individual schools and the community. Social-emotional support was continually referenced during discussion as being a necessary component of programming. Data from the community needs assessment can be found throughout Section 1.

As mentioned previously, 46% of teachers from Clay Elementary, H.E. White Elementary, and Clay County Middle School indicated parents/caregivers did not have the skills needed to assist their children with homework. Forty-three percent of parents indicated helping their children with homework would be a family education activity most helpful to them, with the same percentage expressing helping their child with math presented the greatest challenge. The majority of parents (57%) reported they would appreciate family education activities that help them better understand what their children are learning in school. 21st CCLC programming will allow sites to offer resources, materials, and support to all caregivers seeking to help their children academically.

Providing Services and Activities Not Available in the Community

The 21st CCLC grant makes it possible for Clay County Schools to offer academic support and enrichment opportunities that are otherwise not available for students. Clay County Schools students have limited access to rich and meaningful out-of-school-time learning opportunities that can help to prevent learning loss, promote healthy development, and cultivate an investment in education. 4-H is one of the few youth development programs available in the county; there are no YMCAs, Boys and Girls Club, Sylvan Learning Centers, or other recreation or tutoring providers, and participation in Boy or Girl Scouts is limited by geography. Additionally, Clay County Schools draws students from a widely-dispersed area on winding, rural roads; once students board the bus for home—at minimum a 30- to 45-minute bus ride, but can be up to two hours for some riders—they are less likely to access resources,

participate in community activities or even interact with peers and adults. Building educational and enrichment programming around the school day will capitalize on possibly the only opportunity to provide an array of essential supports to broaden students' minds and experiences. Programming will be available to 766 students enrolled at Clay Elementary, H.E. White Elementary, and Clay County Middle School, as well as 32 students enrolled at Clay Christian Academy, the district's only private school. Implementation of programming will not supplant any other afterschool or summer learning programs, as there are no other such options available in the county.

Role of School Personnel in Program Design
District staff, school administrators, and teachers were critical in determining the need for the 21st CCLC program and for providing guidance on the program design, schedule and activities. Teacher surveys and information garnered from monthly principals' meetings informed program design and helped prioritize program components to be offered.

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*
* *See Full Action Plan in Related Documents.	* I*See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.

* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.

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*
* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.
* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.	* *See Full Action Plan in Related Documents.

* Afterschool Quality Program & Implementation

Need-Based Program Design

As described in Section I ("Statement of Need"), the need for the proposed 21st CCLC program was based on a comprehensive assessment that included analysis of school and community data, such as proficiency and poverty rates, and surveys conducted with various stakeholders. All academic and enrichment activities, described below, have been developed using research-based best practices and are designed to meet the established set of performance measures described in Section II ("Action Plan") and state standards. If faced with unexpected closures or required social distancing adaptations, Clay County Schools is poised to adapt these activities as needed to virtual platforms, such as Microsoft Office Teams.

Academic Assistance Activities – Clay Elementary and H.E. White Elementary, Grades K-5	
Homework Help 30 minutes daily during the school year	Since many of the parents/guardians of the target population for the program report they do not have the skills to support homework, programs will offer 30 minutes of homework help and tutorial assistance at the beginning of each program day during the school year. During this rotation, tutors will provide students with remedial catch-up support and help fill gaps in subject-matter understanding. Staff will be assigned to work with the same group of students so that they can become familiar with each student's individual learning styles and identify any issues (such as if a student regularly requires significant time or help completing assignments) to support their academic achievement.
Literacy Block 30 minutes daily during the school year and 60	To improve the school's low reading proficiency rates and increase student achievement in reading, programs will offer a daily, 30-minute block of literacy activities during the school year and 60-minute block daily during the summer. This block of activities is designed to promote beginning reading skills for emergent readers (K-1 students) who are having difficulty in learning to read or to strengthen literacy skills of struggling developing readers (students in grades 2-5). Students in grades K-1 will participate in the Emergent Reader Literacy Block to master foundational reading skills. Literacy tutors will engage students in the following activities during this block:

minutes daily during the summer	▪ Extended Read-Alouds: Tutors will read aloud to students from a variety of books to enhance their understanding of emergent reading skills, while modeling fluent reading behavior. Read-alouds will be paired with vocabulary and hands-on activities related to the concepts in the book to further promote skills development, including increasing students' background knowledge about important concepts (e.g., title, author). ▪ Reading Together Activities: Based on the concept of lap reading, tutors will use enlarged texts to read a book aloud to a group of students. Tutors will read the book aloud the first time as the students follow along by looking at the print. Over the course of several days, the tutor and students will chorally read and reread the same text aloud together. Each day, after this repeated choral reading, tutors will use the text to help the students learn emergent reading skills and teach vocabulary by playing fun games with letters and words. ▪ Skill-Based Emergent Reader Modules: Students who need additional support will participate in specific emergent reader modules. The activities for each module will provide active learning opportunities for mastering all foundational reading skills: phonemic awareness, letter recognition, sound-symbol correspondence, and beginning sight words. A fifth module, "Beginning Reading," will give individual beginning readers, working one-on-one with a literacy tutor, the opportunity to practice the skills mastered in the first four modules by reading authentic text with support. All modules, except "Beginning Reading," will be limited to six children of similar skill levels who need practice in a particular skill. The Emergent Reader Literacy Block is designed to be a supplemental provider of activities to work, in partnership, with the school's curriculum to increase emergent reading behaviors for struggling K-1 students. Students in grades 2-5 will participate in the Developing Reader Literacy Block to accelerate their reading achievement. This block is designed to target support where the breakdown of understanding first occurs through the following activities:

	▪ Read-Aloud, Vocabulary, and Fluency-Building (RAVFL): This unit combines read-alouds, vocabulary, and fluency-building activities. For read-aloud activities, tutors will select engaging books to read aloud to students and use a planning template to help identify unfamiliar vocabulary, target specific comprehension strategies, and activate students' prior knowledge. For fluency-building activities, tutors will use engaging games and activities (like Readers' Theater) to model fluent reading and give students opportunities to perform mastered texts. Tutors will highlight words from the texts used for read-alouds and fluency-building activities to help students build vocabulary, increase comprehension, and identify high-frequency words to become more fluent readers. ▪ Guided Independent Reading Practice (GIRP): During this activity, students will have 30 minutes of uninterrupted reading time with guided support provided by literacy tutors. Using Accelerated Reader™ (AR), a reading management software, students will select books within their range and interest level to read independently and will take a corresponding AR quiz to assess their comprehension and vocabulary. Tutors will help students decode difficult words, understand confusing text, and facilitate ask-and-answer discussions to assess students' understanding of key details in a text. Program staff will use the AR software to guide practice and monitor progress as students advance through their designated reading levels. ▪ Tutorials: Supplementary activities will be available for students who read significantly below (more than one year) expected grade level. AR data, teacher referrals, and observed skill deficiencies will help tutors identify students for specific tutorials. Tutorial activities will accelerate various subskills within the decoding process, such as increased phonics use, increased sight word knowledge, increased vocabulary growth, and comprehension. Each tutorial will be comprised of short mini-lessons and hands-on activities targeted at specific skills. Tutors will work with a small group of students with similar deficiencies and needs or through one-on-one instruction.
Math Block 30 minutes daily during the	To improve math proficiency rates and increase academic achievement in math, programs will offer a daily 30-minute Math Block rotation during the school year and 60 minutes of 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.

school year 60 minutes daily during the summer	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 skills. ▪ 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 and 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 – Clay Elementary and H.E. White Elementary, Grades K-5	
Healthy Choices 30 minutes daily during the school	Because of the positive connection between children's learning and health, a comprehensive health and nutrition program is an integral component of the 21st CCLC program. Using the research-based Coordinated Approach to Child Health (CATCH) curricula developed by the University of Texas School of Public Health, the Healthy Choices program, nutrition and physical activity programming, will be offered as a daily rotation during the afterschool and summer program. These components are described in more detail below:

year and summer	▪ Nutrition Education: Programs will provide structured nutrition education to equip students with the knowledge, skills, and intentions to make good food choices and lead healthier lifestyles. The Healthy Choices Coordinator will focus on a theme – such as “I Am What I Eat” and “Fruity Tutti Fruits & VaVaVroom Veggies” – to help students to understand major nutrition concepts in a manner that is child-friendly and accessible. These concepts may include learning about food groups; understanding the benefits of each food group; learning about portions and preparation; and identifying positive food and lifestyle choices using the simplified “GO-SLOW Sheets to support parental participation and reinforce positive lifestyle changes in eating and physical activity 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 in the activity box and toolkit 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 & Running Games, Ball & Sport Games, Rhythm & 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.
Enrichment Activities from Community Partners	Activities and services will be offered through the community partners who have provided partnership letters in Related Documents. ▪ Clay County Bank – Clay County Bank will partner with Clay County Schools to provide speakers for afterschool events; provide career exploration opportunities for students in the areas of finance and banking; and promote fiscal responsibility and personal finance education for afterschool and summer program students. ▪ Clay County Health Department – The Clay County Health Department will provide educational programs related to health and fitness; provide health information to students and staff; and encourage career exploration in health-related fields via programs and speakers.

- Clay County Public Library – Clay County Schools will partner with the Clay County Public Library to provide STEM and literacy activities during summer programming.
- Clay County Sheriff's Department – The Clay County Sheriff's Department will provide educational presentations to groups of students, support career exploration in law enforcement; and provide school safety training to students and staff.
- Communities In Schools- Communities in Schools will work with teachers to identify challenges students face in class or at home and coordinate with community partners to coordinate outside resources to meet students' immediate needs, as well as more complex issues requiring counseling or emotional support.
- The West Virginia University Extension Service – Clay County will offer sessions for students and families in the areas of health and wellness, kinship care, family relationships, finance, life skills, youth development, STEM, and 4-H clubs.

Partnership letters are provided in Related Documents.

Hands-on, problem-based, or project-based learning activities are incorporated throughout the program model. Supporting state standards, these activities have been designed to create opportunities for students to engage in in-depth investigations with objects, materials, and ideas; draw meaning and understanding from those experiences; and bring abstract concepts – whether sound-symbol correspondence in reading or addition in math – to life and make them tangible. Both the Literacy and Math Blocks are designed to incorporate kinesthetic learning activities that will require students to work in pairs or small groups to complete the lesson. For example, during the Math Block, the daily lessons will incorporate activities that encourage students to interact with the math content using manipulatives in small-group, collaborative settings (e.g., one activity may pair students to construct specific designs given only the outline using Pattern Blocks that consist of six geometric shapes). Academic activities that use hands-on, problem-based, or project-based components will be followed by a short group discussion to solidify students' learning and understanding.

Programs will also incorporate hands-on, problem-based, or project-based learning within enrichment activities. During the summer, for example, all participants will complete community service-learning projects. While program staff will

work with school leadership during the early phases of the service-learning planning process to ensure activities address actual school or community needs, students will be responsible for selecting and driving the project from beginning to end. Students will work in groups to think through their project goals, implement their project, assess their progress, and celebrate their successes. Program staff will help children, especially younger students, understand their civic responsibilities and the significant role they can play in improving their communities.

Whether an academic or enrichment activity, the problem- or project-based learning components are structured to facilitate academic growth while building on the 21st Century skills of creativity, critical thinking, communication, collaboration, social-emotional skills, leadership, and responsibility. From the community service-learning project to the math manipulatives, these types of activities will require students to work collaboratively and independently to solve a problem, whether that means addressing a community need or finding a solution to a math jumble. When appropriate, students will produce a product or display that demonstrates their shared learning.

Academic Assistance Activities – Clay County MS Grades 6-8	
Homework Help At least 30 minutes daily during the school year	Since many of the parents/guardians of the target population for the program report they do not have the skills to support with homework, programs will offer at least 30 minutes of homework help and tutorial assistance at the beginning of each program day during the school year. During this rotation, students will work in small groups with Homework Help facilitators, receiving individual support as needed. Tutors will provide students with remedial catch-up support and help fill gaps in subject-matter understanding. Staff will be assigned to work with the same group of students so that they can become familiar with each student's individual learning styles and identify any issues (such as if a student regularly requires significant time or help completing assignments) to support their academic achievement. Students working on extensive projects or needing support in completing assignments following extended absences may opt to remain in the Homework Help session for the entire evening. Students will also be given the opportunity to redo assignments during the afterschool Homework Help component to promote skill mastery and improve grades. Students without homework will have access to educational software programs and reading materials.
Credit	Credit Recovery will be offered for those students who have failed coursework and wish to recapture

Recovery Offered 5 hours, four days per week, during the summer	credit to stay on track for graduation. Utilizing the online learning platform Edgenuity, students will be required to attend Credit Recovery programming in-person at least two days per week, where they will receive support from the session facilitator. Students may also access the platform from home on days when they are not in attendance. Program facilitators will monitor student progress and provide support as needed.

Enrichment Activities – Clay County MS Grades 6-8	
Enrichment Sessions Two sessions offered daily during the school year, 60 minutes per session	Enrichment time will incorporate fine arts and STEM sessions that allow students to experience hands-on, collaborative learning and encourage career exploration among students. Regular-day teachers and local community members with expertise in enrichment areas will be employed to provide enrichment sessions ranging from arts and crafts to radio broadcasting and production to digital photography and woodworking to the study of Native American culture. A dedicated space will be provided for Esports two days per week, a program which will support the social emotional development of marginalized students, while also helping them develop skills in collaboration; communication; work ethic; managing emotions in high-pressure situations; and self- confidence (Boissin et al., 2020). Community members and business leaders from the area will be invited to serve as guest speakers and provide on-site learning experiences for students (i.e., site tours and visits to businesses). Field trips to colleges and career technical education centers will develop student knowledge and interest in postsecondary opportunities. ▪ Music – A variety of music sessions—both vocal and instrumental—will be available, including the following: ▪ Afterschool Players, a band designed specifically for afterschool students; participating students are mentored by previous band members (current high school students), as well as community members and parents.

	▪ Beginning Guitar/Ukulele ▪ Beginning Piano ▪ STEAM – Students will have the opportunity to participate in a variety of science, technology, engineering, art, and math-related activities including the following: ▪ Radio broadcasting/production ▪ Digital photography ▪ Woodworking ▪ Arts and crafts ▪ Study of Native American culture and art ▪ Esports
CTE/STEM Camp Two sessions offered daily during the summer, 2 ½ hours per session	A variety of CTE and STEM-based programs will be available for students in grades 6-8. These camps will promote hands-on learning and career exploration among participating students. Camp topics will include the following: ▪ Forestry ▪ Greenhouse and Gardening ▪ Woodworking ▪ Veterinary Animal Care ▪ Photography and Editing ▪ Mechanics and Welding

	▪ Game Design and Digital Citizenship Based upon their selections during registration for summer learning programs, students will participate in two 2 ½ hour sessions of their choice each day.
Fine Arts Camp Two sessions offered daily during the summer, 2 ½ hours per session	Several fine arts-related sessions will be available for students in grades 6-8, allowing them to develop their skills in music, art, and drama. Camp topics will include the following: ▪ Steel Drum ▪ Guitar ▪ Choral ▪ Visual Art/General Art ▪ Theatre Based upon their selections during registration for summer learning programs, students will participate in two 2 ½ hour sessions of their choice each day.
Social-Emotional Support Daily during afterschool and summer learning programs	Programming will also incorporate social-emotional support for students in the form of mental health professionals, who will be based at sites 1 – 4 days per week. Through Project AWARE, a mental health professional will be available to meet with and provide support for students and their families. Utilizing community-based providers of behavioral health services, as well as school counselors, the program will ensure mental health supports are available for students and their families. These professionals will focus on offering intervention and resilience activities for students.

Recruiting and Retaining At-Risk Students

The 21st CCLC Programs at Clay Elementary, H. E. White Elementary, and Clay County Middle School will be open to all students in the schools and those being home schooled in the county. Enrollment will be prioritized for students whose initial literacy and math levels are below grade level or who have the greatest academic risks (e.g., economically disadvantages, poor classroom performance). The school-based Site Coordinators will work closely with the school principals and school-day teachers to identify target students for the afterschool program, using school data and STAR assessment scores to inform program eligibility and targeted recruitment. For summer programming at the elementary schools, enrollment priority will be given to afterschool participants to ensure these students receive needed year-round support. Credit recovery and enrichment opportunities, such as career tech camps and fine arts camps, will be available for all middle school students in Grades 6-8. All Special Education students will be eligible for enrollment, and site staff will coordinate with the Special Education Department and student assistance teams to meet their individualized needs.

To determine program eligibility for elementary students based on assessment scores, classroom teachers will administer the STAR Early Literacy or STAR Reading assessment, depending on their grade level, to all Clay County Schools students at the beginning of the school year. These tests assess reading proficiency. K-1 students identified as an “emergent reader” or “late emergent reader” based on their scaled scores on the STAR Early Literacy test and students in grades 2-5 scoring below 50 NCEs (the midpoint or average) on the STAR Reading test will be considered “below grade level” and 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 considered to be performing below grade level – will also be accepted into the program or will be placed on a waiting list if the program is at capacity. All program participants will take the STAR Math assessment to determine their math proficiency.

While programming will be available to all students at the middle school level, scores from the West Virginia General Summative Assessment, as well as student performance on the West Virginia Comprehensive Interim Assessments, administered at the beginning and middle of the school year, will be used to identify students experiencing significant skill deficits. Students belonging to low socioeconomic status, special education, and homeless subgroups will be given priority, to receive much-needed academic support.

Ongoing outreach to students, parents, and the broader community will be conducted to promote the program and recruit participants in several ways. These methods will include:

- Maintaining information about the 21st CCLC program on the school's or the district's website and Facebook page;
- Sharing flyers, program updates and upcoming events with community partners and with the Advisory Council, Clay County Free Press and radio station.
- Sending enrollment information and program updates home with students;
- Sharing information during parent-teacher conferences, parent/family engagement events, back to school open house, and informal and one-on-one communications with parents and guardians and county wide student/parent calls; and,
- Sharing information at community and district-wide meetings.

Program staff will use multiple communication methods, including making phone calls, to ensure parents/guardians who struggle with literacy are aware of the program and upcoming activities. Staff will aim to recruit at least 120 students at the beginning of the year between all schools to maintain an average daily attendance of 30 - 40 students at each school for the afterschool program. During summer Clay County Schools will strive to recruit a minimum of 100 students between all schools and maintain an average daily attendance of 70 students in SummerBoost.

Registration forms for the summer credit recovery program, as well as the CTE and fine arts camps, will be provided to middle school students by classroom teachers. To facilitate recruitment of students, CTE faculty members and current CTE students from the high school will visit middle school classrooms to discuss summer sessions. In March 2022, the high school also sponsored a career tech fair, where middle school students had the opportunity to learn about career tech education offerings and summer camp options. Twenty seats will be reserved for middle school students seeking to recover credits, and students will be recruited for the CTE and fine arts camps with a goal of 40 or more students participating.

To maintain strong student participation and retention, Clay County Schools will use the targeted strategies that have enabled it to have strong attendance at the 21st CCLC program the past five years and that have helped Save the Children implement 21st CCLC programming successfully across the state. These strategies include:

- Involving students in program design and implementation: Student involvement in program development and implementation, such as soliciting input and incorporating activities of interest, has been one of the most successful retention strategies. Using the results of the student surveys, programs will incorporate the elements

in which students expressed the most interest in within the program offerings, while still prioritizing academic activities. The activities most popular with students were field trips (74%); arts and crafts (56%); games and activities with parents (47%); music and dance (39%); and physical activity and education (38%). For example, programs will incorporate student interest in the arts through activities like Readers' Theater, a fluency-building activity that provides students a chance to rehearse and perform the dialogue of a play or other texts rich in dialogue (like a fable), to get them excited about reading and developing literacy skills. The Healthy Choices physical activity component and the summer team-building activities will allow students to run, toss and catch, crabwalk, dance, and engage in all sorts of fun physical activities. Sites will plan and implement Family Fun Nights (e.g., STEM, Literacy), which will provide opportunities for students and their caregivers to participate in program activities together. Partnerships with the WVU Extension Service, 4-H clubs and Clay County Parks and Recreation will bring additional fun enrichment activities, such as exploration of flora and fauna along the local Elk River Trail; finding and identify macroinvertebrates in local creeks; observing and learning about honeybees; studying the habitat and lifecycle of butterflies; and bicycling on the Elk River Trail. Reflecting the diverse interests of 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: An incentive system will be used to encourage student attendance and participation. The Program Director will work with program staff to create short and long-term goals for students based on attendance, effort and participation. These might include lunches with school guest speakers or principal, students being entered in drawings, fieldtrips or other small incentive tokens. Program staff will plan events to celebrate success every four to six weeks. Culminating celebration events will be held at the end of the school year and the summer to give all children an opportunity to showcase their work or new skills to parents/guardians, families, and invited guests. Other options for encouraging students to actively participate in the program include recognizing students who have good or improved attendance in the monthly newsletter, on the program bulletin board to highlight "Attendance Stars," or through certificates each semester. During the summer, weekly field trips will be scheduled for elementary students. During the regular school year, at least one field trip per semester will be scheduled that aligns with and advances lesson plans as an incentive for attendance and good behavior, as well as supports career exploration at the middle school level.

- Ensuring a strong staffing plan: Staffing is also a vital component in retaining students. A low staff-to-student ratio of 1:10 will be maintained 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 increase retention by providing students with a sense of safety and bolstering their sense of self and understanding of others, emotional regulation, and feelings of social approval and encouragement. Program staff

will be trained to develop collaborative relationships with parents/guardians 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.

Assessing and Targeting Academic Needs

Both formative and summative assessments will be used to enable program staff to monitor individual student progress and vary their approaches to help meet individual needs. The STAR Math and Early Literacy/Reading assessments, which serve as the program's summative assessments for the elementary school programs, are administered at the beginning of the school year by elementary classroom teachers to help identify the students who are most in need of intervention. Program staff will be able to use the STAR assessment results to determine the strengths and skill deficiencies of each program participant and develop a learning plan with specific goals tailored to these areas, aligning to the reading and math goals students have during the school day. Similarly, middle school student performance on the West Virginia General Summative Assessment (WVGSA) and the State-developed Comprehensive Interim Assessments (CIAs) will be used to identify students for whom the program would be most beneficial. The CIAs, administered early in the school year and again later in the year, will provide important pre- and post-data to monitor improvement in closing skill gaps among middle school students. Data will be used to make adjustments to programming, such as increasing homework help support with the addition of tutors, or scheduling English language arts and/or mathematics sessions targeting specific skill deficits. During the recruitment and enrollment process, the Site Coordinators will work with teachers to assess students' individual needs and learning gaps using the assessment results and modify services when needed and according to students individualized education plan, such as providing accommodations like a one-on-one aide to assist students with special education status during activities.

At the elementary level, Site Coordinators will also use the STAR assessment results to place students of similar skill levels in rotational groups by grade. This grouping will allow tutors to develop lesson plans, gear instruction, and select activities that target specific skills (e.g., accuracy) and sub-skills (e.g., directionality of text) that address the particular needs of the group. For example, tutors will tailor questions for the book talks during read-alouds and extended read-alouds to focus on key ELA standards for that grade or skill level (e.g., tutors may center a discussion on the features of a sentence for students reading at a first-grade level). Program staff will re-administer the assessments to program participants in the middle of the year to monitor individual progress to recalibrate groups and adjust interventions.

Additionally, elementary program staff will use Accelerated Reader (AR) quizzes and a qualitative progress monitoring tool as formative assessments to evaluate students' progress in reading and math, respectively. To monitor progress toward reading on grade level, students will take an AR quiz after every book read, and Site Coordinators will analyze

the AR quiz data for percent correct on quizzes (goal is 90%) on a daily basis using the AR Diagnostic Report. Students dropping below the 90% correct average on AR tests will be provided with more intense guidance on book selection, more focused book talks, and more specific instruction on literacy-deficient skills. To monitor progress in math, math tutors will collect anecdotal data (e.g., classroom observations) using a qualitative progress monitoring tool to track each student's mastery of specific math skills. Tutors will share the tool with the Site Coordinator and School-Age Lead Associate on a monthly basis, which will guide discussion on student and tutor needs. For all academic activities, tutors will communicate observations with individual students, especially those who are struggling or those ready for a challenge, on an ongoing basis to modify teaching and learning activities to promote increased academic success.

Evidence-Based Learning Activities

All academic activities are designed to boost academic achievement by providing underperforming students with multiple opportunities to practice and reinforce skills learned during the school day and extra support to fill in gaps in knowledge. Academic activities are aligned to the West Virginia College-and Career-Readiness Standards (CCRS) to ensure the program targets students' academic needs and supports their academic achievement. A list of key connections for each activity is provided below:

Activities and Academic Standards, Clay Elementary and H.E. White Elementary, Grades K-5

Activity	Connection to WVCCRS
Emergent Reader Literacy Block	Using research-based early reader curricula, the Emergent Reader Literacy Block engages students in activities that address reading standards for informational texts and foundational skills for early readers, including helping them to grasp print concepts, demonstrate phonological awareness, recognize letters and beginning words, and focus on text features. Extended Read-Alouds activities address reading standards for informational texts for K-1, such as understanding key ideas and details (e.g., main characters and their relationships), understanding craft and structure (e.g., knowing the key components of a book), integrating knowledge and ideas (e.g., using illustrations to describe key ideas), while incorporating a range of texts to expose children to various genres. The Skill-Building Activities target foundational skills including letter recognition, phonemic awareness, sound-symbol correspondence, and beginning sight word development. These skills are precursors to success in all

	core reading standards. All literacy activities also address speaking and listening standards of comprehension and collaboration at all grade levels.
Developing Reader Literacy Block	Using research- and evidence-based best practices and strategies, the Developing Reader Literacy Block engages students in activities and independent reading that address reading standards for informational texts and literature for grades 2-5 to ensure students have foundational reading skills – phonics, sight words, and vocabulary development – to read accurately and with comprehension. The RAVFL Read Alouds address reading standards for informational texts for grades 2-5, such as understanding key ideas and details (e.g., understanding how key details support the main idea), understanding craft and structure (e.g., understanding how the parts of a story, drama, and poems builds on earlier sections), integrating knowledge and ideas (e.g., comparing and contrasting themes and topics), while using a range of texts to expose children to various genres and increasing text complexity depending on the grade. The RAVFL Fluency-Building activities support students in learning to read accurately and with increased comprehension and is a major component of foundational reading skills for all grade levels. GIRP addresses reading standards for literature and informational texts, allowing students to increase text complexity as they progress. All literacy activities also address speaking and listening standards of comprehension and collaboration at all grade levels.
Math	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.
STEM during SummerBoost	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.
Enrichment Activities	Using the evidence-based Coordinated Approach to Child Health (CATCH) curriculum, Healthy Choices activities engage students in physical activity and nutrition education 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). Program partner, Project Aware, will use customized, evidence-based prevention programming to promote wellness behaviors (e.g., stress management), as well as students' social and emotional development (e.g., self-regulation, communicate their needs effectively).

Activities and Academic Standards, Clay County Middle School, Grades 6-8

Activity	Connection to Learning Standard
Homework Help	Provides support for students in a variety of academic subjects, targeting specifically English language arts and mathematics. Program activities provide individualized support for students to help them master the West Virginia College- and Career- Readiness Standards. The goals of the Homework Help portion of the program focus on meeting the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 (WVBE Policy 2520.19), specifically, helping students develop academic motivation; develop learning skills; and achieve school success.
Credit Recovery	Provides students with an opportunity to recoup credits from failed courses that are required for promotion and/or graduation. Coursework is completed via the online Edgenuity platform and is aligned with the West Virginia College- and Career-Readiness Standards.

Enrichment Activities	Fine arts activities incorporated into the program will align with the West Virginia College- and Career-Readiness Standards for the Arts. Activities will focus on common domains of the arts—create, connect, explore, perform, relate, respond.
	STEM activities will align with the West Virginia College- and Career-Readiness Standards for Science, providing a variety of opportunities for students to hone their skills in engineering, technology, and science.
	Career technical education options provided during the program will align with the West Virginia College- and Career-Readiness Standards for Career Technical Education. Sessions will expose students to a variety of career choices, assist them in developing plans for completing career education pathways, and help them develop the skills and dispositions needed to transition from school to the workforce or to postsecondary education.

All program activities – particularly those designed by Save the Children technical experts for the Literacy and Math Blocks – are grounded in scientifically-based research and best practices for skill advancement to ensure students meet or exceed state and local academic standards. Research underpinning program activities is highlighted below:

Activity	Best Practices and Research
Literacy Activities	▪ The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. Reading aloud is linked to young children's emergent literacy ability and language skills, particularly for vocabulary development (Ledger, S., & Merga, M. K., 2018). The program offers a number of opportunities for literacy tutors to read aloud to groups of students, as well as for students to read aloud to one another (e.g., Reader's Theater). ▪ Research has shown that students who used Accelerated Reader™ (AR), a reading management software, demonstrated more significant gains in reading comprehension as those who did not use

	AR (U.S. Department of Education, 2016). The program uses the AR software to help students select books within their range and interest, guiding practice as students advance through their designated reading levels. Children who spend more time reading independently make greater gains than children who spend little time reading independently (U.S. Department of Education, 2016). ▪ Repeated reading procedures – such as the echo reading, choral reading, partner reading, Reader's Theater and performance activities that are included in the service array – have a consistent and positive impact on word recognition, fluency and comprehension at a range of grade levels (Rasinski, Padak, & Fawcett, 2010).
Math Activities	▪ What Works Clearinghouse report "Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools" recommends using visual models to support the acquisition of early math knowledge and skills. Research has shown that students who are taught using hands-on teaching methods with manipulatives, which is emphasized in math activities, outperform those who are not and is the most important predictor not only for later math achievement but also for achievement in other content areas (Claessens & Engel, 2013). ▪ Students who are presented with the opportunity to use manipulatives report that they are more interested in mathematics; long-term interest in mathematics translates to increased mathematical ability (Claessens, 2013). ▪ Strategic use of mathematics games is an effective way to help children become fluent in mathematics (Bay-Williams & Kling, 2014). ▪ "Students who learn to articulate and justify their own mathematical ideas, reason through their own and others' 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).

Enrichment Activities	▪ The CATCH curriculum used in the Healthy Choices programming 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). ▪ Incorporation of the arts into enrichment programs for students has long been associated with many positive outcomes for students. Some of these include improved academic and social skills; increased sense of well-being and self-esteem; greater creative thinking and self-expression; and increased opportunities for critical thinking, collaboration, and problem-solving (Caldwell et al, 2019; Vaughan et al, 2011; Fiske, 1999). Student participation in the arts has also been linked to improved classroom participation and school attendance (Hilliard, 2021). ▪ Career exploration afforded through hands-on learning during afterschool and the Summer CTE Camps, as well as through information presented by guest speakers of various backgrounds, increases the likelihood that participating students will remain engaged with schooling, graduate on time, and pursue post-secondary education (America's Promise Alliance, 2022).

A more comprehensive summary of the research underpinning program activities can be found in the "Related Documents" section.

Equitable Access and Participation

Programs will implement policies and procedures already developed by Clay County Schools to ensure equitable access to and participation in all program services. As mentioned, all students will be eligible for the program, although programs will prioritize enrollment of students who are performing below grade level or face the greatest academic risks. The tool used to identify the target population for the program – the STAR assessment suite – is suitable for use with students of all abilities, including those with special needs: the STAR assessments are computer-adaptive, and the difficulty of the tests adjust automatically to reflect the skill level of the student. A question will also be included on the program application to help identify students with Individualized Education Plans (IEPs). The Program Director or Site Coordinators will share applications where the student/family has self-reported having an IEP with the Special Education Director, who will review and provide necessary accommodations. Site Coordinators will also work with the school principal, students' case managers, and parents to make other accommodations and modifications as needed. For example, the program will utilize high school students as tutors to provide one-on-one assistance for students who need additional support during activities. Additionally, Site Coordinators will coordinate with the Communities In

Schools (CIS) Facilitator(s) based at their school, as well as the district Homeless Specialist and Project AWARE Coordinator, to identify and recruit at-risk students in need of additional academic and social-emotional supports. Afterschool and summer learning programs will be inclusive of all students.

The School-Age Lead Associate will train Site Coordinators and all program staff to work with students of all abilities. While the program by its very nature 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 students with special needs. For example, the Healthy Choices curriculum for physical activity is specifically designed to accommodate and embrace children of all abilities so that everyone can participate in needed physical activity. Healthy Choices Coordinators, however, can also select or 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, shared guided reading, and other strategies.

All programs will operate on school campuses, which will ensure that the program space is 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.

Connection to Regular-Day
As the primary liaison between the program and school, the Site Coordinators will work with the principal and school-day teachers to ensure program activities target students' academic needs and align with school-day instruction. To facilitate communication and ensure alignment, Site Coordinators will participate in the following:

- Monthly school staff meetings, the agenda for which are driven by classroom teachers and their needs and challenges in the classroom;
- Monthly Professional Learning Community (PLC) meetings, during which aggregate and individual student assessment are reviewed and discussed;
- Grade Level Collaborative (GLC) planning meetings, semi-monthly at the elementary school and daily at the high school, during which teachers jointly plan lessons for their grade level;
- Weekly Leadership Curriculum Team meetings; and
- Collection and distribution of weekly classroom newsletters, during which classroom teachers share activities occurring in the classroom with afterschool staff.

These meetings will allow the 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-aloud and extended read-aloud based on subjects or topics being studied in the classroom). These meetings will also present an opportunity for the 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-level alignment with the school day, the Site Coordinators will be based out of the school and will be supervised by the Program Director. The Program Director will share program data and information with building administrators during monthly district leadership team meetings. School principals will also serve on the Advisory Council, ensuring that they will be familiar with and have an in-depth knowledge of program activities and will be able to share program updates with all school staff during regular meetings.

Schedules

All students will rotate through 30-minute blocks in age- and skill-appropriate groups to keep student interest, energy, and participation high and allow students to participate in all activities each program day Monday through Thursday. Below is a sample daily schedule.

Clay Elementary School Afterschool Program Schedule

Times	Activity
3:10-3:30 p.m.	Meal
3:30-4:00 p.m.	Homework Help
4:00-4:25 p.m.	Rotation 1 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)

4:25-4:50p.m.	Rotation 2 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)
4:50-5:15 p.m.	Rotation 3 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)
5:15-5:40 p.m.	Rotation 4 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)
5:45-6:00 p.m.	Snack Distribution and Dismissal

H.E. White Elementary School Program Schedule

Times	Activity
3:10-3:30 p.m.	Meal
3:30-4:00 p.m.	Homework Help
4:00-	Rotation 1 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy

4:25 p.m.	Choices, Emergent Reader Skill Building, STEM Enrichment)
4:25-4:50p.m.	Rotation 2 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)
4:50-5:15 p.m.	Rotation 3 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)
5:15-5:40 p.m.	Rotation 4 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building, STEM Enrichment)

Clay County Middle School Afterschool Program Schedule

Times	Activity
3:10 – 3:30 p.m.	Meal
3:30 – 4:00 p.m.	Homework Help
4:00 – 5:00 p.m.	Enrichment Session #1 (Music/STEAM/Esports)
5:00 – 6:00 p.m.	Enrichment Session #2 (Music/STEAM/Esports)

Program Availability
All afterschool programs will operate four days a week for two and a half hours a day, based on the schedule provided in the previous section. The anticipated start date will be September 6, 2022, meeting the requirement to begin programming by October 15. All programs will operate for 27 weeks during the school year.

Summer Programs
To prevent summer learning loss, elementary sites will offer students the opportunity to participate in a full-day, in-person summer program, SummerBoost, that 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. While a majority of the summer program costs are included in the grant budget, the USDA Summer Food Service Program will also be used to provide students with a nutritious breakfast and lunch each program day during the summer.

Building on the school-year programming, SummerBoost will provide a full day of integrated, themed activities for six hours a day for four days per week (Monday through Thursday). SummerBoost will incorporate the literacy, math, and Healthy Choices activities offered during the school year, but in a summer camp-like environment that is more relaxed than the school year to promote a sense of community and camaraderie while still helping students to improve reading and math skills. For example, during SummerBoost, the Healthy Choices physical activity component uses the Kinder Joy of Moving method, a scientifically validated method 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. Literacy, math and Healthy Choices physical activities are provided daily. In the afternoons, students participate in daily 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. Summer activities will 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.

The summer learning program for middle school students will include a nutritious breakfast and lunch provided through the USDA program, as well as five hours of academic support and enrichment offerings. Students in need of credit recovery will have access to the online Edgenuity platform and the one-one-on assistance of a program facilitator.

Students interested in enrichment opportunities may participate in a variety of career technical education or fine arts sessions offered morning and afternoon.

The elementary SummerBoost and middle school summer learning programs will operate for six hours a day from Monday through Thursday for six weeks, with a target start date of June 12, 2023. A sample summer schedule is provided below.

Elementary School Summer Program Schedule

Times	Activity
8:30-8:55 a.m.	Breakfast/Opening Exercises
9:00-9:30 a.m.	Morning Rotation 1 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building)
9:35-10:05 a.m.	Morning Rotation 2 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building)
10:10-10:40 a.m.	Morning Rotation 3 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building)
10:45-11:15 a.m.	Morning Rotation 4 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building)
11:20-11:50 a.m.	Morning Rotation 5 (e.g., RAVFL(Extended Read-Aloud), Math, GIRP(Guided Independent Reading, Healthy Choices, Emergent Reader Skill Building)

11:55 a.m. -12:25 p.m.	Team-Building Exercises
12:30-1:00 p.m.	Lunch
1:05-1:50 p.m.	Afternoon Rotation 1: STEM or a Community Service Learning Project
1:55-2:25 p.m.	Afternoon Rotation 2: Nutrition Education or Enrichment
2:30 p.m.	Dismissal

Middle School Summer Program Schedule

Times	Activity
8:00 – 8:30 a.m.	Breakfast
8:40 – 11:10 a.m.	Credit Recovery
8:40 – 11:10 a.m.	CTE Camps/Fine Arts Camps 1 and 2

11:15 – 11:45 a.m.	Lunch
11:50 a.m. - 2:20 p.m.	Credit Recovery
11:50 a.m. - 2:20 p.m.	CTE Camps/Fine Arts Camps 3 and 4
2:30 p.m.	Dismissal

Supper

Committed to children's nutrition and overall well-being, programs will serve healthy snacks and meals as an in-kind contribution in accordance with the recommendations outlined in West Virginia's Child Care Nutrition Standards Guide, USDA National School Lunch Program, and Save the Children's Healthy Snack Standards. All food will meet USDA guidelines for afterschool snack/meals and summer meals. Programs will provide a daily nutritious supper to all participants during the afterschool program and a nutritious breakfast and lunch during the summer program. Additionally, snacks will be provided by community partners when available. Clay County Schools will cover meal expenses through the school's participation in the USDA National School Lunch Program and will leverage other funds to provide food service staff to order and serve meals and snacks during the school year and summer.

Dissemination of Information

Clay County Schools and Save the Children utilized a comprehensive outreach plan to provide the community notification of an intent to apply for 21st CCLC funding (see Related Documents) and, if awarded, similar strategies will be employed to inform the community, particularly parents/guardians, of the award and continued services under the program. The Site Coordinators will broadly distribute informational materials (all labeled with the 21st CCLC logo) that include eligibility, location, hours of operation, schedule of services provided (at no cost to families), and contact information. Other outreach strategies may include placing another public notice and pursuing ongoing coverage in the local newspaper; sending information home with students or directly to parents/guardians; classroom and school newsletters; and posting on the districts or schools' website.

Clay County CS and Save the Children will also use a variety of face-to-face methods to ensure parents/guardians are aware of program activities, particularly parents/guardians who may have low literacy levels. These include informal

check-ins during pick-up/drop-off, open houses, and parent-teacher conferences. The quarterly Advisory Council meetings will be open to the community, serving as another mechanism for parents/guardians and the broader community to learn about the program.

* Parent, Family, and Community Involvement

Parent, Family, and Community Involvement

When asked on the needs assessment, “What is the most important thing an afterschool and summer program could do to improve the lives of your students,” one teacher responded, “Provide a support system for students as well as parents/guardians.” Clay County Schools acknowledges the obstacles faced by its students and their families; it recognizes how difficult the last two years have been for students and their families. To that end, the district strives to provide engaging educational opportunities for parents and families that will create shared responsibility among families and educators to support children’s educational needs. Key to this process is empowering parents and guardians to support their child’s academic achievement, both by building school-to-home connections and building the skills and knowledge of parents/guardians.

Similar to each program’s approach to fostering student involvement, all programs will engage parents, families, and community members in the program design and implementation to ensure activities are most relevant to their 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 of improvement; this process will allow the program 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 and will work closely with the principal to identify trends in needs. Site Coordinators will also review the results of the annual parent survey and feedback on previous year’s events to build out a calendar of family engagement activities.

To plan family engagement activities for Year 1, as well as to solicit feedback on overall program design, needs assessment surveys were provided to caregivers of students at all schools. The surveys included multiple-choice and open-ended questions to identify the needs and challenges of families, as well as to solicit their thoughts on program design (e.g., barriers to participation) to best meet the needs of their children. One survey question asked caregivers to identify the type of activities that would most help them to become more engaged in their children’s learning. In collaboration with community partners, the five most popular activities – helping kids with homework, understanding what kids are learning in class, family STEM activities, health and nutrition education, and parenting skills – were used

to develop Year 1 family engagement activities. If awarded, these activities, described below, may be adapted to meet the needs of families of enrolled students:

Activity	Description
Family Literacy Event, with Clay County Public Library	In partnership with Clay County Public Library, this workshop will focus on increasing adult/family literacy. Caregivers who are struggling with reading and literacy themselves are not able to help their children with schoolwork. To minimize stigma or any perceived embarrassment of skill level, Clay County Public Library volunteers and tutors will provide instruction to both the student and parent/caregiver. Students will create reading comprehension tools to use during literacy activities with their parents to make the sessions more interactive between parents and child.
Food & Health, with the WVU Extension Office	In partnership with the WVU Extension Office, this workshop will provide information, hands-on activities, and resources on health and wellness. Potential topics may include cooking, grocery budgeting, and family nutrition and fitness. Parents and caregivers will learn how to promote healthy lifestyles and choices and the important connection between health, child development, and education.
Helping Caregivers Cope & Helping Children Cope	Facilitated by Save the Children resilience experts, and in partnership with Communities in Schools, this workshop will equip caregivers with tools to understand stress and stress reactions, burnout and compassion fatigue, and healthy coping mechanisms. Participants will also learn ways in which to take care of children and themselves (self-care) and coping methods to teach to children.
Financial	In partnership with the Clay County Bank, this workshop will provide career exploration opportunities for

Literacy, with Clay County Bank	students in the areas of finance and banking as well as providing fiscal responsibility and personal finance education for both students and caregivers.

The Advisory Council will also play a key role in wider school and community involvement with the inclusion of students, parents and community members on the council itself and in its role in program oversight. Parents/caregivers and students will be able to voice feedback through program surveys and through regular outreach and relationship building with Site Coordinators. 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. Site Coordinators will also seek feedback from parents as part of the continuous improvement process.

Family Engagement Plan and Statement of Need

As demonstrated by the results of the community needs assessment and by the qualitative data provided by school principals, parents and caregivers need guidance and targeted supports to be equipped to support their children's learning and development. Having a well-planned parent and family engagement model to address this need by creating a framework that promotes shared responsibility among families and educators to support children's educational needs, particularly by building school-to-home connections and building the skills and knowledge of parents/guardians, will be central to the implementation of successful programming. Led by the Site Coordinators, family engagement programming will encompass a range of activities, practices, and policies that are grounded in and promote the following four overarching strategies to achieve the programs' family engagement goal and objectives:

- Effective Communication: The program will use both informal and formal avenues to engage in regular, two-way, meaningful communication with parents and families about their children's learning. 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 annual family needs assessments and interest surveys, facilitating parent orientation, and sharing program updates during pick-up/drop-off and ClassDojo.

- Skill Building: Site Coordinators will implement practices and activities that equip parents 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. In coordination with each school, programs will

hold at least four learning-based workshops on the topics most relevant to parents. Other practices and activities may include developing calendars with learning activities for families to do at home together; 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 partners to help create home learning environments.

- Family Connectedness: All program staff will create a programming environment where families feel welcomed, valued, and connected to other families, program/school staff, and the community. In order 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 on their own.

- Community Collaboration: Connecting families to community resources is also an important component of each program's approach to family engagement, as it can help caregivers strengthen their social connections and their ability to address their needs beyond their participation in programming. 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. Site Coordinators will collaborate with the district Truancy Diversion Specialist, Homeless Specialist, and Communities In Schools (CIS) Facilitator at their school to identify and provide resources to students and their families.

As demonstrated by the range of practices and activities described, family engagement will take place in a variety of forms and will be aligned with the need of the school, family, and community annually, taking into consideration the challenges and constraints families face, their interests and needs, and 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.

Ensuring Equitable Access and Participation

Programs will ensure equitable access to and participation by family members and program beneficiaries with special needs. Clay County Schools will seek to strengthen the home-school connection with parents of special needs

students by actively soliciting their input and participation in programs. Site Coordinators will work closely with school-day teachers and program staff to coordinate and conduct outreach using multiple methods, so parents/guardians are aware of the program activities offered and feel welcome and invested in the program. Program staff will send hard-copy invitations home with students, post fliers in the front office and on social media platforms, use ClassDojo, or make phone calls to reach all or a subgroup of parents/guardians 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). All program staff will receive training in key strategies and activities for effective engagement to ensure the program is successful in serving parents and guardians.

To ensure active participation from the greatest number of parents/guardians in the family workshops, program events will be held on days and times that accommodate the schedules of working families and on topics that are relevant to most families, as determined by the annual pre-service family needs assessments and interest surveys. Invitations to program activities, specifically family engagement workshops, will be sent at least two weeks in advance. Program staff will also work with the district, community partners, and the Advisory Council to identify resources and provide any accommodations needed to support the participation of family members and beneficiaries with special needs at program events (e.g., providing a sign language interpreter).

* Facility Plan

Safe and Welcoming Environment

Located on the school campuses of Clay Elementary, H. E. White Elementary, and Clay County Middle School, the 21st CCLC programs will meet all state and federal requirements for accessibility and safety, including being ADA-accessible (e.g. ramps at entrances/exits) and maintaining secured, controlled access to the buildings. As such, programs will be accessible and safe. Exterior doors will be locked at all times, and program staff must electronically unlock the doors to allow anyone entry into the school. During program hours, program staff will escort children as they rotate through their activity blocks. Each schools is also equipped with first aid kits, which will be available onsite as well as when students are taken offsite for field trips. All employees complete Safe Schools training, which involves understanding protocols for administering first aid.

All program activities will be provided in positive learning environments that build on the familiarity of the school environment. The program will operate in designated spaces at each school, including classrooms, the library and computer lab for academic activities; cafeteria for meals and homework help; and gym and playground (at Clay Elementary and H.E. White Elementary) for Healthy Choices activities. Clay County Schools also provides iPads or

laptops for every student in the district, which will be available to participants to use for program activities, such as completing AR quizzes.

All spaces will be child-friendly, in addition to being safe, clean and accessible. To the extent possible, and according to all safety and fire prevention specifications, all the spaces specifically for the afterschool and summer program will be revamped to have a fun, welcoming atmosphere that is different from the school day. For example, elementary program staff will create cozy reading nook or use tents and other fun furnishings, outfitted with kid-friendly seating like cushy floor pillows and special reading lights, to provide dedicated spaces designed for GIRP and other literacy activities. For group literacy activities, such as read-alouds, students will be able to sit on plush, colorful carpets or spread out on beanbag chairs instead of sitting at their desks. All sites will use bulletin boards to display students' work to inspire creativity, as well as to share program information with parents/guardians and families. Spaces will be adapted, as necessary, for students with special needs. These adaptations will be individualized by students based on their specific needs. Clay County Schools ensures all facilities and areas utilized by students meet design specifications and spatial requirements established in West Virginia Board of Education Policy 6200: Handbook on Planning School Facilities.

Agency Inspections

Programs will be located at school-based sites (Clay Elementary, H. E. White Elementary, and Clay County Middle School). Clay County Schools ensures all state-required inspections are completed.

Transportation

Student safety and program accessibility are of the utmost importance, and Clay County Schools has taken both into consideration in developing its transportation plan. Because programs are located on school campuses, they will follow the school policies and procedures for student drop-off/pick-up to provide uniformity across the school and program day. The program will follow these policies and procedures throughout the program year, including during the summer. The Site Coordinators, or a designated staff member, will supervise the pick-up/drop-off process and will remain onsite at the school until all participants have been picked up by an authorized adult or delivered home safely.

Based on guidance from the Assistant Superintendent, funds have been budgeted for five district buses (on average 20-30 students per bus) to deliver students safely home from the afterschool program and both ways during the summer program. Buses will meet all required state and district safety regulations and policies. Buses are the property of Clay County Schools. Operators inspect, clean, and disinfect buses daily for safety, and buses are maintained and inspected annually by qualified bus inspectors. Before hiring, bus operators pass background checks and receive training on state and district policies. All student riders will participate in emergency evacuation drills at least twice

annually. Modifications and support will be made available based on students with disabilities' IEP or IHCP. Additionally, Clay County Schools will operate a handicap bus during summer programs. Signs will be posted to direct traffic during arrival and departure times. Program staff will patrol the grounds during these times so that undesignated vehicles do not enter the bus loading/unloading zones.

Should students choose not to ride the bus, parents/guardians or other authorized adults will be permitted to pick up their children following district guidelines. During parent pick-up, program staff will check out students in accordance with school and district guidelines, which includes requiring authorized adults to sign off when they pick up their children and escorting students to their parents' vehicles. Only adults listed on the program application, which will be kept in students' files, will be able to pick up a student. Because of the location of the school, program staff will not allow students to walk home. Following the program, parents/guardians must be present at bus stops to collect students. If no parent or guardian is present, the bus driver will return the student to the afterschool site, where the afterschool site coordinator will attempt to contact the family and make arrangements for the parent/guardian to pick up the child at the school.

Emergency Plans

Emergency exit and readiness plans will be communicated to staff, students and parents/guardians per established school protocols and channels. These plans will also be provided in the staff handbook, student handbook, parent handbook, school website, and the 21st CCLC agreement signed by each participant and parent/guardian. Afterschool programs will conduct three fire/emergency drills and two ALICE drills in addition to the drills practiced during the school day. During the school year, programs will aim to follow the school's schedule for conducting drills (that is, hold drills on the same day as they are conducted in school) to reinforce to students that safety procedures are the same for the 21st CCLC program. All emergency drill information will be communicated by afterschool teachers to students during the first week of afterschool programming to ensure students are familiar with all safety procedures.

* Program Personnel

Chart - Staff Roles and Responsibilities

Team Member	Responsibilities	Qualifications
21st CCLC Program	▪ Provide executive program oversight,	▪ Master's in education with

Director (1 position) Role: Executive and Administrative Oversight	including program planning, monitoring and evaluation, and providing supervision/guidance to Site Coordinators. ▪ Serve as the main liaison between Clay County Schools and Save the Children. ▪ 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. ▪ Support management of program partnerships. ▪ Support curricula and other integration between the school day and 21st CCLC program, including fostering cross-staff communications and collaboration. ▪ Serve on the Advisory Counci and County Leadership Team	administrative certification 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. ▪ Experience developing and implementing training. ▪ Certified teacher with classroom management experience. ▪ Demonstrated management and organizational skills related to program implementation, staff supervision, resource coordination, and program evaluation.

Program Advisor – Save the Children School-Age Lead Associate (1 position) Role: Administrative Oversight and Training and Technical Assistance	▪ Serve as the main liaison between Save the Children and Clay County Schools ▪ Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of programs. ▪ 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). ▪ Serve on the Advisory council.	▪ Master'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.
School Principal Role: Executive Oversight	▪ Provide executive program management support and 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.	▪ Master's in education with administrative certification. ▪ Certified teacher with classroom management experience. ▪ Experience in school administration. ▪ Strong skills in program implementation, staff supervision,

	▪ Serve on the Advisory Council.	resource coordination, and program evaluation.
Site Coordinators (3 positions, 1 at Clay Elementary, 1 at H.E. White Elementary, and 1 at Clay County Middle School) Role: Program Management	▪ Oversee onsite program management and day-to-day programmatic functions, including lesson planning, monitoring and evaluation, and supervising 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. ▪ 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/guardians 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.	▪ 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 Clay County students and families. ▪ Certified in CPR and first aid (or complete certification within one month of employment).

	▪ Support data collection, entry, and collection for the program's continuous learning and improvement plan. ▪ Coordinate family engagement events. ▪ Convene the Advisory Council and implement their guidance. ▪ Use data to improve the quality of the 21st CCLC program and increase student success.	
Tutors (3-4 per school) Role: Supplemental Education and Enrichment	▪ Guide and pace the teaching sessions in order to facilitate learning for the individual student. ▪ Provide reinforcement and constructive feedback. ▪ Help the student gain increased independence and confidence in his/her ability to learn. ▪ Promote Social Emotional Learning. ▪ Recommend program improvements to enhance the quality of programs and better meet student needs.	▪ All tutors will be certified teachers or will have met all minimum requirements for district instructional aide positions.
Healthy Choices Coordinator	▪ Coordinate physical activities and nutrition education.	▪ Healthy Choices Coordinators will be certified teachers or will have met all

(1 per school) Role: Physical Activity & Nutrition Coordination	▪ Provide reinforcement and constructive feedback. ▪ Help the student gain increased independence and confidence in his/her ability to learn. ▪ Promote Social Emotional Learning. ▪ Recommend program improvements to enhance the quality of programs and better meet student needs.	minimum requirements for district instructional aide positions.
Volunteers Role: Enrichment and Supplemental one-on-one Support	▪ Provide reinforcement to program tutors. ▪ Lead and support enrichment activities. ▪ Promote Social Emotional Learning ▪ Offer input/suggestions for improving program quality.	▪ Works well with children and interest in supporting afterschool and summer programming. ▪ Willing to share skills and talents with students
Community Partners Role: Enrichment	▪ Lead enrichment activities. ▪ Serve on Advisory Council. ▪ Provide career exploration opportunities for students. ▪ Offer input/suggestions for improving program quality.	▪ Interest in supporting Clay County children achieve school and long-term success.

Process to Improve Staff Capabilities

The Program Director, Program Advisor, Site Coordinators, and other applicable staff will participate in all required 21st CCLC professional development opportunities including but not limited to, the Multi-State Fall Conference, annual WVDE-sponsored 21st CCLC conference, and four partial-day, drive-in or virtual meetings throughout the year. These professional development costs are included in the budget. To the extent possible, the co-applicant's staff will also attend the Multi-State Fall Conference and WVDE-sponsored 21st CCLC conference; expenses for Save the Children staff to participate will be provided in-kind. Information learned at these professional development opportunities that is significant to the implementation of programming will be relayed to all program staff via the Program Director, Program Advisor, and Site Coordinators.

In addition to the WVDE-mandated trainings, all program staff will be required to complete trainings through the school district and Save the Children. District trainings will include CPR and first aid, mandatory child abuse reporting, drug free environment, Title IX, conflict management, bullying, active shooter, youth suicide, diversity technology usage, sexual harassment and meeting the needs of special populations (including special education and homeless students). Save the Children will provide all program staff a minimum of 20 hours of professional development and technical assistance annually to improve staff capabilities on an ongoing basis. The School-Age Lead Associate (Program Advisor), Save the Children's expert in education and school-age programming, will deliver training during the onboarding process to equip program staff with the knowledge and skills to support students' academic achievement. The training curriculum meets school-age extended care program regulations. Additionally, all employees of Clay County Schools will receive training on creating trauma-informed classrooms and supporting student's social emotional health.

In Year 1, all 21st CCLC program staff will receive training in the program model and curricula; child safeguarding; behavior management; data collection, monitoring, and evaluation to track student performance; and, family engagement. The remainder of the trainings will be specific to the position and the age group with which staff will work. For example, literacy tutors implementing the Developing Reader Literacy Block will receive training in read-aloud, vocabulary and fluency-building activities, such as All About Read-Aloud with an Emphasis on Fiction. The Lead Associate will provide these position-specific trainings in phases so that program staff can begin providing services at the beginning of the school year after they have completed the first phase of trainings and then can gain a deeper understanding of the introduced concepts during subsequent phases throughout the remainder of the school year. The initial phases 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 will work with the

Save the Children Advisor for Early Numeracy and Math to develop additional trainings for program staff that will increase their skills to support math achievement). The Program Director will provide professional development specific to the requirements of 21st CCLC for all employed staff prior to the start of programming.

Clay County Schools, Save the Children, and schools will work together to jointly sponsor professional development opportunities and cross-train program and school staff. To the extent possible, all Save the Children training will be open to school-day teachers and staff. Program staff and school faculty will also have access to Save the Children's online courses through the online training platform, CollaborNation. The 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. Clay County Schools will also hire first from within the school for tutor positions, so these employees will participate in all school-level trainings. Regardless, all program staff, particularly staff who are not school day teachers, will participate in all school-level trainings and relevant district-wide trainings for topics that promote alignment between the program and school. Clay County Schools will also utilize the You for Youth platform, which provides free online professional development and technical assistance for Nita M. Lowey 21st CCLC grant programs. Offerings include a variety of courses and webinars, and cover a wide range of topics (e.g., family engagement, literacy, STEM, financial literacy, college- and career-readiness).

Impact of Staffing Levels

To ensure staffing levels assure participant safety, programs will aim maintain a 10:1 student-to-staff ratio for academic activities and 15:1 student-to-staff ratio during enrichment components. 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.

Role of Volunteers

Community engagement and support are important to the success of the 21st CCLC program, both in terms of program implementation and improvement. To maximize program effectiveness, volunteer opportunities of varying levels of commitment for parents/guardians of program participants through the Advisory Council, or community partners will be available. All volunteers must undergo the district screening process, which includes passing a criminal background check conducted by the school district, to ensure the safety and protection of children in the program. All volunteers will work in conjunction with program staff and will not be permitted to be alone with students. Additionally, long-term volunteers must complete the Save the Children Child Safeguarding Policy as part of their onboarding process to create and maintain an environment that aims to prevent the risk of or actual harm or abuse of children.

Programs will also benefit from the efforts of one-time or short-term volunteers. For example, programs may recruit local professionals or business owners through community partnerships, particularly those in fields of interest to students (e.g., police officers, healthcare workers), 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 or helping with special events (e.g., using teen volunteers to help sort and distribute gifts-in-kind such as books to participants). Sites will provide “on-the-job” training for short-term volunteers, as most of these opportunities will not require specialized knowledge or skills. These types of opportunities provide flexibility to working volunteers who want to be involved but who cannot make a weekly commitment.

Programs will place volunteers who are able to commit a consistent amount of time per week or over the school year, like parent/family volunteers, in classrooms to support program operations, leveraging the efforts of program staff and keeping student-staff ratios low. These volunteers will provide tutoring and mentoring, additional one-on-one attention to participating students (e.g., reading with students), and assist with general classroom instruction, all under the guidance of the teacher. If their roles and responsibilities require training in specific program components, volunteers will participate in the relevant trainings described in the previous section. Volunteers are required to attend Clay County Schools volunteer training and complete a background check.

Vetting Procedures for Staff and Volunteers

Clay County Schools will be responsible for recruiting, hiring, and vetting all program staff, in collaboration with Save the Children and school administrators. The district will conduct background checks on all individuals hired for the program. Program volunteers must undergo the district screening process, which includes passing a criminal background check conducted by the school district, to ensure the safety and protection of children in the program. Additionally, long-term volunteers must complete the Save the Children Child Safeguarding Policy as part of their onboarding process to create and maintain an environment that aims to prevent the risk of or actual harm or abuse of children. Expenses to vet program staff and volunteers will be provided in-kind by the school district.

* Collaboration

Collaboration with Attending Students' Schools

While Clay County Schools and Save the Children are the official joint applicants on this proposal, partners Clay Elementary, H.E. White Elementary, and Clay County Middle School played an equal role in the proposal development, planning and program design. School principals, Assistant Superintendent, current 21st CCLC District Director and school staff participated in planning meetings to discuss the needs of students and families and which interventions and program components would best address their specific needs. Working together, this team has

planned for what will be successful and highly reviewed programs at Clay Elementary, H. E. White Elementary, and Clay County Middle School as collaborative partners and wishes to continue that success to target the most in-need students in the district.

Clay Elementary, H. E. White Elementary, and Clay County Middle School, as detailed below and in the attached partner letters signed by the principals in the “Related Documents,” have a significant role in service delivery and program management. Clay County Schools will act as the fiscal and Save the Children will act as the content provider, providing ongoing training and technical assistance to effectively support the Site Coordinators in carrying out the day-to-day programming. The Program Director will provide day-to-day supervision of the Site Coordinators and will play an active role in the program’s overall operations. These responsibilities will include:

- Hiring and overseeing the payroll of all program-level staff (who will be school district employees);
- Identifying and recruiting eligible students and their families for the program, including having classroom teachers conduct the STAR Early Literacy and Reading assessments annually and sharing benchmark and other data regularly;
- Providing dedicated space for the Site Coordinator to have an office onsite at the school, along with two-way radios to communicate with bus drivers;
- Providing opportunities for the Site Coordinators and classroom teachers to jointly plan program- and student-level services and regularly communicate during staff, PLC, and GLC meetings to facilitate program alignment with school-day instruction and work toward achieving both program and school goals;
- Providing 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;
- Sharing responsibility for continuous program improvement, including serving on the Advisory Council and participating in the annual partner planning process to set annual program goals and objectives, evaluate program activities, and review prior year outcomes;
- Jointly sponsoring professional development activities for program staff, particularly staff who are not school-day teachers, to participate in school-wide trainings on curriculum and other subject matters that will promote alignment between the school and program. To the extent possible, the programs will hire first from within the

school for tutor positions, so these employees will participate in all school-based professional development. Save the Children trainings will be open to interested school staff and volunteers;

- Leveraging other sources of funding to offset program costs and ensure efficient use of resources, including providing full use of school facilities at no cost to the grant (a significant cost savings), using USDA to pay for healthy meals and snacks; and

- Sharing monthly program data (I.e., average daily attendance, enrollment), information related to the programs' progress in meeting grant goals, and demonstrating alignment of program functions with district goals during county leadership team meetings.

To further ensure program services align with school-day learning, Site Coordinators will maintain a schedule that overlaps with the school day, which will enable this position to participate in school-day meetings and informal discussions to facilitate ongoing, even daily, communication with the school principal and school-day staff and ensure the program addresses school, instructional, and student needs. Committed to working together toward a common goal to support students, this existing, collaborative relationship will inform programming and ensure the students with the greatest needs are served.

Data-Sharing Process

Clay County Schools' data-sharing plan establishes processes to access and share individual and aggregate achievement data between the school and program, as well as between Clay County Schools and Save the Children as detailed in the co-applicant agreement. Data will be tracked and shared using shared assessment tools, as described below, as well as through the WVDE data system and the Save the Children's Online Reporting and Evaluation System (SCORE). All students entering the program will have a completed intake packet on file completed by the legal guardian(s) that includes parent consent for records, access to student data, and image use to implement the data-sharing plan; programs will take all precautions to safeguard individual student data and follow all Family Educational Rights and Privacy Act (FERPA) regulations. Moreover, the staffing plan will facilitate data sharing between school and program staff: the District Director will provide executive oversight of the program, including supervising the Site Coordinators and, to the extent possible, classroom teachers will serve as the program's tutors.

Data will be tracked and shared using the Renaissance Learning Platform (which owns the STAR assessment suite and AR), the WVDE data system, and the Save the Children's Online Reporting and Evaluation System (SCORE). Program staff will use these systems for program planning, implementation, and evaluation. 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. Classroom teachers will also share student records and other individual student data (e.g., classroom behavior) with the Site Coordinators and program staff during PLC and GLC meetings, joint planning times, and via informal conversations, telephone, or email to further facilitate and ensure this alignment. Additionally, data will be tracked through the 21st CCLC App, developed by the West Virginia Department of Education. Using this application, Site Coordinators will be able to monitor student attendance, hours of participation, and activities offered.

Included in the co-applicant agreement with Save the Children, access to student records and data will also be shared with specific Save the Children staff, like the School-Age Lead Associate, and the agency's Monitoring & Evaluation (M&E) team to monitor and evaluate data for the programs' continuous learning and improvement plan. As such, program staff will also enter student data into 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 Site Coordinators and school principals on an ongoing basis to communicate program impact and make adjustments to programming as necessary.

Program administrators will primarily share program data with parents/caregivers, teachers, and other stakeholders through program updates shared during 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 PLC meetings, joint planning times, and via informal conversations, telephone, or email. The staffing plan will facilitate data sharing between school and program staff: the Program Director 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 tutors.

Support Provided by Partner Organizations

Partnership Support		
Partner Organization	Summary of Services	Objectives Supported by this Partnership

Clay County Bank	▪ Sponsor and support afterschool activities. ▪ Partner with and provide speakers for afterschool events. ▪ Provide career exploration opportunities for students in the areas of finance and banking. ▪ Promote fiscal responsibility and personal finance education for afterschool students. ▪ Serve as a member of the 21st CCLC Advisory Council.	Objective 1.2 - By the end of each school year, at least 72% of all participants will demonstrate significant progress (gain 2 NCEs or more) on the STAR Math assessment pre-test (fall) to post-test (spring) in math. Objective 1.4 - By the end of each school year, at least 95% of all participants who attend 90 hours or more will achieve a passing grade in math as measured by end-of-year course grades. Objective 2.2 – By the end of each school year, at least 50% of parents/caregivers of participants will strongly agree that that they feel welcome at their child's school on the annual family engagement surveys in order to improve school-home connections. Objective 3.1 - By the end of each school year, at least 75% of participants will demonstrate improvement in school engagement through homework completion, class participation, and attendance as indicated by teacher surveys.
Clay County Health Department	▪ Provide educational programs related to health and fitness for students and their families. ▪ Work as partners to promote healthy lifestyles.	Objective 2.1 – By the end of each school year, at least 85% of families of participants will report feeling confident in their ability to support their child's education at home on the annual family engagement surveys in order to increase students' academic achievement. Objective 2.2 – By the end of each school year, at least 50% of parents/caregivers of participants will strongly agree that that they feel welcome at their child's school on the annual family

	▪ Provide health information to the Clay County Board of Education, teachers, and students. ▪ Assist with health-related grants. ▪ Encourage career exploration in health-related fields by students. ▪ Serve as a member of the 21st CCLC Advisory Council.	engagement surveys in order to improve school-home connections. Objective 3.1 - By the end of each school year, at least 75% of participants will demonstrate improvement in school engagement through homework completion, class participation, and attendance as indicated by teacher surveys.
Clay County Public Library	▪ Provide literacy programs for students and their families. ▪ Provide library services for students and their families. ▪ Provide a summer reading program. ▪ Provide STEM-based learning activities for summer program. ▪ Serve as a member of the 21st CCLC Advisory Council.	All objectives

Clay County Sheriff's Office	▪ Provide auxiliary officers for special afterschool events. ▪ Provide educational presentations to groups of children at school, during afterschool, and during the summer learning program. ▪ Partner to provide a prevention resource officer for county schools. ▪ Support career exploration in law enforcement among students. ▪ Provide school safety training to students and staff. ▪ Serve as a member of the 21st CCLC Advisory Council.	Objective 3.1 - By the end of each school year, at least 75% of participants will demonstrate improvement in school engagement through homework completion, class participation, and attendance as indicated by teacher surveys.
WVU Clay County Extension Office	▪ Provide positive youth development activities for afterschool participants. ▪ Collaborate with the Clay Afterschool Program to	All Objectives.

	provide 4-H youth development opportunities, including project-based learning activities. ▪ Provide career exploration opportunities for students in the areas of finance and banking. ▪ Provide the Healthy Grandfamilies program to caregivers of participating afterschool students. ▪ Provide STEM-based sessions in afterschool and summer learning programs. ▪ Facilitate health and wellness activities during afterschool and summer learning programs. ▪ Serve as a member of the 21st CCLC Advisory Council.	

Co-Applicant Capacity

Save the Children, a longtime partner of Clay County Schools, will serve as the co-applicant on the proposed program. Collaboration between Save the Children and Clay County Schools began in the 2015-16 school year, when the two worked together to respond in the immediate aftermath of the 2016 floods to help create or restore access to early childhood, pre-kindergarten, and supplemental educational programs in the county. Deepening this

initial partnership, Clay County Schools and Save the Children have jointly operated a 21st CCLC since the 2017-18 school year. The two have worked together very closely over the years to determine the needs of the community, evaluate programming impact and outcomes and respond to emergencies like flooding and more recently the COVID-19 pandemic. The initial success of this program has prompted ongoing discussions to continue services in the county. Save the Children, Clay County Schools, Clay Elementary, H. E. White Elementary, and Clay County Middle School closely collaborated to develop specific components of the proposed program, discuss each partners' roles and responsibilities, and determine the overall program implementation and management process.

Clay County Schools and Save the Children have jointly developed this proposal, meeting weekly via Zoom to develop specific program components, discuss each partner's roles and responsibilities, and determine the overall program implementation and management process. Both partners, as well as each school, have had an active role in designing the program and preparing the proposal. Save the Children, for example, led drafting the initial narrative, action plan, and budget, with substantial content and input from the district and schools (e.g., principals provided input on school communication plans, the district finance manager 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 the needs assessment surveys, identifying and reaching out to community partners, and consulting with private schools.

Clay County Schools is committed to using this shared leadership and management model to combine Save the Children's content expertise with the district's knowledge of the community for successful program implementation. Clay County Schools will serve as the fiscal agent and have administrative program oversight, including ensuring compliance with grant requirements, managing grant funds, supporting 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. Clay Elementary, H.E. White Elementary, and Clay County Middle School, through the 21st CCLC school-based staff who will be hired as district employees, 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 program with the regular school day, Site Coordinators will report to the Program Director, to receive guidance on program implementation. Evaluation of the staff will occur by the Program Director, who has developed an electronic walkthrough/evaluation form which is utilized during weekly visits to programs.

Please see Related Documents for evidence of joint planning and partnership.

MOUs
Please see “Related Documents” for a list of partners and supporting documentation, including the Co-Applicant Agreement with Save the Children and letters from the principals of Clay Elementary, H.E. White Elementary, and Clay County Middle School.

Private School Consultation
There is one small private school, Clay Christian Academy, in the attendance boundaries of Clay County Schools. The Assistant Superintendent of Clay County Schools contacted the school principal in March 2022. Per the school principal, the school does not participate in any types of federal programming; however, students from Clay Christian Academy are always welcome to participate. A completed and signed “Private School Consultation Document” has been uploaded to Related Documents.

Partnership Support

Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership
See Full List of Partnership Support in Collaboration Section.		

* Sustainability

Advisory Council and Sustainability
Clay County Schools’ goal, if again awarded 21st CCLC funding, is to continue to leverage private funding and other in-kind resources to support the needs of children and families in Clay County. CCS is doing this now and will continue to seek and raise additional private and public resources, building capacity of school and community and working within the Advisory Council to increase local support. Clay County is a high poverty, isolated rural area without access to local resources that could support out-of-school time programming long-term without dedicated grant funding. For this reason, the district’s plan will aim to braid various funding sources such as government sources, including federal, state and local grants, corporations and foundations, state appropriations and additional private-public partnerships.

Additionally, Clay County Schools and Save the Children will aim to disseminate data to support the success of the program to sustain and grow the programs.

As discussed during joint-applicant planning meetings, members of Clay Elementary, H.E. White Elementary, and Clay County Middle School 21st CCLC Advisory Councils will include the Program Director, School-Age Lead Associate, Site Coordinators, school principals, district administration (Superintendent, Assistant Superintendent, Chief School Business Officer, Director of Student Support Services, and Director of Special Education), parents, students, community members, and business representatives. Current members of the Advisory Council participated in the development of this proposal. Monthly interaction with the Advisory Council will continue to occur, including solicitation of ideas to support and strengthen the programs. Advisory Council members will play an important role in the oversight and sustainability of the program. Members will receive program updates, review program data (e.g., STAR results) and budget/financial reports, and provide guidance on programmatic improvements, proposed budget modification, and sustainability efforts. Input was sought from the Advisory Council meeting as part of this proposal development process on March 28, 2022.

Budgetary needs and fundraising priorities will be communicated regularly during monthly Save the Children West Virginia prospecting calls to ensure future funding opportunities are developed to support the 21st CCLC program in Clay County. Fundraising capacity building will also be led by Save the Children's resource development team, offering grant writing technical assistance and training to local partners to develop support for the 21st CCLC Program over the five-year grant period.

Strategies to Continue Support After Funding Ends

Beyond sustainable funding, Save the Children builds the capacity of local communities and partner schools to implement and sustain programming. Save the Children will provide local site-level staff with tools and resources such as the curriculum, program materials, training and professional development that can sustain a program or implement aspects of a program when a funding stream ends. For example, school and district administrators are committed to incorporating lessons learned (e.g., impactful family engagement activities) during the grant period to inform strategies and approaches for school-day programming. Specifically, staff development and in-kind support provided by Save the Children will:

- Transfer knowledge and skills to school staff that can enable them to continue providing interventions to struggling students;
- Provide technology, software, and books that will continue to be used beyond the period of the grant;

- Foster ownership of the programs within the school; and
- Help the school build capacity to target local funding sources.
- We partner with school administrators to provide supervision of program staff, which will also support program viability by ensuring sound organizational infrastructure and administrative practices after grant funding ends.

Clay County Schools' co-applicant, Save the Children, has a strong track record of raising foundation, corporate, and individual funds, leveraging $1.07M in 21st CCLC grants and other state investments to bring in additional $3.37M (roughly a 3:1 match) to support program operations across the state. 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 staff development will increase knowledge and skills of child development and education within the school community, enabling them to continue providing struggling students with high-quality support, and provide technology, software, and resources that can be used beyond the period of the grant. This approach will enable the program to continue at the same level, frequency, and duration of services (including hours and transportation) as during the initial three years of the grant.

Leveraging Other Sources of Funding

As described in the Sustainability Plan above, Clay County Schools will work to identify other sources of funding to support the program through a dedicated resource development team, Advisory Council and school district. Save the Children and Clay County Schools will work together to determine availability of current levy funding (voted on by residents of the county) to supplement the 21st CCLC grant award and to support services at the beginning of every program year. USDA funding will be used to cover costs of snacks and supper for participating students. Clay County Schools and Save the Children 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.

Co-applicants have committed substantial in-kind contributions over the course of the five-year program. Save the Children will provide staff time, program evaluation and program material costs in-kind, totaling $93,740.40. Clay County Schools' in-kind services and efforts include support for cooks, meals, janitorial services, and facility use estimated at $139,444.58 annually. Clay Elementary, H.E. White Elementary, and Clay County Middle School estimate $10,000 each in in-kind services with use of their facilities for the program.

Community partner contribution of in-kind services is estimated at a total of $19,000 annually as described in "Community Partner Letters" included in the Related Documents section. The full details on estimated cost share from

Clay County Schools and Save the Children are included in the budget section.

* Organizational Capacity

Previous Success in 21st CCLC Grant Implementation

Clay County Schools takes an integrated, holistic approach to the education of all students and their families. Clay County Schools has a staff of qualified teaching and service professionals experienced in coordinating and integrating educational, developmental, family, health, and other services, including trained financial staff who manage and oversee a number of federal and state grants. The district has the proven organizational capacity to implement policies and operating procedures to provide governance and manage risk on federal, state and local grant programs.

Clay County Schools has partnered with Save the Children to jointly operate 21st CCLC programs since the 2017-18 school year. While the ongoing pandemic presented challenges with implementation, programs were still able to serve 266 students across all sites. During the five years of the previous grant period, Clay County Schools exceeded goals for seven of the nine objectives set for Clay Elementary, H.E. White Elementary, and Clay County Middle School. These achievements included the following:

- 86% of regular program attendees increased or maintained their reading grades from the fall to the spring (exceeding the target of 50%);
- 92% of regular program attendees increased or maintained their math grades from the fall to the spring (exceeding the target of 50%);
- 48% of regular program attendees increased their reading proficiency on the WVGSA (exceeding the target of 45%); and
- 50% of regular program attendees increased their math proficiency on the WVGSA (exceeding the target of 30%).

The program also saw success in empowering families of participating students to increase their engagement in their children's education and development, with 88% of surveyed families/parents reporting they worked on homework with their children at least monthly and 90% of parents reporting they felt confident in their ability to support their child's education at home. (See full grant goal results in Related Documents.)

Regular program attendance has been a challenge due to unforeseen situations like the pandemic. Data reflected below represent participation rates prior to the COVID-19 pandemic (school year 2019-2020). Projections indicate that numbers would have been higher, as programs were closed nearly a month ahead of schedule in March 2020. During the last two years, sites have worked diligently to maintain and improve upon student participation.

	# of Students Enrolled	# Attending 20 Days or More	% Attending 20 Days or More	# Attending 30 Days or More	% Attending 30 Days or More
Clay Elementary	75	56	75%	44	59%
H.E. White Elementary	55	48	87%	39	71%
Clay County Middle School	83	49	59%	25	30%

(For school year 2019-2020)

Save the Children brings to this partnership a record of success in implementing 21st CCLC and afterschool programs at 129 elementary schools in eight states, including 11 schools across five counties in West Virginia. An independent evaluation conducted by Policy Studies Associates (PSA) showed that, on average, students participating in Save the Children's programs made reading gains equivalent to attending an additional 2.2 months of school and math gains equivalent to attending an additional one month of school. PSA also found that participants made greater gains in their literacy than their grade-level peers nationally, even though programs are located in rural, high-poverty communities. As the fiscal lead for 24 21st CCLC grants in eight states, Save the Children also has the administrative and financial capacity, including comprehensive fiscal policies and procedures in place overseen by well-qualified finance staff, to ensure effective use of grant funds received through the sub-contract.

Individual stories best highlight this impact, and we are pleased to share the story of a 2nd grade student at H.E. White Elementary School below:

Preston, a 2nd-grade student at H.E. White Elementary, has regularly attended the after-school program. During the after-school class rotation schedule, Preston participates in a daily 30-minute GIRP (Guided Independent Reading Practice) class where he independently reads books on his level, discusses the book with his tutor, and takes Accelerated Reader quizzes.

At the beginning of the year, Preston's STAR Reading test results showed he read at a 1.8 ZPD level (1st-grade 8th month). By mid-year, his STAR Reading ZPD was 2.8 (2nd-grade 8th-month), an increase of 27.2 NCE points. Preston has surpassed the 2 NCE growth goal by 25.2 NCEs and has increased 1 full year in grade equivalent reading since the beginning of 2nd grade. Preston has developed self-confidence, is eager to read new books and is now reading on a level with the rest of his 2nd-grade peers.

New Strategies for Addressing Student Needs

Throughout the five years of the grant, Clay County Schools has made modifications to the initial proposed program to better serve the needs of students and families. Clay County Schools has incorporated the most effective modifications into the program design proposed for this application. These modifications include using a new math framework that provides the structure and materials for better individualization of lessons and activities; adding two additional weeks of summer programming combining both academic and enrichment programming; adding summer enrichment opportunities focused on career technical education and the arts for middle and high school students; and adding additional transportation supports to ensure timely pick-up and delivery of students to aid in participation numbers.

Impact of Funding

Clay County is a high-poverty, isolated rural area with limited access to local resources to support out-of-school-time programming. The initial 21st CCLC grant helped establish a strong foundation for a successful program at all schools. This program was particularly critical during the past two years as the district and its partner, Save the Children, worked to provide stability and wraparound support to children and their families during the ongoing pandemic. In 2021, Save the Children delivered more than $400,000 worth of donated books, learning materials, and other essential items like hygiene kits and over 50,000 boxes of fresh food through their participation in USDA's Farmers to Food Box Program across the state, including Clay County. This application demonstrates Clay County Schools' commitment to build upon successes at Clay Elementary, H.E. White Elementary, and Clay County Middle School.

Audit Findings

Clay County Schools has not had any audit findings.

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

Indirect Cost	
Total Allocation	$0.00
Budgeted Amount	$216,791.49
Excludable Costs	$0.00
Indirect Cost Rate	1.48%
Max Indirect Cost based on Budgeted Amount	$3,208.51
Max Indirect Cost based on Total Allocation	$0.00

Function	Total
11111 - Instruction-K-12	$127,519.96
11115 - Instruction K-12 academic coaches	$0.00
11119 - Instruction-K-12 extended day/year	$0.00
12170 - Parent/Family Involvement	$0.02
12211 - Supervision of Improvement of Instruction Services	$89,271.29
12213 - Profession Personnel Staff Development	$0.02
12711 - Support Service Student Transportation	$0.12
13121 - Food Service Operations	$0.08
IC - Indirect Cost	$3,208.51

Total	$220,000.00
Adjusted Allocation	$0.00
Remaining	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

11111 - Instruction-K-12 - $127,519.96

Budget Detail		Narrative Description
Function:	11111 - Instruction-K-12	After School Program Tutors: 3 tutors per Elementaryand 2 tutors at Middle/High: $22 hourly x 8 staff x 2.5 hours x 111 days = $42,735.00 ($48,840.00 to grant, $0 Cost Share Local Funding)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$48,840.00	
Line Item Total:	$48,840.00	
Function:	11111 - Instruction-K-12	After School Healthy Choices Coordinator (1 per site): $22 hourly x 3 staff x 2.5 hours x 111 days = $18,315.00 ($18,315.00 to grant, $0 Cost Share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$18,315.00	
Line Item Total:	$18,315.00	
Function:	11111 - Instruction-K-12	Summer School Program Tutors: Half Day (ElementarySchools) (based on tutor:participant ratio) $150.00 Daily x 3 staff x 1 day x 25 days = $11,250.00 ($11,250 to the grant, 0 to cost share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$11,250.00	
Line Item Total:	$11,250.00	
Function:	11111 - Instruction-K-12	Summer School Program Tutors: Half Day (Middle/High location) (based on tutor:participant ratio) $150.00 Daily x 3 staff x 1 day x 25 days = $11,250.00 ($11,250.00 to the grant and 0 to cost share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$11,250.00	

Line Item Total:	$11,250.00	
Function:	11111 - Instruction-K-12	Summer School Program Tutors: Full Day (Elementary Schools) (based on tutor:participant ratio) $200 Daily x 2 staff x 1 day x 25 days = $10,000 ($10,000 to grant, $0 Cost Share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$10,000.00	
Line Item Total:	$10,000.00	
Function:	11111 - Instruction-K-12	Summer School Program Tutors - Full Day(Middle/High location) (based on tutor:participant ratio) $200 Daily x 1 staff x 1 day x 25 days = $5,000 ($5,000 to grant, $0 Cost Share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$5,000.00	
Line Item Total:	$5,000.00	
Function:	11111 - Instruction-K-12	Summer School Program Coordinator (Elementary Schools): $225 Daily x 0.5 staff x 1 day x 25 days = $2,812.50 ($2,812.50 to grant, $0 Cost Share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$2,812.50	
Line Item Total:	$2,812.50	
Function:	11111 - Instruction-K-12	Summer School Program Coordinator (Middle/High location): $225 Daily x 0.5 staff x 1 day x 25 days = $2,812.50 ($2,812.50 to grant, $0 Cost Share)
Object:	112 - Professional Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$2,812.50	
Line Item Total:	$2,812.50	

Function:	11111 - Instruction-K-12	After School Employee Benefits: Social Security: 7.65% of $67,155.00 = $5,137.36 ($5,137.36 to the grant, $0 Cost Share)
Object:	221 - Employee Benefits: Social Security Contributions	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$5,137.36	
Line Item Total:	$5,137.36	
Function:	11111 - Instruction-K-12	Summer School Employee Benefits: Social Security 7.65% of $23,212.50 ($3,299.06 to the grant, $0 Cost Share)
Object:	221 - Employee Benefits: Social Security Contributions	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$3,299.06	
Line Item Total:	$3,299.06	
Function:	11111 - Instruction-K-12	After School Employee Benefits: Defined Contributions Plan 7.5% of $67,155.00 = $5,036.63 ($5,036.63 to the grant, $0 Cost Share)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$5,036.63	
Line Item Total:	$5,036.63	
Function:	11111 - Instruction-K-12	Summer School Employee Benefits: Defined Contributions Plan 7.5% of $23,212.50 = $3,234.38 ($3,234.38 to the grant, $0 Cost Share)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$3,234.38	
Line Item Total:	$3,234.38	
Function:	11111 - Instruction-K-12	After School Employee Benefits: Workers Compensation .231% of $67,155.00. ($155.13 to the grant, $0 to Cost Share)
Object:	261 - Employee Benefits: Workers Compensation	

LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$155.13	
Line Item Total:	$155.13	
Function:	11111 - Instruction-K-12	Summer School Employee Benefits: Workers Compensation .231% of $23,212.50 = $99.62 ($99.62 to the grant, $0 Cost Share)
Object:	261 - Employee Benefits: Workers Compensation	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$99.62	
Line Item Total:	$99.62	
Function:	11111 - Instruction-K-12	Afterschool Instructional Materials and supplies necessary to carry out 21st CCLC programing for Literacy, Math and Healthy Choices = $7,000.00 ($277.71 to the grant and $6,722.29 to Local Cost Share) Literacy Materials including workbooks and props = $1,000.00/site x 3 = $3,000.00 Math Materials and Manipulatives = $1,000.00/site x 3 = $3,000.00 and Healthy choices equipment including physical and motor activity materials = $500.00/site 2 = $1,000.00
Object:	611 - Supplies General	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$277.71	
Line Item Total:	$277.71	
Function:	11111 - Instruction-K-12	Summer School Instructional Materials and supplies necessary to carry out 21st CCLC programing: $12,000.00 Elementary level = $3,000/site x 2 (ELA materials, math materials, art supplies, physical motor activity materials, Lego robotics, Joy of Moving materials, vocational and enrichment camp supplies)($.01 to the grant and $5,999.99 Cost Share Save the Children) Middle/High summer programming materials and supplies = $6,000 ($.01 to the grant and $5,999.99 cost share)
Object:	611 - Supplies General	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.02	
Line Item Total:	$0.02	
Function:	11111 - Instruction-K-12	Summer School Field Trips at $1,500.50/site x 2 = $3,000.00 ($1.00 to the grant and $2,999.99 Local Cost Share)
Object:	611 - Supplies General	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	

Function:	11111 - Instruction-K-12	Afterschool Literacy books: $2,000.00/site x 3 = $6,000.00 ($0.01 to the grant and $5,999.99 local Cost Share)
Object:	643 - Supplemental Books	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	11111 - Instruction-K-12	After School Computer and Printer $1,500.00 per Coordinator x 3 units =$4,500.00 ($.01 to grant, $4,499.99 to Local Cost Share
Object:	652 - Technology Supplies/Hardware-Students	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	11111 - Instruction-K-12	After School Computers for Children (3 per site) $300.00 x 9 units =$2,700.00 ($.01 to the grant, $2,699.99 Local Cost Share
Object:	652 - Technology Supplies/Hardware-Students	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	11111 - Instruction-K-12	After School Accelerated Reader Licenses: $5,000.00 annually per elementary site x 2 units = $10,000.00 ($.01 to the grant, $9,999.99 Cost Share Save the Children)
Object:	653 - Technology Supplies/Software-Students	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
		Total for 11111 - Instruction-K-12: $127,519.96
		Total for all other Functions: $92,480.04

Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

12170 - Parent/Family Involvement - $0.02

Budget Detail		Narrative Description
Function:	12170 - Parent/Family Involvement	Afterschool SEL Materials, books and activity booklets @ $150.00/site x 3 = $4,500.00 ($.01 to grant, $4,499.99 Cost Share Save the Children)
Object:	611 - Supplies General	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12170 - Parent/Family Involvement	Afterschool Family Engagement Materials (STEM materials, books, art supplies, music) @ $500.00/site x 3 = $1,500.00 ($0.01 to grant, $1,499.99 to cost share Save the Children)
Object:	611 - Supplies General	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	

Total for 12170 - Parent/Family Involvement: $0.02

Total for all other Functions:	$219,999.98
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

12211 - Supervision of Improvement of Instruction Services - $89,271.29

Budget Detail	Narrative Description
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 111 - Professional Personnel Regular **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $45,758.00 **Line Item Total:** $45,758.00	Program Director Annual Salary: $91,516.00 @ 0.50 FTE = $45,758.00 ($45,758 to grant, $0 to Cost Share Funding)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 111 - Professional Personnel Regular **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	STC State Director Annual Salary: $75,000 @ 0.15 FTE = $11,250.00 ($.01 to grant, $11,249.99 Cost Share Save the Children)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 111 - Professional Personnel Regular **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	STC Program Specialist Annual Salary: $56,275 @ 0.25 FTE = $14,068.75 ($.01 to grant, $14,068.74 Cost Share Local Funding)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 112 - Professional Personnel Supplemental **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $29,137.50 **Line Item Total:** $29,137.50	Afterschool CCS Program Coordinators - Collaborative Liaison: 1 per site $25 hourly x 3 staff x 3.5 hours x 111 days = $29,137.50 ($29,137.50 to grant, $0 Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 211 - Employee Benefits: Health/Accident/Life **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $2,856.00 **Line Item Total:** $2,856.00	Employee Benefits: Health/Accident/Life: 50% of $5,712.00 for the program director's insurance = $2,856.00, 15% of $9,525.00 insurance premium for the State Director's insurance = $1,428.75, 25% of $7,146.93 insurance premium for Program Specialist's insurance = $1,786.73 and ($2,856.00 to the grant, $1,428.75 Cost Share Save the Children and $1,786.73 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 221 - Employee Benefits: Social Security Contributions **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023)	Employee Benefits: Social Security: 7.65% of $100,214.27. ($10,269.99 to the grant, $860.63 Cost Share Save the Children and $1,246.26 Local Cost Share)

Quantity: 1.00 **Cost:** $5,729.51 **Line Item Total:** $5,729.51	
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 232 - Employee Benefits: Defined Contribution Plan (II) **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $5,617.16 **Line Item Total:** $5,617.16	Employee Benefits: Defined Contributions Plan 7.5% of $100,214.27 = $7,516.07. ($5,617.16 to the grant, $843.75 Cost Share Save the Children and $1,055.16 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 251 - Employee Benefits: Unemployment Compensation **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Employee Benefits: Unemployment .93% of $25,318.75 = $235.47 ($0.01 to the grant, $104.63 Cost Share Save the Children and and $130.83 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 261 - Employee Benefits: Workers Compensation **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $173.01 **Line Item Total:** $173.01	Employee Benefits: Workers Compensation .231% of $100,214.25 = $231.50 ($173.01 to the grant, $25.99 to Cost Share Save the Children and $32.50 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 581 - Staff Travel-In County **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Program Director's In-County Travel to 21st CCLC sites: $.585/mile x 54 miles/week x 32 weeks = $673.92 ($.01 to grant, $673.91 to Local Share).
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 582 - Staff Travel-Out of County **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	2 staff members travel to WVDE 21st CCLC Conference - registration fees: $150.00 x 2 sites = $300.00 ($.01 to grant, $299.99 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 582 - Staff Travel-Out of County **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023)	2 staff members travel expenses for WVDE 21st CCLC Conference: $1,524 ($.01 to grant, $1,523.99 Local Cost Share): Mileage @$.585/mile x 2 x 200 miles round trip = $234.00

Quantity: 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Per Diem @$65.00 x3 days x 2 = $390.00 Lodging@ $150/room for 3 days x 2 = $900.00
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 583 - Staff Travel- Out of State **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	1 staff member travel to 21st CCLC Multi-State Conference registration fee: $150.00 ($0.01 to grant, $149.99 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 583 - Staff Travel- Out of State **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	1 staff members travel expenses for 21st CCLC Multi-State Conference : $879.00 ($.01 to grant, $878.99 Local Cost Share) Mileage @ $.585/milex 400 miles round trip = $234.00 Per Diem @ $65.00 x3 days = $195.00 Lodging @ $150/room for 3 days = $450.00
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 611 - Supplies General **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Supplies: $500.00 ($.01 to grant, $499.99 Local Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 819 - Other fees and dues **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Administrative Costs for Save the Children Training and Technical Assistance: $5,105.16 ($.01 to grant, $5,105.15 Local Cost Share)
Function: 12211 - Supervision of Improvement of Instruction Services **Object:** 819 - Other fees and dues **LEA / School:** Clay County Schools 21st CCLC Grant 1 (016-SG00023) **Quantity:** 1.00 **Cost:** $0.01 **Line Item Total:** $0.01	Program Evaluation: $750.00/site X 3 = $2,250.00 ($.01 to grant, $2,250 Cost Share Save the Children)

Total for 12211 - Supervision of Improvement of Instruction Services:	$89,271.29
Total for all other Functions:	$130,728.71
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00

Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

12213 - Profession Personnel Staff Development - $0.02

Budget Detail		Narrative Description
Function:	12213 - Profession Personnel Staff Development	Program Training (Space and Materials): $500.00/site x 3 = $1,499.99 ($.01 to grant, $1499.99 Local Cost Stare)
Object:	331 - Employee Training and Development Services	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12213 - Profession Personnel Staff Development	Training travel @ $.585/mile X 90 x 2 X 10 = $1,053.00 ($.01 to grant, $1,052.99 to Local Share)
Object:	582 - Staff Travel-Out of County	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	

Total for 12213 - Profession Personnel Staff Development:	$0.02
Total for all other Functions:	$219,999.98
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

12711 - Support Service Student Transportation - $0.12

Budget Detail		Narrative Description
Function:	12711 - Support Service Student Transportation	After School Daily Transportation: Bus Drivers (1 per site) @ $25 hourly x 3.5 staff x 4 hours x 110 days = $38,500.00 ($.01 to grant, $38,499.99 Cost Share Save the Children)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School Daily Transportation: Bus Drivers @ $150/day x 2 staff x 24 days = $7,200.00 ($.01 to grant, $7,199.99 Cost Share Save the Children)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item	$0.01	

Total:		
Function:	12711 - Support Service Student Transportation	Summer School Bus Drivers for Field Trips: $150.00/day x 2 staff x 3 days x 8 hours x 3 days = $1,200.00 ($.01 to grant, $1199.99 Cost Share Save the Children)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School Bus Drivers Employee Benefits: Social Security: 7.65% of $8,100.00 = $619.65. ($.01 to the grant $619.64 Cost Share Save the Children)
Object:	221 - Employee Benefits: Social Security Contributions	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	After School Bus Drivers Employee Benefits: Social Security: 7.65% of $38,500.00 = $2,945.25. ($.01 to the grant, $2,945.24 Cost Share Save the Children)
Object:	221 - Employee Benefits: Social Security Contributions	

LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	After School Bus Drivers Employee Benefits: Defined Contributions Plan 7.5% of $38,500.00 = $2,887.50 ($.01 to the grant and $2,887.49 Cost Share Save the Children)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School Bus Drivers Employee Benefits: Defined Contributions Plan 7.5% of $8,100.00 = $607.50. ($.01 to the grant and $607.49 Cost Share Save the Children)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	

Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	After School Bus Drivers Employee Benefits: Workers Compensation 2.826% of $38,500.00 = $$1,088.00 ($.01 to the grant and $1,087.99 Cost Share Save the Children)
Object:	261 - Employee Benefits: Workers Compensation	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School Bus Drivers Employee Benefits: Workers Compensation 2.826% of $8,100.00 = 228.91. ($.01 to the grant and $228.91 Cost Share Save the Children)
Object:	261 - Employee Benefits: Workers Compensation	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	After School transportation: Fuel at $2.00/mile x 358.43 miles/day =$716.86/day x 110 days/2 = $39,427.30 ($.01 to the grant and $39,427.29 to Local Cost Share)
Object:	661 - Fuel-Diesel	

LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School transportation: Fuel at $2.00/mile x 2 buses x 111.03 miles =$220.06/day x 24 = $5,329.44 ($.01 to the grant and $5,329.43 to Local Cost Share)
Object:	661 - Fuel-Diesel	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	12711 - Support Service Student Transportation	Summer School transportation for Field Trips: Fuel at $2.00/mile x 3 buses x 120 miles/trip x 3 trips =$2,160 ($.01 to the grant and $2,159.99 to Local Cost Share)
Object:	661 - Fuel-Diesel	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	

Total for 12711 - Support Service Student Transportation:	$0.12
Total for all other Functions:	$219,999.88
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

13121 - Food Service Operations - $0.08

Budget Detail		Narrative Description
Function:	13121 - Food Service Operations	After School Cook Salary: $30.00 hourly x 3 staff x 2 hours x 110 days = $19,800.00 ($.01 to grant, $19,799.99 Local Cost Share)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	Summer School Cook Salary: $170.00/day x 1 staff x 26 days = $4,420.00 per site x 2 sites = $8,840.00 ($.01 to grant, $8,839.99 Local Cost Share)
Object:	122 - Service Personnel Supplemental	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	Summer School Cooks Employee Benefits: Social Security: 7.65% of

Object:	122 - Service Personnel Supplemental	$8,840.00 = $676.26. ($.01 to the grant, $676.25 Local Cost Share)
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	After School Cooks Employee Benefits: Social Security: 7.65% of $19,800.00 = $1,496.88. ($.01 to the grant $1,496.87 Local Cost Share)
Object:	221 - Employee Benefits: Social Security Contributions	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	After School Cooks Employee Benefits: Defined Contributions Plan 7.5% of $19,800.00 = $1,485.00 ($.01 to the grant and $1,484.99 Local Cost Share)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	

Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	Summer School Cooks Employee Benefits: Defined Contributions Plan 7.5% of $8,840.00 = $663.00. ($.01 to the grant and $662.99 Local Cost Share)
Object:	232 - Employee Benefits: Defined Contribution Plan (II)	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	Summer School Cooks Employee Benefits: Workers Compensation 2.826% of $8,840.00 = $249.82. ($.01 to the grant and $249.81 Local Cost Share)
Object:	261 - Employee Benefits: Workers Compensation	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	
Function:	13121 - Food Service Operations	After School Cooks Employee Benefits: Workers Compensation 2.826% of $19,800.00 =$559.55 ($.01 to the grant and $559.54 Local Cost Share)
Object:	261 - Employee Benefits: Workers Compensation	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	

Quantity:	1.00	
Cost:	$0.01	
Line Item Total:	$0.01	

Total for 13121 - Food Service Operations:	$0.08
Total for all other Functions:	$219,999.92
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Budget Detail

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

IC - Indirect Cost - $3,208.51 ▼

Budget Detail		Narrative Description
Function:	IC - Indirect Cost	Indirect costs caculated at 1.48% = $3,208.51
Object:	IC - Indirect Cost	
LEA / School:	Clay County Schools 21st CCLC Grant 1 (016-SG00023)	
Quantity:	1.00	
Cost:	$3,208.51	
Line Item Total:	$3,208.51	

Total for IC - Indirect Cost:	$3,208.51
Total for all other Functions:	$216,791.49
Total for all Functions:	$220,000.00
Adjusted Allocation:	$0.00
Remaining:	($220,000.00)

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

Indirect Cost	
Total Allocation	$0.00
Budgeted Amount	$216,791.49
Excludable Costs	$0.00
Indirect Cost Rate	1.48%
Max Indirect Cost based on Budgeted Amount	$3,208.51
Max Indirect Cost based on Total Allocation	$0.00

Filter by Location: All - $220,000.00

Function / Object	11111 - Instruction-K-12	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12213 - Profession Personnel Staff Development	12711 - Support Service Student Transportation	13121 - Food Service Operations	IC - Indirect Cost	Total
111 - Professional Personnel Regular	0.00	0.00	45,758.02	0.00				45,758.02
112 - Professional Personnel Supplemental	110,280.00	0.00	29,137.50	0.00				139,417.50
122 - Service Personnel Supplemental		0.00	0.00		0.03	0.03		0.06

Function / Object	11111 - Instruction-K-12	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12213 - Profession Personnel Staff Development	12711 - Support Service Student Transportation	13121 - Food Service Operations	IC - Indirect Cost	Total
211 - Employee Benefits: Health/Accident/Life	0.00	0.00	2,856.00	0.00	0.00	0.00		2,856.00
221 - Employee Benefits: Social Security Contributions	8,436.42	0.00	5,729.51	0.00	0.02	0.01		14,165.96
232 - Employee Benefits: Defined Contribution Plan (II)	8,271.01	0.00	5,617.16	0.00	0.02	0.02		13,888.21
251 - Employee Benefits: Unemployment Compensation	0.00	0.00	0.01	0.00	0.00	0.00		0.01
261 - Employee Benefits: Workers Compensation	254.75	0.00	173.01	0.00	0.02	0.02		427.80
331 - Employee Training and Development Services				0.01				0.01
581 - Staff Travel-In County	0.00	0.00	0.01	0.00				0.01
582 - Staff Travel-Out of County	0.00	0.00	0.02	0.01				0.03
583 - Staff Travel-Out of State		0.00	0.02	0.00				0.02

Function / Object	11111 - Instruction-K-12	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12213 - Profession Personnel Staff Development	12711 - Support Service Student Transportation	13121 - Food Service Operations	IC - Indirect Cost	Total
611 - Supplies General	277.74	0.02	0.01	0.00				277.77
643 - Supplemental Books	0.01	0.00						0.01
652 - Technology Supplies/Hardware-Students	0.02	0.00		0.00				0.02
653 - Technology Supplies/Software-Students	0.01	0.00						0.01
661 - Fuel-Diesel					0.03			0.03
819 - Other fees and dues			0.02	0.00				0.02
IC - Indirect Cost							3,208.51	3,208.51
Total	127,519.96	0.02	89,271.29	0.02	0.12	0.08	3,208.51	220,000.00
							Adjusted Allocation	0.00
							Remaining	-220,000.00

Related Documents

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

Required Documents		
Type	**Document Template**	**Document/Link**
Memorandum of Understanding (MOU) or Signed Partner Letter [Upload at least 1 document(s)]	N/A	MOU/Partner Letters
Verification of Private School Consultation [Upload at least 1 document(s)]	N/A	Private School Consultation
Verification of Sharing Intent / Application with Community [Upload at least 1 document(s)]	N/A	Sharing Intent to Apply with Community

Optional Documents		
Type	**Document Template**	**Document/Link**
Evidence of Joint Planning with Co-Applicants	N/A	Evidence of Joint Planning
Summary of Co-Applicant Partner / Collaborating Partner’s Record of Success	N/A	Partner's Record of Success
Additional Supporting Information	N/A	Action Plan and Goal Attainment

Clay County Schools (016) Public District - FY 2023 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Clay County Schools 21st CCLC Grant 1 (016-SG00023) - - New - Application Number (9)

Organization ID	Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
016-SG00023	Clay County Schools 21st CCLC Grant 1	$0.00	$0.00	$0.00	$220,000.00