

**Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level**

**\* Local Project Title:**

New River 21CCLC Afterschool & Summer

**\* Lead Agency:**

Save the Children Federation, Inc.

**\* Community-Based Organization:**

- Yes
- No

**\* Contact Person:**

Cathryn Miller

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(304) 617-4638

**\* Fax #:**

N/A

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WV 25701

**\* Fiscal Agency Contact Person:**

Ada Durham

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800 Corporate Drive Lexington KY 40503

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

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

Dawn Dooley

\* Phone #:

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\* Fax #:

N/A

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\* Address:

111 Fayette Avenue, Fayetteville, WV 24850

**\* Other Collaborating Partnerships:**

Collaborating Partners:

- Fayette County Schools
- New River Primary School
- New River Intermediate School
- New River Health
- Active Southern West Virginia
- Renaissance Learning
- West Virginia University Extension Office

**Number of collaborating partners actively involved in the project:**

* 2	Schools
* 4	Community-Based Organizations
* 0	Faith-Based Organizations
* 0	Community / Business
1	School District

**Schools Served**

District

School

* Fayette County Schools - 020 ▼	* New River Primary School
* Fayette County Schools - 020 ▼	* New River Intermediate School

<b>Number of Sites</b>	* <input type="text" value="2"/>
<b>Funds Requested</b>	* \$ <input type="text" value="189,950.00"/>
<b>Federal Employees Identification Number (FEIN)</b>	* 06-0726487
<b>Unique Entity ID (UEI)</b>	* V2BDJK5JZU56
<b>West Virginia Vendor Number</b>	* 000000101272
<b>Proposed Program Funding Dates</b>	July 1st, 2019 - September 30th, 2020

<b>Funding Type</b>	<b>Amount</b>	<b>Description</b>																				
Matching (local) funds	\$ <input type="text" value="46,129.51"/>	<p>Covers:</p> <table border="0"> <tr> <td>Portion of Fringe for Health/Accident/Life</td> <td>10,622.07</td> </tr> <tr> <td>Portion of Fringe for Social Security Benefit</td> <td>5,671.31</td> </tr> <tr> <td>Portion of Fringe for Defined Contribution Plan (II)</td> <td>5,217.61</td> </tr> <tr> <td>Portion of Fringe for Unemployment Compensation</td> <td>680.56</td> </tr> <tr> <td>Portion of Fringe for Workers' Compensation</td> <td>453.71</td> </tr> <tr> <td>Background Checks X 17</td> <td>1,364.25</td> </tr> <tr> <td>Salary for After School bus driver X 4</td> <td>7,040.00</td> </tr> <tr> <td>Salary for Summer bus driver x 2</td> <td>1,920.00</td> </tr> <tr> <td>Fuel for After School bus x 4</td> <td>9,520.00</td> </tr> <tr> <td>Fuel for Summer bus x 2</td> <td>3,600.00</td> </tr> </table>	Portion of Fringe for Health/Accident/Life	10,622.07	Portion of Fringe for Social Security Benefit	5,671.31	Portion of Fringe for Defined Contribution Plan (II)	5,217.61	Portion of Fringe for Unemployment Compensation	680.56	Portion of Fringe for Workers' Compensation	453.71	Background Checks X 17	1,364.25	Salary for After School bus driver X 4	7,040.00	Salary for Summer bus driver x 2	1,920.00	Fuel for After School bus x 4	9,520.00	Fuel for Summer bus x 2	3,600.00
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Fuel for After School bus x 4	9,520.00																					
Fuel for Summer bus x 2	3,600.00																					

In-kind	\$ 80,061.36	Portion of 2 Site Coordinator Salary 8,951.25 Portion of 8 After School Tutors Salary 28,405.30  Portion of 1 Summer Coordinator Salary 2,506.35 Portion of 6 Summer Tutors Salary 15,038.10 Portion of Fringe for Health/Accident/Life 9,169.05 Portion of Fringe for Social Security Benefit 4,877.15 Portion of Fringe for Defined Contribution Plan (II) 4,486.98 Portion of Fringe for Unemployment Compensation 585.26 Portion of Fringe for Workers' Compensation 390.17 Portion of 2 sites supplies for After School and Summer 1,371.75 Training for Summer Program 500.00 Field Trip for Summer Program 1,500 Salary for Summer bus driver x 1 960.00 Portion of Fuel for Summer bus x 1 1,320.00
Cash	\$	
	\$	

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

- Yes
- No

Assurances

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

**\* The applicant will assure the State Education Agency that they will follow all regulations applicable for the 21st CCLC listed by selecting the appropriate check box in the "Assurances" section of GPS.**

1.	The applicant or grant recipient must have a Unique Entity Number and provide it to the WV Department of Education. No entity may receive a federal sub-award without one.
2.	Administer the 21st Century Community Learning Centers (CCLC) project under all applicable statutes, regulations, program plans, and applications.
3.	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.
4.	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.
5.	The applicant assures it has described steps make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the needs of students, staff, and other program beneficiaries to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 <a href="http://www.ed.gov/policy/eisec/leg/esea02/index.html">http://www.ed.gov/policy/eisec/leg/esea02/index.html</a> )
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 to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices. Sub-granting of the award is not allowable. Program income may not be generated without approval by the US Department of Education.
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: <ul style="list-style-type: none"><li>• 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;</li><li>• Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) at reduced grant allocation in the fourth year;</li><li>• Maintain the scope of the original level of programs and service to the same number of students (ADA) at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$50,000); and</li></ul>

	<ul style="list-style-type: none"> <li>• Provide documentation of completed federal and state reports as required.</li> </ul>
11.	Comply with provisions of Title IX of the Elementary and Secondary Education Act, 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: <ol style="list-style-type: none"> <li>Single Audit Act of 1984</li> <li>Civil Rights Act of 1964</li> <li>Gun-Free Schools Act of 1994</li> <li>Americans with Disabilities Act 1990</li> <li>Pro-Children's Act of 1994</li> <li>Stevens Amendment, 1991</li> <li>Bipartisan Safer Communities Act, 2022</li> </ol>
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.	<b>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.</b> (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.	Begin serving students with the 21stCCLC Program by October 15.
21.	Provide dedicated program space for 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.
22.	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.
23.	Immediately notify WVDE of a change of director or site coordinator.
24.	Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
25.	Provide equal opportunities for the participation of both public and private school students served by the award.
26.	Allow site coordinators and directors access to 21st Century guidelines and required WVDE trainings.



27.	To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), the community must be given public notice of an organization's intent to submit an application. The application and any waiver request must be available for public review after submission.
28.	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).
29.	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. <b>Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" 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.</b>
30.	<p>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 non-performance/non-compliance include but are not limited to, the failure to:</p> <ul style="list-style-type: none"> <li>A. Provide a high quality program with evidence of academic progress;</li> <li>B. Implement the program as described in the application;</li> <li>C. Serve several regular attendee students as stated in the application;</li> <li>D. Adhere to assigned assurances;</li> <li>E. Limit administrative costs to 30% of budget</li> <li>F. Submit required reports and documentation in a timely manner;</li> <li>G. Use funds responsibly and appropriately;</li> <li>H. Resolve a non-compliance audit/monitoring finding;</li> <li>I. Submit required data within the given timeframe;</li> <li>J. Implement a required Corrective Action Plan</li> </ul> <p style="text-align: center;">Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application</p>

Program Summary

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

Program Summary

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

Name and Location of Each Site	Days and Times of Program Operation Throughout Week					Program Start Date	Program End Date	Estimated Average Daily Attendance	Federal Direct Certified Students Percentage at School/Site	Estimated Adults / Family Members Served		
	Mon	Tues	Wed	Thurs	Fri						Sat	
* NRP, New River Primary School	3:30-6:00	3:30-6:00	3:30-6:00	3:30-6:00	N/A	N/A	* 09/16/2024	* 05/08/2025	* 29	* 67 %	* 90	
* NRI, New River Intermediate School	3:30-6:00	3:30-6:00	3:30-6:00	3:30-6:00	N/A	N/A	* 09/16/2024	* 05/08/2025	* 30	* 63.4 %	* 90	
<b>Totals for the Entire Program</b>									<b>Average Federal Direct Certified Students Percentage at School/Site</b>	<b>65.20 %</b>	<b>Total Estimate of Adults / Family Members Served</b>	<b>180</b>

Program Summary for Summer (If Applicable)

Name and Location of Each Site	Days and Times of Program Operation Throughout Week						Program Start Date	Program End Date	Estimated Average Daily Attendance	Estimated Adults / Family Members Served	
	Mon	Tues	Wed	Thurs	Fri	Sat					
New River Summer Program, located at NRP	8:00-2:30	8:00-2:30	8:00-2:30	8:00-2:30	8:00-2:30	N/A	06/16/2025	07/25/2025	59	180	
<b>Totals for the Entire Program</b>										<b>Total Estimate of Adults / Family Members Served</b>	<b>180</b>



Application Narrative

**Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)**

\* Statement of Need

**I. Statement of Need**

Fayette County is a rural community located in south-central West Virginia comprised of flowing streams and rugged terrain. It's land area, is 668.7 square miles – 97.9% of which is “rural” according to the U.S. Census Bureau. The county consists of a high plateau bordered on the east by Sewell Mountain and on the west by the Kanawha Valley (Athey, 2023). Fayette County is home to America's newest National Park – New River Gorge. According to World Population Review, the estimated population in Fayette County in 2024 is 38,756 of which 92.45% is white. Fayette County is the 13<sup>th</sup> largest county in West Virginia (Athey, 2023).

Fayette County School District (FCS), Save the Children (STC), New River Primary (NRP) and New River Intermediate (NRI) propose to operate two 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) programs that will address the needs of Fayette County students and families. Offering year-round services and support, this proposal will reestablish a 21<sup>st</sup> CCLC program, at New River Primary (K-2) and expand our successful program model to establish a 21<sup>st</sup> CCLC program at New River Intermediate (3-5).

A grant to reestablish the New River Primary 21<sup>st</sup> CCLC program and establish a program at New River Intermediate is critical to ensuring that students in the rural, under-resourced community of Oak Hill have equitable access to services that improve their academic and social skills. Building on lessons learned from our previous program at NRP (2018-2023), (detailed in section IX. Organizational Capacity), and other successful 21<sup>st</sup> CCLC programs across the state and country, the proposed 21<sup>st</sup> CCLC programs at New River Primary and New River Intermediate have been uniquely designed to meet the specific needs of the Oak Hill community while providing comprehensive, wraparound services that increase academic achievement in literacy and math and increase family and caregiver engagement.

The need for these programs was informed by multiple data sources, including surveys conducted with students, caregivers, and teachers; an analysis of school and community data; planning discussions with district and school leadership and community stakeholder questionnaires conducted with key representatives in the community. This comprehensive needs assessment is described in more detail throughout sections A. B. and C. below.

**A. Need for the Program using Multiple Data Sources.**

Needs and Risk Factors of Students, including by Subgroup

There are currently 618 students attending New River Primary. 524 students are white, 28 are black/African American, and 61 are multi-racial. Other notable subgroups include the number of students considered low socioeconomic status (414) and those enrolled in special education (137). There are 538 students enrolled at New River Intermediate this school year (2023-2024). Of the 538 enrolled students, 479 are white, 20 are black/African American and 36 are multi-racial. 341 students are considered low socioeconomic status and 126 are enrolled in special education.

Students at New River Primary and New River Intermediate are struggling to meet state education standards in reading and math. In the 2022-23 school year, 59.46% of students at NRI did not meet grade level standards in reading. Equally alarming, 67.75% of students at NRI did not meet grade level standards in math – showing substantial need for intervention (WVDE via Zoom 2022-2023). As NRP only serves students in grades PK-2, proficiency level data in reading and math is not available. However, we were able to utilize other data sources such as iReady assessment scores and survey results conducted as part of our community needs assessment (explained in detail in section B). iReady middle of year (MOY) assessment scores from February 2024, displayed in Table 1 below, mirrors data from NRI in that students are struggling to meet academic standards. In addition, 87.88% of teachers at NRP who responded to our teacher survey think children do not enter kindergarten ready for school success.

**Table 1: Reading Assessment Scores by Grade**

	Students Not Reading on Grade Level		
	Kindergarten	1st Grade	2nd Grade
New River Primary	47%	61%	55%

*Data from NRP February 2024 MOY iReady Assessments*

Further analyses of the WVGSA data for NRI and iReady assessment scores for NRP shows that there are significant differences in proficiency depending on grade level. As Table 2 details, third graders and fourth graders at NRI have notably lower reading proficiency rates when compared to fifth graders – a more than 10 percentage point difference. Conversely, fifth graders at NRI are less proficient in math when compared to third and fourth graders. At NRP, as outlined in Table 3, the proportion of second graders still in need of intervention is significantly higher than kindergartners and first graders in ELA and math. Kindergartners are performing better than first graders and significantly better than second graders in ELA. Second graders at NRP are most in need of intervention in core academic subjects.

**Table 2: Proficiency Rates by Subject and Grade**

	Reading	Math

	Overall	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Overall	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
New River Intermediate	40.54%	36.02%	37.81%	47.15%	32.35%	37.27%	32%	28.27%

Data from WVDE via ZOOMWV (SY 2022-23)

**Table 3: Those Needing Intensive Intervention – Comparing Beginning of Year (BOY) to Middle of Year (MOY), by Grade and Subject**

Grade Level	BOY ELA	MOY ELA	BOY Math	MOY Math
Kindergarten	7.6%	3.5%	31.9%	16%
1 <sup>st</sup> Grade	8.4%	8.4%	13.3%	13.9%
2 <sup>nd</sup> Grade	44.3%	28%	44.3%	42.7%

Data from NRP iReady Assessment scores – September 2023 and February 2024

At NRI, achievement gaps are primarily large for students in special education (see Table 4). In school year (SY) 2022-23, only 10.31% of students in special education at NRI were proficient in reading – almost 30 percentage points lower than the overall student population. At NRI, math proficiency is also lower among students in special education compared to the overall student population. At NRI, the percentage of students in special education who are proficient in math is only 10.31% compared to 32.35% of the total student population. According to the WVDE, Table of School Attributes for 21<sup>st</sup> CCLC Grant Applicants for 2023-2024, 63.4% of students at NRI and 67% of students at NRP are considered as having “low socio-economic status.” the achievement gap for students from economically disadvantaged homes isn’t as steep as that of students in special education – likely because majority of the population (around 63% is considered low SES) – it is still blatantly present at NRI, as outlined in Table 3 below.

**Table 4: NRI Proficiency Rates by Subject and Subgroup**

	Reading	Math

	All Students	Special Education	Economically Disadvantaged	All Students	Special Education	Economically Disadvantaged
<b>New River Intermediate</b>	40.54%	10.31%	33.52%	32.25%	10.31%	25.98%

Data from WVDE via ZOOMWV (SY 2022-23)

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

- The majority of teachers surveyed reported that math and reading/language arts should be the academic priority areas of the afterschool and summer program (90.32% and 90.32%, respectively).
- Teachers identified many different skills in these subjects that students need support with. Those most commonly appearing were phonics, fluency, problem solving, math facts and basic math skills.
- 98.28% of teachers surveyed reported needing to re-teach lessons to help students catch up after the summer.
- 87.88% of teachers surveyed at NRP reported that students do not enter kindergarten ready for school success.
- 72.41% of teachers reported that their students have issues with homework completion.
- Students reported that math (36.06%) and reading (27.75%) are their hardest subjects in school.

Per WVDE, there is a direct correlation between regular school attendance and student achievement. The WV Balanced Scorecard for 2023, which measures student success via attendance and behavior reported that only 32.98% of students at NRI were physically present for at least 90% of instructional days. While data for NRP was not included in the WV Balanced Scorecard, this was reflected in our survey responses where 70.18% of teachers reported that chronic absenteeism/truancy is the most common behavioral issue amongst their students. Attendance was also a concern that came up in our preliminary conversations with school principals, where the principal of NRP raised a concern that attendance numbers have dropped since the 21<sup>st</sup> CCLC afterschool program closed at his school in 2023. Despite low attendance numbers, behavior seems to be a strong point for both schools. In the 2022-2023 SY, only 2.7% of students were suspended at NRP and at NRI, 4% of students were suspended.

Needs of the Community, focusing on Parents and Families

In Fayette County, 21.5% of the population lives below the poverty level. Even more alarming, 30.2% of children (0-18 years) live in poverty. Both rates are well above the national (12.6% and 16.3% respectively) and state rates (17.9% and 25% respectively) (U.S. Census, 2022). Poverty's pervasiveness in the county intersects with other risk factors to compound the challenges families face in the Oak Hill community. The following chart details some of these risk factors, comparing Fayette County to the state and country:

**Table 5: County Risk Factors Compared to State and National Averages**

Risk Factor	Fayette	West	U.S.
-------------	---------	------	------

	County	Virginia	
<b>Poverty Status in past 12 months:</b> % of population below the poverty level (U.S. Census, 2022)	21.5%	17.9%	12.6%
<b>Educational Attainment:</b> % of residents (25+) who are high school graduates or higher (U.S. Census, 2022)	85%	89.1%	89.6%
<b>Educational Attainment:</b> % of residents (25+) who have a Bachelor's degree or higher (U.S. Census, 2022)	15.8%	24.8%	35.7%
<b>Unemployment Rate:</b> % of population (16+) reporting having no employment (U.S. Census, 2022)	7.5%	4.7%	4.3%
<b>Obesity Prevalence:</b> % of individuals who are considered obese or have a Body Mass Index (BMI) over 30 (USN Healthiest Communities 2022 Report)	39.1%	39.7%	36.2%
<b>Rate of Opioid Analgesics:</b> Rate of opioid analgesics per 1,000 population (WV Board of Pharmacy, 2022)	635	554	-
<b>Smoking Rate:</b> % of adults who reported smoking at least 100 cigarettes in their lifetime and currently smoke daily or some days (America's Health Rankings, UHF, 2023)	28%	21%	14. %
<b>Teen Births:</b> Births per 1,000 females ages 15-19 (USN Healthiest Communities 2022 Report)	33.1	24.2	20.3
<p>25.8% of Fayette County residents have experienced three or more risk factors, compared to 23.5% of all West Virginians. Exposure to a higher number of risk factors, or Adverse Childhood Experiences (ACEs), can lead to the adoption of unhealthy behaviors and the onset of negative long-term outcomes – particularly if individuals do not have the capacity, knowledge, or resources to overcome the obstacles. ACEs can also negatively impact education, job opportunities, and earning potential. However, ACEs can be prevented if we address the factors that put people at risk for them (Center for Disease Control, 2023).</p> <p>The prevalence and intersection of these various risk factors has a real impact on children's development and achievement. Based on the U.S. Census Community Resilience estimates (2022),</p>			



The caregivers and families of our students, including those who will be the target population for both 21<sup>st</sup> CCLC programs, face similar challenges as the overall county population and these challenges have an impact on their overall health and well-being. For example, as shown in *Table 5*, 21.5% of Fayette County residents are living below the poverty level – well above the state (17.9%) and national (12.6%) averages. Knowing the correlation between poverty status and educational attainment, it is not surprising that only 15.8% of the county population (age 25 years or older) had earned a Bachelor's degree or higher, which was significantly lower than the state (24.8%) and national (35.7%) rates. Other noteworthy data findings include the high rates of teen pregnancies, opioid analgesics and unemployment. This sentiment was reflected in our survey results – 42.86% of teachers said that the parents/caregivers of their students do not have the skills to help their children with their homework. A handful of teachers reported that “parent classes” or training parents in the skills they need to be more confident in helping their child with homework would be most helpful to help parents in supporting their children. Of the caregivers who responded to our survey, when helping their children with homework, 50% report needing help with math, 28.33% need help with reading and 11.67% need support with science.

The surveys also showed that caregivers were interested in gaining knowledge and skills to address these challenges and be more involved in their children's education. Caregivers reported that understanding what their children are learning in school (55%), Family math/STEM activities (50%) and helping their kids with homework (45%) would be the most helpful ways to equip them with the tools needed to become more engaged in their children's learning. Other family engagement activities of interest were health and nutrition education activities (26.67%), referrals or getting connected to resources and services (23.33%), child development and parenting skill activities (20%) and financial literacy (20%). Save the Children and FCS are dedicated to increasing protective factors in children, strengthening positive child-caregiver relationships, and fostering healthy bonds with family members to mitigate the negative impacts of ACEs in households and increase resiliency.

#### **B. Explanation for Selecting the Community Using Data from Recent Community Needs Assessment**

Our needs assessment began through discussions with Fayette County staff regarding the needs within their community. Together, FCS, Save the Children and both school principals developed multiple-choice and open-ended questions tailored to three stakeholder groups (students, teachers and caregivers) to identify their needs and challenges, as well as to solicit their input on program design (e.g., services, barriers to participation). For example, the teacher survey included questions on parent engagement, student academic and behavioral needs, and re-teaching material each new school year. While the caregiver and student surveys included questions to gauge level of interest in programming and to identify the services most important to them. A copy of each survey has been uploaded into the “Related Documents” section of GPS.

The survey collection process began on March 12, 2024, when opt-out forms were sent home with students – informing parents about the survey and giving them an opportunity to opt-out their child from participating. Parents had one week to opt their child out before students began taking the surveys in their school-day classrooms. Student surveys opened on Wednesday, March 20 and closed at the end of the day on Wednesday, March 27. We received an impressive 821 responses from students. Caregiver and teacher survey links were shared with the New River Primary and New River Intermediate communities via email, the ClassDojo app and on social media on Wednesday, March 13 and again the following week. Caregiver and teacher survey links were also shared with the three private schools in the community on Thursday, March 14. Teacher and caregiver surveys closed on Wednesday, March 27 – we received 66 responses from teachers and 75 responses from caregivers. Results informed the development of the proposed program – quantitative and qualitative results have been embedded throughout this proposal.

Current Afterschool Services



Students at NRP and NRI have very limited access to rich and meaningful afterschool services. NRP and NRI both offer an invitation-only, county-funded afterschool tutoring program that helps fill skill gaps in reading and math. Unfortunately, due to budget limitations, this program will be closing at the end of the 2023-2024 school year. The only other afterschool offerings currently available for these students are recreational sports leagues and CODA Mountain Academy which is predominantly focused on the arts and only available for students in grades 3-8. There are no academic-focused youth development programs available to children at these schools. This limited access to out of school learning opportunities was reflected in our survey results with only 4.26% of students reporting going to another afterschool program and 25.81% reporting they watch television or play video/computer games afterschool.

There are more robust options available for students during the summer. FCS offers community programs over the summer such as CODA Mountain Academy, Camp Royal and Camp SOAR. In addition, NRI hopes to offer the WVU Extension Office's Energy Express program for six weeks over the summer. Unfortunately, due to strict staffing requirements, they have not been able to offer this program in Oak Hill previously and will face similar staffing challenges in the summer ahead. Should staffing not be an issue, the Oak Hill campus has the potential to enroll 64 students. There are also various summer bible schools available for students. However, like the school year, there are no academic-focused youth development programs available.

#### How the Grant will Help Provide New Services and Activities

As we've described the gaps and opportunities in the section above, grant funding for both 21<sup>st</sup> CCLC programs will provide research-based services that are currently unavailable on the scale we are offering. We are proposing to reestablish a 21<sup>st</sup> CCLC program at NRP and expanding our services by establishing a second 21<sup>st</sup> CCLC program at NRI. The proposed 21<sup>st</sup> CCLC afterschool programs will aim to reach 60 students at NRP to maintain an Average Daily Attendance (ADA) of 29 and 60 students at New River Intermediate to maintain an ADA of 30. For cost saving purposes and because NRP and NRI are located on the same campus, we will consolidate both afterschool programs to operate one combined summer program at New River Primary. During the summer, we will aim to reach 40 students at NRP and 40 students at NRI (for a combined reach of 80 students), to maintain a total ADA of 59. All participating students will be provided with literacy and math activities, physical education and enrichment activities that reinforce school day learning.

#### Enhance, Not Supplant, Existing Programs

Funding from WVDE will allow us to reestablish a critical 21<sup>st</sup> CCLC program at New River Primary (which closed in September 2023) and expanding it to a second site that will be located at New River Intermediate, where there are extremely limited options for afterschool programs. Given the low reading and math proficiency rates, our program can supplement the existing afterschool programs as a more intensive option for students who are struggling and need additional support.

In conjunction with our afterschool program, to ensure all students have access to summer learning opportunities that best suit their needs, we will provide SummerBoost Camp for students attending NRP and NRI. SummerBoost focuses on skills development in both reading and math and offers fun, enrichment activities like team-building games and community service projects. SummerBoost will supplement existing county-funded summer programs, by serving a

different cohort of students, focusing on those who are performing below grade level (similar to the afterschool program). As such, these activities will supplement – not supplant – existing programs.

**C. Role of Stakeholders in Determining Needs.**

The FCS Superintendent, the FCS Director of Elementary Schools/Assessment and both school principals were critical in the process of determining the need for 21<sup>st</sup> CCLC programs and for providing guidance on the design, schedule, and activities. Specific details about the different roles each entity played throughout the planning process are included in *Section VII. Collaboration*. As mentioned previously, we conducted surveys with caregivers, teachers, and students to solicit their input on program needs and design. Survey links were shared with the NRP and NRI community including the three private schools in the area.

In addition to what is outlined above, we wanted to provide an opportunity for key stakeholders from within the Fayette County community to share insights on the population we will serve through the proposed afterschool programs and their unique perspective about the challenges they face. To that end, in partnership with FCS and the school principals of NRP and NRI, we created a Community Stakeholder Questionnaire that was shared via email with a select group of key representatives throughout the community who interact with our target population on a regular basis. This included but is not limited to – school board members, private schools in the community, faith-based leaders, police officers, health educators and coaches. We received four high-quality responses that we have used to help guide the development of the proposed program including informing our selection of community partners for enrichment and family engagement activities. A copy of this questionnaire has been uploaded to the “Related Documents” section of GPS.

**Action Plan**

<b>Goal 1: Increase Academic Achievement</b>				
<b>Objectives</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Progress Indicators</b>	<b>Evaluation Plan</b>
Detailed statements of intended <b>annual</b> results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wvde.us/21st-cclc/application-resources/">https://wvde.us/21st-cclc/application-resources/</a>	Actions needed to meet <b>short-term outcomes and annual objectives</b>	<b>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</b>  * Students will show improvement in explicitly taught foundational reading and writing skills.	Data sources and methods used to measure <b>short-term</b> outcomes such as students' individual, small group, or whole-group progress toward annual objectives  * 1. Accelerated Reader (AR) quizzes 2. STAR Reading assessments 3. Annual Teacher Survey	Process for collecting evidence of progress toward <b>short-term outcomes and annual objectives</b> including how this information will be used to drive changes in program decision-making  * Student performance on AR quizzes, which all participants take after every book read, will be collected daily and will be used to monitor progress towards reading on grade level. Using the AR Diagnostic

\* At least 75% of all participants attending 55+ days of programming will achieve typical growth (Student Growth Percentile (SGP) of 35-64) or high growth (SGP of 64 and above) on the STAR Reading assessment pre-test (fall/September) to post-test (spring/April) in reading, by the end of each school year (May).

\* Action: Research-based small group literacy interventions, literacy-focused enrichment activities and homework help to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA).  
 Person Responsible: Literacy Tutors, Site Coordinator  
 Timeline: Daily  
 Resources: Renaissance Learning software, SEL and STAR Reading assessments to identify students performing below grade level and specific skill deficiencies, Save the Children literacy curricula/activities and individualized lessons plans, Accelerated Reader (AR) books, materials and supplies for literacy activities and tutoring, WV CCCRS for ELA.

Report, AR quiz data will be analyzed for percent of questions correct on quizzes (goal is 90%; e.g., if a child took 20 quizzes, saw 100 questions across all quizzes, and answered 90 questions correctly, they met this indicator); students dropping below the 90% correct average on AR tests will receive more specific instruction on literacy-deficient skills. The STAR Reading assessment will be administered three times a year, at least 90 days apart, to assess students' reading proficiency. The test at the beginning of the year (fall/September) will be administered to all students at the partner school to identify students reading below grade level, who are the target group for the program. This data will also serve as the baseline for comparison purposes. The mid-year test (administered in December/January) will be administered to all program participants to assess individual student growth relative to other students nationally using the Student Growth Percentile (SGP) and adjust the level of intervention, if needed, for the remainder of the school year. The year-end test (spring/April), administered to all participants, will be compared against baseline and mid-year data to assess individual student growth relative to other students nationally using

				<p>students' mathematics using SGP during the school year, as well as to measure overall program effectiveness. Per WVDE requirements, the Annual Teacher Survey will be conducted with school-day teachers of participants annually to solicit their feedback on students' improvement.</p>
<p>* At least 75% of all participants attending 55+ days of programming will achieve typical growth (Student Growth Percentile (SGP) of 35-64) or high growth (SGP of 65 and above) on the STAR Math assessment pre-test (fall/September) to post-test (spring/April) in math, by the end of each school year (May).</p>	<p>* Action: Research-based small group math interventions, STEM-focused enrichment activities, and homework help to improve foundational skills listed in the WV College- and Career-Readiness Standards for Mathematics. Person Responsible: Math Tutor, Site Coordinator          Timeline: Daily Resources: Renaissance Learning software, STAR Math assessments to identify specific skill deficiencies, Quality Progress Monitoring Tool, Save the Children math curricula/activities and individualized lessons plans, materials and hands-on activities and tutoring like manipulatives and LEGO® Robotics, WV CCCRS for Math.</p>	<p>* Students will show improvement in explicitly taught foundational math skills.</p>	<p>* 1. Qualitative Progress Monitoring Tool 2. STAR Math assessments 3. Annual Teacher Survey</p>	<p>* Tutors will collect anecdotal data (e.g., classroom observations) using a qualitative progress monitoring tool to track students' progress in math and guide instruction and support for individual participants. Tutors will submit the tool to the Site Coordinator and School-Age Lead Associate/Evaluator on a monthly basis, which will guide discussions on student, tutor, and program needs. The STAR Math assessment will be administered to program participants three times a year, at least 90 days apart, to assess students' math proficiency. The test at the beginning of the school year (fall) will be used to assess students' proficiency in math, group similarly skilled students in rotational groups, and serve as the baseline. Data from the mid-year test (administered in December) will be compared against the baseline to assess individual student growth using SGP and adjust the level of intervention, if</p>



					needed, for the remainder of the school year. The test administered at the end of the school year (spring) will be compared against the baseline to assess individual student growth using SGP during the school year, as well as to measure overall program effectiveness. Per WVDE requirements, the Annual Teacher Survey will be conducted with school-day teachers of participants annually to solicit their feedback on students' improvement.
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<b>Goal 2: Increase Family Engagement</b>					
<b>Objectives</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Progress Indicators</b>	<b>Evaluation Plan</b>	
Detailed statements of intended <b>annual</b> results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wvde.us/21st-cclc/application-resources/">https://wvde.us/21st-cclc/application-resources/</a>	Actions needed to meet <b>short-term outcomes and annual objectives</b>	<b>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</b>	Data sources and methods used to measure <b>short-term outcomes</b> such as students' individual, small group, or whole-group progress toward annual objectives	Process for collecting evidence of progress toward <b>short-term outcomes and annual objectives</b> including how this information will be used to drive changes in program decision-making	
* At least an additional 10 percent of parents/caregivers of participants will report feeling confident in their ability to support their child's education at home from the baseline survey (fall/September) to the end of year family engagement survey (spring/April) in order to increase student's academic achievement, by the end of each school year (May).	* Action: We will host at least six family engagement/parent education activities annually (per site). To plan family engagement activities for Year 1, we conducted needs assessment surveys with parents and caregivers to identify the needs and challenges of families, including the types of activities that would most help them to become more engaged in their children's	* Parents and caregivers will be equipped with the skills, knowledge, and accurate, relevant, and timely information to support their children's learning.	* 1. Family engagement surveys taken twice per year, at the start of the school year (September) and at the end of the school year (April).		

learning, we used the five most popular activities - understanding what your kids are learning in class, family STEM activities, helping your kids with homework, health and nutrition education, and referrals or getting connected to resources and services - to develop Year 1 family engagement activities - some in conjunction with community partners. Family Engagement activities for year 1 include: an open house for parents and teachers, health and nutrition programming with WVU Extension Office, a STEAM family night with WVU Extension Office, a block party/ resource fair with New River Health, themed reading nights with Renaissance Learning and a healthy habits and lifestyles workshop. For years 2-5 the Site Coordinators will use Save the Children's Family Engagement Framework and Family Engagement Checklist, to identify and evaluate current family engagement practices and activities and make decisions for future programming. Person Responsible: Site Coordinator  
 Timeline: At least 6 per site per year  
 Resources: Save the Children Family Engagement Framework and Family Engagement Checklist to assess current family engagement

\* Family engagement surveys will be administered to all parents and caregivers of program participants at the start of each school year to collect baseline data and distributed again at the end of the school year to measure change. Survey responses are used to shape planning for future family engagement events and activities by helping us understand what families need and do not need in terms of support, engagement, resources, etc. They also help us learn what worked for students and families and what we can do better in future programming. The needs identified in the survey will also help us identify additional community partners to provide support and enrichment opportunities.



	<p>practices and activities at the school and in the program annually, annual family engagement guide that details the specific activities and practices, family engagement training through Save the Children, materials and supplies for family engagement activities (such as books, curriculum or games, depending on the topic of the workshop).</p>			
<p>* At least an additional 10 percent of parents/caregivers of participants will report visiting their child's school at least every few months from the baseline survey (fall/September) to the end of year family engagement survey (spring/April) in order to improve school-home connections, by the end of each school year (May).</p>	<p>* Action: A comprehensive family engagement strategy that includes implementation of best practices and activities that promote: (1) effective communication (e.g., providing a welcome packet/parent handbook with program information, coordinating a parent orientation), (2) children's learning (e.g., including families in student goal setting and monitoring academic progress); (3) family connectedness (e.g., maintaining designated areas like a bulletin board or Family Corner for families with welcoming, family-friendly signage and information, maintaining an open-door policy so that families will feel comfortable approaching staff and asking questions); and (4) community connectedness (e.g., providing families with referrals or develop a resource directory that has information on health, social support, recreation, and other services in the</p>	<p>* The program will strengthen strong home-school connections so that parents and caregivers are equal partners in students' learning.</p>	<p>* 1. The family engagement surveys taken twice per year, at the start of the school year (September) and at the end of the school year (April).</p>	<p>* Family engagement surveys will be administered to all parents and caregivers of program participants at the start of each school year to collect baseline data, and distributed again at the end of the school year to measure change. Survey responses are used to shape planning for future family engagement events and activities by helping us understand what families need and do not need in terms of support, engagement, resources, etc. They also help us learn what worked for students and families and what we can do better in future programming. The needs identified in the survey will also help us identify additional community partners to provide support and enrichment opportunities.</p>

	<p>community); Person Responsible: Site Coordinator          Timeline: Daily          Resources: Save the Children Family Engagement Framework and Family Engagement Checklist to assess current family engagement practices and activities at the school and in the program annually, annual family engagement guide that details the specific activities and practices, family engagement training through Save the Children materials and supplies for family engagement activities (such as books, curriculum or games, depending on the topic of the workshop).</p>			
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\* Afterschool Quality Program & Implementation

**III. Afterschool Program Implementation**

**A. Need-Based, High-Quality Program Design.**

The proposed program directly meets the *Measures of Effectiveness* by being:

- **A)** Based upon a comprehensive assessment of objective data (as described in detail in Section I “Statement of Need”) that included analysis of school and community data, such as proficiency and poverty rates, and surveys conducted with various stakeholders.
- **B)** Based upon an established set of performance measures (as detailed in Section II “Action Plan”) and
- **C)** Based upon scientifically based research (described in detail in “Section B. Recruitment, Retention and Program Design”, Evidence-Based Learning Practices) that provides evidence that the program activities will help students meet achievement standards

As stated above, our proposed program design which was based upon a comprehensive needs assessment is made up of a combination of academic assistance and enrichment activities. Core program activities are described in the chart below along with how each aligns to *High-quality Program*

Characteristics. High-Quality Program Characteristics that are not addressed by our core academic activities are met through various other aspects of our program design which have been highlighted throughout this narrative.

Academic Assistance Activities	Service Description	Alignment to “High-quality Program Characteristics”
<p><b>Homework Help</b> 30 minutes daily during the school year</p>	<p>We will include a dedicated rotation in the afterschool schedule for homework help and tutorial assistance during the school year. During this rotation, tutors will focus on filling gaps in subject-matter understanding so that students are able to complete similar homework on their own. Staff will work with the same group of students to allow them to monitor homework, provide individualized help, and identify any recurring issues.</p>	<p><b>3) High Academic Standards</b></p>
<p><b>Literacy Block</b> 30 minutes daily (M-W) during the school year  60 minutes daily during the summer</p>	<p>To improve reading proficiency rates and increase academic achievement in reading, we will offer a minimum of 30 minutes of daily literacy activities during the school year (M-W) and 60 minutes during the summer. Literacy activities are designed to promote beginning reading skills for emergent readers (K-1 students) who are having difficulty learning to read and to strengthen literacy skills of struggling developing readers (students in grades 2-5) in a fun way.</p> <p>K-1 students will participate in the <u>Emergent Reader Literacy Block</u>, which is comprised of the following two components, to master foundational literacy skills:</p> <ul style="list-style-type: none"> <li>▪ <b>Extended Read-Alouds:</b> This component consists of the tutor reading a book aloud; vocabulary-building activities using selected words from the story; and hands-on extension activities to deepen knowledge of the words or concepts in the story or to practice beginning reading skills.</li> <li>▪ <b>Skill-Building Activities:</b> This component engages students in active learning opportunities that support mastery of foundational reading</li> </ul>	<p><b>3) High Academic Standards</b></p>

skills. Activities include Reading Together (choral reading) activities to practice fluency and beginning reading skills; phonemic awareness activities to help students identify, hear, and manipulate individual sounds in words; and module activities to help students learn letters, sounds, and beginning sight words.

Students in grades 2-5 will participate in the Developing Reader Literacy Block, which is comprised of the following two components:

- **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):** Students will have 30 minutes of uninterrupted, independent reading time, with targeted support provided by tutors (Monday and Tuesdays) during the school year. Using Accelerated Reader™ (AR), a reading management software, students will select books in their range and take a quiz to assess their comprehension and vocabulary. Tutors will help students decode difficult words, understand confusing text, and lead brief discussions to assess students' understanding of key details in the text.

**Math Block**  
30 minutes daily (M-W), during the

To improve math proficiency rates and increase academic achievement in math, we will offer a 30-minute Math Block rotation during the school year (M-

**3) High Academic**

<p><i>school year</i></p> <p><i>60 minutes daily during the summer</i></p>	<p>W) and 60 minutes of daily math activities during the summer. Using research-based instructional practices to complement classroom learning, the Math Block will provide students with foundational knowledge and skills that will prepare them for higher level math and accelerate math achievement.</p> <p>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:</p> <ul style="list-style-type: none"> <li>▪ <b>Math Talks:</b> 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.</li> <li>▪ <b>Hands-On Learning:</b> Tutors will use math manipulatives (e.g., beans, math blocks) to coordinate interactive activities and games to help students to learn concepts and practice skills in a fun, meaningful way.</li> <li>▪ <b>Fact Fluency Games:</b> Students will play games with partners that enable them to practice basic math facts, promoting quick recall and fluency.</li> </ul> <p>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.</p>	<p>Standards</p>
<p><b>Enrichment Activities</b></p>	<p><b>Service Description</b></p>	<p><b>Alignment to “High-quality Program Characteristics”</b></p>
<p>Our afterschool and summer programs offer a wide array of enrichment activities. <b>Enrichment activities include any combination of Healthy Choices, activities led by community partners and STEM activities.</b></p>		

**Afterschool:** 30 minutes minimum M-W, 1.5 hours on Thursdays

**Summer:** 3 hours minimum daily

**Healthy Choices**

Because of the positive connection between children's learning and health, a comprehensive health and nutrition program is offered as a daily rotation during the afterschool and summer program. Healthy Choices, which uses the evidence-based Coordinated Approach to Child Health (CATCH) curricula developed by the University of Texas School of Public Health, provides child-friendly nutrition education and physical activity programming, described in detail below:

- **Nutrition Education:** We will provide structured nutrition education to equip students with the knowledge, skills, and intentions to make good food choices and lead healthier lifestyles. The Healthy Choices Coordinator will focus on a theme to help students to understand major nutrition concepts – such as food groups and portions – in a manner that is child-friendly and accessible. Families will receive tip sheets and activity ideas to help reinforce positive lifestyle choices at home.
- **Physical Activity:** Students will engage in moderate-to-vigorous physical activity consisting of a warm-up activity, a cool-down activity, and at least two different games and activities selected from the CATCH Kids Club Activity Box, Save the Children Physical Activity Toolkit, or Joy of Moving (during the summer). Games and activities are specifically designed to keep all children active, regardless of skill level, through non-competitive, non-elimination play. The Healthy Choices Coordinator will lead structured games and activities from different categories (e.g., Tag & Running 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.

4) Attention to Safety, Health and Nutrition issues

7) Enriching Learning Opportunities

**Activities from**

Multiple program partners have been identified to



<p><b>Community Partners</b></p>	<p>provide enrichment activities for students. Partners and services were selected based on student needs and interests and will be offered through various community partners during the school year and summer. A list of community partners and some of the activities they will offer to our students is included below:</p> <ul style="list-style-type: none"> <li>▪ <b>Active Southern West Virginia (Active SWV)</b> will supplement Healthy Choices programming by supporting the implementation of a Kids Run Club program with coaches training, manuals, and surveys for project leads to implement. The Kids Run Club will provide students with the opportunity, skills, knowledge, and confidence to be physically active. This partnership aligns with responses to our student survey that Gym is their favorite subject in school (42.42%).</li> <li>▪ <b>Renaissance Learning</b> will offer supplemental reading activities for students in groups and one-on-one. They will also offer reading events such as themed Reading nights. Additionally, they will facilitate family engagement events that promote families reading together.</li> <li>▪ <b>WVU Extension Office</b> will provide curricula and resources to lead single- or multiple-session programs on a range of topics such as health and wellness, life skills, character education, citizenship and leadership, STEM, arts and music, and world culture. This partnership with the Extension Office directly aligns with students' interests in art, physical education and science. Additionally, they will facilitate family engagement events as outlined in section IV.</li> </ul> <p>A letter of support from each partner organization listed above is included in the "Related Documents" section of GPS.</p>	<p><b>5) Effective Partnerships with Community-Based Organizations</b></p> <p><b>7) Enriching Learning Opportunities</b></p>
<p><b>STEM Activities</b></p>	<p>We will offer STEM activities daily during SummerBoost Camp and as needed during the school year (during the enrichment block). STEM activities will introduce (grades K-1) or address (grades 2-5) science standards of structure and properties of matter; engineering design; forces and interactions; energy; interdependent relationships; and structure, function</p>	<p><b>3) High Academic Standards</b></p> <p><b>7) Enriching Learning</b></p>

	and information processing, math standards in operations and algebraic thinking. As mentioned above, the WVU Extension Office will also use a variety of curricula to facilitate STEM activities in alignment with the state science standards.	Opportunities
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**B. Recruitment, Retention and Program Design.**

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

While both 21<sup>st</sup> CCLC programs will be open to all students, we will prioritize recruiting students whose initial literacy and math levels are below grade level or who have the greatest academic risks (e.g., students who are homeless, economically disadvantaged, or show poor classroom performance). The school-based Site Coordinators will work closely with the school principals and school-day teachers to identify the specific students to target for participation in the afterschool program, using school data and STAR assessment scores to inform eligibility and targeted recruitment. For the summer program, SummerBoost, enrollment priority will be given to participants of the afterschool program to ensure at-risk students receive needed support year-round. All Special Education students will be eligible for enrollment, and we will coordinate with the Special Education Department to meet their individual needs. As necessary, due to a child's Individualized Education Plan (IEP), we will work with the school district to coordinate and provide a one-to-one aide.

To identify students based on assessment scores, we have historically used the STAR Early Literacy or STAR Reading assessment, depending on the grade level, to assess students' reading proficiency. In response to conversations with school principals to emphasize Mathematics in the afterschool program, survey results which indicate math is the hardest subject for students (36.06%) and proficiency level data, we will additionally use the STAR Math assessment to help identify students for participation. Classroom teachers will administer these assessments to all students at the beginning of the school year. Students in grades K-5 scoring below 40 Percentile Rank (PR) on STAR Early Literacy, STAR Reading or Star Math – which indicates they are performing below benchmarks – are our target participants and will be referred to the afterschool program. Students who need academic assistance but do not require more intensive intervention – for example, those who score low on the STAR assessments but are not performing below grade level – will be accepted into the program or will be placed on a waiting list if the program is at capacity.

To recruit the target population, Site Coordinators will reach out to identified students and their families via phone, email, Schoology, or the ClassDojo app (web- and app-based messaging services used by the district), depending on families' preferred methods of communication, to share program information and encourage enrollment. We will also promote the program and recruit participants by sending enrollment information and program updates home with students; sharing information during school orientation, parent-teacher conferences, and family engagement events; and maintaining information about the 21<sup>st</sup> CCLC program on the school's and/or the district's website and social media pages. In year 1, we will recruit at least 60 students at NRP to maintain an average daily attendance (ADA) of 29 students. At NRI we will recruit at least 60 students to maintain an ADA of 30. As previously described, during summer we plan to combine the NRP and NRI programs to one site and will recruit at least 40 students from NRP and 40 students from NRI to maintain an ADA of 59. ADA numbers were based on the previous ADA from the ending grant serving New River Primary. Because we are proposing to expand our program to New River Intermediate, WVDE approved an ADA of 30 students for the expansion program.

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

During the last year of our previously ending afterschool program at NRP (2022-23), we met and exceeded the attendance targets set by WVDE (70% attending 60+hours and 50% attending 90+hours.), with 84% of enrolled students attending 60+ hours and 73% of enrolled students attending at least 90 hours. To maintain and increase strong student participation and retention, we will use the targeted strategies that enabled us to have strong attendance at the New River Primary 21<sup>st</sup> CCLC program and that have helped Save the Children implement 21<sup>st</sup> CCLC programming successfully across the state and country. These strategies include:

- **Involving students in program design and implementation:** Using the results of the student surveys, we have incorporated activities in which students expressed the most interest, while still prioritizing academic activities to improve achievement. 340 student respondents (43.42%) reported that gym/PE was their favorite subject – the highest percentage of all subjects. Aligning with student interest in gym/PE, Healthy Choices has been incorporated into the daily afterschool and summer schedules. Summer team-building activities will also provide students with the opportunity to run, toss and catch, crabwalk, dance, and engage in all sorts of fun physical activities. Additionally, the five most popular activities students reported as wanting to include in our program are: field trips, games and activities with parents, arts and crafts, food and cooking and STEM. We will incorporate these popular activities into the academic activities and enrichment activities with partners: for example, the WVU Extension office will lead sessions that align with arts and crafts and STEM. Additionally, in line with student interests, we will use fluency-building activities like Readers' Theater, which provides students the opportunity to rehearse and perform plays or other texts rich in dialogue, to align with their interest in arts/crafts and to promote literacy skills. Reflecting the diverse interests of our students, all program activities have been designed to make learning fun, reduce boredom, spark children's curiosity, and help them make connections to school-day lessons and their everyday lives.
- **Celebrating student progress and achievement:** We will use an incentive system to encourage student attendance and participation. Site Coordinators will work with program staff to create short- and long-term goals for students based on attendance, effort, and participation. Progress on or achievement of these goals will be celebrated through incentives such as featuring students in program communications (like a bulletin board), giving out certificates, or letting students select small tokens (like erasers or stickers). Program staff will celebrate successes regularly, and we will hold culminating celebration events at the end of the school year and the summer to give all children an opportunity to display their work or new skills to families and invited guests. During the summer, we will also coordinate at least two field trips that align with and advance lesson plans as an incentive for attendance and good behavior.
- **Ensuring a strong staffing plan:** We will maintain a low staff-to-student ratio of 1:10 to give program staff the time and opportunity to develop stable, meaningful, and trusting relationships with students. These relationships will support students' learning and development, as well as support retention by providing students with a sense of belonging and safety. Program staff will be trained to develop collaborative relationships with parents/caregivers and families to engage them in their children's education and help build strong home-school connections that support student learning, which will also promote student retention.

Research has shown that the sense of belonging, the connection to caring adults, and the academic enrichment that afterschool programs provide can make children more likely to go to school (Chang, Jordan, Building a Culture of Attendance, 2013). To that end, we have decided to propose a new strategy in the proposed 21<sup>st</sup> CCLC programs that will help maintain strong retention and participation:

- **Expanding enrichment time:** We have adjusted the afterschool and summer schedules to provide more time for students to participate in enrichment activities (see schedules below). Whether it be Healthy Choices, activities with community partners or field trips, expanded enrichment time will help keep students interested and motivated to participate in the program. The choice to expand enrichment time directly correlates with student survey responses



– 80.73% of students want field trips included in the program, 61.47% want arts and crafts, 60.81% want food and cooking and 45.87% want Science/STEM activities. Expanding enrichment time will allow us to make more time for the specific activities identified as being of interest to students.

### Assessing and Targeting Students' Academic Needs

We will use both formative and summative assessments to identify academic needs, monitor student progress, and individualize lesson plans and approaches to help meet the specific needs of individual students. The STAR assessment suite, which serves as the program's summative assessments, is administered at the beginning of the school year to help identify students who are most in need of math or reading interventions. Program staff will use the STAR assessment results to determine the strengths and skill deficiencies of each 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. During the recruitment and enrollment process, Site Coordinators will work with school-day teachers to discuss each student's individualized needs and learning gaps and modify services when needed. For example, Save the Children's WV State Director, who will serve as the 21<sup>st</sup> CCLC Program Director, will collaborate with the district's Special Education Director, to provide accommodations like a one-on-one aide to assist students with special needs during activities.

Site Coordinators and tutors will use STAR assessment results to develop lesson plans, gear instruction, and select activities that target specific skills and sub-skills that address the particular needs of a group. For example, tutors will tailor questions for the book talks during read-alouds and extended read-alouds to focus on key state English Language Arts (ELA) standards for that 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, recalibrate lessons, and adjust interventions. As outlined in our Action Plan, Star Assessment results will also be used as a measurement to gauge overall growth during the school year, looking at Student Growth Percentiles (SGPs). An SGP of 35 or higher is the baseline for expected growth for students participating in our programs.

During the Emergent Reader Literacy Block (ERLB), activities are planned and implemented based on each students' unique needs. Therefore, it is important to assess and monitor progress throughout the year to ensure each child's needs are being met. To monitor the progress of Emergent Readers, within the first week of programming, students participating in the ERLB will be given an assessment provided by Save the Children or the schools standard literacy screening assessment, to target specific foundational reading skills such as phonemic awareness, letter and sound identification, phonics, high-frequency words, and fluency. After the initial assessment, children will be assessed the first week of every other month. The Lead Associate will suggest a starting point for instruction and provide ongoing support in analyzing data. Tutors will share progress monitoring data with Lead Associate during monthly data meetings.

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; Site Coordinators (SC) will analyze a student's AR quiz data in aggregate for percent correct on quizzes (goal is 90%) 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. To monitor progress in math, math tutors will collect classroom observations and anecdotal data using a qualitative progress monitoring tool to track each student's mastery of specific math skills. Tutors discuss their reports and updates on student progress at weekly team meetings between the SC and tutor. Reports are formally submitted at the end of each month to the SC who will then forward them to the Lead Associate for review and feedback. 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 academic achievement. **All assessment activities described in this section directly align with High Quality Program Characteristic 9) Evaluation of Program Progress and Effectiveness.**

### Ensuring Equitable Access to Students and Program Personnel

We are committed to ensuring that all students and personnel, regardless of their race, ethnicity, nationality, gender, or socioeconomic background, including those with special needs, have equitable access to both proposed 21<sup>st</sup> CCLC programs. We will implement previously developed policies and procedures to ensure equitable access to and participation in all program services for students and personnel. The tools used to identify the target population for the program are suitable for use with students of all abilities, including those with special needs. For example, the STAR assessments are computer-adaptive, and the difficulty of the tests adjust automatically to reflect the skill level of each student.

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

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

We will operate both programs on school campuses, which will ensure that the program spaces are in compliance with ADA and all state and federal safety and accessibility requirements. Program staff will also arrange any room used for programming in a manner that ensures all program spaces are child-friendly, safe, and accessible to all participants and personnel. Through the proposed programs outlined in this application, we are creating a level playing field for all families in Oak Hill, fostering a sense of equity and access, and laying the foundation for a bright and promising future for every child.

### - Meeting WVDE Hour/Time Requirements.

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

### - Tentative Afterschool Schedule.

At both sites, the programs will operate four days a week, Monday through Thursday, from 3:30-6:00 PM. Monday-Wednesday. All students will rotate through 30-minute blocks in age- and skill-appropriate groups to keep student interest, energy, and participation high and to allow students to participate in all activities



each program day. On Thursdays, we have adjusted the schedule to emphasize enrichment activities for students (as previously described). Below is a sample weekly schedule:

Times	Monday	Tuesday	Wednesday	Thursday
3:30-4:00 PM	Homework Help	Homework Help	Homework Help	Homework Help
4:00-4:25 PM	Dinner	Dinner	Dinner	Dinner
4:25-4:55 PM	Math	Math	Math	<b>Enrichment Activities</b>
4:55-5:25 PM	Literacy (e.g., GIRP)	Literacy (e.g., RAVFL)	Literacy (e.g., GIRP)	<b>Enrichment Activities</b>
5:25-5:55PM	Healthy Choices	Healthy Choices	Healthy Choices	<b>Enrichment Activities</b>
6:00 PM	Dismissal	Dismissal	Dismissal	Dismissal

Summer Program

During the summer, we will combine the NRP and NRI 21<sup>st</sup> CCLC programs to one site where we will offer a full-day of in-person summer programming, called SummerBoost Camp. SummerBoost blends academic, social-emotional development, and cross-curricular enrichment activities to provide students with rich learning experiences and the opportunity to make friends, maintain healthy lifestyles, and become productive citizens. SummerBoost was named a 2017 New York Life Excellence in Summer Learning Award winner by the National Summer Learning Association.

SummerBoost builds on school-year programming to prevent summer learning loss, providing the literacy, math, and enrichment activities offered during the school year but in a summer camp-like environment. For example, during SummerBoost, the Healthy Choices physical activity component uses the Kinder Joy “deliberate play” to facilitate development of physical fitness, motor coordination, cognitive functions, and life skills. The literacy, math, and Healthy Choices physical activities are provided daily. Every afternoon, students participate in team-building activities (like “Minute-to-Win-It” games) and alternating weekly rotations of nutrition education; enrichment activities, such as arts and crafts; STEM activities, such as LEGO® DUPLO Early Simple Machines and LEGO Education WeDo Robotics; and a cumulative community service-learning project driven by students. Together, these activities build the academic and non-cognitive skills, knowledge, and behaviors – such as sportsmanship, cooperation, and citizenship skills – that put students on the path for school success. Each program will be tailored to fit the needs of the schools and students they serve and activities will vary as a result.

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

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

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

Supper and Snacks

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

Evidence-Based Learning Practices

A meta-analysis of 68 afterschool studies concluded that high-quality afterschool programs can lead to improved attendance, behavior, and coursework. Students participating in a high-quality afterschool program went to school more, behaved better, received better grades, and did better on tests compared to non-participating students (Durlak, Weissberg, & Pachan, 2010). Our program provides results-driven, skill-specific blocks of literacy and math and activities to equip children with the tools and guidance needed to meet or exceed benchmarks in third-grade reading and fifth-grade math. Activities were specifically selected to achieve our goal to *increase academic achievement* and objectives 1.1 and 1.2 as identified in the Action Plan. The key learning practices we use throughout our literacy and math blocks are included in the chart below along with evidence that supports their use.

Key Learning Practices	Supporting Evidence
<p><b>Literacy Block</b></p>	
<p>Guided Independent Reading Practice (GIRP)</p>	<ul style="list-style-type: none"> <li>▪ Increasing the amount of time that children can successfully read appropriately challenging, high-quality texts leads to both word reading and reading comprehension (Kuhn et al., 2006).</li> <li>▪ Children who spend more time reading independently make greater gains than children who spend little time reading independently (Samuels &amp; Wu, 2003).</li> <li>▪ In a study of classes using Accelerated Reader vs. non-Accelerated Reader classes, the children--using Accelerated Reader with an emphasis on selecting books of interest within their reading range and being encouraged to maintain</li> </ul>

	<p>an average of 85% correct on AR quizzes--made more significant gains than the non-Accelerated Reader classes (Samuels &amp; Wu, 2003).</p>
<p>Read-Aloud/Vocabulary/Fluency (RAvFL)</p>	<ul style="list-style-type: none"> <li>▪ Reading aloud is recommended by professional organizations as a vehicle for building oral language and literacy skills (the Reading Teacher, Vol 63, N3, November 2009).</li> <li>▪ Reading aloud is widely accepted as a means for developing vocabulary (Rasinski, Padak &amp; Newton, 2008).</li> <li>▪ Reading aloud to children provides a powerful context for word learning (Biemiller &amp; Boote, 2006; Pearson, Hiebert, &amp; Kamil, 2007).</li> <li>▪ There is evidence of a high correlation between vocabulary knowledge, reading comprehension and academic success (Baumann &amp; Kame'enui, 2003).</li> <li>▪ "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up" (Beck, McKeown &amp; Kucan, 2013).</li> <li>▪ Word learning is enhanced through repeated readings of text, which provide opportunities to revise and refine word meanings (Justice L. M., Meier, J., &amp; Walpole, S., 2005).</li> <li>▪ "There are repeated findings that encouraging vocabulary acquisition in the primary grades using repeated reading combined with word meaning explanations works" (Biemiller &amp; Boote, 2006).</li> <li>▪ Theater, drama, and other performance arts foster participants' emotional intelligence, timing, reflection, and respect for diversity; build memorization and processing skills (Jensen, 2008).</li> </ul>
<p>Reading Together Activities</p>	<ul style="list-style-type: none"> <li>▪ Fast Start includes fundamental principles of effective fluency instruction (Rasinski &amp; Hoffman, 2003).</li> <li>▪ Repeated readings can help improve children's fluency, word recognition, and comprehension (Dowhower, 1987, 1994; Herman, 1985, Kuhn &amp; Stahl, 2003).</li> </ul>
<p>Emergent Reading Modules</p>	<ul style="list-style-type: none"> <li>▪ The importance of mastering the skills in phonemic awareness, letter recognition and sound-symbol</li> </ul>

	<p>correspondence has a great effect on learning to read and continued reading achievement (Adams, 1990).</p> <ul style="list-style-type: none"> <li>▪ New learning must get reinforced with repetition. The number of repetitions necessary varies from one to 20 depending on the individual (Jensen, 2008).</li> </ul>
Phonemic Awareness	<ul style="list-style-type: none"> <li>▪ Phonemic awareness is a powerful predictor of reading success (Juel, 1994, 1998; Snow, Burns, &amp; Griffin, 1998).</li> <li>▪ Children who lack phonemic awareness can be successfully trained (Ball &amp; Blachman, 1991; Hohn &amp; Ehri, 1983; Yopp &amp; Troyer, 1992).</li> </ul>
Letter Recognition	<ul style="list-style-type: none"> <li>▪ Alphabet knowledge is one of the strongest longitudinal predictors of future reading success in young children (Adams, 1990; Ball &amp; Blachman, 1991; Bradley &amp; Bryant, 1983; Byrne &amp; Fielding-Barnsley, 1989; Stuart &amp; Coltheart, 1988).</li> </ul>
Sound-Symbol Correspondence	<ul style="list-style-type: none"> <li>▪ That decoding is learned early by good readers is established in studies of reading development (Chall, 1983; Cunningham &amp; Stanovich, 1997).</li> <li>▪ The ability to sound out new words accounts for about 80 percent of the variance in first-grade reading comprehension, and continues to be a major factor in text comprehension as students progress through the grades (Foorman, Francis, Shaywitz, et al., 1997).</li> </ul>
Beginning Sight Word Recognition	<ul style="list-style-type: none"> <li>▪ “Fluent reading depends on automatic recognition of high-frequency words” and can improve comprehension (Shaywitz et al., 2003).</li> </ul>
<b>Math Block</b>	
Math Talks	<ul style="list-style-type: none"> <li>▪ Rich classroom discussions assist in developing students’ understanding and confidence in mathematics (Hattie, et al, 2017).</li> <li>▪ Mathematical communication helps students solidify their mathematical understanding and refine their thinking as they</li> </ul>



	<p>talk about their ideas and hear ideas from their peers (Sousa, 2008, p.64).</p> <ul style="list-style-type: none"> <li>▪ “Students who learn to articulate and justify their own mathematical ideas, reason through their own and others’ mathematical explanations, and provide a rationale for their answers develop a deep understanding that is critical to their future success in mathematics and related fields” (Carpenter, Franke, &amp; Levi, 2003).</li> <li>▪ Instructional materials for students receiving interventions should focus on whole numbers in grades K-5 and on rational numbers in grades 4-8 (National Center for Education Evaluation and Regional Assistance, 2009).</li> </ul>
<p>Hands-On Activities</p>	<ul style="list-style-type: none"> <li>▪ Visuals such as physical manipulatives, pictures, charts, graphs, and video segments can enhance learning and have a significant role in memory (Jensen, 2008, p.57).</li> <li>▪ Hands-on and visual learning assists in developing conceptual understanding, the comprehension and connection of concepts, operations, and relations (NCTM 2014).</li> <li>▪ Conceptual understanding establishes the foundation for developing procedural fluency in mathematics (NCTM 2014).</li> <li>▪ Mathematics interventions should provide students with opportunities to work with visual representations (National Center for Education Evaluation and Regional Assistance, 2009).</li> </ul>
<p>Basic Fact Fluency</p>	<ul style="list-style-type: none"> <li>▪ There is a need for K-8 curriculum to concentrate on student proficiency with whole numbers, fractions, and some areas of geometry to prepare students for later algebra instruction (National Mathematics Advisory Council, 2008).</li> <li>▪ Mathematics interventions should devote time regularly to fluency with basic math facts (National Center for Education Evaluation and Regional Assistance, 2009).</li> <li>▪ Strategic use of mathematics games is an effective way to help children become fluent in mathematics (Bay-Williams &amp; Kling, 2014).</li> </ul>

How Academic Activities are Linked to School-Day Learning and Align with WVCCRS

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

To further support program alignment with the school day, each Site Coordinator will have an office onsite at their school, maintain a schedule that overlaps with the school day, and receive supervision and guidance from school principals and at least two teachers from each participating school will also serve on the Advisory Council, ensuring that they will be familiar with and have in-depth knowledge of program activities and will be able to share program updates with all school staff during regular meetings. **All activities listed above directly align with High Quality Program Characteristic 8) Linkages between School-Day and Afterschool Personnel.**

Academic activities are all aligned to the West Virginia College and Career Readiness Standards (WVCCRS) to ensure the program targets students' academic needs and supports their academic achievement. Activities were specifically selected to achieve our goal to *increase academic achievement* and objectives 1.1 and 1.2 as identified in the Action Plan. The below chart outlines how the academic afterschool program activities align to WVCCRS in core content areas.

	West Virginia College- and Career-Readiness Standards (WVCCRS)	Connection to Program, Activities and Curriculum
<p><b>English Language Arts (K-2)</b></p>	<p><b>Early Learning Foundations</b> (Fluency, Phonics and Word Recognition, Handwriting, Phonological Awareness, Print Concepts)</p> <p><b>Reading</b> (Key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and text complexity)</p>	<p>As described below in <u>Strategies, Practices or Curriculum to Improve Mathematics and ELA</u>, the Emergent Reader Literacy Block (for students in grades K-1) uses research- and evidence-based best practices and strategies to engage students in activities that address reading standards for informational texts and foundational skills for early readers, including helping them</p>

**Writing** (Text types and purposes, production and distribution of writing, research to build and present knowledge, range of writing)

**Speaking/Listening** (Comprehension and collaboration, presentation of knowledge and ideas)

**Language** (Conventions of standard English, knowledge and language, vocabulary acquisition and use)

to grasp print concepts, demonstrating phonological awareness, recognizing letters and beginning words, and focusing on text features – all key components of WVCCRS for students in grades K-1.

The Developing Reader Literacy Block (for students in grades 2-5) engages students in activities and independent reading that address reading standards for informational texts and literature to ensure students have foundational reading skills – phonics, sight words, and vocabulary development – to read accurately and with comprehension – all key components to meeting WVCCRS for students in grade 2.

**Math (K-2)**

**Counting and Cardinality** (know number names and the count sequence, count to tell number of objects, compare numbers)

**Operations and Algebraic Thinking** (Understanding addition and subtraction, solve problems involving addition and subtraction, understand and apply properties of operations, add and subtract 20, gain foundations for multiplication)

As described below in Strategies, Practices or Curriculum to Improve Mathematics and ELA, using research- and evidence-based best practices and strategies, the Math Block for students in grades K-2 engages them in hands-on learning activities that target beginning skills in counting and cardinality (kindergarten), foundational number concepts, number sense, operations and algebraic thinking.

	<p><b>Number and Operations in Base Ten</b> (work with numbers 11-19 to gain foundations for place value, extend counting sequence, understand place value)</p> <p><b>Measurement and Data</b> (describe and compare measurable attributes, classify objects and count number, measure lengths indirectly, tell and write time, work with money)</p> <p><b>Geometry</b> (Identify and describe shapes, analyze, compare, create and compose shapes, reason with shapes and their attributes)</p>		
<p><b>English Language Arts (3-5)</b></p>	<p><b>Early Learning Foundations</b> (Fluency, phonics and word recognition, handwriting, read with accuracy, use word analysis skills, write in cursive)</p> <p><b>Reading</b> (Key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and text complexity, describe basic elements of stories, compare ideas and characters, identify and judge evidence, integrate information)</p> <p><b>Speaking and Listening</b> (Comprehension and collaboration, presentation of knowledge and ideas, paraphrase, present orally, come to classroom discussions prepared)</p>	<p>As described below in <u>Strategies, Practices or Curriculum to Improve Mathematics and ELA</u>, the Developing Reader Literacy Block (for students in grades 2-5) engages students in activities and independent reading that address reading standards (such as WVCCRS) for informational texts and literature to ensure students have foundational reading skills – phonics, sight words, and vocabulary development – to read accurately and with comprehension – all key components to meeting WVCCRS for students in grades 3-5.</p>	

	<p><b>Language</b> (Conventions of standard English, knowledge of language, vocabulary acquisition and use, write complete sentences with correct spelling, relate similar words, produce writing on a computer)</p>	
<p><b>Math (3-5)</b></p>	<p><b>Operations and Algebraic Thinking</b> (Solve problems involving multiplication and division; understand properties of multiplication, multiply and divide within 100, solve problems involving the four operations, familiarity with factors and multiples, analyze patterns and relationships)</p> <p><b>Number and Operations in Base Ten</b> (Use place value and properties of operations to perform multi-digit arithmetic; understand place value systems)</p> <p><b>Number and Operations – Fractions</b> (Develop an understanding of fractions as numbers, build fractions, understand decimal notations for fractions, multiply and divide fractions)</p> <p><b>Measurement and Data</b> (Solve problems involving measurement and estimation, represent and interpret data, geometric measurements, understand angles, convert like measurements)</p> <p><b>Geometry</b> (Reason with shapes and their attributes, draw and identify lines and angles, classify shapes, graph points)</p>	<p>As described below in <u>Strategies, Practices or Curriculum to Improve Mathematics and ELA</u>, the Math Block uses research- and evidence-based best practices and strategies, to engage students in operations in base ten, fractions (starting in grade 3), and measurement and data. All activities reinforce standards for mathematical practice with open-ended questions to construct viable arguments, as well as reason abstractly and quantitatively, so that students can build their own understanding of math solutions and avoid traditional drilling and memorization.</p>



## How Enrichment Activities Align with Action Plan & WVCCRS

The enrichment activities outlined in this proposal were specifically chosen to achieve our goal to *increase academic achievement* and objectives 1.1 and 1.2 as identified in the Action Plan. To the extent possible, we will use evidence-based strategies to implement enrichment activities. We will use the evidence-based Coordinated Approach to Child Health (CATCH) curriculum for Healthy Choices activities to address physical fitness and health; development of motor skills; wellness behaviors (e.g., understanding nutrition); and responsible, personal, and social behaviors (e.g., demonstrating appropriate interactions with others). The CATCH curriculum has been implemented in various settings to produce lasting changes in their dietary habits and physical activity (Luepker et al., 1996). This is an essential component of the program, as aerobic physical activity has been shown to improve academic performance (Fedewa and Ahn, 2011). Multiple program partners have been identified to provide additional enrichment activities for students. Additionally, using the LEGO® Education Solutions lesson plans, which are aligned with national curriculum standards, STEM activities introduce (grades K-1) or address (grades 2-5) science standards of structure and properties of matter; engineering design; forces and interactions; energy; interdependent relationships; and structure, function and information processing, math standards in operations and algebraic thinking. The WVU Extension Office, a program partner, will also use a variety of curricula to facilitate STEM activities in alignment with the state science standards. STEM activities will reinforce the math activities outlined in the chart above and as a result directly align to the corresponding WVCCRS core math content areas. These activities also align to WVCCRS core science content areas such as nature of science, practices of scientists and engineers, science connecting concepts, science literacy and science safety.

## Continuous Quality Improvement Process

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

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

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

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

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

- Strategies, Practices or Curriculum to Improve Mathematics and ELA

- The specific strategies, academic practices and curriculum that will be implemented to improve students' achievement in mathematics and ELA are described in detail below:

- **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, demonstrating phonological awareness, recognizing letters and beginning words, and focusing on text features. Extended Read-Aloud 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 single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (Trelease, 2019). All 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. This ensures students have foundational reading skills – phonics, sight words, and vocabulary development – to read accurately and with comprehension. Knowledge of phonics is necessary for successful independent reading (Routman & Butler, 1995). 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 Block** – Using research- and evidence-based best practices and strategies, the Math Block engages students in hands-on learning activities that target counting and cardinality (kindergarten), foundational number concepts, number sense, operations and algebraic thinking, number and operations in base ten, fractions (starting in grade 3), and measurement and data. Activities also support standards for mathematical practice with open-ended questions to construct viable arguments, as well as reason abstractly and quantitatively, so that students can build their own understanding of math solutions and avoid traditional drilling and memorization. Strategic use of mathematics games is an effective way to help children become fluent in mathematics (Bay-Williams & Kling, 2014).

#### USDE 21<sup>st</sup> CCLC Recognition

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

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

\* Parent, Family, and Community Involvement

#### **IV. Parent and Family Engagement**

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

As demonstrated by the results of our community needs assessment, stakeholder questionnaires, and qualitative data provided by school principals, caregivers need guidance and targeted supports to be best equipped with the tools and resources to support their children's learning and development. For example, 42.86% of teachers who responded to our survey think parents do not have the skills to help their children with their homework. One respondent to our stakeholder questionnaire shared that "often their (students') parents do not have the necessary schooling level or time to help them in the learning process". Some teachers who responded to our survey said, "including parents in their children's education by having parent nights to show and introduce strategies they aren't familiar with is key to helping parents develop skills to help their children". Our parent and family engagement framework aims to address this need by creating an environment that promotes shared responsibility among families and educators to support children's educational needs, particularly by strengthening school-to-home connections and building the skills and knowledge of parents/caregivers. Led by the Site Coordinators, our family engagement programming will encompass a range of activities, practices, and policies that are grounded in and promote four overarching strategies (detailed below) to



achieve our goal to *increase family engagement* and objectives 2.1 and 2.2 as identified in the Action Plan. **The four overarching strategies we will implement to increase family engagement are:**

- **Effective Communication:** Our 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 an annual family needs assessment and interest surveys, facilitating parent orientations, and sharing program updates during pick-up/drop-off and through ClassDojo or similar apps used by schools to communicate with caregivers.
- **Skill Building:** Site Coordinators will implement practices and activities that will equip parents and caregivers with the knowledge, skills, and resources to support their children's learning and development, both at home and at school. Family engagement workshops are a key component of this strategy. Using the annual family needs assessment and interest surveys, we will hold at least six learning-based workshops per site in coordination with each school on the topics most relevant to parents. Other practices and activities may include developing calendars with learning activities for families to do together, at home; allowing families the opportunity to participate in student goal setting, monitoring academic progress, and supporting individualized instructional decisions; and distributing books and educational materials donated through our partners to help create home learning environments.
- **Family Connectedness:** All program staff will create a program environment where families feel welcomed, valued, and connected to other families, program/school staff, and the community. To create this environment, Site Coordinators will, for example, maintain designated areas (e.g., a bulletin board or Family Corner) for families with welcoming, family-friendly signage and information; recruit volunteers widely so that all families know their time and talents are welcomed and valued; and conduct annual surveys to identify parent interests and needs. Site Coordinators will also maintain an open-door policy so that families will feel comfortable approaching staff and asking questions.
- **Community Collaboration:** Connecting families to community resources is also an important component of our family engagement framework, as it can help caregivers strengthen their social connections and their ability to address their needs beyond participation in our program. To do so, Site Coordinators will, for example, provide families with referrals to community-based agencies and programs (food banks, mental health, dental health, etc.) and/or develop a community resource directory that has information on community health, social support, recreation, and other programs and services.

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

#### Parent, Family, and Community Involvement in Programming

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

To plan family engagement activities for Year 1, as well as to solicit feedback on overall program design, we conducted needs assessment surveys with parents and caregivers at target schools. The surveys included multiple-choice and open-ended questions to identify the needs and challenges of families, including one that asked caregivers to identify the type of activities that would most help them to become more engaged in their children's learning. We used the five most popular activities – understanding what your kids are learning in class, family STEM activities, helping your kids with homework, health and nutrition education, and referrals or getting connected to resources and services – to develop Year 1 family engagement activities – some in conjunction with community partners. We also used responses from our community stakeholder questionnaires (described in detail in section I. Statement of Need) to help guide the selection of what family engagement activities are needed most. If awarded, the activities described below, as well as others that will be determined throughout the program year, will help meet the needs of families of enrolled students:

Activity	Description
<p><b>Open House for Parents and Teachers</b></p>	<p>We will host an open house for parents of program participants and school-day teachers. This will provide an opportunity for families, students and teachers to come together, have conversations about what children are learning in school, understanding how to best help them and giving students a chance to display different projects they've worked on throughout the year to their parents and teachers. This activity directly corresponds to responses to our parent surveys where parents indicated wanting activities to help them better understand what their students are learning in school and responses from teachers about building stronger connections with parents to help students succeed.</p>
<p><b>Health and Nutrition Activities with the WVU Extension Office</b></p>	<p>We will partner with the WVU extension office to provide families of participating students with health and nutrition programming and related activities. This will include nutrition, food and physical activity projects designed to help families improve their health and general well-being. Examples include: sample tastings, nutrition lessons, healthy recipes and gardening projects. This activity was specifically chosen based on parent survey responses which indicated health and nutrition programming as one of the activities that would be most helpful to them.</p>
<p><b>STEAM Family Event, with the WVU Extension Office</b></p>	<p>In partnership with the WVU Extension Office, this family engagement event will engage students and their families in learning activities designed to encourage interacting with the world. Facilitators will lead fun, hands-on activities like designing and building a balloon car to help students better understand STEAM topics (e.g., Newton's Laws of Motion), while promoting positive parent-child interactions. This event directly aligns to survey responses from parents and 45.8% of students who wanted STEM activities included in the program.</p>



<p><b>Block Party/Resource Fair with New River Health</b></p>	<p>In partnership with New River Health, we will co-host a block party/resource fair for program participants and their families. School-day teachers and staff will also be invited to help build school-day and parent connections. There will be booths open for students and parents to participate in activities and games as well as booths set up by community partners to table and hand out resources and information about services available in the Oak Hill community.</p>
<p><b>Themed Reading Nights, with Renaissance Learning</b></p>	<p>To promote parents reading with their children, Renaissance Learning will host themed reading nights for families. Reading nights will include activities for families such as story-time, themed games, and opportunities to talk to parents and students about the importance of reading.</p>
<p><b>Healthy Habits and Lifestyle Workshops</b></p>	<p>Healthy Habits and Lifestyle Workshops will support parents in establishing lifelong healthy habits through parent skill-building and actionable nutrition and physical activity education. These workshops may include participation from community partners such as New River Health and will focus on parenting best practices such as developing positive discipline techniques, learning age-appropriate child development skills, and promoting positive play and interaction between parents and children. A few community leaders (who responded to our stakeholder questionnaire) stressed the importance of encouraging wellness among parents and caregivers in the Fayette County community.</p>

Other family engagement activities that have been successfully conducted during the previous grant at NRP or elsewhere in the County may be scaled to fit the needs and interests of the families of students who are enrolled at these sites. Examples include: Wilderness Safety, Coding, Science Stations, Keeping Kids Drug-free, Let's Dance, Art Gallery Walks and Trunk or Treat.

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

How Family Engagement Plan Uses Evidence-Based Practices and/or Curriculum

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

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

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

Below outlines how each of these research-based strategies will be met through our proposed programs.

<b>Research-based Strategies</b>	<b>Alignment to Proposed Programs</b>
Support families and their basic needs.	Supporting families and their basic needs entails a wide range of support including providing access to community resources and hosting events that address topics of concern to families (Little, 2011). Our proposed programs support families and their basic needs in a variety of different ways. For example, we offer transportation home from the afterschool program and both ways during the summer to help mitigate transportation barriers for families. We will host a minimum of six family engagement events, per site, throughout the course of each year. Family engagement events and activities will be selected based on pre-service family needs assessments and interest surveys with adult family members of participants to identify trends in needs. Based on the needs families identified in the community needs assessment surveys, we selected family engagement activities for year one which includes a community resource fair/block party where we can connect families with resources in the community.
Communicate and build trusting	Frequent and positive communication with family members is critical to effective family engagement (Little, 2011). As previously described, our program will use both informal and formal avenues to engage in regular,

relationships with families.

two-way, meaningful communication with parents and families about their children's learning. Site Coordinators will be the primary parent/family liaison and, as such, will be responsible for regularly communicating assessment results, recommendations for program services, and updates on student needs and progress with families. This will include activities such as conducting an annual family needs assessment and interest surveys, facilitating parent orientations, and sharing program updates during pick-up/drop-off and through ClassDojo or similar apps used by schools to communicate with caregivers. Additionally, Site Coordinators will work closely with school-day teachers and program staff to coordinate and conduct outreach using multiple methods, so parents and caregivers are aware of the activities offered and feel welcome and invested in the program. We will send hard-copy invitations home with students, post fliers in the front office and on social media platforms, use ClassDojo, Schoology or make phone calls to reach all or a subgroup of parents/caregivers to ensure program information is accessible to those who are harder-to-reach or have special needs (such as low literacy or limited internet access).

Be intentional about staffing and hiring practices.

Core components of effective staff-family interactions include hiring staff who reflect the demographics of the families served and who are trained in respect for cultural differences, including an examination of their own biases (Little, 2011). Save the Children makes it a priority to hire staff from within the communities we will be working in. To the extent possible, we will hire school-day teachers to serve as the academic tutors for these programs to help build the connection and familiarity from the school day to the afterschool program. To improve staff capabilities, Save the Children will provide program staff with a minimum of 60 hours of targeted professional development and technical assistance annually.

Build linkages across individuals and organizations.

Afterschool and summer programs can play a vital role in facilitating connections, both within the program to other families and outside the program to schools and other community institutions (Little, 2011). Our proposed programs strive to build these connections through alignment with the school-day, school-day teachers and family engagement events which connect families with the school, the program, their children, like-minded families and community organizations and resources. Family engagement events for year one were selected and designed to help strengthen these connections. For example, year one events include an open house which will provide an opportunity for parents to interact with each other and their students' school day teachers and administrators, a STEAM Family Event with the WVU Extension Office and a community resource fair/block party being co-hosted by New River Health where we will connect families with resources and organizations available to them within the local community.

<p>Use a variety of family engagement practices.</p>	<p>Our program will utilize Save the Children's Family Engagement Framework which was established using research-based best practices. This framework identifies a variety of key strategies we will emphasize to increase family engagement. Described in more detail in the section above, they are: effective communication, skill-building, family connectedness and community collaboration.</p>
<p>Make family engagement a key component of program quality.</p>	<p>To ensure that family engagement is a priority, afterschool and summer programs should include a section on family engagement in their operations manuals, laying out their strategies for engaging families and should include family engagement as part of their program quality standards (Little, 2011). Using Save the Children's family engagement checklist, Site Coordinators will complete an annual assessment to identify and evaluate current family engagement practices and activities at the 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. We have also developed two performance measures, as identified in the Action Plan to help gauge progress in increasing family engagement. Formal site observations will also be conducted (as described in our CQI process) and family engagement is an area that is assessed during these observations.</p>

Equitable Access to Families Including Those with Special Needs.

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

To ensure active participation from the greatest number of parents and caregivers in the family workshops, we will hold program events on days and times that accommodate the schedules of working families, offer both virtual and in-person events, and develop workshops that address the topics relevant to most families, as determined by the annual pre-service family needs assessment and interest surveys. We will also work with the district, community partners, and the Advisory Council to identify resources and provide any accommodations needed to support the participation of family members and beneficiaries with



special needs at program events (e.g., providing a sign language interpreter). All program staff will receive training in key strategies and activities for effective engagement to ensure the program is successful in serving parents and caregivers.

\* Facility Plan

## V. Facility Plan

### Safe, Environment, Including Accessibility.

We will operate both 21<sup>st</sup> CCLC programs on the school campuses of New River Primary (76,206 square feet) and New River Intermediate (143,372 square feet). NRP and NRI meet all state and federal requirements for safety, such as maintaining secured, controlled access to the buildings. As such, our programs will be accessible and safe. Exterior doors will be locked at all times and staff will need to electronically unlock doors to allow anyone entry into the school. During program hours, program staff will escort students as they rotate through their activity blocks. Both schools are equipped with first aid kits, which will be available onsite as well as when students are taken offsite for field trips. NRP is fully ADA-accessible (e.g., ramps at entrances/exits), the entire school is located on one level and all entrances, exits and bathrooms are wheelchair accessible.

All program activities will be provided in positive learning environments that build on the familiarity of the school environment. At NRP, the academic components (Literacy Blocks, Math Blocks and Homework Help) of the program will be held in classrooms located in the first and second-grade hallways. The number of classrooms used will be determined based on the number of participating students each day. Each classroom is 717 square feet. The cafeteria which is 2,970 square feet will be available for snacks and meals, the gym which is 3,060 square feet and the outdoor grassy areas, including the playground, will be available as needed for Healthy Choices and enrichment activities. For the NRI afterschool program, we will utilize classrooms on the bottom floor of the school. The number of classrooms used will be dependent on the number of participating students each day. Each classroom is 195 square feet. The NRI program will also utilize the cafeteria (3,693 square feet) for meals and snacks as well the gym (1,802 square feet) and all outside areas for non-academic activities such as Healthy Choices and enrichment activities.

Given our anticipated ADAs for each site of 29 and 30 (which is significantly less than the overall school population at each school), the spaces that will be available for use during the afterschool programs are more than sufficient for program activities and the anticipated number of participants. Should ADAs be greater than anticipated, there is more than enough physical space available for use at each site to accommodate greater participation.

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



## Transportation Plan

Student safety and program accessibility are of the utmost importance to us and we have taken both into consideration when developing our transportation plan for both programs. Transportation is a major barrier to consistent program participation. Based on guidance from school principals, we have budgeted for four district buses and four district certified drivers total between both sites to deliver students home safely from the afterschool program and three district buses and drivers to drive students both ways during the summer. We will use Fayette County district buses and drivers, which will ensure that all buses used for the program meet required safety requirements and that bus drivers are certified, vetted, and qualified. The district's transportation coordinator will oversee the safety and maintenance of all buses.

At the end of the school day, participating students will walk from their school-day classroom to the cafeteria (or another pre-identified area) for program sign-in and to begin the homework help block. Both programs will follow their own school-day policies and procedures for student drop-off/pick-up to provide uniformity across the school and program day and to ensure the safety of students. Program staff will adhere to these policies and procedures throughout the program year, including during the summer. Site Coordinators, or a designated staff member, will supervise the pick-up/drop-off process and program staff will patrol the grounds during these times so that undesignated vehicles do not enter the bus loading/unloading zones. Signs will be posted to direct traffic during arrival and departure times.

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

## Emergency Exit Plan and Emergency Readiness Plan

In-line with the school-day, the NRP and NRI 21<sup>st</sup> CCLC programs will follow the Crisis Plans provided by the school district and the WV Schools Crisis Prevention and Response Plans. Both schools have fire drill plans and emergency drill plans that will be utilized and practiced for both programs. For example, in the event of a fire or fire drill, students exit the school building and line up on the playground by classroom teacher, for the afterschool program, students will do the same, but instead line-up based on grade-level. The specific details around all emergency exit plans are located in the "emergency bag" located in each classroom. In the event of an emergency, NRP and NRI both have reunification locations which have been visited multiple times by staff so they know what to do in the event of an emergency. NRP uses "In an Emergency Take Action" posters which are posted throughout the school and in each classroom (including the ones that will be used for the program).

Emergency exit and readiness plans will be communicated to staff, students, parents and caregivers per established school protocols and channels such as Schoology and ClassDojo. We will also provide the plans in staff handbooks, student handbooks, parent handbooks, on school websites, and the 21<sup>st</sup> CCLC agreement signed by each participant and parent/guardian. We will conduct three fire/emergency drills during the program year – two during the school year and one during the summer. During the school year, we will aim to follow each school's schedule for conducting drills (that is, hold drills on the same day as they are conducted in school) to reinforce to students that safety procedures are the same for the 21<sup>st</sup> CCLC program as they are for the school day.

\* Program Personnel

**VI. Program Personnel**

Personnel Chart

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

Team Member	Responsibilities	Qualifications
<p><b>21<sup>st</sup> CCLC Program Director</b></p> <p><i>Role: Administrative oversight of both sites</i></p>	<ul style="list-style-type: none"> <li>· Oversight of the program, including program planning, monitoring and evaluation, and providing supervision/guidance to Site Coordinators.</li> <li>· Serve as the main liaison between FCS and Save the Children.</li> <li>· Responsible for collecting, maintaining and entering data for annual continuation reports in GPS and 21 APR twice a year (responsibility shared with the Evaluator)</li> <li>· Ensure grant reporting, financial, and other requirements are completed, as well as required state and federal data.</li> </ul>	<ul style="list-style-type: none"> <li>· Bachelor's in education or related discipline and a minimum of three years of relevant work experience.</li> <li>· Experience working with school districts and other education organizations.</li> <li>· Strong interpersonal skills with demonstrated capacity as a team player and relationship builder.</li> <li>· Demonstrated management and organizational skills</li> </ul>

	<ul style="list-style-type: none"> <li>· Work with district finance office to ensure allowable spending by the program sites and the co-applicant.</li> <li>· Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of programs.</li> <li>· Connect program staff (and volunteers, as needed) to district training and professional development, as available.</li> <li>· Support management of program partnerships.</li> <li>· Serve on the Advisory Council.</li> <li>· Will commit to a minimum of 10 hours per week to carry out grant requirements.</li> </ul>	<p>related to program implementation.</p> <ul style="list-style-type: none"> <li>· Experience developing and implementing training.</li> </ul>
<p><b>Site Coordinator/ Collaborative Liaison</b> (One per site for afterschool and one total for the combined summer program)</p> <p><i>Role: Program Management</i></p>	<ul style="list-style-type: none"> <li>· Oversee onsite program management and day-to-day programmatic functions, including lesson planning, monitoring and evaluation, and supervision of program tutors.</li> <li>· 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.</li> <li>· Must be certified in both CPR and first aid within one month of employment.</li> </ul>	<ul style="list-style-type: none"> <li>· Certified teacher.</li> <li>· Strong communication and leadership skills.</li> <li>· Works well with children and is able to instill and maintain student discipline.</li> </ul>

	<ul style="list-style-type: none"> <li>· Responsible for collecting, maintaining and entering data into WV 21<sup>st</sup> CCLC Data App (daily).</li> <li>· Share applications where a student/family has self-reported having an IEP with the Special Education Director, who will review and provide necessary accommodations. Additionally, SC's will work with the school principal and parents to make other accommodations and modifications as needed.</li> <li>· In collaboration with STC staff, conduct pre-service family needs assessments and interest surveys with adult family members of participants to identify trends in needs. Additionally, they will review the results of the annual parent survey and feedback from previous year's events to build out a calendar of family engagement activities.</li> <li>· Send regular written reports to school staff with assessment information for each child.</li> <li>· Send regular written reports to parents and families with information about their child's progress.</li> <li>· Contact parents/caregivers and teachers or other appropriate staff when children may need behavioral interventions.</li> </ul>	<ul style="list-style-type: none"> <li>· Experienced educator preferably with direct experience with Fayette County students and families.</li> <li>· CPR and first aid certifications preferred.</li> </ul>	
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	<ul style="list-style-type: none"> <li>· Maintain safety of participants and security of the facility.</li> <li>· Manage and cultivate partnerships with community partners to support program operations.</li> <li>· Support data collection, entry, and collection for the program's continuous learning and improvement plan.</li> <li>· Coordinate family engagement events.</li> <li>· Co-convene the Advisory Council and implement their guidance.</li> </ul>		
<p><b>Save the Children School-Age Lead Associate / Evaluator (one covering both sites)</b></p> <p><i>Role: Training and Technical Assistance</i></p>	<ul style="list-style-type: none"> <li>· Serve as the main liaison between Save the Children and Fayette County School District, New River Primary and New River Intermediate.</li> <li>· Collect, monitor and analyze data to produce an annual report evaluating the effectiveness of the program in meeting its objectives and providing grant programs and services.</li> <li>· Provide technical and management assistance to ensure effective coordination, implementation, and monitoring of programs.</li> <li>· Responsible for collecting, maintaining and entering data for annual continuation</li> </ul>	<ul style="list-style-type: none"> <li>· Bachelor's in education or related discipline and a minimum of three years of relevant work experience.</li> <li>· Experience working with school districts and other education organizations.</li> <li>· Strong interpersonal skills with demonstrated capacity as a team player and relationship builder.</li> <li>· Demonstrated management and organizational skills</li> </ul>	



	<p>reports in GPS and 21 APR twice a year (responsibility shared with PD)</p> <ul style="list-style-type: none"> <li>· Monitor and evaluate data for the program's continuous learning and improvement plan.</li> <li>· Ensure grant reporting and other requirements are completed.</li> <li>· Provide training and technical assistance to the school, program staff, and volunteers (as applicable).</li> <li>· Serve on the Advisory Council.</li> </ul>	<p>related to program implementation.</p> <ul style="list-style-type: none"> <li>· Experience developing and implementing training.</li> </ul>
<p><b>School District Representative - Elementary Schools/Assessment</b>  <i>Role: Executive Oversight of both sites</i></p>	<ul style="list-style-type: none"> <li>· Provide quarterly financial reporting and support PD in complying with and managing the 21st CCLC grant, including setting up the sub-grant budget, assigning codes, tracking sub-grant expenses, and submitting required financial documents and invoices to Save the Children.</li> <li>· Support school and program administrators in program operations, including hiring and conducting background checks for program staff and volunteers, ensuring all buses used to transport students meet state laws and regulations, and provide safe, clean, and accessible facilities.</li> <li>· Leverage other sources of funding, such as Title I and USDA funds, to carry out</li> </ul>	<ul style="list-style-type: none"> <li>· Master's in education.</li> <li>· Certified teacher with classroom management experience.</li> <li>· Strong skills in program implementation, staff supervision, resource coordination, and program evaluation</li> </ul>

	<p>program activities and maximize grant funding.</p> <ul style="list-style-type: none"> <li>· Jointly sponsor professional development activities for program staff that align with program goals and objectives.</li> <li>· Serve on the Advisory Council.</li> </ul>	
<p><b>School Principals</b> (One per participating school)</p> <p><i>Role: Executive Oversight</i></p>	<ul style="list-style-type: none"> <li>· Provide executive program management support and oversight.</li> <li>· Support hiring and supervision of the Site Coordinator at their school.</li> <li>· Support curricula and other integration between the school day and 21<sup>st</sup> CCLC program, including fostering cross-staff communications and collaboration.</li> <li>· Help facilitate conversations between the special education department and afterschool staff so students in special education receive personalized support.</li> <li>· Serve on the Advisory Council.</li> </ul>	<ul style="list-style-type: none"> <li>· Master's in education.</li> <li>· Certified teacher with classroom management experience.</li> <li>· Experience in school administration.</li> <li>· Strong skills in program implementation, staff supervision, resource coordination, and program evaluation.</li> </ul>
<p><b>Tutors</b> (3 per site for afterschool, 5 total for the combined summer program)</p>	<ul style="list-style-type: none"> <li>· Guide and pace the teaching sessions in order to facilitate learning for the individual student.</li> <li>· Provide reinforcement and constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>· Meet all minimum requirements for district instructional aide positions.</li> </ul>

<p><b>Role: Supplemental Education and Enrichment</b></p>	<ul style="list-style-type: none"> <li>· Help the student gain increased independence and confidence in his/her ability to learn.</li> </ul>	
<p><b>Healthy Choices Coordinator</b> (one per site for afterschool and one total for the combined summer program)</p> <p><b>Role: Physical Activity &amp; Nutrition Coordination</b></p>	<ul style="list-style-type: none"> <li>· Coordinate physical activities and nutrition education.</li> <li>· Assist Site Coordinator with administrative duties, such as data entry.</li> </ul>	<ul style="list-style-type: none"> <li>· Meet all minimum requirements for district instructional aide positions.</li> </ul>
<p><b>Volunteers</b></p> <p><b>Role: support</b></p>	<ul style="list-style-type: none"> <li>· Provide support for enrichment and family engagement activities.</li> <li>· Provide support to program tutors as needed.</li> </ul>	<ul style="list-style-type: none"> <li>· Works well with children and interest in supporting afterschool and summer programming.</li> </ul>
<p><b>Community Partners</b></p> <p><b>Role: Enrichment and/or Family Engagement</b></p>	<ul style="list-style-type: none"> <li>· Lead enrichment activities and/or Family Engagement activities.</li> <li>· Serve on Advisory Council.</li> </ul>	<ul style="list-style-type: none"> <li>· Interest in supporting Fayette County children achieve school and long-term success.</li> </ul>

Process for Improving Staff Capabilities

To improve staff capabilities, Save the Children will provide program staff with a minimum of 60 hours of targeted professional development and technical assistance annually. This is a substantial increase from our previous grant at NRP where we committed to providing a minimum of 20 hours of professional

development and technical assistance – showing Save the Children’s commitment and increased investment in ensuring high-quality program implementation and sustainability of the 21<sup>st</sup> CCLC programs in Fayette County.

**New Staff Training:** Our professional development and technical assistance curriculum includes training during the onboarding process to equip program staff with the knowledge and skills to support students’ academic achievement. In Year 1, all 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.

**On-going Staff Needs:** The remainder of training and professional development provided throughout the year will be based on staff assessment and performance evaluations. For example, the School-Age Lead Associate/Evaluator, Save the Children’s expert in education and school-age programming, will conduct formal site observations (as described in detail in Section B: Recruitment, Retention and Program Design, “Continuous Quality Improvement Process”) throughout the year to evaluate staff and provide individualized training and support. All 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-Alouds with an Emphasis on Fiction. The School-Age 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 and Site Coordinator will work with the Save the Children Advisor for Early Numeracy and Math to develop additional trainings that will increase staff’s skills to support math achievement).

The Program Director, Site Coordinators, and School Age Lead Associate will participate in all required 21<sup>st</sup> CCLC professional development opportunities, including the Program Director and Lead Associate attending the Multi-State Fall Conference annually, and the Program Director and School Age Lead Associate attending the WVDE-sponsored 21<sup>st</sup> CCLC conference annually. Costs associated with these professional development opportunities are included in the budget. Because our Program Director is not new, we have not included costs in the budget for a new director to attend in-person trainings or virtual meetings throughout the year. All program staff will also prioritize participation in relevant state, regional and national trainings as they become available. In addition to the WVDE-mandated trainings, all program staff will be required to complete trainings through the school district and Save the Children. Trainings will include mandatory child abuse reporting, drug free environment, Title IX, conflict management, bullying, active shooter, youth suicide, diversity, technology usage, and sexual harassment.

Additionally, Save the Children and FCS will work together to jointly sponsor professional development opportunities to train program staff. Program staff will also have access to Save the Children’s online courses through the training platform CollaborNation. This catalog of courses includes more than 30 courses specific to working with school-age children and more than 200 courses on early child development and school age education topics. We will prioritize hiring staff from within the schools 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.

Relevant Screening and Hiring and Staff-to-Student Ratio

- Fayette County Schools will be responsible for recruiting, hiring, and vetting all program staff and volunteers, in collaboration with Save the Children and school administrators. As a school district that hires staff on a regular basis, there are multiple procedures and policies in place to ensure relevant screening and hiring for participant safety. These procedures are described in detail below under "Staff and Volunteer Vetting Procedures," but includes: interviews, contacting references, drug screenings, background checks, and board approval. Expenses to vet program staff will be provided in-kind by the school district (as indicated in the Co-Applicant agreement and reflected in the budget).

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

#### Assurance of Participant Safety and Program Quality through Staffing Level

- As described above, our staffing level assures participant safety as well as the highest quality of program delivery by maintaining a 10:1 student-to-staff ratio for academic activities and 15:1 student-to-staff ratio for enrichment activities like Healthy Choices. These ratios ensure participants are provided with one-on-one instruction that will support their learning, well-being and development.

Not only do staffing levels ensure participant safety and high-quality program delivery, but all staff will be required to follow Save the Children's policies on child safeguarding through completion of Save the Children's child safeguarding course. This policy, along with its accompanying protocols and procedures are the foundation for safer programming standards, which reflect Save the Children's commitment to first prevent harm and abuse, and then report and respond whenever concerns arise. Additionally, Save the Children ensures compliance with U.S. child protection laws, domestic and international child welfare legislation, or international standards, whichever affords greater protection. Save the Children representatives must demonstrate the highest standards of behavior and conduct towards children, both in their private and professional lives, 24 hours a day and 7 days a week. Save the Children has a zero-tolerance approach to child abuse by any of our representatives. For afterschool program staff, the child safeguarding course must be completed before the first day of the program and then again every two years.

#### Staff and Volunteer Vetting Procedures

Fayette County Schools will be responsible for recruiting, hiring, and vetting all program staff and volunteers, in collaboration with Save the Children and school administrators. FCS has specific vetting procedures in place to ensure the safety of all children. Vetting begins with an intensive interview process of prospective staff. Should a candidate finish interviewing and be recommended by the "faculty senate committee" for further consideration, three references must be provided to the district. The district will contact references and if they are favorable, the district will have candidates complete and pass drug screenings and criminal background checks (costs provided in-kind by the school district). For criminal background checks, the district follows policy manual section 3000 Professional Staff, code po3121, WV Code 18-5-15C, 18A-3-10, WVDE Policy 5202. After a successful candidate passes the drug screening and



background check, the board of directors will then vote on the candidate to be accepted into the position. To ensure the program is filled with highly qualified and competent personnel, FCS follows Policy 2120 – Employment of Professional Personnel.

To ensure the safety and protection of children in our program, volunteers will follow FCS Policy Manual Section 8000 Operations, Volunteers, Code 608120, WV Code 6B-2-5 and WV Code 62-12-26(c) which states the Superintendent shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. This policy includes determining whether a volunteer's name appears on the "sexual offender registry" and mandatory reporting of prior arrests or convictions. Because our program does not have "regular volunteers", we do not require state-level background checks. However, we do have a policy in place to ensure children's safety which is that *volunteers cannot be left alone with children. They can only supplement support under the direct supervision of a district employee.* Should the need arise for "regular volunteers", we will adjust our budget and policy to require background checks.

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

\* Collaboration

## VII. Collaboration

### Collaboration with Schools in Developing and Implementing Programming

Save the Children and Fayette County school district have been involved in ongoing conversations over the past year about the need to reestablish a 21<sup>st</sup>CCLC program at New River Primary and creating a second program at New River Intermediate. While the school district and Save the Children are the official joint applicants on this proposal, New River Primary and New River Intermediate have played an equal role in the proposal development and program design and will have a significant role in program implementation (explained in more detail further in this section). We were in regular, ongoing, communication with the Director of Elementary Schools/Assessment, Dawn Dooley who serves as the school district representative and primary contact. She regularly consulted with both school principals to discuss the needs of their students and families, as well as program design ideas and concerns. Save the Children met weekly with the Director of Elementary Schools/ Assessment and both school principals throughout the proposal development and planning to gain a deeper understanding of needs, program design ideas and concerns. For example, the principals at both schools expressed the need for increased focus on math for their students leading us to budget for one math tutor, one reading tutor and one "flex" tutor at each afterschool site instead of one math tutor and two reading tutors (our typical staffing model). The "flex" tutor will be trained to offer interventions in both reading and math, allowing for increased instruction in math for students at both schools. This need was reiterated by the results of our community needs assessment which showed that 67.75% of students at NRI do not meet grade level standards in math and 43% of second graders at NRP need intensive intervention in math.

Fayette County Schools, New River Primary and New River Intermediate have significant roles in service delivery and program implementation. Save the Children will act as the fiscal agent and allocate approximately 76% of the annual grant award to our co-applicant, Fayette County Schools, to provide high-quality afterschool and summer programming to the students in Fayette County. A detailed list of the responsibilities of the district and both schools is outlined below as well as reflected in the Evidence of Joint Planning document and school MOUs signed by the school principals uploaded in the "Related Documents" section of GPS.

If awarded, **Fayette County Schools** agrees and is committed to the following responsibilities to support the 21<sup>st</sup> CCLC programs at NRP and NRI:

- Support Program Director in complying with and managing the 21st CCLC grant, including setting up the sub-grant budget, assigning codes, tracking sub-grant expenses, and submitting required financial documents and invoices to Save the Children.
- Support school and program administrators in program operations, including hiring and conducting background checks for program staff, background checks for volunteers, ensuring all buses used to transport students meet state laws and regulations, and providing safe, clean, and accessible facilities at New River Primary and New River Intermediate.
- Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding.
- Promote the program to the community, including reaching out to private school and home-schooled students.
- Collaborate with community partners to ensure mutually beneficial relationships to meet program goals and objectives.
- Jointly sponsor professional development activities for program staff that align with program goals and objectives.
- Leverage and/or identify funding to provide supper and snacks that meet USDA guidelines to participating students.
- Serve on the Advisory Council (at least 1 district representative, most likely the Director of Elementary Schools/Assessment).
- Provide in-kind contributions to support the program including, but not limited to: background checks for staff and use of district facilities and buses.

Additionally, **New River Primary** and **New River Intermediate**, agree and are committed to the following responsibilities to support the 21<sup>st</sup> CCLC programs:

- Support Site Coordinator in managing and overseeing the day-to-day operations of the program, including hiring program staff, having the school principal supervise the Site Coordinator, facilitating program alignment with school-day instruction, ensuring regular communication between program and school staff, transporting students, and providing a safe learning environment for students.
- Share responsibility for continuous program improvement, including setting annual program goals and objectives, evaluating program activities, and reviewing prior year outcomes. Will work with Save the Children to monitor and collect data.
- Identify and recruit eligible students and their families, including conducting STAR Early Literacy and Reading assessments, and promoting the program within the school and broader community.
- Share access to participating student records and data with Save the Children staff, like the School-Age Lead Associate, and the agency's Monitoring Evaluation Research and Learning (MERL) team to monitor and evaluate data for continuous program improvement.
- Provide opportunities for the Site Coordinator and school-day teachers to jointly plan program- and student-level services and regularly communicate during staff meetings to facilitate program alignment with school-day instruction and work toward achieving both program and school goals.
- Provide a safe learning environment for students, including ensuring all required inspections are conducted, providing janitorial services through leveraged funding sources, and meeting accessibility requirements or providing accommodations as needed.
- Jointly sponsor professional development activities for program staff that align with program goals and objectives. School Title I funds will support substitutes and travel for professional development to occur.
- Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding.
- Identify community resources and stakeholders to provide enriching academic opportunities for program participants.
- Serve on the Advisory Council, recruiting school representatives and parents to participate. School principals will serve on the advisory council as well as at least two teachers from each participating school.

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

### **Private School Consultation**

Within the attendance boundaries of NRP and NRI there are three private schools: Mountain View, SS. Peter and Paul Catholic and Solid Rock. The Director of Elementary Schools/Assessment reached out to school administrators at all three private schools via email during the program planning process to inform them of our intent to apply, share links to the teacher and caregiver surveys (as part of the Community Needs Assessment) and invite them to participate in the afterschool program. Mountain View and SS. Peter and Paul responded that they did not want to participate. After ongoing communication with Solid Rock private school about program schedules and requirements, they also decided not to participate.

Please see the completed and signed Private School Consultation form in the "Related Documents" section of GPS verifying this communication.

### **Data Sharing Process**

If awarded, New River Primary, New River Intermediate and Save the Children, will execute formal Data Sharing Agreements (as detailed in the MOU's signed by the participating school principals) that will detail each partner's specific roles and responsibilities, as well as policies and procedures regarding access to data, data permissions, use of identifiable student data, data security, and other areas that are required to enable the 21<sup>st</sup> CCLC Programs to meet the data collection, reporting, and sharing requirements. Data Sharing Agreements have been included as part of the MOU's signed by the participating school principals and are uploaded in the "Related Documents" section of GPS. This information is also included below and in our co-applicant agreement with FCS.

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

Program staff will enter student data into 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 principals on an ongoing basis to communicate program impact and adjust programming as necessary. Data will be tracked and shared using the Renaissance Learning platform (which houses the STAR assessment suite 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.

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

Partnership Support

<b>Partner Organization</b>	<b>Summary of Services Provided</b>	<b>Objectives Supported by this Partnership</b>
Fayette County School District (co-applicant)	· See list above, <i>Collaboration with Schools in Developing and Implementing Programming and below section, <u>Co-Applicant Information, including Joint Submission and Capacity.</u></i>	All Objectives
New River Primary	· See list above, <i>Collaboration with Schools in Developing and Implementing Programming.</i>	All Objectives
New River Intermediate	· See list above, <i>Collaboration with Schools in Developing and Implementing Programming.</i>	All Objectives
Active Southern West Virginia	· Support the implementation of a Kids Run Club program with coaches training, manuals, and surveys for project leads to implement. The Kids Run Club will provide students with the opportunity, skills,	Objectives 1.1 and 1.2

	knowledge, and confidence to be physically active.	
New River Health	<ul style="list-style-type: none"> <li>· Health educators and school-based health staff will work with the communities' resources (Family Resource Network, United Way, Just for Kids, etc.) to assist in delivery of family engagement services.</li> </ul>	Objectives 2.1 and 2.2
Renaissance Learning	<ul style="list-style-type: none"> <li>· Offer supplemental reading activities for students in groups and one-on-one.</li> <li>· Host reading events such as themed Reading nights.</li> <li>· Facilitate family engagement events that promote families reading together.</li> <li>· Provide schools with support for ongoing outreach, including guidance, materials, and sponsorship to further their educational efforts.</li> </ul>	All Objectives
West Virginia University Extension Office	<ul style="list-style-type: none"> <li>· Provide curricula and resources for students to lead single- or multiple-session programs on a range of topics such as health and wellness, life skills, character education, citizenship and leadership, STEM, arts and music, and world culture.</li> <li>· Provide curricula and resources for parents and families to lead single- or multiple-session programs on a range of topics such as health and wellness, life skills, character education, citizenship and leadership, STEM, arts and music, and world culture.</li> </ul>	All Objectives



Fayette County School District, which has been a longtime partner of Save the Children, will serve as the co-applicant on the proposed program (as noted in the chart above). Save the Children and FCS have jointly developed this proposal, through ongoing informal conversations and meeting numerous times via Zoom to develop specific program components, discuss each partner's roles and responsibilities, and determine the overall program implementation and management process. While Save the Children led the proposal development process, STC, FCS as well as each school, 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 needs assessment surveys (analysis was led by Save the Children) and Stakeholder Questionnaires, identifying community partners, and consulting with private schools in the local community.

We are committed to using this shared leadership and management model to combine Save the Children's content expertise with FCS's knowledge of the community for successful program implementation. Save the Children will serve as the fiscal agent and have administrative program oversight, including ensuring compliance with grant requirements, managing grant funds, supporting the hiring and supervision of program leadership, monitoring and evaluation, and submitting all required reports. Save the Children will provide the program model (e.g., curricula and content), ongoing training and technical assistance to all program staff, implementation support (e.g., supporting hiring), monitoring and evaluation (e.g., analyzing program-level data for continuous program improvement), and financial management support. NRP and NRI, through the 21<sup>st</sup> 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 school principal, in addition to the Program Director, to receive guidance on program implementation.

MOUs for Each Partnering Organization

Please see "Related Documents" section of GPS for a list of partners and supporting documentation, including the Co-Applicant Agreement with FCS, MOUs/Letters of Support from the school principals of New River Primary and New River Intermediate and MOUs/Letters of Support from our community enrichment and family engagement partners.

Partnership Support

Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership

<p>Fayette County School District (co-applicant)</p>	<p>Support Program Director in complying with and managing the 21st CCLC grant, including setting up the sub-grant budget, assigning codes, tracking sub-grant expenses, and submitting required financial documents and invoices to Save the Children. Support school and program administrators in program operations, including hiring and conducting background checks for program staff, background checks for volunteers, ensuring all buses used to transport students meet state laws and regulations, and providing safe, clean, and accessible facilities at New River Primary and New River Intermediate. Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding. Promote the program to the community, including reaching out to private school and home-schooled students. Collaborate with community partners to ensure mutually beneficial relationships to meet program goals and objectives. Jointly sponsor professional development activities for program staff that align with program goals and objectives. Leverage and/or identify funding to provide supper and snacks that meet USDA guidelines to participating students. Serve on the Advisory Council (at least 1 district representative, most likely the Director of Elementary Schools/Assessment). Provide in-kind contributions to support the program including, but not limited to: background checks for staff and use of district facilities and buses.</p>	<p>All Objectives: 1.1, 1.2, 2.1, 2.2</p>
<p>New River Primary and New River Intermediate (participating schools)</p>	<p>Support Site Coordinator in managing and overseeing the day-to-day operations of the program, including hiring program staff, having the school principal supervise the Site Coordinator, facilitating program alignment with school-day instruction, ensuring regular communication between program and school staff, transporting students, and providing a safe learning environment for students. Share responsibility for continuous program improvement, including setting annual program goals and objectives, evaluating program activities, and reviewing prior year outcomes. Will work with Save the Children to monitor and collect data. Identify and recruit eligible students and their families, including conducting STAR Early Literacy and Reading assessments and promoting the program within</p>	<p>All Objectives: 1.1, 1.2, 2.1, 2.2</p>

the school and broader community. Share access to participating student records and data with Save the Children staff, like the School-Age Lead Associate, and the agency's Monitoring Evaluation Research and Learning (MERL) team to monitor and evaluate data for continuous program improvement. Provide opportunities for the Site Coordinator and school-day teachers to jointly plan program- and student-level services and regularly communicate during staff meetings to facilitate program alignment with school-day instruction and work toward achieving both program and school goals. Provide a safe learning environment for students, including ensuring all required inspections are conducted, providing janitorial services through leveraged funding sources, and meeting accessibility requirements or providing accommodations as needed. Jointly sponsor professional development activities for program staff that align with program goals and objectives. School Title I funds will support substitutes and travel for professional development to occur. Leverage other sources of funding, such as Title I and USDA funds, to carry out program activities and maximize grant funding. Identify community resources and stakeholders to provide enriching academic opportunities for program participants. Serve on the Advisory Council, recruiting school representatives and parents to participate. School principals will serve on the advisory council as well as at least two teachers from each participating school.

Community Partners for Enrichment and Family Engagement: 1) Active Southern WV, 2) New River Health, 3) Renaissance Learning, 4) WVU Extension Office

1)Support the implementation of a Kids Run Club program with coaches training, manuals, and surveys for project leads to implement. The Kids Run Club will provide students with the opportunity, skills, knowledge, and confidence to be physically active. 2)Health educators and school-based health staff will work with the communities' resources (Family Resource Network, United Way, Just for Kids, etc.) to assist in delivery of family engagement services. 3)Offer supplemental reading activities for students in groups and one-on-one, host reading events such as themed Reading nights, facilitate family engagement events that promote families reading together, provide schools with support for ongoing outreach, including guidance, materials, and sponsorship to further their educational efforts. 4)Provide curricula and resources for students to lead single- or multiple-session programs on a range of topics such as health and wellness, life skills, character education, citizenship and leadership, STEM, arts and music, and world culture and provide curricula and resources for parents and families to lead single- or multiple-session programs on a range of topics such as health and wellness, life skills, character education, citizenship and leadership, STEM, arts and music, and world culture.

1)Objectives 1.1 and 1.2 2)Objectives 2.1 and 2.2 3)All Objectives: 1.1, 1.2, 2.1, 2.2 4)All Objectives: 1.1, 1.2, 2.1, 2.2

\* Sustainability

## VIII. Sustainability

### Advisory Council

Between the two 21<sup>st</sup> CCLC afterschool programs we will maintain one 21<sup>st</sup> CCLC Advisory Council that will play an important role in the oversight and sustainability of both programs. Co-facilitated by the Site Coordinators, the Advisory Council will meet onsite (at either NRP or NRI) at least quarterly (more frequently when needed) to receive program updates, review program data (e.g., STAR results) and budget/financial reports, and provide guidance on programmatic improvements, proposed budget modifications, and sustainability efforts. As part of their role in supporting program sustainability, the Advisory Council will assist with conducting partner outreach to leverage resources for program operations (e.g., securing materials and food for family events) and pursuing additional funding opportunities from state-based funders. Advisory Council members will be responsible for bringing forward at least one new prospect to every other quarterly meeting.

The Advisory Council will have equal representation from both sites and will be made up of a minimum of the following people: the Program Director, both Site Coordinators, one additional 21<sup>st</sup> CCLC program staff member (from each school), the Save the Children Lead Associate/Evaluator, both school principals, the FCS Director of Elementary Schools/Assessment, two school-day teachers (from each school), two parents (from each school), two students (from each school), and business and community representatives such as enrichment and family engagement partners. We will continue outreach to increase wider community and business participation in the Advisory Council throughout the grant period.

### Sustainability Plan

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

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

### **Providing Program with Reduced Funding and Continuing Program when Grant ends**

There were key lessons learned around the importance of sustainability and diversifying funds from our previous grant that funded the 21<sup>st</sup> CCLC at NRP (2018-2023) that we have used to help develop the sustainability plan for this application. **We will be able to provide the program as described in this narrative with reduced funding in years 4 and 5 and continue the program after the 21<sup>st</sup> CCLC grant cycle ends** by prioritizing execution of our sustainability plan throughout the 5-year grant period.

Our sustainability plan includes: deepening, diversifying and expanding our partnerships, cultivating partnerships with organizations outside of Fayette County and bringing these services into the community, diversifying funding sources, building private and public resources, working with the Advisory Council to cultivate local support, advocating for increased state investments and strengthening the capacity of partner schools to integrate the program model into their permanent operations through extensive training and technical assistance.

As described above, we will work to identify other sources of funding to support program operations through the Advisory Council, school district, and Save the Children's dedicated Philanthropic Partnerships team which includes corporate partnerships, foundations and individual donors. Save the Children and FCS 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 21<sup>st</sup> CCLC grant award and to support services. Save the Children will provide staff time, program evaluation, and program material costs in-kind, totaling \$74,409.61. The full details on estimated cost share from Save the Children and Fayette County School District are included in the budget section. The district will commit \$48,112 in in-kind funding to help cover the costs of staff background checks, student transportation and salaries. Both sites will use USDA funding



to provide snacks and meals for participating students and will provide the use of school facilities and janitorial services, an estimated additional \$15,000 in-kind, per site.

Save the Children, has a strong track record of raising foundation, corporate, and individual funds, leveraging \$692,000 in 21<sup>st</sup> CCLC grants and other state investments to bring in additional \$1,878,403 – a 2.7:1 match, to support program operations across the state in 2023. Save the Children will thus be a key resource in strengthening local capacity to braid various funding sources such as government sources, including federal, state, and local grants; corporations; foundations; and additional private-public partnerships. Beyond funding, Save the Children’s professional development framework will increase knowledge and skills of child development and education within the school community, enabling them to continue providing students with high-quality support long after the grant funding ends. This approach will enable the program to continue at the same level, frequency, and duration of services (including hours and transportation) as during the initial three years of the grant.

**We have established the following four performance goals around sustainability in order to provide the program with reduced funding in years 4 and 5 and continue the program when grant ends:**

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

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

\* Organizational Capacity

**IX. Organizational Capacity**

Prior History – Previously Funded Applicants Success in Program Implementation

Fayette County Schools and Save the Children have partnered to jointly operate 21<sup>st</sup> CCLC programs since the 2018-2019 school year (SY) and are currently co-operating two 21<sup>st</sup> CCLC sites in Fayette County. One at Divide Elementary School (DES) and Meadow Bridge Elementary School (MBES) – beginning SY 2021-2022. Last program year (2022-2023) in Fayette County, we were able to serve 79 unique students across both 21<sup>st</sup> CCLC sites. The percent of regularly participating children in grades 1-6 who started the year below proficient in literacy who had a spring SGP of 50 or higher – indicating they achieved higher than typical growth in literacy during the program year – was 40% at DES and 38% at MBES. In math, the percent of regularly participating children in grades K-6 whose math SGP was 35 or above was 40% at DES and 80% at MBES - indicating a large portion of participating students achieved typical or high growth in

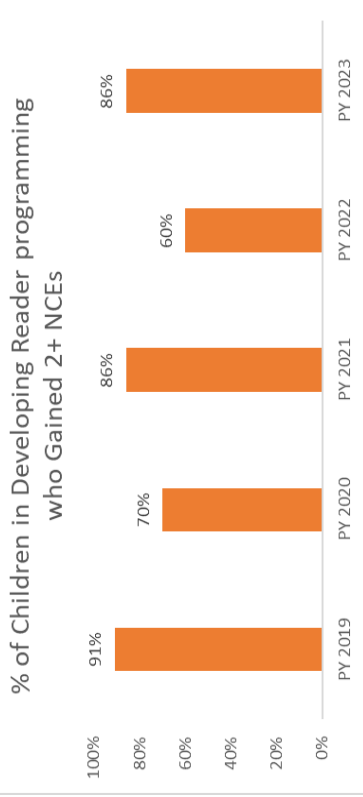
math. Additionally, results from last years Family Engagement Surveys show that 100% of respondents read at home with their child at least one time per week.

**From 2018-2023 we jointly operated a successful 21<sup>st</sup> CCLC program at New River Primary.** The below table outlines students served, number of hours operated during the last year of grant funding, the average daily attendance, and related attendance metrics.

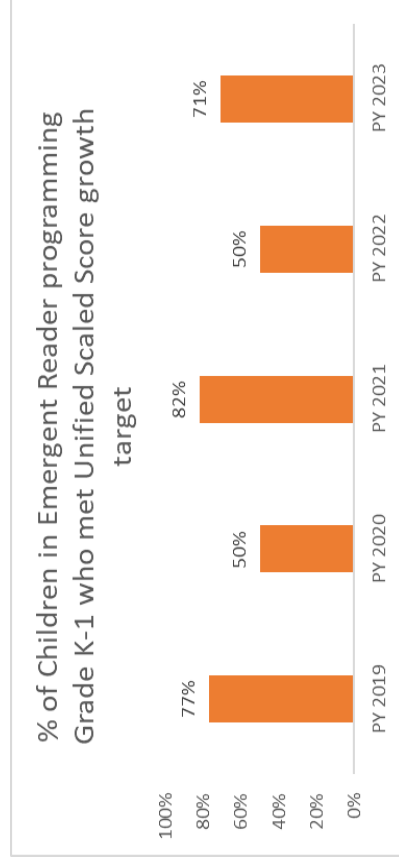
**Table 1: Attendance Summary for New River Primary 21<sup>st</sup> CCLC Program, SY 2022-2023**

	Students Served	Average Daily Attendance	# Attending at Least 60 Hours	% Attending at Least 60 Hours	# Attending at Least 90 Hours	% Attending at Least 90 Hours
8/15/2022 - 5/31/2023	45	27.47	38	84%	33	73%

The 21<sup>st</sup> CCLC program at NRP worked to improve student and school performance in reading and math by providing supplemental instruction, hands-on activities to make the material understandable, and access to resources. From program year 2019 – program year 2023 there were 196 unique children who participated in the NRP 21<sup>st</sup> CCLC program. During this period, we evaluated our programs using Scale Score (SS) or Unified Scaled Score (USS) for Emergent Readers (Kindergarten and first grade) and Normal Curve Equivalent (NCE) for Developing Readers (second through sixth grade). A gain of 2 NCEs or more indicates significant progress in reading. The below graph displays the percent of children participating in the Developing Reader literacy block who gained 2+ NCEs, by program year. The decline in percentages from year to year can be directly attributed to the COVID-19 pandemic. The students making up the 91% in 2019 received a full in-person education, while the students making up the results from 2020-2023 started their school-age educational journeys remotely which drastically put them behind in core academic subjects like reading. As outlined by the results from 2023, we are finally starting to get back to our pre-pandemic numbers and look forward to continuing the upward trend in the years ahead.

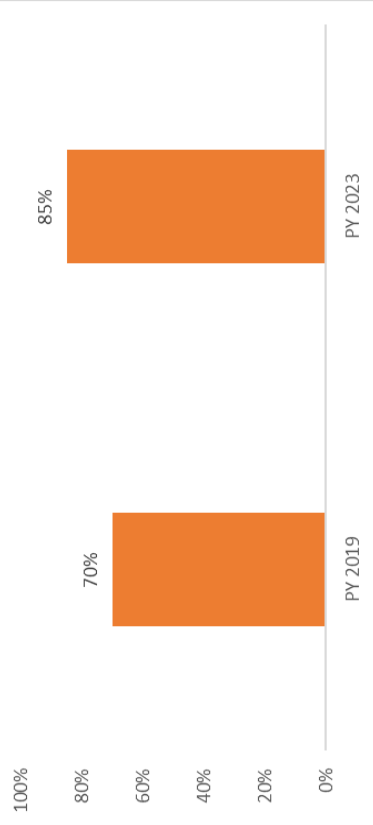


The following graph displays the % of children participating in Emergent Reader literacy block (K-1), by program year, who met Unified Scaled Score growth target – indicating substantial growth for more than half of participating emergent readers.

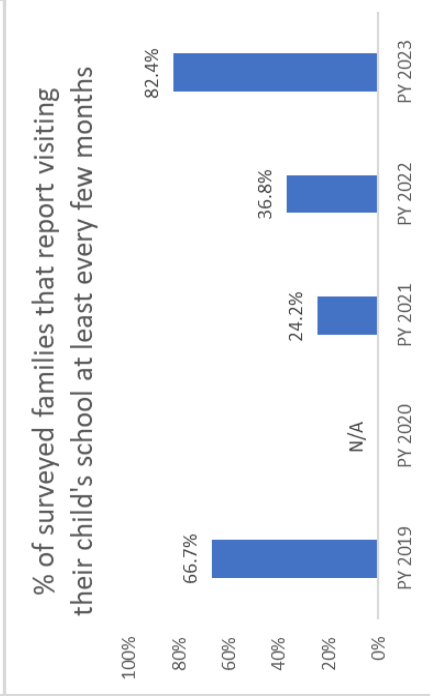
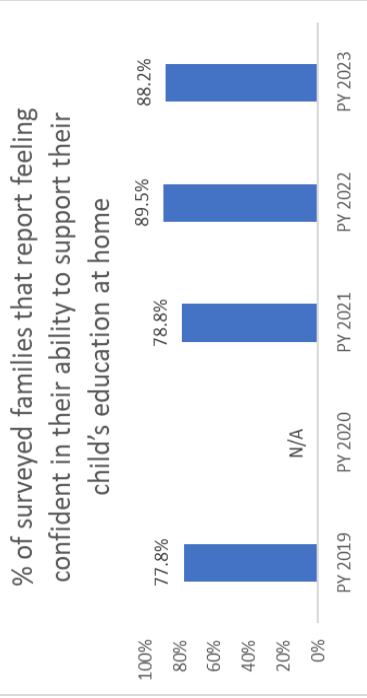


Math progress was also measured using NCEs during the previous grant. As outlined in the below chart, the majority of students who participated in the math component of our program gained 2+ NCEs – showing significant improvement in their understanding in math. Program year (PY) 2023 results are especially impressive with 85% of participating students gaining two NCEs or more. Not only was this above our annual goal of 70%, but it was well above the national average for all Save the Children Math Programs (66%). Unfortunately, there is not enough data available for us to provide statistically significant results for PYs 20-22.

% of Children in Math programming Grade K-2 who Gained 2+ NCEs



Not only did our program increase academic achievement for students but, it increased parent and caregiver engagement. The two below charts include results from our annual end of program Family Engagement Survey that best highlights the strides that were made with the caregivers at NRP. The majority of caregivers with children participating in the 21<sup>st</sup> CCLC program (who responded to the survey) are confident in their ability to support their child's education at home thanks to the 21<sup>st</sup> CCLC program. Additionally noteworthy, in 2023, 82.4% of respondents report visiting their child's school at least every few months. This is a huge increase from our first program year (2019 at 66.7%) and an even greater increase from PY21 and PY22 when in-person interactions had fallen extremely low due to the pandemic. Note there was no Family Engagement Survey in 2020 as a result of the pandemic.



**Increased Sustainability and Impact of New Grant**

Fayette County is a rural community with limited access to resources to support out-of-school-time programming. The initial 21<sup>st</sup> CCLC grant helped establish a strong foundation for a successful program at New River Primary that became an integral part of the Oak Hill community. While we were not able to sustain enough support to continue to run the program without support from WVDE, there was key progress made towards sustainability that we will be able to build off and put towards a future program should funding be awarded. For example, the training and technical assistance provided throughout the course of the five-year grant provided staff with the skills and knowledge they continued to utilize far beyond the grant period.

A new award from WVDE will provide Fayette County Schools and Save the Children with enough support to re-establish and increase the impact of our successful program at NRP and expand the program to a second site at New River Intermediate. This award would allow us to create an impact in the Oak Hill community that will reach far beyond increased academic achievement in literacy and math and increased family engagement. For example, as identified in the Community Needs Assessment, attendance is an issue at both target schools. However, during the previous grant period (at NRP) attendance was much higher. This was also reflected in our initial conversation with the NRP school principal who raised a concern about attendance numbers dropping since the 21<sup>st</sup> CCLC afterschool program at his school closed in 2023.



Additionally, (as mentioned in section III) we will implement a new strategy to help maintain strong retention and participation. We have adjusted the afterschool and summer schedules to provide more time for students to participate in enrichment activities. Whether it be activities with community partners or field trips, expanded enrichment time will help keep students interested and motivated to participate in the program. We will also use this as another way to involve students in the program design and implementation by allowing students to provide input on interests and feedback on activities. Something we have learned from previous years is that allowing students to have autonomy in what they're doing helps to increase attendance.

Audit Findings

Save the Children Federation, Inc. has not had any audit findings.

Budget

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

Indirect Cost		Total
Total Allocation	\$0.00	
Budgeted Amount	\$175,879.63	
Excludable Costs	\$0.00	
Indirect Cost Rate	8.00%	
Max Indirect Cost based on Budgeted Amount	\$14,070.37	
Max Indirect Cost based on Total Allocation	\$0.00	
Function		Total
11119 - Instruction - K-12 - Extended Day/Year		\$123,943.39
12134 - Health-Nursing		\$0.00
12137 - Health-Personal Care		\$0.00
12170 - Parent/Family Involvement		\$1,568.24
12211 - Supervision of Improvement of Instruction Services		\$32,328.00
12213 - Professional Personnel Staff Development		\$1,000.00
12317 - Audit Services		\$0.00
12510 - Fiscal Services-General		\$0.00
12544 - Evaluation Services		\$0.00
12570 - Personnel Services-General		\$0.00
12611 - Operation of Buildings		\$0.00
12711 - Support Service Student Transportation - Vehicle Operation		\$17,040.00
12781 - Support Service Student Transportation - Contracted/Charter Buses		\$0.00
13121 - Food Preparation/Dispensing		\$0.00
IC - Indirect Cost		\$14,070.37
	<b>Total</b>	<b>\$189,950.00</b>
	<b>Adjusted Allocation</b>	<b>\$0.00</b>
	<b>Remaining</b>	<b>(\$189,950.00)</b>

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

11119 - Instruction - K-12 - Extended Day/Year - \$123,943.39 ▼

Budget Detail

Narrative Description

<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 111 - Personal Services-Salaries - Professional Personnel - Regular</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$54,894.70</p> <p><b>Line Item Total:</b> \$54,894.70</p>	<p>After School: Program Tutors- 1 Math, 1 Emergent Reader, 1 Developing Reader, 1 Healthy Choices Coordinator (based on tutor:participant ratio) @ \$35 hourly x 2.5 hours x 119 days x 2 sites. STC Cost Share \$28,405.30 (34%)</p>
<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 111 - Personal Services-Salaries - Professional Personnel - Regular</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$29,061.90</p> <p><b>Line Item Total:</b> \$29,061.90</p>	<p>Summer: Program Tutors- 2 Math, 1.5 Emergent Reader, 1.5 Developing Reader, 1 Healthy Choice (based on tutor:participant ratio). \$35 Hourly x 6 hours x 35 day x 1 combined site STC Cost Share \$15,038.10 (34%)</p>
<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 111 - Personal Services-Salaries - Professional Personnel - Regular</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$17,298.75</p> <p><b>Line Item Total:</b> \$17,298.75</p>	<p>2 Site Coordinator @ \$35 hourly x 3 hours x 125 days STC Cost Share 8,951.25 (34%)</p>

**Function:** 11119 - Instruction - K-12 - Extended Day/Year  
**Object:** 111 - Personal Services-Salaries - Professional Personnel - Regular  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$4,843.65  
**Line Item Total:** \$4,843.65

Summer: Program Coordinator @ \$35 Hourly x 1 staff x 6 hours x 35 days x 1 combined site  
 STC Cost Share \$2506.35 (34%)

**Function:** 11119 - Instruction - K-12 - Extended Day/Year  
**Object:** 211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$7,057.59  
**Line Item Total:** \$7,057.59

Health/Accident/Life = 47% of the total Fringe  
 Total School District Fringe (25% of salaries) = \$34,862 x 25%  
 STC Cost Share \$9,169.05 (34%)  
 Site Cost Share \$10,662.07 (40%)

**Function:** 11119 - Instruction - K-12 - Extended Day/Year  
**Object:** 221 - Fixed Charges-Employee Benefits - Social Security Contributions  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$3,754.04  
**Line Item Total:** \$3,754.04

Social Security Benefit = 25% of the total Fringe  
 Total School District Fringe (25% of salaries) = \$34,862 x 25%  
 STC Cost Share \$4877.15 (34%)  
 Site Cost Share \$5,671.31 (40%)

**Function:** 11119 - Instruction - K-12 - Extended Day/Year  
**Object:** 232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

Employee Benefits: Defined Contribution Plan (II) = 23% of the total Fringe  
 Total School District Fringe (25% of salaries) = \$34,862 x 23%  
 STC Cost Share \$4,486.98 (34%)  
 Site Cost Share \$5,217.61 (40%)

<p><b>Quantity:</b> <input type="text" value="1.00"/></p> <p><b>Cost:</b> <input type="text" value="\$3,453.71"/></p> <p><b>Line Item Total:</b> <input type="text" value="\$3,453.71"/></p>	
<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 251 - Fixed Charges-Employee Benefits - Unemployment Compensation</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> <input type="text" value="1.00"/></p> <p><b>Cost:</b> <input type="text" value="\$450.48"/></p> <p><b>Line Item Total:</b> <input type="text" value="\$450.48"/></p>	<p>Unemployment Compensation - 3% of the total Fringe  Total School District Fringe (25% of salaries) = \$34,862 x 3%  STC Cost Share \$585.26 (34%)  Site Cost Share \$680.56 (40%)</p>
<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 261 - Fixed Charges-Employee Benefits - Workers Compensation</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> <input type="text" value="1.00"/></p> <p><b>Cost:</b> <input type="text" value="\$300.32"/></p> <p><b>Line Item Total:</b> <input type="text" value="\$300.32"/></p>	<p>Workers' Compensation - 2% of the total Fringe  Total School District Fringe (25% of salaries) = \$34,862 x 2%  STC Cost Share \$390.17 (34%)  Site Cost Share \$453.71 (40%)</p>
<p><b>Function:</b> 11119 - Instruction - K-12 - Extended Day/Year</p> <p><b>Object:</b> 611 - Supplies - Supplies-General - Supplies</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> <input type="text" value="1.00"/></p> <p><b>Cost:</b> <input type="text" value="\$2,828.25"/></p> <p><b>Line Item Total:</b> <input type="text" value="\$2,828.25"/></p>	<p>2 sites x \$1,400 per site to purchase supplies for After School activities and events and 1 site x \$1,400 for Summer activities and events  STC Cost Share \$1371.25 (33%)</p>
<p style="text-align: right;"><b>Total for 11119 - Instruction - K-12 - Extended Day/Year:</b> <input type="text" value="\$123,943.39"/></p>	



<b>Total for all other Functions:</b>	\$66,006.61
<b>Total for all Functions:</b>	\$189,950.00
<b>Adjusted Allocation:</b>	\$0.00
<b>Remaining:</b>	(\$189,950.00)

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

12170 - Parent/Family Involvement - \$1,568.24

Budget Detail

Narrative Description

Function: 12170 - Parent/Family Involvement

Object: 611 - Supplies - Supplies-General - Supplies

LEA / School: Fayette County 2024 (NRP and NRI) (STC-SG00010)

2 Sites x \$784.12 per site to purchase supplies for Family Engagement Events.

Quantity: 1.00

Cost: \$1,568.24

Line Item Total: \$1,568.24

Total for 12170 - Parent/Family Involvement: \$1,568.24

Total for all other Functions: \$188,381.76

Total for all Functions: \$189,950.00

Adjusted Allocation: \$0.00

Remaining: (\$189,950.00)

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

12211 - Supervision of Improvement of Instruction Services - \$32,328.00 ▼

Budget Detail

Narrative Description

**Function:** 12211 - Supervision of Improvement of Instruction Services

**Object:** 111 - Personal Services-Salaries - Professional Personnel - Regular

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00

**Cost:** \$8,250.00

**Line Item Total:** \$8,250.00

STC Program Specialist Annual \$55,000\* 15% = \$8,250

**Function:** 12211 - Supervision of Improvement of Instruction Services

**Object:** 111 - Personal Services-Salaries - Professional Personnel - Regular

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00

**Cost:** \$4,500.00

**Line Item Total:** \$4,500.00

STC Program Director Annual \$90,000 @ 5%

**Function:** 12211 - Supervision of Improvement of Instruction Services

**Object:** 111 - Personal Services-Salaries - Professional Personnel - Regular

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00

**Cost:** \$3,000.00

**Line Item Total:** \$3,000.00

Finance Personnel Annual \$60,000 @ 5%

**Function:** 12211 - Supervision of Improvement of Instruction Services  
**Object:** 211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$2,023.82  
**Line Item Total:** \$2,023.82

Healthy/Accident/Life = 47% of the total Fringe  
 Total STC Fringe (27.34% of salaries) = \$4,306 x 47%

**Function:** 12211 - Supervision of Improvement of Instruction Services  
**Object:** 221 - Fixed Charges-Employee Benefits - Social Security Contributions  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$1,076.50  
**Line Item Total:** \$1,076.50

Social Security Benefit = 25% of the total Fringe  
 Total STC Fringe (27.34% of salaries) = \$2,597 x 25%

**Function:** 12211 - Supervision of Improvement of Instruction Services  
**Object:** 232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$990.38  
**Line Item Total:** \$990.38

Employee Benefits: Defined Contribution Plan (II) = 23% of the total Fringe  
 Total STC Fringe (27.34% of salaries) = \$2,597 x 23%

**Function:** 12211 - Supervision of Improvement of Instruction Services  
**Object:** 251 - Fixed Charges-Employee Benefits - Unemployment Compensation  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-

Unemployment Compensation - 3% of the total Fringe  
 Total STC Fringe (27.34% of salaries) = \$2,597 x 3%

<p>SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$129.18</p> <p><b>Line Item Total:</b> \$129.18</p>	
<p><b>Function:</b> 12211 - Supervision of Improvement of Instruction Services</p> <p><b>Object:</b> 261 - Fixed Charges-Employee Benefits - Workers Compensation</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$86.12</p> <p><b>Line Item Total:</b> \$86.12</p>	<p>Workers' Compensation - 2% of the total Fringe Total STC Fringe (27.58% of salaries) = \$2,597 x 2%</p>
<p><b>Function:</b> 12211 - Supervision of Improvement of Instruction Services</p> <p><b>Object:</b> 581 - Other Purchased Services - Travel - Staff Travel-In County</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$2,232.00</p> <p><b>Line Item Total:</b> \$2,232.00</p>	<p>Site Travel for Monitoring and Training (Program Specialist) \$0.625 per mile x 2 sites x 150 miles/month x 12 months for After School and Summer</p>
<p><b>Function:</b> 12211 - Supervision of Improvement of Instruction Services</p> <p><b>Object:</b> 582 - Other Purchased Services - Travel - Staff Travel-Out of County</p> <p><b>LEA / School:</b> Fayette County 2024 (NRP and NRI) (STC-SG00010)</p> <p><b>Quantity:</b> 1.00</p> <p><b>Cost:</b> \$7,590.00</p> <p><b>Line Item Total:</b> \$7,590.00</p>	<p>Program Director and Lead Associate travel to Multi State Fall Conference for 3 days, 1 staff- registration fee \$220, per diem \$ 195, Lodging \$450, Travel \$400 = 1265</p>



**Function:** 12211 - Supervision of Improvement of Instruction Services  
**Object:** 582 - Other Purchased Services - Travel - Staff Travel-Out of County

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00

**Cost:** \$1,950.00

**Line Item Total:** \$1,950.00

**Function:** 12211 - Supervision of Improvement of Instruction Services

**Object:** 611 - Supplies - Supplies-General - Supplies

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00

**Cost:** \$500.00

**Line Item Total:** \$500.00

**Total for 12211 - Supervision of Improvement of Instruction Services:** \$32,328.00

**Total for all other Functions:** \$157,622.00

**Total for all Functions:** \$189,950.00

**Adjusted Allocation:** \$0.00

**Remaining:** (\$189,950.00)

Program Director and Lead Associate travels to 21st CCLC Conference, registration fee \$150, per diem \$240, lodging \$450, mileage \$.625 per mile x 200 miles

Administration office supplies, professional development materials, and programmatic curriculum

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

12213 - Professional Personnel Staff Development - \$1,000.00 ▼

**Budget Detail**

**Narrative Description**

**Function:** 12213 - Professional Personnel Staff Development

**Object:** 331 - Employee Training and Development Services

**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:**

**Cost:**

**Line Item Total:**

2 sites x \$500 for After School Programs Training and 1 site x \$500 for Summer Program Training.  
 STC Cost Share 500.00  
 Background Checks 80.25 (51.50 True Screen Background Check + 28.75 Field Print Fingerprinting) x 17 Staff in budget  
 Site Cost Share \$1,364.25 (100%)

**Total for 12213 - Professional Personnel Staff Development:**

**Total for all other Functions:**

**Total for all Functions:**

**Adjusted Allocation:**

**Remaining:**

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

12711 - Support Service Student Transportation - Vehicle Operation - \$17,040.00 ▼

Budget Detail

Narrative Description

**Function:** 12711 - Support Service Student Transportation - Vehicle Operation

**Object:** 122 - Service Personnel Supplemental  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$7,040.00  
**Line Item Total:** \$7,040.00

Educational Field Trips: \$1500 x 1 combined site for educational summer trips.  
 STC Cost Share \$1,500 (100%)  
 After School: 2 Bus Drivers for NRP site and 2 bus drivers for NRI @ \$16 hours x 5 staff x 2 hours x 110 days  
 Site Cost Share \$7,040 (50%)  
 Summer: 3 Bus Drivers for 1 combined site @ \$16 hours x 3 staff x 2 hours x 30 days  
 STC Cost Share \$960.00 (33%)  
 Site Cost Share \$1,920 (67%)

**Function:** 12711 - Support Service Student Transportation - Vehicle Operation

**Object:** 661 - Fuel-Diesel  
**LEA / School:** Fayette County 2024 (NRP and NRI) (STC-SG00010)

**Quantity:** 1.00  
**Cost:** \$10,000.00  
**Line Item Total:** \$10,000.00

After School: 4 sites fuel \$2 per miles x 20 miles x 119 days  
 Site Cost Share \$9,520 (100%)  
 Summer: 3 sites fuel for \$2 per miles x 30 miles x 30 days  
 STC Cost Share \$1,320 (24%)  
 Site Cost Share \$3,600 (66%)

**Total for 12711 - Support Service Student Transportation - Vehicle Operation:** \$17,040.00

**Total for all other Functions:** \$172,910.00

**Total for all Functions:** \$189,950.00

**Adjusted Allocation:** \$0.00

**Remaining:** (\$189,950.00)

Budget Detail

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)  
IC - Indirect Cost - \$14,070.37

Budget Detail

Narrative Description

Function: IC - Indirect Cost

Object: IC - Indirect Cost

LEA / School: Fayette County 2024 (NRP and NRI) (STC-SG00010)

Quantity: 1.00

Cost: \$14,070.37

Line Item Total: \$14,070.37

Indirect cost rate for 8%

Total for IC - Indirect Cost:	\$14,070.37
Total for all other Functions:	\$175,879.63
Total for all Functions:	\$189,950.00
Adjusted Allocation:	\$0.00
Remaining:	(\$189,950.00)

Budget Overview

Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$175,879.63
Excludable Costs	\$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	\$14,070.37
Max Indirect Cost based on Total Allocation	\$0.00

Filter by Location: All - \$189,950.00

















Object	Function	11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Instruction Services	12213 - Professional Personnel Staff Development	12711 - Support Student Transportation - Vehicle Operation	IC - Indirect Cost	Total
111 - Personal Services-Salaries - Professional Personnel - Regular		106,099.00	0.00	15,750.00				121,849.00
122 - Service Personnel Supplemental				0.00		7,040.00		7,040.00
211 - Fixed Charges- Employee Benefits - Group Insurance - Health/Accident/Life		7,057.59	0.00	2,023.82		0.00		9,081.41
221 - Fixed Charges- Employee Benefits - Social Security Contributions		3,754.04	0.00	1,076.50		0.00		4,830.54



Object	Function	11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Instruction Services	12213 - Professional Personnel Staff Development	12711 - Support Service Student Transportation - Vehicle Operation	IC - Indirect Cost	Total
232 - Fixed Charges- Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)		3,453.71	0.00	990.38		0.00		4,444.09
251 - Fixed Charges- Employee Benefits - Unemployment Compensation		450.48	0.00	129.18		0.00		579.66
261 - Fixed Charges- Employee Benefits - Workers Compensation		300.32	0.00	86.12		0.00		386.44
331 - Employee Training and Development Services					1,000.00			1,000.00
581 - Other Purchased Services - Travel - Staff Travel-In County		0.00	0.00	2,232.00	0.00			2,232.00
582 - Other Purchased Services - Travel - Staff Travel-Out of County		0.00	0.00	9,540.00	0.00			9,540.00
611 - Supplies - Supplies-General - Supplies		2,828.25	1,568.24	500.00	0.00			4,896.49
661 - Fuel-Diesel						10,000.00		10,000.00
IC - Indirect Cost						14,070.37		14,070.37
<b>Total</b>		<b>123,943.39</b>	<b>1,568.24</b>	<b>32,328.00</b>	<b>1,000.00</b>	<b>17,040.00</b>	<b>Adjusted Allocation</b>	<b>189,950.00</b>
							<b>Remaining</b>	<b>-189,950.00</b>

Related Documents

**Save the Children (STC) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - Fayette County 2024 (NRP and NRI) (STC-SG00010) () - - New - Application Number (7)**

Required Documents		Document/Link
Type	Document Template	Document/Link
Memorandum of Understanding (MOU) or Signed Partner Letter [Upload at least 1 document(s)]	N/A	 <a href="#">List of Partners w/ Signed MOUs and Letters of Support</a>
Verification of Private School Consultation [Upload at least 1 document(s)]	 <a href="#">Private School Consultation</a>	 <a href="#">Verification of Private School Consultation - STC and FCS</a>
Verification of Sharing Intent / Application with Community [Upload at least 1 document(s)]	 <a href="#">Sharing Intent</a>	 <a href="#">Verification of Sharing Intent to Apply w/ Community - STC &amp; FCS</a>
Administrative Cost Worksheet [Upload at least 1 document(s)]	 <a href="#">Administrative Cost Worksheet</a>	 <a href="#">Administrative Costs Worksheet - STC and FCS</a>
Optional Documents		Document/Link
Type	Document Template	Document/Link
Evidence of Joint Planning with Co-Applicants	 <a href="#">Joint Planning</a>	 <a href="#">Co-Applicant Agreement, Evidence of Joint Planning w/ Examples - STC and FCS</a>
Summary of Co-Applicant Partner / Collaborating Partner's Record of Success	N/A	 <a href="#">Co-Applicant Success Story - FCS</a>  <a href="#">Collaborating Partner Success Story - NRI</a>  <a href="#">Collaborating Partner Success Story - NRP</a>
Additional Supporting Information	N/A	 <a href="#">Community Needs Assessment Surveys - Students, Caregivers and Teachers</a>  <a href="#">Community Stakeholder Questionnaire</a>  <a href="#">Observation Forms for CQI - Afterschool and Summer</a>  <a href="#">References for Narrative - STC and FCS</a>