

September 15, 2017

Dr. Art McCoy
Superintendent of Schools
Jennings School District
2559 Dorwood Drive
Jennings, MO 63136

Dear Dr. McCoy:

The evaluation committee has reviewed all of the applications submitted for the 21st Century Community Learning Center (21st CCLC)/Afterschool Program. We are pleased to inform you that your application has been approved for the next five years, beginning September 15, 2017, and extending to June 30, 2022, with the following conditions placed upon the award:

- You must provide an exemption letter or current certification of licensure for both sites from the Department of Health and Senior Service, Section for Child Care Regulation to our office before you may operate a 21st CCLC program.
- Submission of a signed Appendix C "Active Collaboration and Academic Standards Alignment Assurance" from the grant application.

Subsequent years funding is based on availability of funds and satisfactory compliance with grant requirements and performance and may be subject to additional criteria at the state and/or national level. Please remember that you have agreed to the terms and conditions as outlined in the application.

The first year of your grant award is for approved program activities beginning September 15, 2017, and concluding June 30, 2018. A Department of Elementary and Secondary Education (DESE) Afterschool program officer will be assigned to your program to work directly with the individual you identified in the application as the primary contact person responsible for management of this award.

These funds should be used for immediate programming and not for delayed implementation. If your program will not be providing services, or if implementation will be delayed, you must contact our office immediately.

Enclosed is the first page of your grant application with DESE's signature of approval and a copy of your budget. If you have determined not to proceed with the 21st Century Community Learning Center/Afterschool Program, please contact Cindy Heislen, director of extended learning at (573) 522-2627 of your forfeiture by Monday, October 2, 2017.

Congratulations and best wishes for the new school year.

Missouri Department of Elementary & Secondary Education
Office of Quality Schools
Extended Learning - 21st Century Community Learning Centers

Pass-through entity (DESE): A non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.

Subrecipient (Grantee): A non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program.

| Federal Funds Disclosure Information (Pass-Through Entity) | | | |
|---|---|---|---|
| Federal Award Identification Number (FAIN) | FY16 S287C160025* FY17 S287C170025 | Name of Federal Awarding Agency | U.S. Department of Education |
| Federal Award Date | 7/01/2017 – 9/30/2018 (For State Agency Only) | Name of Pass-Through Entity | MO Department of Elementary & Secondary Education |
| Federal Award Project Description | 21 st Century Community Learning Centers Program | Contact Information of Awarding Official | Kim Wolf (573-522-2627) |
| CFDA Number & Name | 84.287C, After School Learning Centers | Revenue Code Number | 5459 |
| Research & Development Award | No | Indirect Cost Rate for the Federal Award | 4.6% Restricted |

| Federal Funds Disclosure Information – Contract Specific Information (Subrecipient) | |
|---|--------------------------|
| Subrecipient Name | Jennings School District |
| Subrecipient DUNS | 079927414 |
| Subrecipient Co./Dist. Code (LEA) or Subrecipient FEIN (CBO) | 096-104 |
| Subaward Period of Performance for this Contract Action (2017-18) | 7/01/2017 – 6/30/2018 |
| Total Amount of Funds Obligated by this Contract Action (2017-18) | \$400,000 |
| Total Amount of Federal Funds Obligated to this Subrecipient by the Pass-Through Entity Including Current Obligation (Current Year through Year 5)** | \$1,760,000 |
| Total Amount of Federal Award Committed to Subrecipient by Pass-Through Entity (Year 1 through Year 5)** | \$1,760,000 |
| Subrecipient Indirect Cost Rate, if requested | 0% |

Subrecipients must use the federal award in accordance with federal statutes, regulations, and the terms and conditions of the federal award. Please review the fiscal guidance for federal grant programs at: <http://dese.mo.gov/financial-admin-services/general-federal-guidance>.

The subrecipient must permit the pass-through entity and auditors to have access to the subrecipient's records and financial statements, as necessary.

The time frame for submission of Request for Reimbursements (RFR) is the 22nd - 25th of each month; all RFR submissions must be for reimbursement only. Reimbursement payments must be issued by the Department within 30 days upon receipt of RFR (if approved for payment).

Please note there is no 10% variance with this grant, all budget amendments to transfer money between budget categories (and for any salary or equipment changes) must be submitted for prior approval.

*Due to carryover funds it is possible that subrecipients may receive reimbursement from FY16 awarded funds.

**Contingent on receipt of federal funds and grant compliance; DESE may reduce amounts, as necessary.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS - EXTENDED LEARNING

ATTACHMENT ONE

21ST CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION



| INSTRUCTIONS | | | |
|---|-------------------|---|------|
| The issued date for the award is Friday, April 28, 2017. | | | |
| The application is due no later than Tuesday, June 27, 2017 at 3:00 p.m. Central Time. | | | |
| Print or type 21 st CCLC Application on the lower left hand corner of the envelope or package. Delivered application must be received by the return date and time. | | | |
| QUESTIONS contact: Kim Wolf, telephone number 573-522-2627, email exl@desse.mo.gov . | | | |
| RETURN APPLICATION BY THE DUE DATE ABOVE TO: | | | |
| Mail: DESE EXTENDED LEARNING SECTION DEPT OF ELEMENTARY AND SECONDARY ED P.O. BOX 480 JEFFERSON CITY MO 65102-0480 | | Delivery: DESE EXTENDED LEARNING SECTION DEPT OF ELEMENTARY AND SECONDARY ED 205 JEFFERSON STREET (7 TH FLOOR) JEFFERSON CITY MO 65101 | |
| GRANT AWARD PERIOD | | | |
| Date of Award through June 30, 2018 (with four one-year continuation years) | | | |
| ASSURANCES | | | |
| The grantee hereby declares understanding, agreement, and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions of the application. The grantee further agrees that the language of this application shall govern in the event of a conflict with his/her proposal. The grantee further agrees that when this application is countersigned by an authorized official of the state of Missouri, a binding agreement shall exist between the grantee and the DESE. | | | |
| AUTHORIZED SIGNATURE (in blue ink) <i>Dr. Art McCoy</i> | | DATE 6/15/2017 | |
| PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss) Dr. Art McCoy | | TITLE Superintendent | |
| ORGANIZATION NAME Jennings School District | | COUNTY DIST CODE (LEA'S) or FEDERAL TAX ID NUMBER 096-104 (CBO/PBO) | |
| MAILING ADDRESS 2559 Dorwood Drive | | COUNTY St. Louis | |
| CITY Jennings | STATE Missouri | ZIP 63136 | |
| EMAIL ADDRESS mccoya@jenningsk12.org | | PHONE NO. (314)653-8002 | EXT. |
| APPLICANT'S DUNN AND BRADSTREET (DUNS) NUMBER (By signing this application you acknowledge a current registration with SAM.GOV): 079927414 | | | |
| DEPARTMENT USE ONLY | | | |
| ACCEPTED BY STATE OF MISSOURI AS FOLLOWS: <i>Robin Coffman</i> | | | |
| TITLE for Margaret M. Vandeven, Ph.D., Commissioner of Education | | DATE 9/15/2017 | |
| TOTAL AMOUNT AWARDED: \$400,000.00 | | | |

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator - Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4767 or TTY 800-735-2966; email civilrights@desse.mo.gov.

ATTACHMENT ELEVEN-A

Projected Five Year Budget (include this page)

Application's Name: Jennings School District

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section VIII and ATTACHMENT ELEVEN for additional information on budget category specifications.)

| BUDGET CATEGORY | YEAR ONE Dollars Requested (round to nearest dollar) | YEAR TWO Dollars Estimated (round to nearest dollar) | YEAR THREE Dollars Estimated (round to nearest dollar) | YEAR FOUR Dollars Estimated (round to nearest dollar) | YEAR FIVE Dollars Estimated (round to nearest dollar) |
|--|--|--|--|---|--|
| Salaries | \$234,683 | \$234,683 | \$234,683 | \$187,746 | \$140,810 |
| Benefits | \$47,042 | \$47,042 | \$47,042 | \$37,634 | \$28,225 |
| Travel and Transportation | \$10,823 | \$10,823 | \$10,823 | \$8,658 | \$6,494 |
| Supplies | \$8,800 | \$8,800 | \$8,800 | \$7,040 | \$5,280 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Development (educational training/conferences) | \$2,790 | \$2,790 | \$2,790 | \$2,232 | \$1,674 |
| Purchased Services | \$95,862 | \$95,862 | \$95,862 | \$76,690 | \$57,517 |
| SUBTOTAL Direct Costs | \$400,000 ✓ | \$400,000 | \$400,000 | \$320,000 | \$240,000 |
| Indirect Costs (Do not include equipment category amount in this calculation, see Section VIII.) | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 |
| TOTAL | \$400,000 ✓ | \$400,000 | \$400,000 | \$320,000 | \$240,000 |

DESE Approval UB HMV

Reminder: DESE will base the final diminishing calculations on the average of years one-three awarded budgets.

No program grant total award can be less than \$50,000 per program year (no matter what the percent of diminishing funding) or more than \$400,000 per year.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|----------|----------|---------|----------|----------|
| Annual cost per CCLC student: | \$ 2,162 | \$ 2,162 | \$ 2162 | \$ 1,730 | \$ 1,297 |
| Formula: Total cost of program per year divided by total number of students proposed to serve | | | | | |



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – EXTENDED LEARNING

21ST CENTURY COMMUNITY LEARNING CENTER GRANT APPLICATION



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The application is due no later than Tuesday, June 27, 2017 at 3:00 p.m. Central Time.

Print or type 21st CCLC Application on the lower left hand corner of the envelope or package. Delivered application must be received by the return date and time.

QUESTIONS contact: Kim Wolf, telephone number 573-522-2627, email exl@dese.mo.gov.

RETURN APPLICATION BY THE DUE DATE ABOVE TO:

Mail: DESE
EXTENDED LEARNING SECTION
DEPT OF ELEMENTARY AND SECONDARY ED
P.O. BOX 480
JEFFERSON CITY MO 65102-0480

Delivery: DESE
EXTENDED LEARNING SECTION
DEPT OF ELEMENTARY AND SECONDARY ED
205 JEFFERSON STREET (7TH FLOOR)
JEFFERSON CITY MO 65101

GRANT AWARD PERIOD

Date of Award through June 30, 2018 (with four one-year continuation years)

ASSURANCES

The grantee hereby declares understanding, agreement, and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions of the application. The grantee further agrees that the language of this application shall govern in the event of a conflict with his/her proposal. The grantee further agrees that when this application is countersigned by an authorized official of the state of Missouri, a binding agreement shall exist between the grantee and the DESE.

| | | |
|---|----------------------------|--|
| AUTHORIZED SIGNATURE (in blue ink) | | DATE 6/20/2017 |
| PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss) Dr. Art McCoy | | TITLE Superintendent |
| ORGANIZATION NAME Jennings School District | | COUNTY DIST CODE (LEA'S) or FEDERAL TAX ID NUMBER 096-104 (CBO/FBO) |
| MAILING ADDRESS 2559 Dorwood Drive | | COUNTY St. Louis |
| CITY Jennings | STATE Missouri | ZIP 63136 |
| EMAIL ADDRESS mccoya@jenningsk12.org | PHONE NO. (314)653-8002 | EXT. |
| APPLICANT'S DUNS AND BRADSTREET (DUNS) NUMBER (By signing this application you acknowledge a current registration with SAM.GOV): 079927414 | | |

DEPARTMENT USE ONLY

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:

| | |
|---|------|
| TITLE for Margaret M. Vandeven, Ph.D., Commissioner of Education | DATE |
| TOTAL AMOUNT AWARDED: \$400,000.00 | |

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

Program Summary (include this page)

| | | | |
|--|-------------------|---|-----|
| Contact Information: (If application is submitted jointly, this page must be copied for additional contact information.) | | | |
| APPLICANT'S NAME (NAME OF DISTRICT/ORGANIZATION/ENTITY, ETC. APPLYING FOR FUNDS) Jennings School District | | | |
| "PRIMARY" CONTACT PERSON Dr. Art McCoy | | TITLE Superintendent | |
| DISTRICT OR ORGANIZATION NAME (FOR CONTACT PERSON) Jennings School District | | | |
| MAILING ADDRESS (FOR CONTACT PERSON) 2559 Dorwood Drive | | PHONE (314) 653-8002 | EXT |
| CITY Jennings | STATE Missouri | ZIP 63136 | |
| EMAIL (FOR CONTACT PERSON) mccoya@jenningsk12.org | | | |
| PROGRAM DIRECTOR, IF DIFFERENT THAN CONTACT PERSON Kimberly J. Wooden | | EMAIL (FOR PROGRAM DIRECTOR, IF DIFFERENT) woodenk@jenningsk12.org | |
| LEAD GRANT WRITER Kimberly J. Wooden | | GRANT WRITER'S ORGANIZATION Jennings School District | |
| Superintendent Information: If the application is submitted jointly or has more than one superintendent of schools, this page must be copied for additional superintendent information. | | | |
| SUPERINTENDENT NAME Dr. Art McCoy | | DISTRICT NAME Jennings School District | |
| MAILING ADDRESS 2559 Dorwood Drive | | PHONE (314)653-8002 | |
| CITY Jennings | STATE Missouri | ZIP 63136 | |
| EMAIL | | | |
| Applicant is (please check one): <input checked="" type="checkbox"/> Public School (LEA) <input type="checkbox"/> Charter School <input type="checkbox"/> Private School <input type="checkbox"/> CBO <input type="checkbox"/> FBO <input type="checkbox"/> For-Profit <input type="checkbox"/> Other, describe: _____ | | | |
| Who will be providing daily program services? | | | |
| <input checked="" type="checkbox"/> Applicant <input type="checkbox"/> Other: _____ If other, please explain: | | | |
| Is the applicant a previous recipient of other 21 st CCLC funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | |
| If yes, what date did/will award funding conclude: 6/17 (month/year). | | | |

Program Summary (cont.)(include this page)

Copy this page if you have more than three sites.

SITE NAME: Fairview 21st Century Stars and Heroes Program

| List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger. | District Name | County/ District Code | School Type | **% Free or reduced lunch for this school building | **Actual schoolwide enrollment (not CCLC program enrollment) for this school building |
|---|---------------|--------------------------|---|--|---|
| Fairview Elementary | Jennings | 096-104 | <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | 100 | 159 |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |

SITE NAME: Jennings Jr. High 21st Century Stars and Heroes Program

| List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger. | District Name | County/ District Code | School Type | **% Free or reduced lunch for this school building | **Actual schoolwide enrollment (not CCLC program enrollment) for this school building |
|---|---------------|--------------------------|---|--|---|
| Jennings Jr. High School | Jennings | 096-104 | <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | 100 | 363 |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |

SITE NAME: Jennings Sr. High 21st Century Stars and Heroes Program

| List all schools that will be sending students to this site (including your own school, if served). If more than three schools, copy page or make table bigger. | District Name | County/ District Code | School Type | **% Free or reduced lunch for this school building | **Actual schoolwide enrollment (not CCLC program enrollment) for this school building |
|---|---------------|--------------------------|---|--|---|
| Jennings Sr. High School | Jennings | 096-104 | <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | 100 | 694 |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |
| | | | <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Charter | | |

* Must use data as reported to the DESE (see Section IV for details).

** Must use the February 2016 MOSIS cycle submission for January Membership and F&R Lunch State totals to determine the F&R Lunch percentage by building (see Section IV for details).

Site Summary (include this page)

Complete **ATTACHMENT THREE** for each site. The site is the physical location in which the program resides. You may include additional pages for more sites.

| | | | |
|--|--|---|--|
| NAME OF SITE Fairview Intermediate School | | | |
| PROGRAM NAME Fairview 21 st Century Stars and Heroes Program | | | |
| PHYSICAL SITE ADDRESS 7047-7053 Emma Ave. | | | |
| CITY Jennings | | STATE Missouri | ZIP 63136 |
| SITE CONTACT PERSON, IF KNOWN Michele Holmes-Bell | | | |
| SITE CONTACT EMAIL, IF KNOWN bellm@jenningsk12.org | | | |
| SITE CONTACT PHONE, IF KNOWN (314)814-6814 | | | |
| Total # of students proposed To be served: <u>40</u> Of the total above, proposed number of regular attendees (30+ days): <u>40</u> Of the total # of 30+ day regular attendees above, proposed # of attendees 60+ days <u>40</u> | Grade levels to be Served <input type="checkbox"/> PK* <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | Total # of adult family members (of students proposed to serve) this site is proposing to serve: <u>11</u> | <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban |
| | | | Percentage of limited English proficiency students at this site: <u>0</u> % |

Note: Applicants are cautioned that the number of students to be served should be realistic and attainable in order to meet or exceed this number throughout the grant.

Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in the application) will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

Site Summary (cont.) (include this page)A. Program will be in session at this site during (check all that apply):

- ☒ After school
 ☐ Before school
 ☒ Summer
 ☐ Weekends
 ☐ Holidays
 ☐ Breaks
☐ Other (specify: _____)

B. Complete the following table for program operation at this site:

| | Summer—prior to school start (July 1-start of school), if applicable Years 2-5 | Regular school year (i.e. August 17-May 16) | Summer—after school ends (following last day of school-June 30), if applicable | Grand total during the entire year (July 1 – June 30) |
|-------------------------|--|---|--|---|
| First date of operation | | August 22 | June 6 | |
| Last date of operation | | May 15 | June 29 | |
| Total # hours/week | | 15 | 8 | |
| Total # days/week | | 5 | 4 | |
| Total # of weeks | | 35 | 4 | 39 |
| Total # of days | | 175 | 16 | 191 |

C. Specify beginning and ending **times** site is in operation during school year (*during non-school hours*):

| | Before School (Times of Operation) | | | After school (Times of Operation) | | | Grand Total # hours/day |
|-----------|------------------------------------|-------------|--------------------------------|-----------------------------------|-------------|-------------------------------|-------------------------|
| | Beginning Time | Ending Time | # hours before school subtotal | Beginning Time | Ending Time | # hours after school subtotal | |
| Monday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Tuesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Wednesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Thursday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Friday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Saturday | | | | | | | |

Note: Please ensure that the times are accurate, as these are used for technical assistance visits.

D. Specify beginning and ending **times** site is in operation during summer programming, *if applicable* (If operating full day programming, complete the first two columns only):

| | Summer (Times of Operation) (only include hours provided by 21 st CCLC grant funds) | | | |
|-----------|---|-------------|----------------|-------------|
| | Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday | | | 4:00 pm | 6:00 pm |
| Tuesday | | | 4:00 pm | 6:00 pm |
| Wednesday | | | 4:00 pm | 6:00 pm |
| Thursday | | | 4:00 pm | 6:00 pm |
| Friday | | | | |

Site Summary (cont.)(include this page)

E. Services that advance *student achievement*. Programs must provide a broad array of services, programs and activities. Check all that apply:

| | |
|---|---|
| <input checked="" type="checkbox"/> Reading or literacy | <input checked="" type="checkbox"/> Tutoring services |
| <input checked="" type="checkbox"/> Language Arts | Internship or apprenticeship programs |
| <input checked="" type="checkbox"/> Mathematics education activities | <input checked="" type="checkbox"/> Mentoring programs |
| <input checked="" type="checkbox"/> Science education activities | <input checked="" type="checkbox"/> Assistance to truant, suspended, or expelled students |
| <input checked="" type="checkbox"/> Arts | Expanded library service hours |
| <input checked="" type="checkbox"/> Music | <input checked="" type="checkbox"/> Drug and violence prevention programs |
| <input checked="" type="checkbox"/> Counseling programs | <input checked="" type="checkbox"/> Career readiness and awareness activities |
| Business education | <input checked="" type="checkbox"/> STEM activities, including computer science |
| Remedial education activities | <input checked="" type="checkbox"/> Nutrition/health education |
| <input checked="" type="checkbox"/> Financial literacy programs | Environmental literacy programs |
| <input checked="" type="checkbox"/> Character education programs | <input checked="" type="checkbox"/> Service-learning/community service |
| <input checked="" type="checkbox"/> Entrepreneurial education programs | <input checked="" type="checkbox"/> Services for individuals with disabilities |
| Credit recovery or attainment | <input checked="" type="checkbox"/> Cultural programs |
| <input checked="" type="checkbox"/> Telecommunications & technology education programs | <input checked="" type="checkbox"/> Parenting skills programs that promote parental involvement and family literacy |
| <input checked="" type="checkbox"/> Career and technical programs | <input checked="" type="checkbox"/> Youth development activities |
| Partnering with in-demand fields of the local workforce or build career competencies and career readiness | Activities for English learners that emphasize language skills and academic achievement |
| | Other (Please list): |

F. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, what is its geographic proximity to such school?

If no, why is this site not located in school building?

If no, explain how this location is a safe and easily accessible facility.

If no, how will students be transported from school to site location?

ATTACHMENT THREE**Site Summary** (include this page)

Complete **ATTACHMENT THREE** for each site. The site is the physical location in which the program resides. You may include additional pages for more sites.

| | | | |
|--|---|---|--|
| NAME OF SITE Jennings Jr. High School | | | |
| PROGRAM NAME Jennings Jr. High 21 Century Stars and Heroes Program | | | |
| PHYSICAL SITE ADDRESS 8831 Cozens Ave. | | | |
| CITY Jennings | | STATE Missouri | ZIP 63136 |
| SITE CONTACT PERSON, IF KNOWN Pachino Davis | | | |
| SITE CONTACT EMAIL, IF KNOWN davispa@jenningsk12.org | | | |
| SITE CONTACT PHONE, IF KNOWN (314)566-6794 | | | |
| Total # of students proposed To be served: <u>65</u> Of the total above, proposed number of regular attendees (30+ days): <u>65</u> Of the total # of 30+ day regular attendees above, proposed # of attendees 60+ days <u>65</u> | Grade levels to be Served <input type="checkbox"/> PK* <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | Total # of adult family members (of students proposed to serve) this site is proposing to serve: <u>20</u> | <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban |
| | | | Percentage of limited English proficiency students at this site: <u>0</u> % |

Note: Applicants are cautioned that the number of students to be served should be realistic and attainable in order to meet or exceed this number throughout the grant.

Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in the application) will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

Site Summary (cont.) (include this page)G. Program will be in session at this site during (check all that apply):

- ☒ After school
 ☐ Before school
 ☒ Summer
 ☐ Weekends
 ☐ Holidays
 ☐ Breaks
☐ Other (specify: _____)

H. Complete the following table for program operation at this site:

| | Summer—prior to school start (July 1-start of school), if applicable Years 2-5 | Regular school year (i.e. August 17-May 16) | Summer—afterschool ends (following last day of school-June 30), if applicable | Grand total during the entire year (July 1 – June 30) |
|-------------------------|--|---|---|---|
| First date of operation | | September 5 | | |
| Last date of operation | | May 15 | | |
| Total # hours/week | | 15 | | |
| Total # days/week | | 5 | | |
| Total # of weeks | | 34 | | 34 |
| Total # of days | | 170 | | 170 |

I. Specify beginning and ending **times** site is in operation during school year (during non-school hours):

| | Before School (Times of Operation) | | | Afterschool (Times of Operation) | | | Grand Total # hours/day |
|-----------|------------------------------------|-------------|--------------------------------|----------------------------------|-------------|-------------------------------|-------------------------|
| | Beginning Time | Ending Time | # hours before school subtotal | Beginning Time | Ending Time | # hours after school subtotal | |
| Monday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Tuesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Wednesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Thursday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Friday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Saturday | | | | | | | |

Note: Please ensure that the times are accurate, as these are used for technical assistance visits.

J. Specify beginning and ending **times** site is in operation during summer programming, if applicable (If operating full day programming, complete the first two columns only):

| | Summer (Times of Operation) (only include hours provided by 21 st CCLC grant funds) | | | |
|-----------|---|-------------|----------------|-------------|
| | Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Site Summary (cont.)(include this page)

K. Services that advance *student achievement*. Programs must provide a broad array of services, programs and activities. Check all that apply:

| | |
|---|---|
| <input checked="" type="checkbox"/> Reading or literacy | <input checked="" type="checkbox"/> Tutoring services |
| <input checked="" type="checkbox"/> Language Arts | Internship or apprenticeship programs |
| <input checked="" type="checkbox"/> Mathematics education activities | <input checked="" type="checkbox"/> Mentoring programs |
| <input checked="" type="checkbox"/> Science education activities | Assistance to truant, suspended, or expelled students |
| <input checked="" type="checkbox"/> Arts | Expanded library service hours |
| <input checked="" type="checkbox"/> Music | <input checked="" type="checkbox"/> Drug and violence prevention programs |
| <input checked="" type="checkbox"/> Counseling programs | <input checked="" type="checkbox"/> Career readiness and awareness activities |
| Business education | <input checked="" type="checkbox"/> STEM activities, including computer science |
| Remedial education activities | <input checked="" type="checkbox"/> Nutrition/health education |
| Financial literacy programs | Environmental literacy programs |
| <input checked="" type="checkbox"/> Character education programs | <input checked="" type="checkbox"/> Service-learning/community service |
| Entrepreneurial education programs | Services for individuals with disabilities |
| Credit recovery or attainment | <input checked="" type="checkbox"/> Cultural programs |
| <input checked="" type="checkbox"/> Telecommunications & technology education programs | <input checked="" type="checkbox"/> Parenting skills programs that promote parental involvement and family literacy |
| <input checked="" type="checkbox"/> Career and technical programs | <input checked="" type="checkbox"/> Youth development activities |
| Partnering with in-demand fields of the local workforce or build career competencies and career readiness | Activities for English learners that emphasize language skills and academic achievement |
| | Other (Please list): |

L. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, what is its geographic proximity to such school?

If no, why is this site not located in school building?

If no, explain how this location is a safe and easily accessible facility.

If no, how will students be transported from school to site location?

Site Summary (include this page)

Complete **ATTACHMENT THREE** for each site. The site is the physical location in which the program resides. You may include additional pages for more sites.

| | | | |
|--|---|---|--|
| NAME OF SITE Jennings Sr. High School | | | |
| PROGRAM NAME Jennings Sr. High 21 st Century Stars and Heroes Program | | | |
| PHYSICAL SITE ADDRESS 8850 Cozens Ave. | | | |
| CITY Jennings | | STATE Missouri | ZIP 63136 |
| SITE CONTACT PERSON, IF KNOWN | | | |
| SITE CONTACT EMAIL, IF KNOWN | | | |
| SITE CONTACT PHONE, IF KNOWN | | | |
| Total # of students proposed To be served: <u>80</u> Of the total above, proposed number of regular attendees (30+ days): <u>75</u> Of the total # of 30+ day regular attendees above, proposed # of attendees 60+ days <u>75</u> | Grade levels to be Served <input type="checkbox"/> PK* <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 | Total # of adult family members (of students proposed to serve) this site is proposing to serve: <u>20</u> | <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban |
| | | | Percentage of limited English proficiency students at this site: <u>0</u> % |

Note: Applicants are cautioned that the number of students to be served should be realistic and attainable in order to meet or exceed this number throughout the grant.

Programs who only meet 80% of regular student attendance levels (based on proposed number of students served 30+ days or more in the application) will be placed in moderate risk; programs who only meet 50% of regular attendance levels will be placed in high risk. Additionally, beginning in year two, budgets may be reduced based on previous year's attendance results.

Site Summary (cont.) (include this page)M. Program will be in session at this site during (check all that apply):

- ☒ After school
 ☐ Before school
 ☐ Summer
 ☒ Weekends
 ☐ Holidays
 ☐ Breaks
☐ Other (specify: _____)

N. Complete the following table for program operation at this site:

| | Summer—prior to school start (July 1-start of school), if applicable Years 2-5 | Regular school year (i.e. August 17-May 16) | Summer—after school ends (following last day of school-June 30), if applicable | Grand total during the entire year (July 1 – June 30) |
|-------------------------|--|---|--|---|
| First date of operation | | September 5 | | |
| Last date of operation | | May 15 | | |
| Total # hours/week | | 15 | | |
| Total # days/week | | 5 | | |
| Total # of weeks | | 34 | | |
| Total # of days | | 175 | | |

O. Specify beginning and ending **times** site is in operation during school year (during non-school hours):

| | Before School (Times of Operation) | | | After school (Times of Operation) | | | Grand Total # hours/day |
|-----------|------------------------------------|-------------|--------------------------------|-----------------------------------|-------------|-------------------------------|-------------------------|
| | Beginning Time | Ending Time | # hours before school subtotal | Beginning Time | Ending Time | # hours after school subtotal | |
| Monday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Tuesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Wednesday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Thursday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Friday | | | | 3:00 pm | 6:00 pm | 3 | 3 |
| Saturday | | | | | | | |

Note: Please ensure that the times are accurate, as these are used for technical assistance visits.

P. Specify beginning and ending **times** site is in operation during summer programming, if applicable (If operating full day programming, complete the first two columns only):

| | Summer (Times of Operation) (only include hours provided by 21 st CCLC grant funds) | | | |
|-----------|---|-------------|----------------|-------------|
| | Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |

Site Summary (cont.)(include this page)

Q. Services that advance *student achievement*. Programs must provide a broad array of services, programs and activities. Check all that apply:

| | |
|---|---|
| <input checked="" type="checkbox"/> Reading or literacy | <input checked="" type="checkbox"/> Tutoring services |
| <input checked="" type="checkbox"/> Language Arts | <input checked="" type="checkbox"/> Internship or apprenticeship programs |
| <input checked="" type="checkbox"/> Mathematics education activities | <input checked="" type="checkbox"/> Mentoring programs |
| <input checked="" type="checkbox"/> Science education activities | Assistance to truant, suspended, or expelled students |
| <input checked="" type="checkbox"/> Arts | Expanded library service hours |
| <input checked="" type="checkbox"/> Music | <input checked="" type="checkbox"/> Drug and violence prevention programs |
| <input checked="" type="checkbox"/> Counseling programs | <input checked="" type="checkbox"/> Career readiness and awareness activities |
| <input checked="" type="checkbox"/> Business education | <input checked="" type="checkbox"/> STEM activities, including computer science |
| Remedial education activities | <input checked="" type="checkbox"/> Nutrition/health education |
| <input checked="" type="checkbox"/> Financial literacy programs | Environmental literacy programs |
| <input checked="" type="checkbox"/> Character education programs | <input checked="" type="checkbox"/> Service-learning/community service |
| <input checked="" type="checkbox"/> Entrepreneurial education programs | Services for individuals with disabilities |
| Credit recovery or attainment | <input checked="" type="checkbox"/> Cultural programs |
| <input checked="" type="checkbox"/> Telecommunications & technology education programs | <input checked="" type="checkbox"/> Parenting skills programs that promote parental involvement and family literacy |
| <input checked="" type="checkbox"/> Career and technical programs | <input checked="" type="checkbox"/> Youth development activities |
| Partnering with in-demand fields of the local workforce or build career competencies and career readiness | Activities for English learners that emphasize language skills and academic achievement |
| | Other (Please list): |

R. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, what is its geographic proximity to such school?

If no, why is this site not located in school building?

If no, explain how this location is a safe and easily accessible facility.

If no, how will students be transported from school to site location?

Executive Summary (two page maximum)

Briefly summarize the program's mission, services, activities, key partnerships, and targeted student and family participants. In addition, summarize key design elements, unique characteristics, and intended outcomes of the proposed program that address the needs of the target population and the community in which children live and go to school.

The Jennings 21st Century Stars and Heroes Program's mission is to provide a safe and nurturing environment to ensure that each student develops a passion for learning through challenging curricula; rigorous academic standards; quality innovative teaching; stimulating educational environments; and a passion that education is a lifelong pursuit. After school programs help students meet challenging academic standards, improve attendance, graduation rates, develop college and career readiness skills and behaviors.

The purpose of this grant is to provide the students of Jennings School District with afterschool programming to enable them to improve understanding of academic performance in the areas of mathematics, reading/language arts, and science. Enrichment opportunities will be promoted to increase cultural awareness, social/emotional growth, career and college readiness, fine arts, and recreation. In addition, the grant will support families of JSD students by supplying opportunities to participate in family nights, parent education, job training and school activities.

Our program goal is to promote students' academics, social, emotional and physical growth. The services will reflect the needs and interests of students, families, and the school community. The Stars and Heroes Program will offer students a safe, orderly environment where a variety of student-centered activities will be available daily. High quality enrichment activities will include, but are not limited to the following; academic support (targeted tutoring), homework assistance, inquiry-based/real world learning, STEM activities, technology, recreation, physical fitness, health/nutrition awareness, music, art, visual and performing arts, ACT prep, college and career exploration, service learning projects, gardening, chess, character education, leadership development, and team building.

Jennings 21st Century Stars and Heroes Program will work in partnership with the Community Action Agency of St. Louis County, Inc. (CAASTLC) to provide resources, parent education, literacy workshops and job training to parents and other family members in the Jennings School district boundaries. Operation Food Search will sponsor health, nutrition, and cooking classes to Stars and Heroes participants and their families to increase healthy living.

The Stars and Heroes Program invites participation by all students enrolled in grades 4-12 from Fairview Intermediate, Jennings Jr. High, and Jennings Sr. High school. The proposal targets Junior and Senior high youth during after school hours and some Saturdays during the regular school year at each school's facility. Elementary age youth (specifically in grades 4-6 at Fairview Intermediate School) will participate during the regular school year and during the month of June. All parents of enrolled Stars and Heroes 21st CCLC participants will engage in activities leading to greater personal literacy and leadership at the district's sites and at CAASTLC Jennings office. Parent training, workshops, and technology training will be held at CAASTLC. The family literacy, math, and science nights, parent education, and STEM activities will be held at the district's sites. The invitation for participation extends to all students in the same grade ranges who attend Lutheran High School North which is the only private school located within the boundaries of the Jennings School District.

ATTACHMENT FOUR(CONT)

The Stars and Heroes Program will be in service Monday-Friday from 3:00 p.m.-6:00 p.m. and some Saturdays for Jr/Sr. high youth and parent services during the regular school year. Fairview Intermediate will also program the month of June from 4:00 p.m.-6:00 p.m. All students will participate in academic support/tutoring/homework assistance sessions Monday-Thursday for a minimum of one hour and will have an opportunity to select enrichment activities according to their interests. A hot supper meal will be served daily at all sites.

The overall academic goal is to improve student achievement. The academic support component reinforces skills and concepts to enhance learning. The afterschool staff collaborates with the classroom teachers to support each student's challenges and strengths. Through this collaboration, an instructional plan is created to improve student learning by offering homework support, tutoring in the areas of math, reading/language arts, and science. Students will participate in interactive, investigative, engaging hands-on activities daily. Enrichment activities will include, but are not limited to the following: STEM/Robotics, fine arts (photography, videography, digital animation, poetry, painting, arts and crafts), the performing arts (dance, guitar, strings, jazz and marching band camps, acting/drama), cultural and recreational activities, ACT prep, college and career exploration, and health/nutrition/physical fitness and gardening.

Jennings School District is unique because we offer a blend of developmental skill-building activities and highly engaging activities that foster positive relationships between staff, students, parents and community members. Our after school program does not replicate the school day because we promote high levels of student engagement and encourage youth development and voice. The afterschool program allows students to design some of the activities and welcome parent participation.

The expected outcome of the program is to help students meet the challenging academic standards, improve attendance, graduation rates, and to develop college and career readiness skills and behaviors. We also expect to close the achievement gap and reduce the likelihood of youth participating in risk-taking behaviors. It is our desire to provide parents with education and training in hopes of increasing their involvement in their child's/children's education.

Needs Assessment

The Jennings School District surveyed stakeholders within the District boundaries in November of 2016. Focus groups consisting of students, parents, teachers, administrators, and community stakeholders were held to brainstorm on the needs of students in Jennings during the month of April 2017. The city of Jennings is currently in a US Promise Zone. Promise Zones are high poverty communities where the federal government partners with local leaders to increase economic activity, improve educational opportunities, leverage private investment, reduce violent crime, enhance public health, and address other priorities identified by the community.

Mrs. Kimberly J. Wooden, EdS, led the charge of developing, and implementing the needs assessment and data collection. Data was collected from surveys, parent meetings, focus group meetings, and current student participants. Data analysis and development of the needs assessment were completed with the assistance of Dr. Jeri Lesvesque, certified evaluator.

Specific Needs

The purpose of this grant is to provide the students of the Jennings School District with after school programming to enable them to improve academic performance in mathematics, language arts, and science and to provide enrichment opportunities for students during non-school hours. In addition, the grant will support families of JSD students by supplying opportunities to participate in school activities, parent education/training, family oriented activities for students and adult family members.

The School District of Jennings is located in North St. Louis County and is adjacent to the City of St. Louis. It is composed of three small townships, Jennings, Country Club Hills, and Flordell Hills, with a total population of approximately 16,000. The School District consists of 2,500 Pre-K-12th grade students. We have seven schools and one alternative school. We currently have a 100% free and reduced lunch rate. Studies have shown that a child's health care and academic achievement are linked. Jennings desires that every student will have access to a quality education and comprehensive health care to flourish academically, socially, and emotionally. Doing so will level the structural and systemic inequities present in the life of families and students without health care or health care access within their city or community (7 mile or more radius) for medical, dental, vision, and mental-health services, or hospitals, or Urgent Care units.

According to City Data, in 2015, Jennings had a significant number of violent crimes, 1,839 for a population of approximately 15,000 people. The crime rates in Jennings are double and sometimes triple the U.S. rates for the same crimes.

Data collected through MAP and Acuity benchmark assessments has indicated targeted needs in communication arts, mathematics, and science. In 2016, at Fairview Intermediate, 25.5% are in the below basic, 31.9% basic, 32.6% proficient, and 9% in advanced in ELA. There are more students in the lower 2 achievement levels. In math, 28.2% below basic, 38.7% in basic, 29.6% proficient, and 3.5% in advanced. Students scored lower in mathematics than ELA. In science, 39.2% below basic, 49% basic, 7.8% proficient and 3.9% are advanced. Science is the area with the most deficit. Fairview Intermediate School is a FOCUS school and is in need of intense interventions.

In 2016, at Jennings Jr. High 40.7% are in below basic, 19.1% basic, 32.2% proficient, and 8% advanced in ELA. In math, 42.7% below basic, 33% basic, 13.7% proficient, and 10.5% advanced. In science, 43.3% below basic, 39.9% basic, 15.7% proficient, and 1.1% advanced. Science has the highest deficit.

In 2016, at Jennings Sr. High, 5% below basic, 31.1% basic, 59.4% proficient, and 4.4% advanced in ELA. In math- 29.9% below basic, 29.4% basic 32.7 % proficient, 8.1% advanced. In science, 15.7% are below basic, 31.4% are basic, 44.2% are proficient, and 8.7% are advanced. Students across the district scored in the lower two achievement levels consistently in all three areas.

DESE's school report card indicated that the graduation rate for the Jennings school district is 95% and the dropout rate was 2.9% in 2016. The suspension and expulsion rates are 1.3% for every 100 students across the district. We offer our alternative school, JETS (Jennings Educational Training School) to students so they can remain in school instead of at home.

The schools selected to be 21st CCLC sites were chosen for the high needs and at-risk factors facing their students. It is the expectation that, through this grant, JSD will be able to provide targeted academic interventions in communication arts, mathematics, and science to approximately 15% of the enrolled students of the three schools. These students will have between one and two hours of tutoring/academic support daily before attending their enrichment activities. Student progress will be measured regularly using a student data system already in place at the district and close communication with teachers will ensure that gains are being seen in multiple settings. It is also anticipated that students participating in this program will have high attendance in both the afterschool program and within the regular school day.

When looking at the target population, we see that students are coming from families where higher education is not a top priority. Eleven percent of the families in Jennings have a bachelor's degree and only 3% have a Masters or advanced degrees. Because of this, students find themselves at a disadvantage when navigating the paths toward college and other careers. For this reason, student support for the seventh-eleventh graders will focus on college prep and career readiness.

Many students who will be participating in the afterschool programs are from single-parent homes and with parents who themselves have not finished high school. CityData.com cited 54% of families are headed by single parents. During the parent and community focus group sessions, there was significant interest from families in accessing resources to build their capacity. Jennings School District wants to facilitate and celebrate life-long learning. Family support is an integral part to student success, therefore, the grant will provide opportunities for adult family members to participate in district-sponsored education and job training. In addition, parent engagement activities will help to build common understandings between family members so that more meaningful interactions can take place around education.

Due to the high cost of quality childcare, many students are allowed to remain at home by themselves or with unsupervised friends while parents are working. Older students are responsible for themselves. The proposed grant program will provide a safe environment between the hours of 3:00 p.m. and 6:00 pm when there is greater risk of negative behaviors due to lack of supervision. One of the primary outcomes of the focus groups was to have a safe place for students to spend after school hours. Throughout program hours, students will be held to high behavioral standards.

Program Design**1. Program Focus:**

- a. The Jennings 21st Century Stars and Heroes Program (S&H) provides daily a safe, academically enriching, and fun environment for the students at Fairview Intermediate School, Jennings Jr. High School, and Jennings Sr. High School. The program will continue to address the academic, social, and emotional needs of participating students. Academic support will be tailored to students' individual needs to achieve proficiency in math, science, and reading.

Previous program evaluation findings, including the Guided Reflection, Program Quality Assessment, and Youth Program Quality Assessment, conducted in 2016 and 2017 (most recent) helped a planning focus group to identify the short and long terms needs of vulnerable children and youth. The project planner identified previous program components per school that were areas of concern using that data and conversations with teachers, parents, students, and district administrators. A grant planning focus group was conducted in June and a survey was disseminated to each school to determine building level priorities for assisting and enhancing learning. As a result of these collaborative planning inputs, the proposed Stars and Heroes (S&H) program will build on past experience, relevant youth, staff, community data analyses, and fresh input for the surveys and focus group to address the personal and academic risk factors of Jennings' students. The S&H program will not be limited to academic remediation. We will offer a wide variety of programs with research grounded strategies to provide enrichment activities tailored to students' interests. Students' decision-making and responsibility for personal choices will be supported by allowing students at each site to select program options from a rotation menu of six to eight week sessions throughout the year. High quality staff with expertise in these programs will be recruited and then hired for the grant.

Program funding will strengthen the districts' capacity to successfully address and reduce the "achievement gap". A new social-emotional curriculum designed to improve attitudes towards learning, regular school attendance, and self-efficacy relative to learning will be a regular ongoing program feature across schools. Certified educators working closely with retired volunteer teachers and student mentors will provide small group intervention for students who struggle with positive esteem that fuels persistent effort to be successful learners. For example, in order to remove barriers to achievement that unduly tax students already struggling with toxic stress, character education and bullying prevention will be offered on a weekly basis.

Ongoing, meaningful engagement with families and the community is a core program component. The community is slowly recovering from recent negative events and the schools are increasingly recognized as safe havens where students are valued and families are welcomed. Staff in collaboration with family representatives in each site will design, implement, and reflect on family centered events. In addition to this, new ways for parents to interact with the afterschool program itself will help to build positive parent-child interactions and solid school to home partnerships. For example, parents/caregivers will be invited to attend S&H family learning sessions where strategies to help with homework and ways to optimize positive learning attitudes will be introduced and practiced. There will be special sessions for parents and their children to engage in enrichment activities to promote meaningful interactions.

To ensure high academic standards and expectations of Jennings students, the program will motivate students to not only earn high school diplomas, but take the next steps towards college matriculation and workforce training programs. The afterschool program will ensure an abundance of opportunities for students to explore college and career paths, build the requisite skills and knowledge they need to be successful in their learning including the soft skills sought by employers. The collaboration between school and home, students and their families, and families and their community will

positively impact students' daily attendance, graduation rate, enrollment in college preparatory classes which will lead to college matriculation and securing careers that pay a living wage.

Examples of proposed activities are:

Academic Support/Enrichment

The overall academic goal is to meet challenging State academic standards in math, science, and reading. Individualized academic support tailored to the students' needs and interests will be provided daily. The afterschool staff will continue to collaborate with classroom teachers regarding enrolled students' academic challenges and strengths. This interaction will generate instructional plans designed to support classroom instruction and grade level standards. Students will receive homework support, small group or individual tutoring, and mentoring. Students will be encouraged to voice their opinions and to ask questions about what their teachers expect and their effort to meet those expectations. Academic enrichment will include student centered (research based) activities that optimize students' curiosity and innate desires for exploration and creative thinking in math, reading, science, and social studies. Students will experience many enrichment opportunities to build problem solving skills and dispositions through a variety of games, on-line educational websites (ex., <http://wonderopolis.org>), hands-on activities including gardening, WE Schools community service learning projects (www.we.org/we-schools/), Network for Teaching Entrepreneurship Biz Camps, as well as attend Black Engineer of the Year Award (BEYA) and National Society of Black Engineers conferences and student competitions.

STEM/Robotics

Students will learn about careers in the fields of Science, Technology, Engineering, and Mathematics (STEM). Students will be engaged in hands-on learning about but not limited to: robotics, computer programming, engineering, simple machines, circuitry kits via the partnership with the National Society of Black Engineers and corporate partners, maker-space time with 3-D Printers, coding/programming with the Microsoft Imagine Virtual Academy suit of languages, and other programs including data analytics, cybersecurity competitions via CyberPatriot (see <http://cyberpatriot.org/>) in partnership with the Air Force Association and the National Young Cyber Education Programs, LEGO building, and FIRST Robotic teams.

Cultural Enrichment

This component will offer culturally responsive activities designed to build students' sense of belonging and value to self and others. Multicultural experiences will promote a positive self-esteem. Family service learning projects (see <http://familieslearning.org>) are community service projects that include parent involvement and creative expression. Students will learn about their own history and the culture of others around the world. The activities will also focus on teamwork and problem solving skills.

Fine/Performing Arts

The fine arts activities will provide students an opportunity to use and develop their creative abilities and develop an appreciation for the arts. Students' lives will be enriched through creative exposure and engagement with the many mediums of the arts. The range of classes will include some of the following: drawing, painting, poetry, arts and crafts, photography, videography, digital animation in partnership with Lion Forge (see <http://www.lionforge.com/>) for comic book creation and St. Louis Community College, dance with the New York National Dance Institute (<http://www.nationaldance.org/>), drama, drumline, strings, and piano.

Health/Nutrition/Gardening

The health, nutrition, and gardening classes will focus on increasing students' knowledge about what is meant by good nutrition and provide real life experience preparing healthy snacks and working to create and maintain school and district vegetable gardens with supporting partner the

Police Athletic League (PAL) of the St. Louis County Police Department. Topics in nutrition will include the relationship between diet and health, shopping and choosing healthy foods, nutrients and their food sources, creating a menu for breakfast, lunch, and dinner using the Dietary Guidelines and MyPlate.

- b. The primary outcomes sought for students focus on establishing a safe and enriched afterschool learning community. Stars and Heroes will build schools' and homes' capacities for family engagement in schools to promote student achievement and preparation for post-secondary education and careers. The proposed family/community activities will provide two-generation opportunities to relate to the world in new ways. Planning will be grounded in lessons learned reported in the 2017 Guided Reflection about issues at the youth, staff, school, and community levels.
- c. Selecting instructors who have strong track records of positive reviews and recommendations from their principals will strengthen student achievement. They will work with students who struggle to master basic skills and concepts in the core content areas. Results of the 2016 Youth Quality Score Cards (YQSC) will be reviewed with instructors and principals at each school prior to beginning the academic year. The charge is for the S & H group of instructors and principals to review the YQSC data about the leading indicators. Next, the group will identify successes and develop weekly plans to build on previous strengths and then reflect on the causal forces believed to impact the lower scores. When the state technical assistance providers visit midyear and conduct subsequent program assessments the director will be better able to discern targeted progress and pinpoint ways to enhance student attitudes, knowledge, skills, and appropriate behavior.

The 21st Century Stars and Heroes program will expand the previous grant by having hands-on STEM activities and a robust parent component to include parent training, case management, job training, and leadership/financial literacy workshops. There will be new mental health services focusing on trauma and counseling sessions for students, parents, and staff; and, our new partners include Myrtle Hilliard Davis Comprehensive Health Centers as well as the Division of Family Services (DJS), Children's Hospital, Christian Hospital, and the St. Louis County Courts. Providing a safe environment is a primary goal. We are increasing the number of high quality violence prevention activities and bullying prevention. We will promote a Junior MANRRS (Minorities in Agriculture Natural Resources & Related Sciences) for our Junior and Senior high school students to increase interest in and competence related to applied science fields of study. This will include job training, corporate site visits to STEM organizations, internships, and apprenticeship opportunities for our high school students. The internships will include but not be limited to the STEAM areas of construction, IT, nursing, food service, education/tutoring, art, and forensics. See link below.

http://images.pcmac.org/Uploads/JenningsSD/JenningsSD/Departments/Documents/Categories/Documents/NAF_Course_Sequence_Flyer.pdf.

2. Target Population and Attendance:

- a. To determine which buildings had the greatest academic needs, the committee studied MAP data for each school. Communication Arts, Math, and Science outcomes for the available past three years (2014, 2015, 2016) were reviewed. Fairview Intermediate has the greatest need for academic programming in communications arts, math, and science across all grade levels. The target population are those students who fall in the Below Basic and Basic levels in math, science and communication arts. Students with F's and D's on their report cards will also be recruited to assist them with academic interventions to improve their achievement. The Jr. High has made some progress, however, less than half of their students scored in the Below

Basic and Basic levels in mathematics and science. The high school also has less than 50% of their students scoring in the proficient level in mathematics. A review of prior years' MAP data support the need for academic interventions in all 3 content areas across the district. Students will be recruited based on their MAP scores and current grades in mathematics, science, and communication arts. Tutoring will be tied to individual needs (below proficient) in a given content area.

- b. The attendance policy is that all enrolled students participate daily. Attendance will be maintained and kept on a daily basis. Parents will be notified when students miss more than 3 consecutive days. The expectation is that participants attend regularly to receive the additional academic support. The program will be offered after school, when the greatest risk to students begins, due to low supervision.
- c. All participants will have an opportunity to help develop the enrichment choices. Students will receive academic support in the areas of mathematics, science, and communication arts daily through interactive, hands-on activities. Students will choose enrichment activities after they have completed their mandatory tutoring session. Hot supper meals will be provided to all participants daily.

3. Planning and Design:

- a. An afterschool committee began meeting November 2016. The committee was made up of Jennings School District staff, parents, students, and community stakeholders. The focus group sessions convened in April of 2017 to give input on what they felt the needs were. The committee used information to outline the desired elements of the 21st Century Stars and Heroes Program.
- b. Both parents and students will have ongoing opportunities to provide feedback on the quality and program offers during the monthly family nights. Surveys will be offered quarterly to parents and students to adjust or change program enrichment options. Tutoring/academic support will remain mandatory throughout the grant cycle.

4. Schedule
See attachments below.

Fairview Elementary School Stars and Heroes Staff Tentative Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|---|
| 3:00 – 3:30 Attendance/Transition games Restroom (Cafeteria) | 3:00 – 3:30 Attendance/Transition games Restroom (Cafeteria) | 3:00 – 3:30 Attendance/Transition games Restroom (Cafeteria) | 3:00 – 3:30 Attendance/Transition games Restroom (Cafeteria) | 3:00 – 3:30 Attendance/Transition games Restroom (Cafeteria) |
| 3:30 – 4:00 Meal and Mentoring WE School Teams (Cafeteria) | 3:30 – 4:00 Meal and Mentoring WE School Teams (Cafeteria) | 3:30 – 4:00 Meal and Mentoring WE School Teams (Cafeteria) | 3:30 – 4:00 Meal and Mentoring WE School Teams (Cafeteria) | 3:30 – 4:00 Meal and Mentoring WE School Teams (Cafeteria) |
| 4:00 – 5:00 Homework Café | 4:00 – 5:00 Reading Literacy/English Language Arts Tutoring (Own Rooms/Loft/Lab) Robotics-Library | 4:00 – 5:00 Mathematics Tutoring (Own Rooms/Lab) (Loft/Lab) | 4:00 – 5:00 Science Tutoring (Own Rooms/Lab) (Loft/Lab) Robotic-Library | 4:00 – 5:00 Cultural Enrichment- Gym Technology Today- Computer Lab Gardening |
| 5:00 – 6:00 Strategic Games- Volleyball, arts & crafts, <i>Fit for Fun</i> | 5:00 – 6:00 Character/Teambuilding Jewelry Making Boy/Girl Scouts STEM | 5:00 – 6:00 Cooking Matters Poetry Slam Karate Board games | 5:00 – 6:00 MOB/WOS, Yoga, STEM Music writing/performing | 5:00 – 6:00 Dance-Gym Basketball/Ping Pong Chess Social Skills/Counseling Group |

ATTACHMENT SIX-A(cont.)

Jennings Jr. High 21st Century Stars and Heroes Daily Tentative Schedule

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|--|---|---|
| 3:00 P.M. – 4:00 P.M. Restroom/Attendance Computer Resource/Application | 3:00 P.M. – 4:00 P.M. Restroom/Attendance Homework Cafe | 3:00 P.M. – 4:00 P.M. Restroom/Attendance Computer Resource/Application | 3:00 P.M. – 4:00 P.M. Restroom/Attendance Piano Ensemble | 3:05 P.M. – 4:00 P.M. Restroom/Attendance Pride Warrior Government |
| Dance | | ----- Jazz Band & Drumline | | ----- Dance |
| Jazz Band | | | | |
| 3:00 P.M. – 4:00 P.M. Tutoring ELA Math Science | 3:00-4:00 Study Hall Tutoring ELA, Math and Science | 3:00 P.M. – 4:00 P.M. Tutoring ELA Math Science | 3:00 P.M. – 4:00 P.M. Tutoring ELA Math Science | 3:00 P.M. – 4:00 P.M. STEM Drumline MOB/WOS Cooking Matters |
| 4:00 P.M. – 4:30 P.M. MEAL/Mentoring MOB/WOS | 4:00 P.M. – 4:30 P.M. MEAL/Mentoring MOB/WOS | 4:00 P.M. – 4:30 P.M. MEAL/Mentoring MOB/WOS | 4:00 P.M. – 4:30 P.M. MEAL/Mentoring MOB/WOS | 4:00 P.M. – 4:30 P.M. MEAL/Mentoring MOB/WOS |
| 4:30 P.M.-5:30 P.M. Black Studies Strategic games | 4:30 P.M.-5:30 P.M Lifting Our Valuable Esteem <u>L.O.V.E. Club</u> | 4:30 P.M.-5:30 P.M Literary Studies Club; M.A.P. Study Skills | 4:30 P.M.-5:30 P.M Book Club; M.A.P. Study Skills | 4:30 P.M.-5:30 P.M Yoga Arts & Crafts |
| ----- Chess College & Career Dance | Poetry Club | ----- Golf Basketball | ----- -- Tennis Conflict mediation | ----- Counseling Explorers Program Dance |
| | "She Said, She Said" Girls Club; M.A.P. Study Skills | | | |
| 4:30 P.M.-6:00 P.M. Character Education Bully/Violence Prevention WE School Teams | 4:30 P.M.-6:00 P.M. Teambuilding games Computer Programing WE School Teams | 4:30 P.M.-6:00 P.M. Music Writing Robotics WE School Teams | 4:30 P.M.-6:00 P.M. Dance Archery WE School Teams | 4:30 P.M.-6:00 P.M. Basketball Jewelry Making WE School Teams |

ATTACHMENT SIX-A (cont.)

Jennings Senior High 21st Century Stars and Heroes Daily Tentative Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--|--|--|---|--|
| 3:00-3:15 | Attendance/ Restroom break | Attendance/ Restroom break | Attendance/ Restroom break | Attendance/ Restroom break | Attendance/ Restroom break |
| 3:15-3:45 | Meal/Mentoring | Meal/Mentoring | Meal/Mentoring | Meal/Mentoring | Meal/Mentoring |
| 3:45-4:45 | Homework Café Math Internships | ELA/Reading Tutoring Internships | Math Tutoring Internships | Science Tutoring Internships | Enrichment STEM Music Karate Cooking Internships |
| 4:45-5:45 | Teambuilding ACT Prep Basketball Tennis Counseling groups MOB/WOS Internships | Enrichment Chess Robotics Art Yoga MOB/WOS Internships | Enrichment Gardening Web design Golf Dance MOB/WOS Internships | Enrichment Character Ed College/Career Sports Music writing MOB/WOS Internships | Enrichment Cooking Music Karate STEM MOB/WOS Internships |
| 5:45-6:00 | Clean up/sign out Internships | Clean up/sign out Internships | Clean up/sign out Internships | Clean up/sign out Internships | Clean up/sign out Internships |

5. Active Collaboration & School Day Alignment

- a. The program was developed with the shared input of stakeholders including; students, parents, teachers, administrators, and community members. This planning team reviewed prior 21st CCLC Jennings reports, a focus group report, and building surveys of teachers and staff to determine relevant school issues at the youth, staff, family, and community levels. We felt the data called for a multi-focal program that will balance academic improvement, student safety, hands-on science, and culturally responsive experiences at each building. Program schedules, special events, announcements regarding program changes (cycles of offerings) and reports on student behavior will be shared via mailbox for each school. This will ensure ongoing communication between school day teachers and afterschool staff. Regular updates will also be posted on the district's web page so that parents and community members can stay abreast of program opportunities. Principals will direct the teachers to use a Stars & Heroes communication form to inform the after school staff about special concerns for individual students that can be addressed during the afterschool program either one to one or in group activities. This information will be collected by the site coordinators who will review them with appropriate staff and the S&H director. Confidentiality is a priority for the afterschool staff. Appropriate district policies and protocols will be followed. Partnering organizations will also comply with privacy laws and confidentiality. A written Memorandum of Understanding will be given to our partner organizations regarding privacy laws and standard procedures to protect the confidentiality of students and their families.
- b. The Jennings School District will be the grantee. Partnering organizations will receive data relevant to their objectives and goals. Parent consent forms will be obtained.
- c. The Jennings 21st Century Stars and Heroes Program will align with the Missouri Learning Standards. We will accomplish this by utilizing certified school day teachers to provide targeted tutoring in the areas of mathematics, science and communication arts (ELA). Using the curriculum to guide the tutoring plans will assist afterschool staff in providing needed interventions. We will develop a progress monitoring plan to ensure staff tutor students on the specific skills and constructs they need to become proficient on assessments. Stars & Heroes program offerings are aligned with DESE goals to ensure that Jennings' students become increasingly college and career ready.

6. Individual Student Needs

- a. Afterschool staff will actively participate in professional development provided through the district that is geared towards teaching methods inclusive of different learning modalities. Only certified teachers with current recommendations about their competence will be contracted to tutor. Afterschool teachers will also use the communication forms from the daily teachers to develop student and skill specific plans. They will identify their teaching strategies and learning objectives for students in need of remediation and acceleration. Students will have targeted mentoring, which is tailored to the interest of the students. The lessons will include hands-on, investigative learning in the three content areas.

- b. Men on Business (MOB) and Women of Success (WOS) groups will focus on the individual student development of soft skills, career interest and exposure, corporate site visits, college visits, presentations, and leadership development. The site coordinator will hold meetings with the tutors and teachers on a quarterly basis to review student progress and program implementation. MAP (annual) will guide planning to meet general student needs and grade level targets.
- c. Students with special needs will be encouraged to participate in Stars & Heroes. Staff will review the program structure and opportunities with parents once they give consent for access to IEP or 504 plans. The Stars & Heroes' director and teacher responsible for working with these students will work closely with the supervisors of Special School District of St. Louis County to develop plans to accommodate students with special needs.

7. Measures of Effectiveness

- The primary implementation focus is to establish at each participating site a safe and enriched afterschool learning community. Jennings will build school and home capacity for family engagement in schools as a two-generation strategy to promote student achievement and preparation for post-secondary education and careers. Assessment of the objectives will be monitored quarterly by a Steering Committee chaired by the director. Measurable objectives have been set for the program that are aligned with project input, outcomes and strategies, short, medium, and long term program impact. The program goal is to improve student achievement, establish positive student attitudes regarding their own efficacy as learners and to ensure appropriate behavior. Surveys will be distributed to students, staff, and families to collect feedback regarding the effectiveness of the afterschool and summer programs.
- Participation will be measured by daily attendance (logs) and special events sign-in rosters (parents and community members). Students are expected to attend daily for a minimum of 60 days during the academic year. Family and community engagement events, special offerings for families learning together, and excursions to local businesses and post-secondary institutions will create a learning community across north St. Louis. S&H learning opportunities will enrich the district and community's capacity school and family partnerships to support students during out of school time.
- Acuity data collected by the district will ground short-term academic progress monitoring. Data will be analyzed to determine the extent of lack of progress between measures. Long-term impact will be measured by determining the grade level mean MAP scores (mathematics, science, ELA) compared to an equivalent sample of students (matched by gender and grade level) not participating in the program. The district will conduct this analysis annually. Annual analysis will chart the grade level progression of the number of participating students who score Proficient and Advanced on MAP Communication Arts and Math measures. These scores will also be compared with other Missouri 21st Century Learning Centers and Missouri's general population means. This data analysis is provided by Missouri Afterschool Network (MASN) to all programs annually.

- College readiness will be measured by scores on the ACT practice tests, and the final ACT (frequency distribution) scores prior to commencement of the college admissions process.
- Other measures of student success will be aligned with the school day. Teachers will be surveyed twice per year to determine if the afterschool interventions are meeting the students' needs and improving the learning climate within their schools.
- Continuous program improvement will be supported through findings by MASN technical assistance providers during annual site visits and reported on the PQAs and reviewed by the director, Steering Committee, building and afterschool staff. Within 60 days of its receipt, data reported on the Youth Quality Assessment will frame our circular efforts to Assess → Plan → Improve the S&H program.
- Data will be collected throughout the program by the site coordinator. Grades will be monitored at the progress reporting time and at each quarter grading period. Behavior will be monitored through the communication logs and through self-report of the students.

8. Family Engagement

- a. A two-generation approach to afterschool programming stimulates and supports schools' and families' capacity for meaningful engagement to support learners. The schools will host monthly family academic nights focused on various high interest topics including; literacy, STEM, math-bowl, family swim night, Black-History trivia, Cooking matters, FASFA applications, and a culminating event (student showcase).
- b. All participating adult family members will be invited to attend the parent workshops to include topics such as: positive child-parent interaction, safety, family service learning, toxic stress, financial literacy, and leadership development. Parents will also participate in services provided by one of our partners, Community Action Agency of St. Louis County, Inc. (CAASTLC) that will provide the *Step Up to Leadership* program designed to build their leadership capacity. Parenting classes grounded by the *Building Better Families* curriculum. Because we are serving a high poverty community, CAASTLC will provide individual case management services and family basic needs assistance.
- c. Parents will be encouraged to be a part of the Jennings 21st Century Stars and Heroes Program. Parents were included in the development of the program by participating in focus groups and being asked to be on the Advisory Council. Parents will continue to be a part of the decision making process regarding the afterschool program. We will offer parents support group meetings allowing them to pick the topics of the meetings. The creation of volunteer opportunities for parents to help during afterschool hours and on family nights will increase their engagement with their child/children. Lastly, we will offer support to parents to help them with their child's learning at home.

Program Design-Program Goals

The Extended Learning Section has developed three goals along with objectives that each grantee will be responsible for working towards. Applicants must write to how their program design and budget will help meet these goals (Refer to Section VI for more information on PQA and Leading Indicators).

Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

- Objective 1.1:** At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.
- Objective 1.2:** At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.
- Objective 1.3:** At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.
- Objective 1.4:** At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Youth Survey (average score of 3.5 or higher).
- Objective 1.5:** At least 70% of youth per site will report a medium to high level of math efficacy as measured by items on the youth survey (average score of 3.5 or higher).
- Objective 1.6:** At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions on the youth survey (total score of 3.0 or higher).

How will your program design and budget help meet Goal 1?

(you do not need to write to the specific objectives; just the Goal)

The program design and budget will support academic achievement by implementing the Assess – Plan – Improve components of elements, training, and action data grounded tutorial support and grade level study groups. The S&H program director and staff (teachers and tutors) will utilize grade level assessments for students to construct individualized study groups, one on one tutoring, and ongoing sharing of strategies and results with the students' classroom teachers. Students will also be clustered in small groups aligned with skills areas for tutoring in reading/communication arts, mathematics, and science. Supplemental instruction will be provided during the afterschool hours to promote additional learning opportunities to extend critical and analytical thinking and depth of knowledge in the three content areas. The broad array of academic and enrichment activities will augment the school day learning as well as increase achievement.

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.

For all years

- Objective 2.1:* All sites will score at least an average 2.9 on the Program Quality Assessment tool.
- Objective 2.2:* All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.
- Objective 2.3:* All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.
- Objective 2.4:* All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

How will your program design and budget help meet Goal 2?

(you do not need to write to the specific objectives; just the Goal)

The Jennings 21st Century Stars and Heroes (S&H) program will establish and maintain high quality afterschool programs in its target schools by employing high quality staff who have a supportive mindset and strong commitment to working with students and their families during out of school time. Staff will build rapport with students and their parent/caregivers to foster and sustain positive student-adult interactions daily. The combined effects of meaningful learning opportunities and proactive stakeholder partnerships on student achievement and growth mindsets will be shared through newsletters, brochures, webinars and social media. The annual Guided Program Reflection constructed by the director and external evaluator will be shared with the Steering Committee at the beginning of each program year to ground planning. This report includes a summary of the PQA for each school. The Reflection and subsequent action plans will be posted on the district S&H web page. Students, staff and parents will be able to select from a variety of workshops and family nights geared towards ongoing self-improvement, STEM related activities, and family literacy. Two-generation strategies associated with learning will be shared with families so that they become adept advocates of their children as learners. These are as simple as sharing oral stories about the families' history and culture or as complex as assisting with math homework. The schools will maintain safe and supportive environments monitored semi-annually for their effectiveness using MASN assessment tools. Surveys will be distributed to students, parents, regular and special (daytime) teachers, administrators, community partners, and staff to address unmet needs or new directions (ex., interest in topics or types of offerings, scheduling, transportation, food restrictions) to enhance the afterschool program.

Goal 3: Enhance youth's college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

Objective 3.1: At least 50% of youth per site will meet or exceed the school district's average rate of school-day attendance.

Objective 3.2: At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.

Objective 3.3: At least 50% of youth per site will have no in-building or out-of-school suspensions.

Objective 3.4: At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth survey (average score of 3.5 or higher).

Objective 3.5: At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth survey (average score of 3.5 or higher).

How will your program design and budget help meet Goal 3?

(you do not need to write to the specific objectives; just the Goal)

Recent research by the Annie E. Casey Foundation underscores the critical importance of daily attendance. Program staff will concentrate on reducing chronic absenteeism by informing parents about school values and expectations. Family events and activities will include time to inform parents about the importance of getting their children to school on time and ready to learn on a daily basis. Enhanced college and career readiness, including hard and soft skills, will be developed by providing students opportunities to interact with local industry professionals in STEM related fields. Students will learn and practice problem solving and conflict resolution skills. Program participants will increase exposure to college entrance examinations, ACT prep, and college visits on week days and selected Saturdays. Highly qualified teachers will help students discern their individual educational goals, to ensure college and career readiness, and then successfully transition to post-secondary education or workforce development programs. Students will develop solid interpersonal and social skills through enriching activities that build trust and self-esteem. The mix of high interest recreational activities, one on one guidance and support, membership in a vibrant learning community will serve as a scaffold so students will be able to increasing their depth of understanding of what it means to be a successful learner and how subject matter, skills and knowledge, diplomas, certificates, and degrees are applicable to real life and preparation for a prosperous future.

Services/Programs/Activities Plan

(Copy this page for additional space or additional sites)

The spreadsheet below should provide a snapshot of the proposed regular/recurring services, programs and activities (not one time), subject area(s), equipment, if necessary, and whether it is performed by grantee or outside agency, to demonstrate how you will implement them to achieve the goals and objectives. You must include the academic enrichment activities in the required core subjects of math, reading/language arts, and science as well as the proposed broad array of additional services, programs and activities.

SITE NAME: Fairview Intermediate

| Proposed Planned Services, Programs, and Activities | Subject Area(s) (i.e. math, science, reading/ language arts, STEM, social studies, technology, tutoring, health and nutrition, music and arts, career education, business education) | Equipment, if needed, to be purchased with grant funds | Performed by Grantee or Outside Agency/Partner (state the outside agency or Partner) | Time Frame (i.e. daily, weekly, monthly, summer only, etc.) | Which goal number(s) does this activity meet as stated on ATTACHMENT SIX-B |
|--|---|---|--|---|--|
| <i>Example: Kids in the Kitchen</i> | <i>math, nutrition, health, reading</i> | <i>No grant funded equipment needed/will use equipment located in middle school FACS Classroom.</i> | <i>4-H Extension Office</i> | <i>Once per week throughout the school year (Sept.-May)</i> | <i>Goal #1 Goal #3 Goal #2</i> |
| Tutoring/HW Cafe Technology Academic enrichment | Math, Reading/ELA Science, technology tutoring | No grant funds/ will use school resources | Program staff/Focus | Daily (Aug-May) | Goals 1,2, & 3 |
| STEM Science enrichment Robotics Chess | Science Math, Engineering, Technology | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 1, 2 & 3 |
| Dance, Drama, cooking Jewelry making, drama Art, music poetry, Cultural Enrichment, strings, | Personal enrichment, health nutrition music, art, character education | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 2 & 3 |
| Tennis karate basketball, yoga, volleyball, golf | Physical fitness, health | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goal 2 |
| Adult programs Family nights | Technology/parent engagement | No grant funds needed | Program staff/partners | Monthly (Sept-May) | Goals 1. 2, & 3 |

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| | | | | | |
|---|--|--------------------|---------------------------|-------------------|-----------------|
| Character development Men on Business (MOB), Women of Success(WOS) | Character education, social studies, leadership development, bully prevention | Grant funds needed | Program staff/partners | Weekly (Sept-May) | Goals 1, 2, & 3 |
|---|--|--------------------|---------------------------|-------------------|-----------------|

ATTACHMENT SIX-C

Services/Programs/Activities Plan

(Copy this page for additional space or additional sites)

The spreadsheet below should provide a snapshot of the proposed regular/recurring services, programs and activities (not one time), subject area(s), equipment, if necessary, and whether it is performed by grantee or outside agency, to demonstrate how you will implement them to achieve the goals and objectives. You must include the academic enrichment activities in the required core subjects of math, reading/language arts, and science as well as the proposed broad array of additional services, programs and activities.

SITE NAME: Jennings Jr. High

| Proposed Planned Services, Programs, and Activities | Subject Area(s) (i.e. math, science, reading/ language arts, STEM, social studies, technology, tutoring, health and nutrition, music and arts, career education, business education) | Equipment, if needed, to be purchased with grant funds | Performed by Grantee or Outside Agency/Partner (state the outside agency or Partner) | Time Frame (i.e. daily, weekly, monthly, summer only, etc.) | Which goal number(s) does this activity meet as stated on ATTACHMENT SIX-B |
|--|---|---|--|---|--|
| <i>Example: Kids in the Kitchen</i> | <i>math, nutrition, health, reading</i> | <i>No grant funded equipment needed/will use equipment located in middle school FACS Classroom.</i> | <i>4-H Extension Office</i> | <i>Once per week throughout the school year (Sept.-May)</i> | <i>Goal #1 Goal #3 Goal #2</i> |
| Tutoring/HW Cafe Technology Academic enrichment | Math, Reading/ELA Science, technology tutoring | No grant funds/ will use school resources | Program staff/Focus | Daily(Aug-May) | Goals 1,2, & 3 |
| STEM Science enrichment Robotics Chess | Science Math, Engineering, Technology | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 1, 2 & 3 |
| Dance, Drama, cooking Photography, drama Art, music poetry, Cultural Enrichment, strings, | Personal enrichment, health nutrition music, art, character education | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 2 & 3 |

| | | | | | |
|---|---|-----------------------|------------------------|-------------------|-----------------|
| Tennis, golf, swimming, basketball, archery, yoga, Boxing, table tennis | Physical fitness, health | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goal 2 |
| Counseling sessions | Mental health, personal development | No Grant funds needed | Partners | Weekly(Sept-May) | Goals 1, 2, & 3 |
| Character development Men on Business (MOB), Women of Success(WOS) | Character education, social studies, college and career, leadership development, bully prevention | Grant funds needed | Program staff/partners | Weekly (Sept-May) | Goals 1, 2, & 3 |
| Adult/program Family nights | Technology/parent engagement | No grant funds needed | Program staff/partners | Monthly(Sept-May) | Goals 1. 2, & 3 |

ATTACHMENT SIX-C

Services/Programs/Activities Plan

(Copy this page for additional space or additional sites)

The spreadsheet below should provide a snapshot of the proposed regular/recurring services, programs and activities (not one time), subject area(s), equipment, if necessary, and whether it is performed by grantee or outside agency, to demonstrate how you will implement them to achieve the goals and objectives. You must include the academic enrichment activities in the required core subjects of math, reading/language arts, and science as well as the proposed broad array of additional services, programs and activities.

SITE NAME: Jennings Sr. High

| Proposed Planned Services, Programs, and Activities | Subject Area(s) (i.e. math, science, reading/ language arts, STEM, social studies, technology, tutoring, health and nutrition, music and arts, career education, business education) | Equipment, if needed, to be purchased with grant funds | Performed by Grantee or Outside Agency/Partner (state the outside agency or Partner) | Time Frame (i.e. daily, weekly, monthly, summer only, etc.) | Which goal number(s) does this activity meet as stated on ATTACHMENT SIX-B |
|---|---|---|--|--|--|
| <i>Example: Kids in the Kitchen</i> | <i>math, nutrition, health, reading</i> | <i>No grant funded equipment needed/will use equipment located in middle school FACS Classroom.</i> | <i>4-H Extension Office</i> | <i>Once per week throughout the school year (Sept.- May)</i> | <i>Goal #1 Goal #3 Goal #2</i> |
| Tutoring/HW Cafe Technology Academic enrichment ACT Prep | Math, Reading/ELA Science, technology tutoring | No grant funds/ will use school resources | Program staff/Focus | Daily (Aug-May) | Goals 1,2, & 3 |
| STEM Science enrichment Robotics/Coding | Science Math, Engineering, Technology | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 1, 2 & 3 |
| Dance, Drama, cooking Photography, drama Art, music poetry, Cultural Enrichment, strings, | Personal enrichment, health nutrition music, art, character education | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goals 2 & 3 |
| Tennis, golf, swimming, basketball, archery, yoga, boxing | Physical fitness, health | Grant funds needed | Program staff/partners | Daily (Aug-May) | Goal 2 |

| | | | | | |
|---|--|---|------------------------|--------------------|-----------------|
| College/Career exploration | College and career readiness | No grant funds needed/using JSH tech lab | Program staff/partners | Monthly (Sept-May) | Goals 2 & 3 |
| Counseling sessions Character development Men on Business (MOB), Women of Success(WOS) | Mental health, character education, social studies, college and career, bully prevention | Grant funds needed | Program staff/partners | Weekly (Sept-May) | Goals 1, 2, & 3 |
| Adult/program Family nights | Technology/family engagement | No grant funds needed/using school facilities | Program staff/partners | Monthly (Sept-May) | Goals 1, 2, & 3 |

Management Plan

1. Adequacy of Management Plan

The Program director will be responsible for overall grant management and to ensure that the objectives and goals are addressed in lesson plans, special events, and understood by the daytime teachers. The plan is sensitive to the local context and issues that positively and negatively impact youth, staff, schools, and the Jennings community. The site coordinators will be responsible for the day-to-day management of each site. An appropriate student-adult ratio (16:1) and a culturally responsive learning atmosphere will attend to the safety and wellbeing of students and proper staffing. The proposed program and budget will allow for daily academic support and wide variety of age appropriate enrichment activities.

| Task | Responsible Person | Timeline | Benchmark |
|---|---|---|---|
| Hire Program Director | Superintendent Director of Personnel Services | Within 3 days of award Week 1-3 post award Week 3 post award Week 3 post award | Post Job Receive Applications Interview Offer job |
| Design and schedule personal enrichment/recreation options | Program Director Planning committee Partners | November 2016- August 2017 | Survey student, parents, staff, stakeholders |
| Hire Program Staff | Program Director | Within 3 days of award Week 1-3 post award Week 3 post award Week 3 post award | Post Job Receive Applications Interview Offer job |
| Program announcement, invite families, enroll students. | Site Coordinators & Building principals | Week 1-5: continual Week 3 post award | Staff recommendations Advertising within schools and the community Disseminate forms to parents |
| Training and Preparation | Program Director All Program Staff | Weeks 3 & 4 post award | |
| Order supplies and materials, maintain inventory records | Program staff | Week 4 post award | |
| Review assessment data Review MASN PQA, Youth Quality Assessment etc., Attend to continuous data driven program implementation. Develop academic Support/enrichment activities | Program Director Planning Committee Partners | November 2016- August 2017 | New options begin in November Year 1 and September Yrs 2-5 |
| Review personal enrichment/recreation Options, identify and leverage community assets. | Program Director Site Coordinators Site Staff Students | January 2018 | New options begin in February years 1-5 |

2. Quality of Program Staff

- a. Qualifications of the program director: The director must have direct experience with the management of multiple sites, be familiar with Missouri Learning Standards, understand assessment data, and support staff and certified teachers to provide daily opportunities to promote academic achievement, student safety, and growth mindsets in youth.
- b. Program staff including site coordinators, certified teaching staff, and youth support workers will be chosen based on their expertise and their interests in students. In addition, Stars and Heroes will strategically hire only the number of staff necessary to yield favorable outcomes in an effort to maximize resources for programming rather than on salaries. The Superintendent, Program Director, Principals, and Site Coordinators at each location will ensure that staff is highly qualified. Jobs outlined in the budget are detailed in the following table:

| Title | Roles and Responsibilities | Requirements |
|----------------------------------|---|---|
| Program Director | District Director manages programming for afterschool program. Maintain daily student activities and field trip schedules. Coordinates staff, volunteers, and consultants schedules. Director will monitor youth and staff performance, evaluate data, outcomes, and quality. | Previous experience with out-of school-time district wide programs. Master's degree from an accredited University |
| Site Coordinator | Manages daily activities of the site | Undergraduate degree preferred; 7 years of experience working with youth accepted |
| Teaching Staff | Provides academic enrichment | Undergraduate degree in education and teaching certification in one of the content areas |
| Personal/Recreational Enrichment | Provides enrichment daily | Minimum of a high school diploma |

- c. Instructional staff must be certified by DESE Missouri in mathematics, science, and communication arts/reading appropriate to the elementary and secondary positions. The program director must hold a Master's degree in education or related youth field. Program staff will have background checks through the Family Care Safety Registry and hold CPR/First aid certifications. All staff and volunteers must meet the minimum criteria of:
 - High school Diploma or GED
 - Experience working with youth
 - Ability to work well with others
 - Ability to follow oral and written instructions
 - Ability to collect and safely maintain information critical to funding sources, district records, and student information
- d. The program director will be a full-time employee of the Jennings School District. This person will be required to complete all necessary paperwork and attend mandatory trainings and teacher professional development. Site Coordinators will be provided an additional paid hour, outside of the school day to complete all of the Kids Care data requirements.
- e. Staff recruitment will be done according to the school district's Human Resources (HR) policy. Any open afterschool program position must be publically advertised by the HR Department to ensure an open, unbiased and competitive hiring process. Applicants can be current JSD employees or new applicants. The HR Department will follow minimum criteria for employment listed above. To retain quality staff, each person will be matched up with topics they are interested in teaching that in turn reflect survey data of student's expressed interests and needs (conducted prior to the grant and annually). Substitute arrangements will be made to accommodate meetings, professional development

opportunities and appointments. Salaries are competitive to other part-time jobs in the afterschool industry.

- f. Training will include familiarization with math, science, and English language arts/communication arts curricula, alignment to the Missouri Learning Standards, the specific "21st Century Stars and Heroes" program goals. New hires are expected to positively impact, adult-child communication skills, problem solving skills, time management and working with school and community-based partners.
- g. Volunteers will be screened and trained to work during the afterschool program. Parents and community members will be encouraged to apply for job opportunities in our program.

3. Communication

- a. Information about the program, including the program locations and times for all students and adult services will be provided through:
 - 1. Fliers and brochures will be sent home with students
 - 2. Quarterly postings on the Jennings School District webpage
 - 3. Posting on the City of Jennings Facebook page
 - 4. Notices posted in the City Hall, Civic Center, and the Gore Community Center
 - 5. Jennings School District newsletter mailed to the homes each semester
 - 6. Phone blast from the Jennings School District
 - 7. Articles in the local newspaper
 - 8. Program announcements will be written in a clear, direct format, using targeted reading levels no greater than a sixth grade level to accommodate families with limited literacy and education.
- b. Parents will receive written quarterly updates on their child's academic and developmental progress. Behavior related communications are provided with a phone call and followed up in writing. Announcements of "Family Nights" and adult services, financial literacy, FASFA information, and Healthy eating classes will be given to students via fliers. A phone blast to all program participants and families will be done. All activities will be posted on the Jennings' Website.

4. Fees

Fees will not be charged to participate in the 21st Century Stars and Heroes Program. Families will not bear the cost of materials, food, or transportation to colleges, community resources, or business centered extension activities.

5. Advisory Council

The Advisory Council (also referred to as a Steering Committee in this proposal) was formed through earlier funding of the 21st Century program to engage the community in the district's progress towards academic success for all student. The council meets bi-annually with the goal of determining ways the community can support the students and the school district. Members include municipal government, local business owners, parents, staff, and district administrators.

Members of the Advisory Council took part in the afterschool committee (spring 2017) (aka Steering or Planning Committee) that designed the initial needs assessment and used the information from the needs assessment to create the program outline. The Advisory Council was instrumental in recruiting parents for the focus groups used to complete this application. Reports on the implementation of the program will be provided to the Council at least annually to get their

feedback on how the program can be adjusted from year to year to meet the needs of the students.

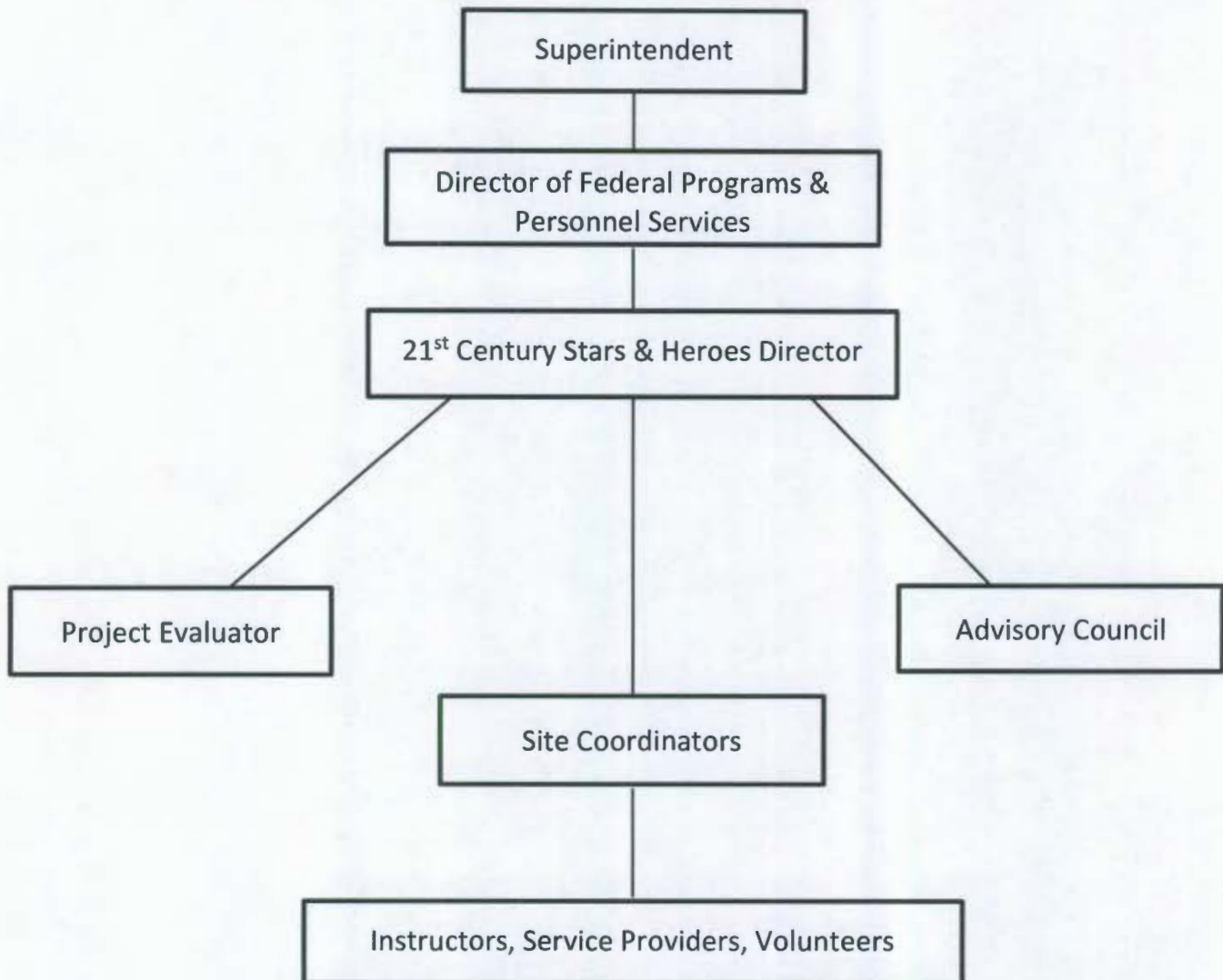
6. Student Safety

Student safety is essential for all facets of the Stars and Heroes Program. All students are signed in and out of the program daily. They will also be signed in and out of the enrichment activities to maintain accurate attendance. All students are supervised by qualified staff. Parents must pick up elementary students unless a written consent form is returned.

7. Transportation

The Jennings School District occupies just four square miles. There is no bus transportation. Students are encouraged to purchase public transportation bus tickets. Students generally walk home from the program. Parents arrange for student pick up during the winter when it is dark outside. The district has purchased a van for student usage and staff with the appropriate endorsements and licenses transport students to special activities as needed.

ORGANIZATIONAL CHART



May 2017

SCHOOL DISTRICT OF JENNINGS
STARS & HEROES DISTRICT DIRECTOR
JOB DESCRIPTION

DESCRIPTION

The Stars & Heroes Director is responsible for the development, implementation, and management of the district's after school programming. He/She works closely with principals and district administration to assess the programming needs of the district, and to develop high-quality programs to meet those needs. The Director provides direct supervision for the site coordinators, and all activities of the program.

QUALIFICATIONS

1. Masters' Degree in education or related field.
2. Minimum of two years of experience in program development.
3. Effective written and verbal communication skills.
4. Ability to effectively supervise and coordinate the activities of program staff.
5. Ability to develop positive relationships with students, staff, and community members.

REPORTS TO/EVALUATED BY: Superintendent of Schools or Designee

DUTIES AND RESPONSIBILITIES

1. Develop and implement before and after-school programs for youth ages 5-19.
2. Create after-school and summer enrichment programs.
3. Supervise after-school staff.
4. Develop a marketing program for advertising of the after-school programs offered by the district.
5. Collaborate with area businesses and agencies to leverage resources to maximize the impact of programs offered.
6. Develop positive communication and relationships with students and parents of students involved in programs.
7. Maintain accurate records of participation and attendance in after-school programs.

REGULATIONS AND BENEFITS

1. Regular Work Week

The regular work week shall consist of forty hours (work schedule determined by administrative supervisor).

ATTACHMENT SEVEN-A (cont.)

STARS & HEROES DISTRICT DIRECTOR

Page 2

2. Working Days

- a. Required to work on the regular faculty working days during the school term.
- b. Required to work each weekday during the summer—Monday through Friday.

3. Paid Holidays (In addition to those allowed under 2a above)

Independence Day (on a weekday or weekend). When Independence Day falls on a Saturday, Friday will be a day off. When Independence Day falls on a Sunday, Monday will be a day off.

4. Paid Vacation Periods

- a. Employees with less than one (1) year of service—one (1) day for each month, with a maximum of eight (8) days.
- b. Employees with more than one (1) year of service—two (2) weeks.
- c. Employees with eight (8) or more years of service—three (3) weeks.

5. Sick Leave

Sick days are to accrue at the rate of one (1) day per month, up to a maximum of eight (8) days for the first year. After the first year of employment, support staff may apply to the superintendent for extended sick leave. Temporary employees and/or employees working less than an average of thirty (30) hours a week during a school year are not eligible for sick leave.

6. Other Benefits

- A. Covered by Workmen's Compensation and Unemployment Compensation.
- B. Group health, dental, accident and life insurance for employees who average 30 hours or more weekly in accordance with the specification of the insurance companies.
- C. Included in overall school liability coverage.

7. Stars & Heroes District Director Salary Plan

Increase are not automatic but will be made in recognition of acceptable service. Supervisory personnel are to make report on each employee under their jurisdiction. These reports will be the basis for determining continued employment and for pay increases.

**SCHOOL DISTRICT OF JENNINGS
SACC PROGRAM SITE COORDINATOR
JOB DESCRIPTION**

DESCRIPTION

The Site Coordinator is responsible for development and day-to-day implementation of after-school programming at the assigned school. He/She works to assess the programming needs of students in the building, and develops quality programs to meet those needs. The Site Coordinator schedules and manages the activities for the SACC programs in their building, and maintains participation and attendance records on a daily basis.

QUALIFICATIONS

1. Completion of SACC training and experience working with school-aged children.
2. Ability to collaborate with community agencies and district personnel to develop and implement quality after-school programming to meet identified needs of students in the school.
3. Ability to develop positive relationships with parents, students, and community members to enhance programming, as well as to improve student achievement.

REPORT TO/EVALUATED BY: SACC District Program Coordinator

DUTIES AND RESPONSIBILITIES

1. Day-to-day implementation of all program activities at the assigned site.
2. Work effectively with the Program Coordinator to supervise site staff.
3. Assist in development and implementation of program curriculum components.
4. Ensure programs meet all licensing requirements as set forth by State Licensing, Fire, and Local Health Departments.
5. Collection of and record keeping related to tuition.
6. Maintain accurate records of all students participating in the SACC program at assigned site.
7. Maintain regular communication with the building principal.
8. Meet with, and synthesize recommendations of the program advisory council.

REGULATIONS AND BENEFITS

1. Work Period

The SACC program operates before and after school hours on all days school is in session, including summer school.

2. Paid Holidays

The SACC site coordinator will receive the same holiday periods during the school year as the regular teaching staff.

SACC PROGRAM SITE COORDINATOR

Page 2

3. Vacation

- a. Employees with less than one (1) year's service--one (1) day for each month worked, with a maximum of eight (8) days.
- b. Employees with more than one (1) year of service--two (2) weeks.
- c. Employees with eight (8) or more years of service--three (3) weeks.

4. Sick Leave

Sick days are to accrue at the rate of one (1) day per month, up to a maximum of eight (8) days for the first year. After the first year of employment, support staff may apply to the superintendent for extended sick leave. Temporary employees and/or employees working less than an average of thirty (30) hours a week during a school year are not eligible for sick leave.

5. Other Benefits

- A. Covered by Workmen's Compensation and Unemployment Compensation.
- B. Group health, dental, accident and life insurance for employees who average 30 hours or more weekly in accordance with the specifications of the insurance companies.
- C. Included in overall school liability coverage.

6. SACC Program Site Coordinator Salary Plan

Increases are not automatic but will be made in recognition of acceptable service. Supervisory personnel are to make reports on each employee under their jurisdiction. These reports will be the basis for determining continued employment and for pay increases.

Originally adopted: ?.

Revised:

44

Management Plan (cont.) (include this page)**PERSONNEL EXPERTISE SUMMARY**

Complete for all KEY staff including, but not limited to, Program Director/Coordinator and Site Director(s). Refer to Section V on education/experience requirements. If more than three key staff positions, applicants may make additional copies of this page.

Grantees must notify the DESE of any changes in key program staff.

| | |
|--|--|
| Position Title: District Director | |
| <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time | Average Hours per week with 21 st CCLC program: 20-25 |
| Will position be paid with 21 st CCLC grant funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Percentage paid with 21 st CCLC funds: <u>50</u> % | |
| Brief description of qualifications needed for job: Minimum of Master's degree in education or related youth field Management experience Experience working with youth | |
| If known, provide name of person in this position: Kimberly J. Wooden, EdS | |
| Is this person part of regular school day staff? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| What is their position during the regular school day? Director of Early Childhood | |
| | |
| Position Title: Site Coordinator | |
| Will position be paid with 21 st CCLC grant funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <input type="checkbox"/> Full-Time <input checked="" type="checkbox"/> Part-Time | Average Hours per week with 21 st CCLC program: 20 |
| Percentage paid with 21 st CCLC funds: <u>100</u> % | |
| Brief description of qualifications needed for job: Bachelor's degree in education or related youth field or 7 years of experience working in education Experience working with youth/works well with others Certification in Child and Adult CPR/First Aid | |
| If known, provide name of person in this position: Michelle Holmes-Bell | |
| Is this person part of regular school day staff? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| What is their position during the regular school day? Certified Teacher | |
| | |
| Position Title: Youth Support Worker | |
| Will position be paid with 21 st CCLC grant funds? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <input type="checkbox"/> Full-Time <input checked="" type="checkbox"/> Part-Time | Average Hours per week with 21 st CCLC program: 10 |
| Percentage paid with 21 st CCLC funds: <u>100</u> % | |
| Brief description of qualifications needed for job: High School Diploma or GED Experience working with youth/ability to follow written and oral instructions Certification in Child and Adult CPR and First Aid or ability to obtain | |
| If known, provide name of person in this position: Frances Jones | |
| Is this person part of regular school day staff? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| What is their position during the regular school day? n/a | |

Partnerships

Community Partners (All programs are required to have a minimum of two community partners)

Community Partners play a key role in the success of your program. Therefore, it is vital for programs to have partners in place to assist with the growth and development during the grant cycle (LEA applicants must partner with organizations outside the purview of the district. For example, ABC school district could not partner with the Career and Technical Center at the same ABC school district).

Please complete the chart below to answer the following concerning your partners:

- Organization name,
- Type of organization (profit, non-profit, government, state agency, etc.),
- Contribution type (resources; whether they be funds, in-kind services, or materials *provided* to you for free or at a reduced cost, or that the partner will bring to the project **without** compensation),
- Estimated monetary value of resources, contributions, or service, and
- Describe partner's role in meeting needs, goals, and scope of program.

Note: An individual, agency, organization, or other entity that only provides a service or good and is not involved in planning and implementation is considered a vendor (purchased service), not a partner.

| Organization Name | Type of Organization | Contribution Type | Estimated Monetary Value (does not have to be actual cash) | Partner's Role |
|---|----------------------|--|--|--|
| <i>Example: City Department</i> | <i>Government</i> | <i>In-Kind: Staff will be provided at no cost.</i> | <i>\$25.00/hour x 2 hours x 1 staff x 9 times per year = \$450</i> | <i>Will provide programming once per month to the elementary students, including, drug awareness, fire safety, recycling, etc.</i> |
| Community Action Agency of St. Louis County | Government | In-Kind | \$38,119 | CAASLC will provide adult training, leadership develop, financial literacy & case management |
| Operation Food Search | Not for Profit | Resources & services | \$7,300 | Providing health education to students and parents |
| Police Athletic League | Not for Profit | Services | \$20,000 | Enrichment activities including boxing, swimming, tutoring, basketball |
| Provident Inc. | Not for Profit | Services | \$25,000 | Will provide counseling services to program participants |
| WE Schools | Not for Profit | In-Kind | \$75,000 | Providing service learning enrichment, staffing, professional development |

| | | | | |
|--------------------|------------------------------|-----------|----------|--|
| Lincoln University | Higher Education Institution | Resources | \$10,000 | College and career exploration, field experiences to agricultural businesses |
|--------------------|------------------------------|-----------|----------|--|

**21st Century Community Learning Center
Letter of Commitment**

Thank you for your interest in the Jennings School District afterschool program and in becoming a valued partner. Community partners play a key role in the success of our program. It is vital for our program to have organizations such as yours to assist with our growth and development. Please complete the information below and sign in the appropriate place.

Name of partnering organization:

Community Action Agency of St. Louis County, Inc. (CAASTLC)

What services and resources will your organization be providing to our program?

CAASTLC will provide the following: a) 12-session Step Up to Leadership program, which builds leadership capacity within individuals and pays \$20/session to each of 12 participants to cover costs; b) Financial Literacy classes within two 16 hour courses; c) 10-session Parenting Class using our Building Better Families curriculum for 10 parents; d) individual case management; and e) family basic needs assistance (i.e. utility payments, food, rent, etc.).

When will the services and resources be provided and how often?

Services will be provided during the grant year. Start times for group sessions will be determined depending on parent response. Step Up to Leadership and the Parenting Class course will be held once. Financial Literacy will be held twice. Case management and basic needs will be given as needed by the households.

Where will the services and resources be provided?

Step Up, Financial Literacy, and Parenting Classes will be held at Jennings Schools. Case management and assisting with basic needs will be provided at CAASTLC Jennings offices.

Who receives the services and resources being provided to the afterschool program?

CAASTLC will be supporting families through its provision of services to parents.

What is the estimated monetary value of identified services and resources being provided?

CAASTLC's estimated monetary value of services and resources is \$38,119 for the grant year. (See attached budget narrative.)

Will there be a charge to the afterschool program?

There will be no charge.


Cenia Bosman, CAASTLC Executive Director


Date

ANNUAL CAASTLC COST for 21st Century Community Learning Center

At Jennings Schools for Parents:

Step Up to Leadership:

| | | | |
|------------|---|----|--------------|
| One course | x 12 participants x \$20 stipend/class x 12 classes = | \$ | 2,880 |
| | 12 sessions x 12 participants x \$10/person food = | | 1,440 |
| | \$190/session for instructor x 12 sessions = | | 2,280 |
| | Class community project: min. \$500/project = | | 500 |
| | TOTAL | \$ | 7,100 |

Financial Literacy:

| | | |
|--|----|------------|
| Two courses x 2 classes/course x 8 hrs/class x \$26.51/hr instructor = | \$ | 424 |
| 12 participants/course x 2 courses x \$15 materials/course = | | 360 |
| TOTAL | \$ | 784 |

Parenting Classes (Building Better Families curriculum)

| | | | |
|------------|---|----|------------|
| One course | x 10 classes (1 class/week) x 2 hrs/class x \$30.86/hr instructor = | \$ | 617 |
| | 10 participants x \$15/participant = | | 150 |
| | TOTAL | \$ | 767 |

CAASTLC Admin (accounting, payroll, audit, HR, exec support) 10% = \$ 788

TOTAL Estimated Annual Services at Jennings Schools \$ 9,440

At CAASTLC Jennings Office for Parents:

Case management (assessment, referrals, etc.) 50 parents x 4 hrs x \$30.86/hr staff = \$ 6,072

Basic Needs (food, util., rent, mortg., transp.) 50 parents x \$400/parent estimated = 20,000

CAASTLC Admin (accounting, payroll, audit, HR, exec support) 10% = \$ 2,607

TOTAL Estimated Annual Services at CAASTLC Jennings Offices \$ 28,679

TOTAL CAASTLC SERVICES \$ 38,119

**21st Century Community Learning Center
Letter of Commitment**

Thank you for your interest in the Jennings School District afterschool program and in becoming a valued partner. Community partners play a key role in the success of our program. It is vital for our program to have organizations such as yours to assist with our growth and development. Please complete the information below and sign in the appropriate place.

Name of partnering organization:

Operation Food Search

What service(s), contribution(s), or resource(s) will your organization be providing to our program?

Cooking Matters for Kids (CMK), Cooking Matters for Teens (CMT), and Nutrition Empowerment classes for Parents

When will the service(s), contribution(s), or resource(s) be provided and how often?

One CMK, one CMT and 2 Nutrition Empowerment classes during Fall Semester.

One CMK, one CMT and 2 Nutrition Empowerment classes during Spring Semester.

Where will the service(s), contribution(s), or resource(s) be provided?

Fairview Elementary & Jennings Jr. High

Who receives the service(s), contribution(s), or resource(s) being provided to the afterschool program?

Cooking Matters for Kids: 8 – 12 year olds

Cooking Matters for Teens: 13 – 18 year olds

Nutrition Empowerment: Parents/Guardians/Caretakers of district youth

Estimated monetary value of identified service(s), contribution(s) or resource(s) being provided?

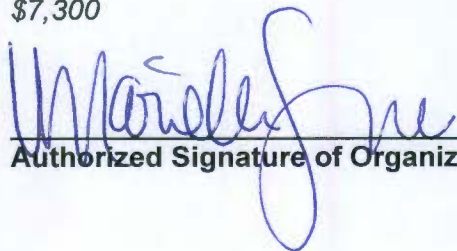
CMK: \$1,500 per class, total of \$3,000

CMT: \$1,700 per class, total of \$3,400

Nutrition Empowerment: \$225 per session, total of \$900

Will there be a charge to the afterschool program? If so, how much?

\$7,300



Authorized Signature of Organization

6/7/17
Date

**21st Century Community Learning Center
Letter of Commitment**

Thank you for your interest in the ___Jennings Stars and Heroes___ afterschool program and in becoming a valued partner. Community partners play a key role in the success of our program. It is vital for our program to have organizations such as yours to assist with our growth and development. Please complete the information below and sign in the appropriate place.

Name of partnering organization:

Lincoln University

What service(s), contribution(s), or resource(s) will your organization be providing to our program?

Lincoln University will provide mentorship, field trips, social development.

When will the service(s), contribution(s), or resource(s) be provided and how often?

Services will be provided weekly. Resources provide will be van transportation.

Where will the service(s), contribution(s), or resource(s) be provided?

Services will be provided at Jennings Senior High, Jennings Junior High and Fairview Elementary School.

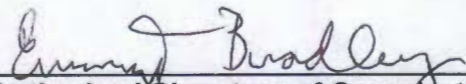
Who receives the service(s), contribution(s), or resource(s) being provided to the afterschool program?

Students of Jennings School District, Stars and Heroes Program.

Estimated monetary value of identified service(s), contribution(s) or resource(s) being provided?

The estimated monetary value of contributions is \$10,000.00 in kind.

Will there be a charge to the afterschool program? If so, how much? No


Authorized Signature of Organization

6-20-17
Date

21st Century Community Learning Center

Letter of Commitment

Thank you for your interest in the Jennings School District Stars and Heros afterschool program and in becoming a valued partner. Community partners play a key role in the success of our program. It is vital for our program to have organizations such as yours to assist with our growth and development. Please complete the information below and sign in the appropriate place.

Name of partnering organization:

St. Louis County Police Athletic League (PAL) is partnering with Jennings School District.

What service(s), contribution(s), or resource(s) will your organization be providing to our program?

PAL is providing tutoring, mentoring, boxing, swimming, basketball, and gardening on school days and on some weekdays in the Jennings School District available to all students.

When will the service(s), contribution(s), or resource(s) be provided and how often?

Jennings partnered with PAL for the first time in the 2016-17 school year. These services re-start in August of the 2017-18 school year on Monday through Friday and on Saturdays from 3 pm to 7 pm. PAL will provide police officers as mentors, coaches, and for career cadet programs for our students to learn about various jobs including careers in laws enforcement. PAL also provides college tours and equipment for activities as well as gardening tools.

Where will the service(s), contribution(s), or resource(s) be provided?

PAL will provide these services at the school locations (i.e., Jennings Senior High, Fairview, Northview) as well as at the Gore Community Education Center within Jennings School District.

Who receives the service(s), contribution(s), or resource(s) being provided to the afterschool program?

Over 500 of the 2600 students receive the services and contributions from this PAL and Jennings partnership. These services are available to all students in the district.

Estimated monetary value of identified service(s), contribution(s) or resource(s) being provided?

The monetary value of the services provided are about \$60,000. This includes the following: (\$40,000 for) 4+ staff/police officers providing four specific activities (basketball, gardening, boxing, tutoring plus mentoring from each) 6 days a week (after school and on Saturdays) for 4 hours; (\$10,000 for) equipment--balls, goals, boxing groves, face guards, jump ropes, gardening seeds, hoes and rakes, waters hoses; (\$10,000) college and museum visits and transportation, etc.

Will there be a charge to the afterschool program? If so, how much?

No charge.

Diana J. Davis St. Louis County
Authorized Signature of Organization Police Athletic
League

6/19/2017
Date



June 20, 2017

To Whom It May Concern,

WE would like to be a partner to the Jennings School District in providing WE Schools programming.

- What service(s), contributions, or resources the partner is providing to program: The WE Schools program provides educators and students with curriculum, educational resources and a full calendar of action campaign ideas. Through these resources, including WE Schools Coordinators support, outreach speeches and the WE Leadership Day, WE Schools students gain an understanding of the root causes of pressing issues like hunger, poverty and lack of education, and explore what they can do to help. They also plan at least one local and one global action to improve their community and the world.
- When the service(s), contributions, or resources will be provided and how often (frequency): Educators will receive the materials in August and be invited to attend optional trainings in August and January. Jennings schools may implement the program at any time and use as little or much of the resources as they see fit. There will be scholarships to attend WE Day Chicago in the late Spring.
- Where the service(s), contributions, or resources will be provided: Physical resources will be mailed to the schools in August and educators can choose when/where/how to use them. Training will be at the United Way of Greater St. Louis, WE Leadership Day location is TBD and WE Day Illinois is at the Allstate Arena in Rosemont, IL.
- Who receives the service(s), contributions, or resources being provided to the program: This is left up to the schools and educators to decide. Our program is available to any K-12 school.
- Estimated monetary value of identified service(s), contributions, or resources being provided:
\$75,000
- If there is a small amount of grant money being charged for services/resources provided by partner, then that amount must also be specified in the letter and in the purchased services category of the budget: WE Schools is free to all schools and students.

Sincerely,

A handwritten signature in black ink that reads 'Francie Schnipke Richards'.

Francie Schnipke Richards

Director, Illinois, WE Charity

Program Evaluation

1. Describe how program staff will use local and state evaluation data to refine, improve, and strengthen program, as well as, to provide accountability for each site.

The role of the local evaluator is to help the project director, Advisory Team, and staff interpret and use the data, including all of the attendance, MAP, surveys and Leading Indicators report. Dr. Jeri Levesque, who has evaluated multiple 21CCLC programs and is certified by MASN will evaluate the Stars and Heroes program.

The evaluator is charged with taking our project's annual data and making it ready for the Advisory Committee and project director use for designing an action plan. The project director and appropriate staff representative from each site will work with the evaluator to identify programmatic areas of success and target areas for improvement relative to the three over riding goals (Spring). Program staff will become increasingly capable of using the data to fine tune its academic support plans per grade level by better understanding individual students' strengths and areas of challenge. The director will assign each site coordinator to work with the teachers, tutors, and interested parents to construct a Quality Action Plan. These data and feedback will be compiled by the director for a comprehensive annual plan of action.

Throughout the year the director will review attendance patterns, feedback from students about the enrichment activities, and the "mailbox" feedback from daytime teachers. She will discuss the data with the Advisory Board at least twice per year. Staff will attend the MASN Data Meeting annually to learn to interpret PQA, SAPQA, and YPQA results. Site coordinators and the project director will also discuss as a group the feedback provided by the ARE. The director will bring a team representing the sites to the MASN Planning with Data Meeting to better understand data driven afterschool planning. The project director and staff will meet with the local evaluator (October) to ensure site accountability, review PQA, Youth Assessment, Student Data, surveys (collected February and March annually), district feedback, and issues that hamper or enrich the S&H program.

The site director will work closely with the local evaluator throughout the funding period. They will discuss the results of the ARE site visits, review site data (ex., teacher concerns, enrollment or attendance patterns, new ideas for enrichment programs, etc.) and PQA reports to ensure timely and targeted efforts to monitor fidelity to the grant proposal, assure any revisions of the action plan by DESE are acted upon, document accountability efforts, and disseminate data for instructional planning.

2. Describe the plan for disseminating evaluation findings/reports at any time of the year to the public and/or interested stakeholders in a language and format that is easily understood (note: evaluations must also be submitted to the DESE annually). Plan should include target dates for sharing information, targeted stakeholders, and the method in which the information will be shared.

The Guided Reflection Document provides not only a review of students' achievement progress but also captures the directors', site coordinators', instructional staff's, and others' perceptions of issues that promote or impede the program at the youth, staff, school, and family/community levels. These descriptions are compiled in the late spring (May) during a meeting. The next step is to target some aspect of the local context to improve through collaborative effort (i.e., families, school leaders).

Unlike the Youth Program Quality Scorecard, the Reflection stimulates critical thinking across program planners about how the afterschool program is impacted by many issues that impact the program's ability to develop and maintain a quality program that includes a safe supportive environment, engaging instruction, family communication, and school alignment. While the document is created through discussions and data collected by the evaluator at each site, the final document will enlighten

ATTACHMENT NINE (cont.)

community partners about school based perceptions of barriers to success, and success worth celebrating.

The director will work with the local evaluator to construct an info-graphic that depicts the overall (grantee) project at its elemental level, ex., number of participants (who attend 30 days per district), percent (or number or score) of students meeting specific objectives, number of students performing at proficient and advanced on MAP, key community partners, and number of families that attend the special event nights.

The Missouri Afterschool Site Summary Report (prepared by OSEDA) provides the Jennings' S&H program with quality improvement data per site that will be used to enhance the afterschool services. The Summary provides a table of goals and objectives that indicates: whether each objective was met, the percent of youth at the site meeting the objective, the average percent of youth meeting the objective for all 21st CCLC sites, the percent of 21st CCLC sites meeting the objective, and the number of 21st CCLC sites measured by the individual objective. This information can be readily applied to action planning as the programmatic strengths and weaknesses are clear for each targeted goal.

The project director and staff will create simple graphic posters of key objectives met or exceeded per goal to share with teachers, families, and administrators at each site. This will motivate an esprit de corps at the site by highlighting the successes. This will be displayed as a poster at the sites (using the previous year's data – expected date Fall of each year) and posted with the Guided Reflection on the Jennings School District web page. As the team become more proficient (year 2 and forward) at designing infographics (branded as 21st Century CLC) using software such as Pictochart more specific renderings will be created annually per site and/or per academic or enrichment S&H components. Timetable: Grant Award Posted on JPS webpage, fall 2017, summary of survey data distributed to site coordinators, Middle of Year (annual), PQA results shared with principals via meeting (annual, TBD), discuss program implementation (May annual) with director and site coordinators, share Evaluation Summary with key stakeholders (mid fall annually) via email and at Advisory Council meeting. The local evaluator will work with the project director to summarize data with a family centered infographic that will be used to raise parents/caregivers' awareness that the S&H program is available at no charge for all students in the target schools.

Adequacy of Resources

1. The Jennings School District has been recognized for its accomplishments in providing educational and related activities that have complemented and enhanced the academic performance, achievement, and positive youth development of students. Our accomplishments are many.

Jennings is the highest performing school district in a US Promise Zone in Missouri based on state accreditation standards and more. Jennings School District has exceeded the state accreditation standards by 10 or more percentage points for at least two years (2015 and 2016). Jennings maintains a multi-year graduation rate at or above 93%. Despite Jennings 100% free lunch rate, recently, Jennings has achieved 100% of the state's (Missouri School Improvement Program-MSIP) graduation standard. Jennings has achieved a 100% College and Career Placement for 2016 and 2017. The Jennings School District affirms and produces Jennings Warriors with the Warrior values of being well-respected/self-respect, well-disciplined/tenacity, well-spoken/integrity, well-in-spirit/humility, having good health and wellness, and a strong/warrior's work ethic. Jennings and its leadership has been recognized locally, statewide, and nationally for such high achievement at an organization.

As of Jennings's 100th Commencement, the Class of 2017 achieved 100% College or Career Placement. Of the 160 Jennings Senior High Graduates, these students have received nearly \$2 million in scholarships. Overall, Jennings Senior High School's College and Career Prep Academy has increased the talent pipeline of our students and parents with a strong workforce that addresses **family economic mobility** and employment with living wages with:

- 10 Pharmacy Technician Certified student graduates with jobs
- 8 Certified Nursing Assistant (CNA) student graduates with internships and jobs in this field;
- 11 Power Industrial Forklift Certified and OSHA Certified students for the first time with apprenticeships and jobs with the help of the STLKC Carpenters Regional Council and others;
- 2 Distinguished National Academy Foundation (NAF) Track Academy graduates (first time);
- 40 Jobs for America's Graduates (JAG) alumni and our first JAG National Scholarship Awardee; the U.S. Military gave us our first honorable mention for the highest number of students this school year in the region to pass the ASVAB. Eight percent (8%) of our graduates will serve in the U.S. Military; and
- at least a dozen students with STEAM internships from UMSL and other institutions, including our first music scholarship and internship students (Family Economic Mobility).

The 2017 Jennings Student Council received the highest honor from the Missouri Student Council Association. (3) Our students were recognized on the floor of the Missouri House of Representatives this school year for their leadership and achievement. (4) Just this week, Jennings, with the help of World Wide Technology and St. Louis Regional Chamber, received a new award, the National Academy Foundation (NAF) President's Award, for outstanding leadership and results at Jennings Senior High School. Dr. McCoy will receive \$5000 in July of 2017 as well as be a speaker at the national conference. (Organizing achievements). Jennings had over 10 students, between the ages of 17 and 21, who enrolled in the Jennings Missouri Options program at JETS and graduated.

In August of 2016, we created the Jennings Adult Education Program, which allowed residents over 21 years of age to enroll and receive a Jennings High School Diploma. Mrs. Lesley McSpadden, the mother of Michael Brown, Jr., was first (of two residents) to enroll complete this program, and graduated at this 100th commencement. This was featured on CNN, Teen Vogue, and local media outlets. Research shows that students' success is highly connected to the mother's education attainment. So, we are on a mission to lift our entire community (Justice and Equity for Youth and All).

2. To gain the most cost effective use of public resources, Jennings School District's facilities will be used to implement the afterschool program. Each facility has the capacity to adequately accommodate the afterschool program. All programs will be provided on campus at Jennings Senior High, Jennings Junior High, and Fairview Elementary. This collaboration will also provide access to share equipment, materials, and supplies. A coordination of 21st Century Grant funds and Title I funds will afford us an opportunity to increase the number of activities we can offer our students. One of our partners, Child and Adult Care Food Program (CACFP) will provide hot supper meals for all students.

Projected Five Year Budget (include this page)

Application's Name: Jennings School District

Directions: List the "accumulative" amount of funds for each year funds are being requested. In cases of multiple sites, Applicants shall add all sites and only list the accumulative amount on this page. (Refer to Section VIII and **ATTACHMENT ELEVEN** for additional information on budget category specifications.)

| BUDGET CATEGORY | YEAR ONE Dollars Requested (round to nearest dollar) | YEAR TWO Dollars Estimated (round to nearest dollar) | YEAR THREE Dollars Estimated (round to nearest dollar) | YEAR FOUR Dollars Estimated (round to nearest dollar) | YEAR FIVE Dollars Estimated (round to nearest dollar) |
|---|--|--|--|---|--|
| Salaries | \$234,683 | \$234,683 | \$234,683 | \$187,746 | \$140,810 |
| Benefits | \$47,042 | \$47,042 | \$47,042 | \$37,634 | \$28,225 |
| Travel and Transportation | \$10,823 | \$10,823 | \$10,823 | \$8,658 | \$6,494 |
| Supplies | \$8,800 | \$8,800 | \$8,800 | \$7,040 | \$5,280 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Development (educational training/conferences) | \$2,790 | \$2,790 | \$2,790 | \$2,232 | \$1,674 |
| Purchased Services | \$95,862 | \$95,862 | \$95,862 | \$76,690 | \$57,517 |
| SUBTOTAL Direct Costs | \$400,000 ✓ | \$400,000 | \$400,000 | \$320,000 | \$240,000 |
| Indirect Costs (Do not include equipment category amount in this calculation, see Section VIII.) | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 | Figured at % \$0 |
| TOTAL | \$400,000 ✓ | \$400,000 | \$400,000 | \$320,000 | \$240,000 |

DESE Approval

EB *HW*

Reminder: DESE will base the final diminishing calculations on the average of years one-three awarded budgets.

No program grant total award can be less than \$50,000 per program year (no matter what the percent of diminishing funding) or more than \$400,000 per year.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|----------|----------|---------|----------|----------|
| Annual cost per CCLC student: | \$ 2,162 | \$ 2,162 | \$ 2162 | \$ 1,730 | \$ 1,297 |
| Formula: Total cost of program per year divided by total number of students proposed to serve | | | | | |

Budget Summary Year One 2017-2018 (include this page)

Site Name: Jennings Senior High School

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.**
(See **ATTACHMENT ELEVEN** for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|---|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 5 Certified Teachers-tutoring & enrichment | 1 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 17,500 |
| 3 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 21,000 |
| | | | |
| Subtotal (Salaries)* | | | \$82,311 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 5,775 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$16,293 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 3 college visits @ 63.65 per hr x 21 hrs 1 bus 2 academic/career field experiences @ 63.65 per hr x 14 hrs | College exploration-50 students Career exploration/academic enrichment-40 students | 1,335 890 |
| Director training | 2 nights hotel/3 nights MAACCE | Mandatory DESE training | 1300 |
| Subtotal (Travel & Tran.)* | | | \$4525 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 8 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,600 |
| STEM | Robotic Kits 2 @ 800 each | STEM enrichment | 1,600 |
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| Subtotal (Supplies)* | | | \$3,200 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | <i>Example: 2 computers @ \$850 each</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | <i>Example: MO School Age Community Conference \$250 x 3 people</i> | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | <i>Example: Evaluator \$2000 per year</i> | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 2000 |
| Other (list separately) | ACT Prep | College Readiness-50 students | 10,000 |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 20,000 |
| | | | |
| Subtotal (Purchased Services)* | | | \$34,200 |
| SUBTOTAL (Direct Costs) | | | \$141,459 |
| INDIRECT COSTS | | | \$ |

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| (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at | % | | |
| GRAND TOTAL (Direct + Indirect) | | | | \$141,459 |
| <p>*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.</p> <p>**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.</p> | | | | |



ATTACHMENT ELEVEN-B

Budget Summary Year One 2017-2018 (include this page)

Site Name: Jennings Jr. High

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.** (See **ATTACHMENT ELEVEN** for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|--|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 4 Certified Teachers-tutoring & enrichment | 1 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 14,000 |
| 2 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 14,000 |
| | | | |
| Subtotal (Salaries)* | | | \$71,811 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 4,200 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$14,718 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 3 academic/college & career field experiences@ 63.65 per hr x 21 hrs | Career exploration/academic enrichment-40 students | 1,337 |
| Staff training-hotel | 3 nights MAACCE hotel | Mandatory DESE training | 1,035 |
| Subtotal (Travel & Tran.)* | | | \$3,372 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 6 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,200 |
| STEM | Robotics kits 2 x \$800 each | STEM enrichment | 1,600 |
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| Subtotal (Supplies)* | | | \$2,800 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | Example: 2 computers @ \$850 each | | |
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| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | Example: MO School Age Community Conference \$250 x 3 people | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | Example: Evaluator \$2000 per year | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 200 |
| Other (list separately) | | | |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 30,677 |
| | | | |
| Subtotal (Purchased Services)* | | | \$33,077 |
| SUBTOTAL (Direct Costs) | | | \$126,708 |

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|---|--------------------------------------|--|-----------|
| INDIRECT COSTS (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at % | | \$ |
| GRAND TOTAL (Direct + Indirect) | | | \$126,708 |

✓

*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.

**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.

Budget Summary Year One 2017-2018 (include this page)

Site Name: Fairview Intermediate School

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.**
(See **ATTACHMENT ELEVEN** for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|---|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 3 Certified Teachers-tutoring & enrichment | 1.5 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 15,750 |
| 3 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 21,000 |
| | | | |
| Subtotal (Salaries)* | | | \$80,561 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 5,513 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$16,031 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 2 academic/college & career field experiences @ 63.65 per hr x 14 hrs | Career exploration/academic enrichment-40 students | 891 |
| Staff training-hotel | 3 nights MAACCE- hotel x 3 staff | Mandatory DESE training | 1,035 |
| Subtotal (Travel & Tran.)* | | | \$2,926 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 6 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,200 |
| STEM | Robotics Kits x 2 @ \$800 | Science enrichment | 1,600 |
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| Subtotal (Supplies)* | | | \$2800 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | <i>Example: 2 computers @ \$850 each</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | <i>Example: MO School Age Community Conference \$250 x 3 people</i> | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | <i>Example: Evaluator \$2000 per year</i> | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 200 |
| Other (list separately) | | | |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 26,185 |
| | | | |
| Subtotal (Purchased Services)* | | | \$28,585 |
| SUBTOTAL (Direct Costs) | | | \$131,833 |
| INDIRECT COSTS | | | \$ |

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|---|---------------|---|--|-------------|
| (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at | % | | |
| GRAND TOTAL (Direct + Indirect) | | | | \$131,833 ✓ |
| <p>*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.</p> <p>**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.</p> | | | | |

Budget Summary Year Two 2018-2019 (include this page)

Site Name: Jennings Senior High School

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.**
(See ATTACHMENT ELEVEN for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|---|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 5 Certified Teachers-tutoring & enrichment | 1 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 17,500 |
| 3 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 21,000 |
| | | | |
| Subtotal (Salaries)* | | | \$82,311 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 5,775 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$16,293 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 3 college visits @ 63.65 per hr x 21 hrs 1 bus 2 academic/career field experiences @ 63.65 per hr x 14 hrs | College exploration-50 students Career exploration/academic enrichment-40 students | 1,335 890 |
| Director training | 2 nights hotel/3 nights MAACCE | Mandatory DESE training | 1300 |
| Subtotal (Travel & Tran.)* | | | \$4525 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 8 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,600 |
| STEM | Robotics Kits 2 @ 800 each | STEM enrichment | 1,600 |
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| Subtotal (Supplies)* | | | \$3200 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | <i>Example: 2 computers @ \$850 each</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | <i>Example: MO School Age Community Conference \$250 x 3 people</i> | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | <i>Example: Evaluator \$2000 per year</i> | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 2000 |
| Other (list separately) | ACT Prep | College Readiness-50 students | 10,000 |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 20,000 |
| | | | |
| Subtotal (Purchased Services)* | | | \$34,200 |
| SUBTOTAL (Direct Costs) | | | \$141,459 |
| INDIRECT COSTS | | | \$ |

| | | | | |
|---|---------------|---|--|-----------|
| (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at | % | | |
| GRAND TOTAL (Direct + Indirect) | | | | \$141,459 |
| <p>*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.</p> <p>**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.</p> | | | | |

Budget Summary Year Two 2017-2018 (include this page)

Site Name: Jennings Jr. High

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.**
(See ATTACHMENT ELEVEN for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|---|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 4 Certified Teachers-tutoring & enrichment | 1 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 14,000 |
| 2 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 14,000 |
| | | | |
| Subtotal (Salaries)* | | | \$71,811 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 4,200 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$14,718 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 3 academic/college & career field experiences @ 63.65 per hr x 21 hrs | Career exploration/academic enrichment-40 students | 1,337 |
| Staff training-hotel | 3 nights MAACCE hotel | Mandatory DESE training | 1,035 |
| Subtotal (Travel & Tran.)* | | | \$3,372 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 6 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,200 |
| STEM | Robotics kits 2 x \$800 each | STEM enrichment | 1,600 |
| | | | |
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| Subtotal (Supplies)* | | | \$2,800 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | <i>Example: 2 computers @ \$850 each</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | <i>Example: MO School Age Community Conference \$250 x 3 people</i> | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | <i>Example: Evaluator \$2000 per year</i> | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 200 |
| Other (list separately) | | | |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 30,677 |
| | | | |
| Subtotal (Purchased Services)* | | | \$33,077 |
| SUBTOTAL (Direct Costs) | | | \$126,708 |
| INDIRECT COSTS | | | \$ |

| | | | | |
|---|---------------|---|--|-----------|
| (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at | % | | |
| GRAND TOTAL (Direct + Indirect) | | | | \$126,708 |
| <p>*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.</p> <p>**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.</p> | | | | |

Budget Summary Year Two 2017-2018 (include this page)

Site Name: Fairview Intermediate School

Directions: Provide a **detailed** itemized budget for **EACH** site. In cases of multiple sites, copy pages for each site. **If additional space is needed, this page may be copied as needed with subtotals.**
(See ATTACHMENT ELEVEN for additional directions for completing this itemized budget.)

| BUDGET CATEGORY | BUDGET CALCULATION | EXPLANATION/PURPOSE OF ITEM OR SERVICE | TOTAL PRICE |
|--|---|---|-------------------------|
| Salaries (list by each title/role) | <i>Example: 2 site directors x 15 hours @ \$20/hour for 44 weeks.</i> | | Round to nearest dollar |
| District Director | 50% of Salary divided by 3 sites | Manage Program & Supervise all staff | 12,500 |
| Administrative Asst. | FT position divided by 3 sites | Administrative duties, Kids Care | 13,811 |
| 1 Site Coordinator | 4 hrs/ x 175 days @25/hr | Manage daily activities at site | 17,500 |
| 3 Certified Teachers-tutoring & enrichment | 1.5 hrs/ x 175 days @20/hr | Tutoring and enrichment daily | 15,750 |
| 3 enrichment staff | 2 hrs/ x 175 days @20/hr | Provide enrichment daily | 21,000 |
| | | | |
| Subtotal (Salaries)* | | | \$80,561 |
| Benefits (list by each title/role) | <i>Example: site directors at 10.95% each</i> | | |
| District Director | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 3,750 |
| Administrative Asst. | Calculated at 30% | OASDI, Medicare, retirement, Insurance divided by 3 sites | 4,143 |
| Site Coordinator | Calculated at 15% | OASDI, Medicare, retirement | 2,625 |
| Teachers/Enrichment staff | Calculated at 15% | OASDI, Medicare, retirement | 5,513 |
| | | | |
| | | | |
| Subtotal (Benefits)* | | | \$16,031 |
| Travel and Transportation | <i>Example: 3 busses @ \$35/day x 74 days</i> | | |
| Staff Travel | 3 staff @ .50 per mile | Mandatory DESE trainings | 1000 |
| Buses for Academic enrichment-college tours | 1 bus 2 academic/college & career field experiences @ 63.65 per hr x 14 hrs | Career exploration/academic enrichment-40 students | 891 |
| Staff training-hotel | 3 nights MAACCE- hotel x 3 staff | Mandatory DESE training | 1,035 |
| Subtotal (Travel & Tran.)* | | | \$2,926 |
| Supplies | <i>Example: Consumable supplies \$300/teacher x 3 teachers</i> | | |
| 6 teachers | Consumable supplies \$200/teacher x 8 teachers | Academic and enrichment materials | 1,200 |
| STEM | Robotics Kits x 2 @ \$800 | Science enrichment | 1,600 |
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| Subtotal (Supplies)* | | | \$2800 |
| *If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages. | | | |
| Equipment (specify #s of each piece and prices per item type unless priced as a unit) | <i>Example: 2 computers @ \$850 each</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal (Equipment)* | | | \$0 |
| Professional Development (education/training, conferences) (break out by each Professional Development Activity/training) | <i>Example: MO School Age Community Conference \$250 x 3 people</i> | | |
| New Program Director Training- Required** | | | |
| State Conference (MOSAC2 and/or MAACCE)-Required | MAACCE-\$235 x 3 people | Mandatory Professional Development | 705 |
| Other (list separately) | Active Learning Institute-5 staff x \$45 | Staff Training for clock hours | 225 |
| | | | |
| | | | |
| Subtotal (Prof. Dev.)* | | | \$930 |
| Purchased Services | <i>Example: Evaluator \$2000 per year</i> | | |
| Quality Improvement Resources (budget \$1,900/site or \$2,350 for K-12 single site)-Required | PQA | Quality Improvement | 1900 |
| Methods Training (budget \$300/grant)-Required | Methods Training | Quality Improvement | 300 |
| Evaluator (\$2,000/first site plus \$200 for each additional site)-Required | Evaluator 2000 per year | Evaluate Program | 200 |
| Other (list separately) | | | |
| | Various Enrichment Consultants | STEM, cultural, recreational, personal enrichment | 26,185 |
| | | | |
| Subtotal (Purchased Services)* | | | \$28,585 |
| SUBTOTAL (Direct Costs) | | | \$131,833 |
| INDIRECT COSTS | | | \$ |

| | | | | |
|---|---------------|---|--|-----------|
| (Do not include equipment category amount in this calculation. See Section VIII) | Calculated at | % | | |
| GRAND TOTAL (Direct + Indirect) | | | | \$131,833 |
| <p>*If you have additional pages beyond the first two pages for Year 1 budget, you must put the total of all pages for each budget category on the appropriate subtotal line of the first two pages. Do not put the total on additional pages.</p> <p>**Previous Cohort 7 program directors and/or current Cohort 8 or 9 program directors do not have to attend.</p> | | | | |

Budget Narrative

1. The School District of Jennings will act as the fiscal agent for this proposal. The District will provide assurance of the following:
 - All funds provided under the grant will be used solely for the purposes set forth in the award program.
 - Generally accepted cost accounting methods will be utilized to ensure that the funds are not used to support activities that do not conform to the bid application.
 - The District will keep financial record organized and secure, ensuring both accessibility to DESE and protection from unauthorized use of theft of finance-related information.
 - No funds provided pursuant to this program shall be expended to support religious practices or political activity.
 - The governance of the award program shall operate independently from religious practices of the organization.
 - The program activities are not held in conjunction with religious instruction, worship or prayer.
2. Funds that are awarded to the Jennings School District will not supplant other federal, state, and local funds. Funds will be used to enhance and expand programming to increase student achievement, personal, and social growth.
3. The Jennings School District will provide high quality academic, recreational, cultural enrichment and family engagement activities for eighty students at the high school, sixty-five students at the middle school, and forty students at the elementary school including their family members. The requested amount will cover the cost of daily programming to ensure students are safe and engaged at all times. Highly qualified staff (certified teachers) will be hired to provide the academic support and we will have a 1:16 child/staff ratio in accordance with out license as required by the Department of Health and Senior Services.
4. Salary costs are necessary and reasonable to provide a high quality program. Administrative costs are necessary to ensure that all goals and objectives are focused on daily. Our primary goal is to make sure that all students are safe. Hiring enough staff is critical to ensure all students are supported and that we maintain the required 16:1 child/adult ratios. The budgets are fairly similar years one and two. Adjustments will be made if necessary to keep program integrity.
5.
 - a. Transportation and travel to the required DESE trainings are reasonable because the Program director, site coordinators, and 2 staff from each site will be the only staff to attend the out of town trainings. Staff are being paid \$.50 per mile for travel, and hotel expenses are at the rate DESE agrees to.
 - b. Teaching and enrichment staff will utilize school resources to minimize the cost of supplies and materials. Each teacher will use technology throughout the afterschool program, and consumable supplies are at a minimum of \$200 per teacher for the entire 170-175 days.
 - c. The 21st Century Stars and Heroes is not requesting funds for equipment. We will utilize the equipment from prior grants and the schools.
 - d. Professional Development is necessary to keep teachers and support staff abreast of the best practices in the afterschool field.
 - e. The purchased services is the enrichment component. Stars and Heroes will provide a variety of engaging activities that will keep the students interested in coming to the program for more than 60 days. Parent workshops, family nights, mandatory quality improvement trainings, and the external evaluator will be paid from this category.
 - f. The Jennings School District is absorbing the indirect costs of the grant.
6. Revenue from the Child and Adult Food Program, and Reimbursements from the Department of Social Services will pay for program items that are disallowed by the grant. In-kind contributions

from Community Action Agency of St. Louis County, WE schools, Lincoln University and the Police Athletic League will allow us to leverage grant funds.

Sustainability

1. Jennings School District has been recognized locally and nationally due to our highly successful achievements in the areas of academics, family support services, and community outreach programs. Our reputation precedes us. The recognition we have obtained locally and nationally has generated a considerable amount of external support from organizations and businesses who have expressed an interest in partnering with us and/or provide resources and services. Our partners will provide support services and resources through monetary donations, in-kind donations, volunteering their time to assist with program activities, mentorships, and other level of supports as needed to sustain our afterschool program. Currently, the organizations that have committed to provide services are: Community Action Agency of St. Louis County – adult training, leadership development, financial literacy and case management; Operation Food Search – health education; Police Athletic League – enrichment activities including boxing, swimming, tutoring, basketball; and Provident Inc. –counseling services. Our Collaborations with our partners will continue after the grant funding period ends.

2. In order to sustain our program beyond the award period, we must be proactive in our initial planning process. Therefore, sustainability planning will be collaborative and ongoing focusing on several key program aspects: assessing program expenses by looking for ways to reallocate resources to sustain the program after the grant funding ends; maintaining program outcomes such as ensuring the activities are addressing our goals and objectives; are adequate resources in place to support the activities, and assess how the partnerships can be instrumental in identifying additional funding, in-kind contributions, and other resources that will sustain program operations.

The School District consists of 2,500 K-12 students. We have a 100% free lunch rate. The district's journey has been focused on serving the whole child by addressing families in a high poverty community. Afterschool programs are very vital in providing students a safe, nurturing, fun, and exciting learning environment after the school day ends. Therefore, we will be proactive in pursuing additional funding revenues to avoid having to charge our students and parents a fee to participate in the Jennings School District Afterschool Program.

STATEMENT OF ASSURANCES (include this page)

The applicant hereby assures the Department of Elementary and Secondary Education that:

- A. The program will take place in a safe and easily accessible facility.
- B. The proposed program was developed and will be carried out:
 - i. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and
 - ii. In alignment with the challenging State academic standards and any local academic standards.
- C. The local education agency (school and district in which 21st CCLC program students attend during the regular school day) agrees to collect and share education achievement data (i.e. grades, state assessment/MAP), attendance/behavior data, and any other data requested by the DESE that will be necessary for federal and state reporting and evaluation of the program.
- D. Funds under the program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and in no case supplant Federal, State, local, or non-federal funds.
- E. The community was given prior notice of the applicant's intent to submit an application and that the application will be available for public review after submission of the application.
- F. The applicant includes a preliminary plan for continuation of the program after federal funding ends.
- G. The applicant will consult with officials of public/non-public schools on an ongoing basis in a meaningful and timely manner, and provide public/non-public participants genuine access to equitable services. The applicant will ensure that equitable participation of public/non-public participants (if any) will be provided.
- H. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. If such practices are offered by the organization, they may not be offered as a part of the program receiving assistance. Awardees must use generally applicable cost accounting procedures to ensure that funds will not be used to support religious practices, 2) the governance of the award program shall operate independently from religious practices of the organization, and 3) the program activities are not held in conjunction with religious instruction, worship, or prayer.
- I. Programs will offer services no less than four (4) days per week and no less than twelve (12) hours per week.
- J. The applicant meets the absolute priorities to be eligible to apply and receive funds as stated in Section IV.
- K. A student transportation plan indicating the options provided to students to ensure that all students eligible and/or interested in the 21st CCLC program are able to attend and participate, as well as, how the students will travel safely to and from the center and home.
- L. Awardees will annually evaluate program to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment; results will be made public in a form and language that is easily understood.
- M. The applicant will agree to cooperate with technical assistance teams and site visits each year.
- N. Program activities will meet the measures of effectiveness.
- O. Program will provide academic enrichment activities to students in low-performing schools to help them meet the challenging State academic standards in the core content subjects of at least, but not limited to, reading/language arts, mathematics, and science (subjects are Missouri specific).
- P. Students will be offered a broad array of additional services, programs, and activities.
- Q. Program will offer families of students served by the program opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
- R. The applicant agrees to keep records and provide information to the DESE as required.
- S. Awardees will use the KCC web-based management system as stated in Section VII.
- T. Progress will be measured and reported to the DESE to demonstrate academic achievement (i.e. attendance, grades, MAP/State Assessment, behavior, etc.) and for federal and state reporting via KCC and any other reporting means as identified by the DESE.
- U. Generally accepted cost accounting methods will be utilized to ensure funds are not used to support activities that do not conform to this application.
- V. All applicants awarded a 21st CCLC grant by the DESE must ensure that records directly associated with the program's funding are available for viewing by members of the public upon request.
- W. The applicant has inquired with DHSS for licensing determination of all sites (see Section V).
- X. Awardees agree to follow all requirements as outlined in the application and any additional requirements authorized by the DESE.
- Y. The applicant will administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.

ATTACHMENT THIRTEEN (cont.)

The applying district/organization/agency, through the authorized representative, and any partnering organization fully understands the Assurances and the responsibility for compliance placed upon the applicant by the Assurances. The awardee will refund directly to the DESE any unused or misused funds. Any significant revision of the approved proposal will be requested by the awardee prior to the enactment of the change.

Art McCoy 6/20/2017
Authorized Signature of Applicant Date
Dr. Art McCoy
Print Name

Art McCoy, Kimberly J. Wooden 6/20/2017
Signature of Primary Contact Person Date
Dr. Art McCoy, Kimberly J. Wooden
Print Name

CERTIFICATION REGARDING PLAGIARISM

(include this page)

By signing and submitting this form, the undersigned certifies to the best of his or her knowledge and belief, that:

- A. The work product in this application is the original work of the district/organization and its agents who worked on the Application.
- B. If a discovery of plagiarism is made known or brought to the attention of officials at the DESE during a current grant competition, then at the discretion of the DESE, the DESE has the right to remove the application for funding consideration because of the occurrence of cause.

Name: Dr. Art McCoy

Signature: Dr. Art McCoy

Title: Superintendent of Schools

District/Organization: JENNINGS School District

Date: 6/20/2017

Determination of Licensure*(include this page)*

(see Section V, Application Details and Requirements, for more information)

Check the box below that best fits your situation:

- ☒ I am currently licensed. If yes, attach your certificate(s) and label as Appendix B. You must have a certificate for each site.
- ☐ I have an exempt letter. If yes, attach the exemption letter and label as Appendix B. You must have a letter for each site.
- ☐ Neither of the above applies; I have submitted the DC-20 form to the Department of Health and Senior Services and awaiting my determination. Note: If awarded, you may not begin programming until documentation is provided to the DESE.

Link to DC-20 form: <http://health.mo.gov/safety/childcare/pdf/DC-20.pdf>

Active Collaboration and Academic Standards Alignment Assurance

(include this page)

By signing and submitting this assurance form, the undersigned certify to the best of their knowledge and belief that the proposed program was developed and will be carried out:

- i. In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and
- ii. In alignment with the challenging State academic standards and any local academic standards.

Art McCoy
Authorized Signature of Applicant

9/15/17
Date

Art McCoy
Print Name
Superintendent of Schools
Title

Kimberly J. Wooden
Signature of Primary Contact Person

9/15/17
Date

Kimberly J. Wooden
Print Name
Director of Extended Programs
Title

Art McCoy
Signature of Superintendent

9/15/17
Date

Art McCoy
Print Name
Jennings School District
School District Name

(From district in which the students served by this program attend, if more than one superintendent/district, make copies of form for all signatures. If the applicant is an LEA, it is possible that the authorized signature above will be the same as the superintendent and they will sign twice).

State of Missouri

Department of Health and Senior Services Child Care Center License

This is to certify that PROVIDENT, INC. Number 002657601 at the location known as 7047 EMMA AVE JENNINGS, MO 63136-1049 USA County of ST LOUIS is hereby granted this license to conduct and maintain a Child Care Center. This Child Care Center is licensed to care for a total of 70 boys and girls; ages 5 YEARS through 12 YEARS; 06:00 AM to 09:00 PM; effective from 08/04/2017 through 07/31/2019.

This license is further limited to: **BEFORE AND AFTER SCHOOL CARE ONLY**

The licensee agrees to comply with the Missouri State Statute Section 210.201 – 259, RSMo and Department of Health and Senior Services Licensing Rules for Group Child Care Homes and Child Care Centers.

Direct inquiries about this license to:

Section for Child Care Regulation

220 SOUTH JEFFERSON AVE
ST LOUIS MO 63103
(314) 877-0210

Sue Porting

Administrator, Section for Child Care Regulation

State of Missouri

Department of Health and Senior Services Child Care Center License

This is to certify that PROVIDENT, INC. Number 002657601 at the location known as 7047 EMMA AVE JENNINGS, MO 63136-1049 USA County of ST LOUIS is hereby granted this license to conduct and maintain a Child Care Center. This Child Care Center is licensed to care for a total of 125 boys and girls: ages 5 YEARS through 13 YEARS; 06:00 AM to 09:00 PM; effective from 05/05/2017 through 08/03/2017.

This license is further limited to: BEFORE AND AFTER SCHOOL CARE ONLY

The licensee agrees to comply with the Missouri State Statute Section 210.201 – 259, RSMo and Department of Health and Senior Services Licensing Rules for Group Child Care Homes and Child Care Centers.

Direct inquiries about this license to:

Section for Child Care Regulation

220 SOUTH JEFFERSON AVE
ST LOUIS MO 63103
(314) 877-0210

Sue Postling

Administrator, Section for Child Care Regulation

Competitive Priority

Complete this form only if you are applying for competitive priority points. Refer to the following site to determine eligibility: <https://dese.mo.gov/quality-schools/extended-learning/afterschool-programs/grants>. You do not have to apply for all points; answer "no" for those you are not applying for.

- A. Application proposes to serve students at a site in a county that does not currently have an afterschool program funded by 21st CCLC funds. In order to receive the additional points, the applicant's agency must also have an established domicile within the same county (maximum 5 points).

☐ Yes ☐ No

If yes, what county do you propose to serve? _____

- B. Application proposes to target services to students who attend a focus and/or priority school OR other schools determined by the LEA to be in need of intervention and support to improve student academic achievement and other outcomes AND enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal activities, or who lack strong positive role models, as well as, the families of these students (maximum 2 points).

☒ Yes ☐ No

- i. If yes, list the district, school(s), and whether they are listed as a focus, priority school(s), or identified by the LEA to be in need of intervention and support.

| District | School | Focus, Priority, or, LEA identified school |
|----------|-----------------------|--|
| Jennings | Fairview Intermediate | Focus |
| | | |
| | | |

- ii. Describe how you will target students who may be at risk for academic failure, dropping out of school, involvement in criminal activities, or who lack strong positive role models, as well as, the families of these students?

Students will be identified through the academic care team based on their academic deficiencies. We will also use social worker/counselor referrals and parent advisory council recommendations.