

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

*** Local Project Title:**

KidREACH

*** Lead Agency:**

World Vision, Inc.

*** Community-Based Organization:**

- Yes
- No

*** Contact Person:**

Shelby L. Dettinger

*** Phone #:**

304-203-9157

*** Fax #:**

304-457-6612

*** Email:**

sdetting@worldvision.org

*** Address:**

259 Chestnut Street, Philippi, WV 26416

*** Fiscal Agency Contact Person:**

Linda Ombogo

*** Phone #:**

253-815-2912

*** Fax #:**

304-457-6612

*** Email:**

lombogo@worldvision.org

*** Address:**

34834 Weyerhaeuser Way S, Federal Way,
WA 98001

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

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

Edward Vincent, Superintendent, Barbour Co. Schools

* Phone #:

304-457-3030

* Fax #:

304-457-3559

* Email:

edvincen@k12.wv.us

* Address:

45 School Street, Philippi WV 26416

*** Other Collaborating Partnerships:**

West Virginia University Extension Service

Barbour Community Health Association

Old Brick Playhouse

Bright Futures Barbour County

Barbour County Lions Club

Number of collaborating partners actively involved in the project:

* 2	Schools
* 3	Community-Based Organizations
* 0	Faith-Based Organizations
* 1	Community / Business

Schools Served

District

School

* Barbour County Schools - 002 ▼	* Junior Elementary School
* Barbour County Schools - 002 ▼	* Philippi Elementary School

Number of Sites	* <input type="text" value="2"/>
Funds Requested	* \$ <input type="text" value="115,898.95"/>
Federal Employees Identification Number (FEIN)	* 95-1922279
Unique Entity ID (UEI)	* FYLGEXPJTM91
West Virginia Vendor Number	* 000000232120
Proposed Program Funding Dates	July 1st, 2019 - September 30th, 2020

Funding Type	Amount	Description
Matching (local) funds	\$ <input type="text"/>	<input type="text"/>
In-kind	\$ <input type="text" value="48,085.24"/>	

Meals at grant-required fall and spring conferences @ \$90/day x 2 people x 6 days = \$1080
 Registration Fees for fall and spring conference = \$100/event x 2 people x 2 events = \$400
 Lodging for fall and spring conference = \$150/night x 2 people x 5 days = \$1500
 Background Checks = 40 (staff and volunteers) @ \$25/check = \$1000
 Suppers for monthly staff meetings and advisory board meetings = \$2450
 5 staff Meetings x 25 people x \$10/meal = \$1250
 4 Advisory Board Meetings x 30 people x \$10/meal = \$1200
 Back to School Bash School Supplies for distribution (From World Vision GIK) to students = \$5000
 Site programmatic supplies (World Vision GIK) = \$1000/site x 2 sites = \$2000
 Classroom Wellbeing Kits = 4 kits/site x \$250/kit = \$1000
 STEAM Day Food = 100 attendees (families, students and KR staff) x \$10/person = \$1000
 Snacks for field trips = 2 sites x 2 trips x 40 students x \$15/student = \$2400
 Food for all after school programs (combined average attendance of 38) = 38 students x \$3.40/meal x 4 days/week x 30 weeks = \$15,504.00
 Brighter Futures and Barbour Community Health Association Training = 4 trainings @ \$300/training = \$1200
 World Vision Supplemental Snacks = 2 sites x \$750/site = \$1500
 BookSmart Licensure for all sites/students = \$4000
 Classroom set of computer tablets for each site (for use with BookSmart) = 38 students x \$125/tablets = \$4750
 Barbour County Schools Bus Transportation - 2 days/week x 25 weeks = \$3,693.00 (bus driver) + \$282.51 (SS) + \$48.75 (Workers' Comp) + \$276.98(Retirement) = \$4301.24

Cash	<input type="text" value="26,000.00"/>	World Vision SEL Coordinator = \$7500.00 Old Brick Playhouse = \$5000.00 BCS Cook for one learning site = \$13,500.00
<input type="text" value="\$"/>	<input type="text" value="\$"/>	<input type="text"/>

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

- Yes
- No

Assurances

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Program Level

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

1.	The applicant or grant recipient must have a Unique Entity Number and provide it to the WV Department of Education. No entity may receive a federal sub-award without one.
2.	Administer the 21st Century Community Learning Centers (CCLC) project under all applicable statutes, regulations, program plans, and applications.
3.	Adopt and use proper methods of administering 21st CCLC, including the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
4.	Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the West Virginia Dept. Of Education (WVDE), the US Secretary of Education, or other Federal officials.
5.	The applicant assures it has described steps make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the needs of students, staff, and other program beneficiaries to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 http://www.ed.gov/policy/eiseac/leg/eisea02/index.html)
6.	The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
7.	Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8.	Use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices. Sub-granting of the award is not allowable. Program income may not be generated without approval by the US Department of Education.
9.	Make reports to the WVDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the WVDE and the Secretary may find necessary to carry out their responsibilities.
10.	Comply with the following to receive funding in the fourth and fifth years of the grant cycle: <ul style="list-style-type: none">• Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;• Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) at reduced grant allocation in the fourth year;• Maintain the scope of the original level of programs and service to the same number of students (ADA) at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$50,000); and

	<ul style="list-style-type: none"> • Provide documentation of completed federal and state reports as required.
11.	Comply with provisions of Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
12.	Comply with the following acts of Congress: <ul style="list-style-type: none"> a. Single Audit Act of 1984 b. Civil Rights Act of 1964 c. Gun-Free Schools Act of 1994 d. Americans with Disabilities Act 1990 e. Pro-Children's Act of 1994 f. Stevens Amendment, 1991 g. Bipartisan Safer Communities Act, 2022
13.	Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
14.	Not utilize any federal funds to lobby Congress or any federal agency.
15.	Abide by and remain current on collection of and reporting of data.
16.	Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
17.	The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
18.	If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.
19.	Meet the minimum number of hours and days as required under program operations.
20.	Begin serving students with the 21stCCLC Program by October 15.
21.	Provide dedicated program space for school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
22.	Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
23.	Immediately notify WVDE of a change of director or site coordinator.
24.	Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
25.	Provide equal opportunities for the participation of both public and private school students served by the award.
26.	Allow site coordinators and directors access to 21st Century guidelines and required WVDE trainings.

27.	To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), the community must be given public notice of an organization's intent to submit an application. The application and any waiver request must be available for public review after submission.
28.	The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the West Virginia Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited).
29.	The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding, or pending final report. Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.
30.	The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include but are not limited to, the failure to:
A.	Provide a high quality program with evidence of academic progress;
B.	Implement the program as described in the application;
C.	Serve several regular attendee students as stated in the application;
D.	Adhere to assigned assurances;
E.	Limit administrative costs to 30% of budget
F.	Submit required reports and documentation in a timely manner;
G.	Use funds responsibly and appropriately;
H.	Resolve a non-compliance audit/monitoring finding;
I.	Submit required data within the given timeframe;
J.	Implement a required Corrective Action Plan
	Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application

Program Summary

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () -- New - Application Number (10)

Program Summary

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

Name and Location of Each Site	Days and Times of Program Operation Throughout Week						Program Start Date	Program End Date	Estimated Average Daily Attendance	Federal Direct Certified Students Percentage at School/Site	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat					
* Junior Elementary School, Junior, WV	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM			* 09/16/2024	* 05/09/2025	* 19	* 57.5 %	* 16
* Philippi Elementary School, Philippi, WV	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM	3:00 PM - 5:00 PM			* 09/16/2024	* 05/09/2025	* 19	* 61.6 %	* 16
* Junior and Philippi Elementary (Virtual Math)		7:00 PM - 8:00 PM		7:00 PM - 8:00 PM			* 10/07/2024	* 05/01/2025	* 6	* 59.55 %	* 30
Totals for the Entire Program										Average Federal Direct Certified Students Percentage at School/Site	Total Estimate of Adults / Family Members Served
										59.55 %	62

Program Summary for Summer (If Applicable)

Name and Location of Each Site	Days and Times of Program Operation Throughout Week						Program Start Date	Program End Date	Estimated Average Daily Attendance	Estimated Adults / Family Members Served
	Mon	Tues	Wed	Thurs	Fri	Sat				
Totals for the Entire Program										Total Estimate of Adults / Family Members Served

0	
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* Statement of Need

A. Compelling Need for the Program Using Multiple Data Sources

The proposed KidREACH program (KR) will serve students from Junior and Philippi Elementary Schools. The project budget is based on 38 students, calculated as required according to prior attendance. However, the program anticipates serving a total of 50 students during the next academic year. The two schools were selected based on strong relationships, student needs, demonstrated community commitment, and at the request of school leaders. In 2023, Philippi Elementary School was identified by the West Virginia Department of Education as a Comprehensive Support and Improvement school (CSI), meaning that it receives targeted support to enhance its performance and address specific challenges. Both schools qualify for Title 1 funding. Significant data, drawn from state educational data, the U.S. Census, surveys, a community needs assessment, and personal meetings with potential partners, with Barbour County Schools Administration, and with the targeted schools' leaders combine to paint a picture of a challenging existence in small-town Barbour County. Please see the following sections for details: 1. **Student needs and risk factors, including student subgroups, using current and specific data to document. Widespread poverty adversely affects the lives and academic success of students.** Students need academic assistance, safe adult supervision after school, and opportunities to understand the benefits of developing their skills and talents through persistence while also being receptive to constructive feedback. Clearly, the students to be served by KidREACH face significant challenges, **with high poverty being the largest challenge placing them at risk of academic failure. A growing body of evidence suggests that "growing up in poverty contributes to cumulative risk exposure—resulting in chronic stress which impacts neurocognitive development in ways that tend to hinder academic performance."** (Harms, 2023). Students from poverty-stricken families often suffer illnesses that affect learning or lack adequate nutrition, making it difficult for them to perform their best.

Social-emotional learning needs.

Psychological research also shows that living in poverty is associated with differences in structural and functional brain development in children and adolescents in areas related to cognitive processes that are critical for learning, communication, and academic achievement, including social-emotional processing, memory, language, and executive functioning (American Psychological Association, 2022). Poverty's psychological effects can transcend generations, as children inherit not only the financial circumstances of their parents but also the associated mental health challenges and coping mechanisms (Reed, 2024). Breaking this cycle requires comprehensive strategies that address both economic conditions and mental health support.

The lives of children in our communities are characterized by high rates of adverse childhood experiences (ACES), which researchers have demonstrated can adversely affect student behavior, academic performance/achievement, and emotional health (Blodgett & Langan, 2018; Qu, et al., 2023). ACES include high rates of drug use among families, high rates of referrals to Child Protective Services, and increased numbers of students exhibiting food insecurity. A growing body of research has shown that maternal ACES factors are directly correlated to the number of ACES that a child experiences (Schickedanz et al., 2021).

The data from a 2024 parent needs survey reflect these alarming findings. For example, parents of students at both targeted schools ranked "Lack of Positive Role Models" as the highest challenge that their children face to succeed in school. **Table 1** below summarizes the most common parent responses about community challenges facing students.

School	Junior	Philippi
Lack of positive role models	75%	89%
Family stress (financial, addiction)	63%	72%
Not having access to enough food in the home	38%	42%
Mental health issues	56%	47%
Difficulty with self-monitoring/self-management/decision-making	37%	58%

Source: Parent Surveys of Junior and Philippi, March 2024

Poor academic performance at the target schools. In Barbour County, such a high number of students are economically disadvantaged that all schools have an automatic 100% eligibility for free and reduced lunch. Students at these schools are in danger of falling even before beginning school because of the challenging circumstances of their lives, but if the schools are struggling to meet basic educational standards, this creates additional obstacles to student success. For example, statewide assessment data reveal that only one in three students at Philippi Elementary are meeting or exceeding state standards in English/Language arts. At Junior Elementary, just over half of the school's population met or exceeded these same standards. (WVDE, (n.d.-b). SY2023-2024 State Assessment Achievement, by School, Grade and Subject). Our 2024 parent surveys confirmed these assessment results. Among parents at Junior Elementary, (75%) identified "difficulty with reading" and 70% named "difficulty with math and science" as challenges their students face. Parents from Philippi Elementary reported similar challenges. More than two-thirds (67%) of Philippi parents identified "difficulty with reading," and 71% cited "difficulty with math and science" as challenges to student success.

Low levels of community educational attainment mean students have few role models for educational success. Over the years, the multiple risk factors that students face at home and school accumulate. A Barbour County Schools social worker noted:

"At schools that we serve, some of the major challenges we see facing our students are lack of boundaries, lack of parental support, poor home lives, poor decision-making and not having role models in their lives" (2024, personal correspondence).

As a result, many students become discouraged. Many drop out of school. For example, 20.6% of Junior adults and 11.3% of Philippi adults lack a high school diploma, higher than the national rate of 8.9% and exceeding or on par with the state rate of 11.6% (USCB, 2022a). **Only 2.6% of Junior residents and less than 20% of Philippi residents have a bachelor's degree, compared to 34% of adults nationwide.** Low parental educational attainment places children at risk of educational failure and contributes to higher rates of childhood poverty (National Center for Educational Statistics, 2022).

In addition to this data cited on student academic performance challenges, socio-economic challenges facing their families and local communities (discussed below) are just as devastating.

2. Local, data-based needs of parents and families to be served

Deep generational poverty creates many challenges for parents and families. Parents and families in Junior and Philippi encounter ongoing challenges in supporting their students' academic success. Substantial data paint a picture of high poverty, low educational attainment, and risky after-school environments for children. For example, median household income in Philippi is less than half the national average, while in Junior, that drops to barely more than a third of the national average (see Table 2 below). This means that families in these communities are earning \$38,000 to \$46,700 less than average families nationwide. **In Junior, more than two-thirds of families with children under the age of 18 are living in poverty.** For children living in a female-led single-parent household, the poverty rate in Junior exceeds 86% and is 33% in Philippi (U.S. Census Bureau [USCB], 2022b).

Table 2: Target Community Key Indicators of Deep Poverty

	Junior	Philippi	WV	U.S.
Median Household Income	\$28,393	\$36,563	\$55,217	\$75,149
Unemployment rate	27.7%	8.0%	6.10%	5.3%
Families' w/children under 18 below poverty	70.8%	14.8%	6.10%	8.8%
Female (single) householder with children under 18 below poverty	86.2%	33.3%	42.0%	33.1%
Food insecure (receive food stamps/SNAP)	35.10%	18.4%	16.6%	11.5%

Source: USCB, 2022b (Table DP03)

As **Table 2** above shows, the number of families who receive SNAP benefits is significantly higher than the state and national average. This tells part of the story of food insecurity and family struggles to meet basic needs. According to a recent report from Feeding America, Barbour County ranks #20 in the state for family food insecurity, 34.9% higher than the national average. However, in families with children, food insecurity is even higher, 47.3% higher than the national average (Stacker, 2022). In our surveys of parents from targeted schools, 37% said "having access to enough food at home" was a challenge for their children.

Child poverty continues to worsen, contributing to an array of Adverse Childhood Experiences (ACES).

West Virginia was the only state in the nation where child poverty increased in 2022, jumping from 20.7% to 25%, the second highest in the nation (O'Leary, 2023). Among West Virginia's 55 counties, Barbour County ranked 43rd in child poverty, 50th in child abuse/neglected cases, and 38th in overall child well-being, the well-being number plummeting from 22nd in just one year (West Virginia Kids Count, 2022). At 20.8%, the poverty rate in Barbour County is 23.08% higher than the state average and 65.08% higher than the national average (Welfare Info., 2021).

What these statistics may not make clear is that poverty is generational here. A decade ago, the West Virginia Center on Budget and Policy found that child poverty had been a systemic problem in the state for over fifty years (Pratt, et al., 2013). Here, children spend years in poor families where they "face lower educational achievement, maltreatment and other obstacles that affect them for the rest of their lives" (O'Leary, 2019). Research has demonstrated that Adverse Childhood Experiences such as these can alter one's ability to deal with stress and to learn. **Childhood adversity can have lasting and far-reaching effects** on individuals and their families. "When someone no longer believes they can improve the quality of their life, the focus shifts from improving their circumstances to learning to cope with circumstances as they are" (Blindreiff, 2017). The result is a loss of hope. One outcome is that families and young people no longer see any advantage to working hard or achieving in school. If nothing is going to change, why try?

The tragedy of drug abuse and addiction harms childhood health, safety, and ability to succeed in school. This loss of hope is exacerbated by the realities of the dire drug situation in West Virginia. In addition to the poor economic indicators discussed above, the Centers for Disease Control's (CDC) most current data shows that West Virginia had the highest overall drug overdose death rate in the nation (CDC, 2022). At 90.9 deaths per 100,000 residents, this is nearly seventeen times the national average (CDC, n.d.). Similarly, the Agency for Healthcare Research and Quality's (AHRQ) most recent data reports that West Virginia has the highest rate of neonatal opioid withdrawal syndrome cases (AHRQ, 2022). In our spring 2024 surveys of target school parents, an average of 10% reported that "at least one family member is or has been battling addiction or substance abuse," and 12% reported "at least one member is or has been a victim of domestic violence." In both cases, we suspect the true numbers are much higher, because, although we guaranteed anonymity for parents, several stated "I'd prefer not to answer" when we asked these questions about family circumstances. Again, we are left with a picture of children who start life with the deck stacked against them, a fact that inevitably affects their future success, educationally and otherwise.

B. Why Communities Were Selected and How Program Clearly Links to Identified Needs and Expected Outcomes Based on Recent Community Needs Assessment

As the data amply demonstrates, Junior and Philippi are small, rural communities characterized by low income, high food insecurity, generational poverty, and a dearth of community resources. Children and families experience many gaps in services that KidREACH can help address. Even basic daycare poses financial and transportation obstacles to most parents, and access to quality preschool education is limited. In our parent surveys, 47% of parents with families in the Junior community reported that their children had limited or no "access to resources and opportunities in the community such as parks, clubs, libraries or sports." Safe, affordable family-friendly recreational opportunities are minimal. In Philippi, the only gym is only open for three months to host city league basketball games in which many students cannot afford to participate. There is one public library, but it is not open in the evenings when students are out of school. Junior has one park but not a library or other community resources. In both communities, students have limited opportunities to use their time productively after school and few opportunities to develop their work, learning, and life skills outside of the classroom. There are also few opportunities for families to do things together. KidREACH can address these gaps by providing children and youth with a safe, adult-supervised place to go after school. Providing tutoring and academic assistance fills the gap in academic support from home; a daily nutritious supper/snack can alleviate hunger so that students can focus on their homework; and enrichment activities will further develop students' skills and enhance learning.

Furthermore, the communities to be served have few resources to support skill-building for adults. In contrast, KidREACH serves as a hub in the community, drawing young and older family members alike, helping to foster stronger personal relationships that stretch across generations. The regular Family Circle nights KidREACH held at each Learning Center contribute to this relationship development while providing family members with engaging activities complemented by educational workshops. Additionally, the KidREACH Social and Emotional Learning (SEL) Coordinator will provide additional support for students and families or connect them to state/community resources for which they are eligible.

Recent community needs assessment.

In addition to gathering the data discussed above, KidREACH staff conducted a Community Needs Assessment in March 2024. This consisted of a) the parent/guardian surveys at both schools, b) student interest inventories at both schools, and c) teacher surveys at both schools.

Parents, grandparents, and other relatives who are working hard to care for their families in the face of economic and physical adversity welcome the assistance provided by an afterschool program. If the family members have low educational attainment, or if school was a very long time ago for them, they may not feel confident assisting their students with homework. "Almost three-quarters (74.4%) of respondents to our spring 2024 survey stated they would enroll their child in an afterschool program if one was offered. A contributing factor is that more than half of parents/guardians at the targeted schools said, "I worry about what children in my community are doing during the afterschool hours of 3:00 to 6:00 pm." In addition, 63% reported that "having access to an afterschool program would allow them or a spouse/partner to work more hours." After identifying parent/family concerns about what children do after school and their willingness to enroll their child in an afterschool program,

we asked which services families think are most likely to help their children succeed in school. **Table 3** below summarizes their responses. Unsurprisingly, homework help tops the list.

Table 3: Programs/Services that Would Help My Children have Greater Success in School

	Junior	Philippi
Homework help	85%	74%
Reading improvement	70%	84%
Math and science programs	78%	62%
Life skills programs	48%	47%
Sports/physical fitness	48%	55%
Art/music/theater programs	31%	41%

Source: Parent Surveys of Junior and Philippi, March 2024

Students at the targeted schools were surveyed to better understand what academic and enrichment opportunities they were most interested in/need of having. The results show that the need for and interest in participating in an afterschool program were high. More than 75% of students said they need additional help with homework afterschool, and more than 50% reported they would "definitely be interested in participating in an afterschool program." Students expressed strong interest in exploring enrichment activities such as arts and crafts (100%), field trips (76%), sports and other physical activities (84%) and dance/theater/music (91%). Results from the March 2024 Student Interest Survey reveals a student population that sees a need for additional resources and wants to participate in an afterschool program at their school.

The program also surveyed teachers at each of the targeted schools about the academic and enrichment needs of their students. To teachers, an intentional focus on English language arts, mathematics and social/emotional learning were most important. Table 4 below summarizes the responses of teachers to our needs assessment.

Table 4: Teacher Priority Areas for all schools

	Junior	Philippi
English/language arts	88%	61%
Social/emotional learning	69%	87%
Mathematics	75%	86%
Enrichment activities	52%	61%
Homework help	67%	78%

Source: Teacher Surveys of Junior and Philippi, March 2024

Data from the surveys conducted in March 2024 paints a picture of parents, students and teachers in the targeted schools that all see a need for additional services, an opportunity to increase engagement in a safe and healthy setting, and the desire to participate in an afterschool program.

1. Current afterschool services in the program area

Other than after-school tutoring temporarily supported by post-pandemic federal funding, KidREACH offers the only afterschool learning services in the program area. U.S. Department of Education Elementary and Secondary School Emergency Relief (ESSER) funding was deployed in high-need schools in response to learning losses due to Covid. However, this funding will be exhausted by Fall 2024, just as the school year begins. Research from the Brookings Institution shows that high-poverty communities, such as Barbour County, will experience worse impacts on their school budgets in part because of how ESSER funding was structured (Roza and Silberstein, 2023).

In Barbour County, the Board of Education is having to cut funding for school-sponsored tutoring at all of the targeted schools, meaning no academic assistance programs will be offered after school at the targeted schools or in their communities. As school-funded tutoring programs end, KidREACH will be able to fill the gap by assisting with homework and providing other academic skill-building activities.

Safe, affordable family-friendly recreational opportunities are also minimal. In Barbour County, sports teams are the main afterschool activity available to students. Any other activities often require a fee to participate, making them inaccessible for many of the students that KidREACH will serve. While Philippi has three parks, families are often afraid to use them due to high levels of drug activity. Philippi's one public library is not open in the evenings when students are out of school. As a much smaller community, Junior has no libraries or community centers, T-ball teams, or dance classes, and the one small park is similar to those in Philippi in that it is characterized by drug use. In both communities, students have few opportunities to use their time productively after school or to develop their life, learning, and work skills outside of the classroom. There are also few opportunities for families to do things together.

Because of problems with transportation to and from home and school, many students just stay at home during the after-school hours, often without adult supervision or guidance. A June 2023 report from West Virginia University School of Public Health noted that almost 10% of Barbour County residents do not have adequate access to transportation and 26.5% of community members do not have access to the internet in their homes (West Virginia University, 2023). Results of the 2024 family surveys reflect this, with more than 79% of respondents reporting that "transportation to/from afterschool activities is a barrier to their child's participation."

2. How the grant will provide new services and activities for students and families

KidREACH serves as a vital hub in these communities. Program services will address the gaps in community resources by providing children with a safe, adult-supervised place to go after school. Providing tutoring and academic assistance fills gaps in academic support. Enrichment activities provide opportunities for students to experience sports, art, music, physical fitness, and social-emotional learning in a safe and healthy environment. These will further develop students' skills and enhance learning. In addition, the program will be able to provide a daily nutritious supper/snack for all participants. KidREACH staff will engage with young and older family members alike to help foster stronger personal relationships that stretch across generations.

KidREACH has been operating at Junior and Philippi Elementary Schools since 2013. In 2024, the program will add several new services and activities for students and families. Students and families at the targeted schools will receive a robust selection of new services as listed in **Table 5**. These services are described in more detail in later sections.

Table 5. New Services and Activities for Students and Families

Service	New to JES	New to PES
Literacy Coordinator	X	X
The Old Brick Playhouse literacy activities	X	X
Classroom Wellbeing Kits, with SEL supplies/activities	X	X
Social-Emotional Learning Coordinator with assistance to families and students	X	X
The BookSmart computer app provided by World Reader	X	X
Health Rocks™ Curriculum	X	X
Transportation services 2x/weekly	X	X

3. How funding will enhance but not supplant existing programs

As was described in the “Current Afterschool Programs in the Area” section above, the community has no existing after-school learning programs other than KidREACH. After ESSER funding ends, the schools will no longer be able to offer supplemental tutoring.

KidREACH funding will not supplant other funding or programs. Salaried program staff are released from other non-KidREACH duties to perform grant-related work. Part-time staff usually are either to be hired upon receiving grant funding or increase their hours to perform KidREACH duties. These are separate from any other organizational responsibilities they may have.

Administrative and programmatic staff funded by the proposed grant complete time and effort sheets to confirm the percentage of time they are focused on the program to ensure only that percentage of their wages is allocated to the grant. Any additional funding secured by World Vision will be used to enhance, not replace, programmatic activities.

World Vision is committed to strong program and financial management of grants to ensure resources are used for their intended purpose. The organization promotes full compliance with grant regulations, requirements, policies, and best practices.

C. Role of Stakeholders in Determining Needs, Including Private Schools

To determine the needs of the students and families to be served by this KidREACH project, World Vision staff fully engaged with key stakeholder groups during the planning process. The content up to this point details the involvement of families, students and school staff in determining needs. Please also see subsequent sections on partnering with the co-applicant, Barbour County Schools, to identify and determine community and program needs. Stakeholder outreach and planning also included the sole local private school. Information from stakeholders provides valuable insights that can bring facts and statistics to life and focus on actual individuals. Steps to engage an array of stakeholders included the following:

- Multiple meetings with the school superintendent and principals (**see Appendix F**)
- Meetings with Elementary/Title 1 Curriculum Administrator, Transportation Director, and School Nutrition-Wellness Director from Barbour County Schools
- Community Needs Assessment (all schools)
- Student Interest Inventories (all schools)
- School staff surveys (all schools)
- Meetings with community partners (such as The Old Brick Playhouse, Barbour Community Health Association, West Virginia University Extension Office, Bright Futures, Lions Club, etc.)
- Meeting with local private school administrator and staff regarding the needs and opportunities to serve students in their school.
- Conversations with other community leaders about community needs and challenges

Action Plan

Goal 1: Increase Academic Achievement	Objectives	Strategies	Outcomes	Progress Indicators	Evaluation Plan
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<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21stE calc/application-resources</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p> <ul style="list-style-type: none"> * 1.1 - By the end of each school year, at least 70% of students participating in the KidREACH program will attend a minimum of 90 hours per year, with at least 60% attending at least 120 hours. 	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> * 1.1.1 - Program content designed and updated responsive to parent and student interests 1.1.2 - Ongoing outreach to KidREACH staff to contact any absent students 1.1.4 - SEL content delivered to encourage improved grades, behavior, and attendance 	<p>Data sources and methods used to measure short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> * - Parent and student surveys (for content emphasis), Daily attendance logs - Staff outreach/follow-up logs - Retention reports 	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives</p> <ul style="list-style-type: none"> * - Student surveys and focus groups before the beginning of the program year, will be used to identify subjects of interest to students. Data to be collected by the Project Director, analyzed by the Project Director and National Ed. Prog. Mgr. (Project evaluator) - Site coordinators and education facilitators will maintain attendance and contact logs - If logs show attendance is in danger of not meeting targets, staff will reassess communication methods and outreach to absent students, redesigning as necessary for improvement.
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21stE calc/application-resources</p>	<ul style="list-style-type: none"> * 1.2 - By the end of each school year, at least 70% of students who attend the KidREACH program for at least 90 hours will demonstrate at least one year of growth on their i-Ready/iXL assessment scores. 	<ul style="list-style-type: none"> * - Students will demonstrate improved fluency with grade-level passages based on BookSmart - Students will demonstrate improved reading stamina, confidence, and engagement. - Students will demonstrate increased phonemic awareness. - Students will demonstrate comprehension of grade-level informational and literary texts that are used for repeated readings and collaborative discussions. 	<ul style="list-style-type: none"> * - Personal Success Plan and Beginning of BOY i-Ready assessment results (for baseline and to establish targets) - i-Ready progress monitoring assessments for foundational skills and comprehension - # of pages read, # of books read, types of books read, etc. via BookSmart dashboard, per student and site - Students and/or parents self-report increased reading confidence and/or time spent reading in annual End of Year (EOY) surveys 	<ul style="list-style-type: none"> * - i-Ready BOY assessment administered to all students to assess reading foundational skill mastery Administered by schools; assessed by Literacy Coordinator; used to target activities. - i-Ready middle-of-year progress monitoring and EOY assessments administered to document student growth; administered by schools; assessed by Literacy Coordinator; used to target activities. - Text-based questions and collaborative discussions will gauge student comprehension of topics and texts used for repeated reading and to correct misconceptions. - KR National Program Manager (as evaluator) reviews BookSmart data dashboard monthly at each site; provides to site staff and Literacy Coord. to assess progress on reading stamina and # of books read. If progress is not being made, Literacy Coord. will design new activities, such as introducing new genres and other modalities. - Staff can use specific books that address identified gaps.
<p>STEM Objective 1.3 - By the end of each school year, at least 70% of students who attend the KidREACH program for at least 90 hours will demonstrate at least one year of growth on their i-Ready math assessment scores.</p>	<ul style="list-style-type: none"> 1.3.1 - Review scores from assessments, set baselines, and create Personal Success Plans 1.3.2 - Evidence-based one-on-one tutoring and small group interventions to improve conceptual understanding, procedural fluency, and application of grade-level math skills as listed in the WV College- and Career-Readiness Standards for Mathematics. Activities include: - daily math tutoring and homework assistance - 2 hours per week virtual math tutoring - daily hands-on and visualized math learning exercises using manipulatives. 1.3.3 - Annual STEAM Day provides hands-on, project-based learning and exposure to real-world STEM situations and careers 	<ul style="list-style-type: none"> - Students will apply newly mastered mathematical knowledge to solve problems using the mathematical habits of mind from the WV College- and Career-Readiness Standards for Mathematics. - Student homework completion will improve. - Students will complete math assignments in a timely fashion and help build operational sense and reasoning behind using a specific skill, thereby increasing their confidence using critical thinking skills. - Students will improve computational thinking and problem-solving skills. 	<ul style="list-style-type: none"> - Personal Success Plan and BOY i-Ready assessment results for baseline and to establish targets) - i-Ready progress monitoring assessments for foundational skills and comprehension - Students and/or parents self-report increased math confidence in annual EOY surveys - Virtual Math tutor - number of students served, number of family/caregivers served; EOY student and parent satisfaction survey 	<ul style="list-style-type: none"> - For interventions, students will be grouped based on grade level. - i-Ready BOY assessment will be administered to all students to assess math foundational skill mastery. Administered by schools; assessed by Site Coordinator/Educational Facilitator; used to target activities. - i-Ready middle-of-year progress monitoring and EOY assessments will be administered to document student growth; administered by schools; assessed by Site Coordinator/Educational Facilitator; used to target activities. - The National Program Manager (as evaluator) will review program and school attendance, grades; KidREACH Manager makes recommendations for any program changes if progress is not being made.

<p>Goal 2: Increase Family Engagement</p>	<p>Objectives</p> <p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21stE calc/application-resources</p> <ul style="list-style-type: none"> * 2.1 - By the end of the school year, at least 75% of KidREACH parents/family members participating in adult 21st CCLC activities will report improved engagement in their student's education 	<p>Outcomes</p> <p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> * - Family participants have increased confidence and engagement to help their students in their academic pursuits. - Family participants have an increased understanding of SEL and how it report incorporating SEL-aligned strategies such as behavior and time management, conflict resolution, and growth mindset into their parenting strategies. - Family members report an increase in a literacy-focused family culture and an increase in family libraries. 	<p>Progress Indicators</p> <p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p> <ul style="list-style-type: none"> * - Completed Needs Assessments - Family Circle Participant Surveys - Monthly KidREACH Facebook Engagement Report - Site staff engagement observations - Virtual math tutoring attendance data - Attendance data for theater culmination and other events (STEAM Day, Etc.) 	<p>Evaluation Plan</p> <p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> * - Completed Needs Assessments used to design activities of interest. Family Engagement Specialist and Education Facilitators will collect and report on results. - Parents and students self-report on measures of engagement and SEL concepts. SEL Coordinator will collect and analyze these results. - The National Program Manager (as evaluator) will review assessments, surveys, and attendance data. The KidREACH Manager makes recommendations for any program changes if progress is not being made.
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<p>* 2.2 - By the end of the school year, at least 85% of parents/family members participating in adult 21st CCLC activities will report improved skills and knowledge in the specific program(s) in which they participated.</p>	<p>* 2.2.1 - Survey parents to determine topic interests. 2.2.2 - Actively encourage adult participation. 2.2.3 - Design and schedule 9-10 Family Nights annually, STEAM Day, and theater culmination events. 2.2.4 - Deliver evidence-based SEL services from the CASEL framework to families to work on skill-building together (e.g. self-awareness, appropriate behaviors, dealing with stress). 2.2.5 - Closed Fb groups for families (managed by KR staff) offer constant tips, resources, engagement activities, invitations, etc. 2.2.6 - Parents/caregivers participate with their student in virtual math tutoring to understand skill and receive guidance on helping their children with subject matter. 2.2.7 - Provide 2 evening sessions/weekly for students/parents focused on Math HW help/skill building 2.2.8 - Participating families have access to the BookSmart Virtual Library</p>	<p>* - Parents/families will report increased confidence and school engagement. - Parents/families will increase skills and knowledge in particular subjects, including how to teach and reinforce new skills and habits (such as homework completion and SEL skills). - Parent/family networks will increase, providing additional support and information among families. - Parents/family networks have increased opportunities to help their student with HW and academic skills</p>	<p>* - Attendance at Family Nights and other family events - Parent surveys - Pre- and post- tests/surveys - Social media engagement on closed Fb groups - Observations - Virtual math tutoring attendance data</p>	<p>* - Parent surveys and meetings will be used to design activities based on their interests. Family Engagement Specialist and SEL Coordinator will gather and analyze data. - Family Engagement Specialist will track attendance at Family Nights and other family events and social media engagement. - Family Engagement Specialist, Math Instructor, and SEL Coordinator will track and report topics addressed, attendance, and results of assessments. - Parent surveys will track parent engagement with virtual tutoring and satisfaction with program. The National Program Manager (as evaluator) will gather and analyze data. KidREACH Manager makes recommendations for any program changes.</p>
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* Afterschool Quality Program & Implementation
The planned program directly addresses needs identified in the community needs assessment by providing academic support for students at the targeted schools, a safe place to go after school, a nutritional meal, and additional activities to meet family needs. Program activities stimulate academic growth and youth development, positively impacting student achievement. Certified teachers will be hired whenever possible to serve as Site Coordinators and Education Facilitators, both of whom directly assist students. Research confirms afterschool programs are most successful when they "work closely with schools and teachers to produce activities that enhance and complement but do not replicate, the school day" (Grant, 2011). KidREACH's carefully designed activities engage students in evidence-based learning activities to improve academic performance.

A. Recruitment and Retention

1. Strategies for recruiting and retaining at-risk students and maximizing participation
World Vision has a comprehensive plan to recruit and retain at-risk students and maximize their participation in the KidREACH program.
Recruitment: Program staff will promote KidREACH during a community Back-to-School Bash in August, at PTAPTO meetings, engagement with each school's Student Assistance Team, and through community newspapers and school newsletters. Links to enrollment materials will be provided on the KidREACH Facebook page, and flyers with QR codes will be distributed at the August Back-to-School Bash. The principals at all schools will work with their school-based assistance teams to identify and recruit at-risk students—those at the highest risk of failing. KidREACH Site Staff will ask teachers at the targeted schools to identify students who need academic enrichment or extra help. Since the entire county is severely under-resourced, and since all students have extremely limited access to opportunities and resources that are available to students in more affluent communities, we do not prioritize KidREACH enrollment based on a student's academic achievement or level of household income. If a KidREACH Learning Center reaches full enrollment capacity, we will start a waiting list.

Retention: Once students join the program, they and their parents/guardians are asked to sign a participation contract, which includes an attendance expectation. If a student is not attending, the Site Coordinator will reach out to the parent/guardian to determine if KidREACH can be of assistance. Multiple forms of communication will be used (email, phone calls, texts) to reach family members. In addition, KR staff will have weekly communication with teachers about homework assignments, student behavior, attendance, and any other issues that could require intervention. The support provided by the SEL Coordinator will also contribute to retention. Working with students and their families on strategies to better manage anxiety, conflict, and behavior issues will increase the sense of safety and support for students and their sense of belonging in school.

2. Plans for assessing and targeting students' academic needs

After years of building trust and developing relationships, KidREACH has an excellent relationship with Barbour County Schools. With prior parent/guardian approval, all schools will share student assessment and performance data with KidREACH so that we can target services to meet each student's needs (please see MOUs/Letters of Commitment in Related Documents). The data include assessments, report cards, progress reports, IEPs/504s, and reading and math benchmarks. For assessments, BCS has adopted the i-Ready diagnostic and assessment tool for math and reading. These are administered three times per academic year: at the beginning of the school year (BOY), mid-year, and at the end of the school year (EOY). This powerful tool enables school-day teachers to pinpoint skills deficiencies personalized to each student (such as phonics versus vocabulary versus comprehension). Teachers can run an instructional report that lists the learning priorities for students based on their scores in each assessed skill. The schools have committed to sharing aggregate and individual student assessment data with KidREACH. Aggregate data are necessary for measuring progress toward objectives, while results for individual students will enable KidREACH staff to establish goals with the students that will help them to succeed during the school day.

At the beginning of the program year, KidREACH staff collaborates with the student, family, and school-day teachers to create Personal Success Plans. This allows Site Staff to understand the needs, challenges, and goals of students and families through their participation in the program. The principals of each school have committed that teachers of KidREACH participants will meet with program staff at least twice per year to design and update the Personal Success Plans.

Additionally, the KidREACH Literacy Coordinator will assess students who enter the program with below-grade reading levels. KidREACH staff and the Literacy Coordinator will consult with each school's Title I Coordinator and other literacy support staff to ensure that all literacy-focused activities and skill-building are aligned with each school's targeted standards and implement strategies in the "Ready, Read, Write" state-wide initiative.

Finally, teachers at the targeted schools were surveyed in March 2024 to determine the greatest academic and social-emotional needs of their students. The KidREACH Leadership team has reviewed this data to assess what interventions will be most impactful as they were creating the program's design and components.

B. Program Design

1. Program's learning practices and curricula are evidence-based

The practices KidREACH employs to improve student academic achievement are based upon best practices for quality afterschool programs and rely upon evidence-based curriculum products or teaching strategies. KidREACH meets all nine standards of the "High-Quality Program Characteristics." Additionally, KidREACH's services to students align with the West Virginia College and Career Readiness Standards, as discussed below.

Characteristics of High-Quality Programs:
The KidREACH program is guided by the principles of highly effective afterschool programs as documented by the U.S. Department of Education in its "Working for Children and Families: Safe and Smart II—Afterschool Programs" (Chung, 2000) and

as supported by other research and national standards. Table 6 below lists the nine characteristics and indicates how KidREACH aligns with each.

Table 6: High-Quality Program Characteristics and KidREACH	
Components	KidREACH Alignment
1. Goal setting, strong management and sustainability	<ul style="list-style-type: none"> - Program has clear intended goals (see Action Plan). - Strong management structure and support (see the Organizational Capacity and Program personnel sections). - Sustainability – KidREACH program administrators seek for funding continuously and creatively. See also Sustainability.
2. Quality afterschool staffing	Please see Program Personnel for the qualifications and expectations of the program staff.
3. High academic standards	<ul style="list-style-type: none"> - Academic instruction is delivered by qualified staff, using evidence-based curricula/resources, and driven by student performance data. - Please also see the Evidence-based Practices and Alignment with West Virginia College and Career Readiness Standards sections.
4. Attention to safety, health, and nutrition issues	<ul style="list-style-type: none"> - Child safeguarding is a driving factor of all KidREACH programs, as evidenced by the staff qualifications and their required training. - All program activities take place in safe, healthy locations (at the schools themselves or on supervised field trips), and staff are mandatory reporters if any suspected abuse is observed (See Facility Plan). - Nutrition is addressed by providing a nutritious dinner and/or snack for every participant every program day (See Plans to Provide Supper Each Program Day). - WV University Extension Services deliver nutrition and food prep curriculum activities. - See also Safe Student Travel.
5. Effective partnerships with CBOs, etc.	<ul style="list-style-type: none"> - Please see the narrative in the Collaboration section below for information on our partnerships in the community. - Please also see letters of support in Related Documents from each principal of the targeted schools and other partners.
6. Strong involvement of families	<ul style="list-style-type: none"> - Parents/caregivers provided key insights into their students' needs through a parent survey in the spring of 2024. - Parents serve on the KidREACH Program Advisory Council. - KidREACH makes a conscious effort to engage families throughout the year, such as with monthly Family Circle nights, educational workshops, STEAM Day, and Back-to-School Bash. - See also Parent and Community Involvement.
7. Enriching learning opportunities	Please see the next section immediately following this table for a description of the evidence-based enriching learning activities KidREACH uses.
8. Links between school-day and afterschool personnel	This is discussed thoroughly in Table 7 ("Activity Descriptions")
9. Evaluation of program progress and effectiveness	Please see the evaluation measures listed in the Action Plan (Appendix C) for a listing of our plans to evaluate both program progress and effectiveness.
Source of Nine Components: Chung, 2000.	

Evidence-Based Practices

- Aligning academic instruction with the school curriculum is a mark of a "highly effective" program (Hanover, 2015).** The more closely that academic enrichment in the afterschool program reinforces what the students are learning in their classrooms, rather than simply providing general reading or math skills, the higher the probability that the program will help students master expected competencies. KidREACH programs are designed to link directly to what students are learning in the classroom and to complement and reinforce that learning. Please see also our discussion of working with school personnel in Section E below ("Program activities and curricula linked to school-day learning").
- Supplementing academic instruction with other activities meets the recommendation of the Iowa Afterschool Alliance Standard Categories and Corresponding Indicators of Quality Afterschool Programs.** The Alliance recommends that afterschool programs "provide a balance of academics, homework assistance, and enrichment programming" (Quoted in Hanover, 2015). The National Institute on Out-of-School Time "believes that high-quality afterschool programs focus on the development of the whole child, integrating academic supports such as literacy skills into programming that also promotes children's social, emotional, and physical development" (Hynes, 1999). In fact, more recent research has found that "exemplary programs... provide a rich environment for literacy development that differs—intentionally—from the school environment" (Halpern, 2003).
- Focus on social-emotional learning (SEL) results in positive behavioral and academic outcomes.** The Harvard Family Research Project concluded that programs with an element of social-emotional development have positive behavioral and academic results. "Research has shown that participation in these programs is associated with decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficacy, lower levels of depression and anxiety, development of initiative, and improved feelings and attitudes toward self and school" (Wong, 2008). A meta-analysis of more than 200 studies on SEL that includes more than 270,000 K-12 students found that, "SEL programs also decreased behavioral problems and translated into an average 11-percentile gain in academic performance in a smaller subset of the reviewed studies" (Koon 2013). New in 2024, World Vision is providing

"Classroom Wellbeing Kits" that include an SEL Activity Workbook and supplies to conduct activities that help with sensory play, motor skills, developing focus, and encouraging calm and self-soothing behaviors. These activities can benefit all students again at mid-year has Moderate Evidence for success (see Gersten et al., 2008 and Gersten et al., 2009). The schools' administration of the i-Ready assessments three times yearly meets this standard. Additionally, the Clearinghouse practice guides recommend delivering "tiered instruction" as a best practice. Tiered instruction means that students whose assessments demonstrate they are performing below grade level receive supplemental instruction or tutoring.

Tools/practices used by KidREACH:

- a. **Designing Targeted Instruction in Response to Screening Results**—The U.S. Department of Education What Works Clearinghouse has determined that screening students for potential reading or math problems at the beginning of the year and again at mid-year has Moderate Evidence for success (see Gersten et al., 2008 and Gersten et al., 2009). The schools' administration of the i-Ready assessments three times yearly meets this standard. Additionally, the Clearinghouse practice guides recommend delivering "tiered instruction" as a best practice. Tiered instruction means that students whose assessments demonstrate they are performing below grade level receive supplemental instruction or tutoring.
- b. **Trauma-Informed Care** – Significant research, including that by the Centers for Disease Control, has demonstrated the negative effects of trauma on the emotional and cognitive development of children (McInerney and McKlindon, 2014). As a result, many best practices have been developed for service providers (medical, behavioral health, and schools) to modify their practices to take the possibility of trauma into account. Non-experimental design studies have demonstrated significant behavioral improvements and academic gains when trauma-informed care is implemented in a school setting (Stevens, 2012). Through a partnership with Barbour Community Health (see MOU included in required attachments), KidREACH will receive significant staff training in these recognized best practices in order to provide trauma-informed services to program participants during out-of-school time.
- c. **Visual Math Exercises (manipulatives)** – The National Council for the Teaching of Mathematics (NCTM) and the Mathematical Association of America "have long advocated for the use of multiple representations in students' learning of mathematics" (Boaler, 2016). The What Works Clearinghouse found moderate evidence of effectiveness when students are allowed" to work with visual representations of mathematical ideas" (Gersten et al., 2009).
- d. **Positive Action** – Positive Action is a K-12 program that promotes character development, academic achievement, and social-emotional skills as a method to reduce disruptive and problem behavior. The program teaches academic lessons alongside its SEL objectives. Independent researchers have found a high level of alignment with ELA standards for K-12, and the curriculum has been identified by the What Works Clearinghouse as having a positive effect on the behavior and academic achievement of elementary and middle school students. The program aligns with WV CCR standards at all grade levels.
- e. **Growth Mindset** – A growth mindset is "the belief that intelligence can be developed" (Romero, 2015). Multiple studies have demonstrated that students who develop a growth mindset can improve their academic achievement and school engagement. For example, Blackwell, Trzesniewski, and Dweck reported in Child Development in 2007 that one study demonstrated that "the belief that intelligence is malleable (incremental theory) predicted an upward trajectory in grades over two years," while a second study showed "positive change in classroom motivation, compared with a control group" when 7th-grade students were taught about the incremental theory (Blackwell, et al., 2007). Helping students and their guardians/families adopt a growth mindset is one instrumental strategy in support of trauma-informed care.

2. Strategies, practices, or curriculum to improve mathematics and ELA:

As was described above, KidREACH relies on evidence-based strategies, practices, and curricula to improve student performance in mathematics and ELA. Section B.5 below outlines the daily schedule with time allotted to program components and activities. See also the section immediately preceding, which indicates how.

Activities

In order for participating students to receive academic assistance and skill building opportunities, the program will consist of three station rotations that provide a strategic selection of activities and engagement tailored to student's needs and interests. Students will spend 25 minutes per station. The regular stations will consist of 1) homework help, 2) STEAM enrichment activities, and 3) literacy/SEL activities. The STEAM station provides project-based learning activities such as hands-on science experiments, creative opportunities, math manipulatives, and engineering problems to develop targeted skills in fun challenging ways. The literacy activities are designed to increase reading stamina and promote lifelong learning using small group and individual reading, components in Ready, Read, Write. **See Table 7.**

Table 7: Activity Descriptions

Homework Help	<ul style="list-style-type: none"> ▪ Daily homework assistance and tutoring help students master the core concepts they encountered during the school day and work on their homework. ▪ Daily math tutoring ▪ Daily ELA tutoring ▪ Weekly Virtual math tutoring (students and families)
Reading/Math STEAM Activities	<ul style="list-style-type: none"> ▪ Daily reading aloud and collaborative discussions ▪ Daily individual and small group reading at the appropriate level using the BookSmart app. ▪ Daily hands-on and visualized math learning exercises using manipulatives. ▪ Virtual math tutoring which families are encouraged to attend (2 hours/wk.) ▪ Hands-on STEAM project monthly led by the STEAM Coordinator. STEAM elements will be age-appropriate including hands-on science experiments, math manipulatives to aid in mastering math concepts, and project-based learning. ▪ An annual STEAM Day with all sites (see description below)
Enrichment/SEL Activities	<ul style="list-style-type: none"> ▪ Rotation of enrichment activities, including art, physical fitness, Positive Action/ SEL activity, and drug/violence prevention ▪ Positive Action and other SEL tools and activities help students understand and maximize their personal learning styles, encourage lifetime learning, understand the value of persistence, and reinforce the experience that they can improve their academic achievement through effort (growth mindset). Topics offered arise from BOY student survey and in the past have included art, music, cooking, and physical activity. ▪ Theater project activities with partner The Old Brick Playhouse, using its program "Creature Conundrum." Students read and perform a play together to develop literacy, music, leadership, and other skills. The curriculum includes crafts, activities, and snacks that tie thematically to the play, the characters students are studying, and problem-solving, through a "clue hunt." The program will host a culmination event when students perform the play for family members. ▪ Once per semester students choose, help plan, and implement a service-learning project designed to promote a sense of personal responsibility and community involvement. This reinforces project-based learning and leadership opportunities promoted through other KidREACH activities. Older students exercise their leadership skills by assisting younger students with hands-on projects.

- Family Circle nights and the BookSmart app encourage and enable parents to read with children, all year and summer, incorporating Ready, Read, Write family-friendly literacy tips. In addition, family members are invited to access the KidREACH Facebook page. This page provides information and activities for families that reinforce themes discussed during Family Circles.
- Healthy Lifestyles Initiatives include Health Rocks® and tobacco cessation and prevention programs provided by Extension Services and/or Health Ambassadors (High School)

Literacy Focus. New for 2024, World Vision will add two key literacy components: 1) a Literacy Coordinator to work directly with KidREACH participants in alignment with the West Virginia DOE's Ready, Read, Write strategies and 2) the use of World Reader's BookSmart reading app. With BookSmart, children have the required tools to build their reading skills through appropriately leveled high-quality books, activities that reinforce reading skills in fun and interactive ways, and fun celebrations of their reading success. The app allows KidREACH staff to follow each child's progress, including the number of literacy, SEL, and family-friendly activities completed; the number of books read; and the reading level of books read. The app contains an Early Reader section that provides targeted intervention for struggling readers. Early Reader books focus on specific uppercase and lowercase letter recognition, phonics, and rhyming words.

Guest speakers. Students will also benefit from occasional visits by community subject matter experts (SMEs). SMEs share their expertise and experience on topics in which students have expressed an interest. Some SMEs are school-day teachers. Others are drawn from the community. Visitors who come from careers as chefs, nurses, or artists or who have had careers in the military also resonate with our participants. These presentations take place every quarter, usually scheduled during the time of one or two learning stations after the day's meal. Research shows that afterschool programs can expose students to potential careers by bringing employers and professionals to the afterschool setting. *"enabling youth to learn about different careers and pathways and potentially create new career aspirations"* (Cohen, 2019).

Field trips. Each KidREACH Learning Site will also provide two educational and enrichment field trips each year. One trip per year will be out-of-county to locations such as the Children's Museum of the Ohio Valley and the Carnegie Science Museum. The other field trip will be to visit a college or career-technical school campus. These trips expose students to career possibilities they may not have imagined and help them see the value of the skills needed to thrive in a 21st-century globally competitive society.

STEAM Day. KidREACH holds a STEAM Day once yearly in which the students and families from all of the Learning Centers participate together. STEAM Day meets at Philip Barbour High School so that everyone can participate in hands-on activities that encourage family involvement and participation. Historically, programs such as the Carnegie Science Center (from Pittsburgh, PA) and the Clay Center (from Charleston, WV) have provided curriculum, training, and supplies for the day. The day's activities are designed to generate the following educational and social outcomes: 1) increased problem-solving skills and creative thinking, 2) understanding math and science concepts, 3) creating a sense of accomplishment for students and their families, 4) developing group cohesion within teams that include students and families, and 5) providing a fun, non-threatening environment in which students can master challenges in working groups and experience the success of doing so.

3. How program activities and curricula are linked to school-day learning and align with WV standards, and the plan to communicate with school-day teachers.

Plan to Communicate with School Day Teachers

As was described above, KidREACH maintains strong working relationships with leadership and teachers at all target schools. By providing time for homework help and tutoring during each day of the afterschool program, KidREACH aligns with school-day content delivery. During this time, our staff will be able to assess and target individual student academic needs. Additionally, the schools and teachers will provide KidREACH personnel with student i-Ready results, West Virginia state assessment results, progress reports, grades, and other observations about students' strengths and needs. i-Ready enables teachers to produce an instructional report for each student that lists the learning priorities for that student, based on their scores of each assessed skill. These reports are provided to KidREACH as part of designing that year's curriculum.

In addition, in partnership with school-day teachers, Site Staff will help facilitate a Personal Success Plan for each student at the beginning of the year to develop learning goals for students. School principals have committed that teachers of KidREACH participants will meet with program staff officially at least twice per year to ensure student learning needs are being met. In reality, KidREACH staff are in regular communication with the school-day teachers about the needs of program participants. The Education Facilitator at each site will serve as a Collaborative Liaison, ensuring that regular and timely communication is taking place between school-day instructors and afterschool staff. Program Coordinators and the KidREACH Literacy Coordinator will also work closely with the Title I Coordinator and literacy support staff at each school to create a plan of instruction and skills-building that adapts to students' changing needs. Additionally, the philosophies of Ready, Read, Write will carry over into afterschool time being led by trained school-day teachers who serve as KidREACH staff.

Alignment with West Virginia College and Career Readiness Standards

KidREACH's main intersection with academic content is to assist students with homework, collaborate with school-day teachers, and align with state standards of learning. These activities are complementary to what is happening during classroom instruction, but they do not replace or supersede that instruction. To align with the West Virginia Standards in math, ELA, science, and other core content areas, the KidREACH program will hire certified teachers to design lesson plans and provide evidence-based/best-practice learning activities that meet state standards at the appropriate grade level. Examples are: Math—analyze real-world situations using mathematics to understand the situation better and optimize, troubleshoot, or make an informed decision; ELA—focus on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels; Science—make observations, ask questions, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool, and SEL—employ a variety of small group strategies and interventions designed to encourage students to develop better relationships with their peers and adults; promotes character development, academic achievement, and social-emotional skills to help reduce disruptive and problem behavior.

Furthermore, KidREACH staff have reviewed products, programs, and services we plan to deliver to document how they align with state standards for ELA, math, science, and student success. The table below summarizes representative standards that will be met by KidREACH activities/programs. A note about how standards are numbered: Standards begin with the content area (such as ELA or DSS), followed by the grade or grades (e.g. grades 1-4), followed by the standard number. For example, in the table below, "DSS.1-4.11-13" refers to DSS standards #11, 12 & 13 for grades 1-4.

Table 8: Alignment of KidREACH Practices with WV CCR Standards

Curriculum/Activity	WV CCR Standards
Positive Action, SEL classroom kits, SEL coordinator, and other SEL strategies	ELA Standards: <ul style="list-style-type: none"> 1st Grade: ELA 1.3: 7, 12, 13, 15, 18, 21, 24, 30-33, 35-36 2nd Grade: ELA 2.1, 3, 7, 13, 15, 18, 26, 30-32, 36, 39, 41 3rd Grade: ELA 3.1, 3.1.1, 3.1.3: 3, 8, 15, 18, 21-24, 29-33, 30.1-4, 38-41 4th Grade: ELA 4.1, 4.1.1, 4.1.3, 4.2-6, 10, 15-16, 18-19, 21.1-5, 23-24, 28-31, 35-36, 38-39, 41
Career Readiness	College and Career Readiness Dispositions and Standards (DSS):

- Respecting Yourself and Others (DSS.1-4.1, 2, 3);
- Goal Setting and Attainment (DSS.1-4.4);
- Self-directed Learning (DSS.1-4.6, 7, 8),
- Post-Secondary Preparation (DSS.1-4.9 & 10),
- Safety and Survival Skills (DSS.3-4.5)
- Career Development and Life Planning (DSS.1-4.11-13)

4. Process for Continuous Quality Improvement (CQI) related to staffing, timeframes and rubrics/instruments.

The KidREACH program is reflective and willing to improve, change, and grow. Improving the program is an active and ongoing process. World Vision implements a rigorous program for continuous quality improvement (CQI), with a strategic focus on alignment with West Virginia afterschool quality standards (rubrics and instruments). Furthermore, there is a comprehensive plan for program and staff assessment, including monthly monitoring of programmatic timeframes, staffing levels, and financial data by the KidREACH leadership team as well as by the World Vision Grants Acquisition and Management (GAM) team.

The National Education Program Manager assesses programmatic data and adherence to planned timeframes for KidREACH Leadership. All program staff receive an annual performance review, and members of the Leadership team receive an additional mid-year review (please see the "Annual performance evaluation and feedback section" below for more details about staff performance and evaluation.) Additionally, program staff evaluate the KidREACH Manager (Program Director) annually, submitting their assessments directly to national leadership. This review process creates a safe pathway for staff to identify any potential challenges with program operations or their direct supervisor.

At the program level, performance data (including attendance), progress on timelines, and any challenges or opportunities related to staffing are reviewed and debriefed during monthly staff meetings. In addition to the built-in program evaluation strategies discussed in the Action Plan, three subject matter experts (STEAM, Literacy, SEL) provide the KidREACH Leadership team with monthly feedback on program quality and effectiveness. At the beginning of each school year, KidREACH Leadership meets with School Principals to complete a walkthrough of the school to ensure that areas of the school that are to be used by the program meet World Vision's stringent child safeguarding policies, including a review of emergency preparedness procedures. Any issues are documented, and a plan is created to address these issues.

Finally, Program Leadership cooperates and engages with the program and state evaluator's efforts to collect required data and support continuous improvement by heeding evaluator recommendations.

5. Tentative program schedule with time allotted to program components and activities, with separate times for meals, homework/tutoring and enrichment.

At both of the school-based program sites, qualified staff and volunteers will provide after-school tutoring and homework assistance on all four days of the weekly program. Each day will begin with attendance and a Read Aloud or similar activity for 15 minutes. Next will come a nutritious supper/snack. Students will then rotate through three academic and enrichment stations each day. The stations will vary based on the needs and interests of the participating students and based on what the teachers and principals at the target schools have requested. Table 9 illustrates a typical schedule for students at the elementary and middle schools.

Table 9: Daily KidREACH Schedule

3:00 – 3:15	Welcome - Students check in and Read Aloud
3:15 – 3:35	Supper/snack
3:35 – 5:00	Station Rotations (25 minutes for each station)
5:00	Depart at 5:00 pm – parent pick up/BCS bus transport.

Annual Timetable

See this timetable for a summary of how all project activities fit into the year.

Table 10: Timeline for Completion of Activities

Month	Tasks to be Accomplished and Milestones

July 2024	<ul style="list-style-type: none"> ▪ Grant project period begins. ▪ Partner/stakeholder meeting for review of MOUs and LoCs ▪ Back to School Bash school supply distribution
August	<ul style="list-style-type: none"> ▪ Staff and volunteers recruited and trained, including background checks run. ▪ World Vision conducts child safeguarding reviews at all sites. ▪ All staff 3-day (evening only) training – Safeguarding Children, SEL training, review of staff handbook and forms, site staff planning, etc. ▪ Speak at faculty senate/PTO re: benefits of KidREACH ▪ Students referred to and enrolled in KidREACH for Sept. start ▪ First day of school K-12, August 15 ▪ Barbour County Fair – Aug. 28, registration opportunity for BCS students at the targeted schools
September	<ul style="list-style-type: none"> ▪ Learning Centers stocked and prepared for the new school year. ▪ Set up a mailbox at each participating school. ▪ School SAT meetings to identify at-risk students. ▪ Lesson plans to KidREACH Manager ▪ Barbour County Schools (BCS) conducts USDA Safe Food Handling for site staff (all sites) ▪ KidREACH Start Date: Sept 16 ▪ BCS Transportation (2 days/week) begins. ▪ Academic assistance and enrichment begin (continue monthly) ▪ Staff assist students in completing Entrance Survey ▪ Staff and teachers complete Personal Success Plan for enrolled students. ▪ Parent orientation and surveying for Family Circle content; staff share contact info with families. ▪ Student enrollment forms reviewed; IEPs shared with staff. ▪ Staff plan first-semester field trips. ▪ Share/plan event dates with school-day staff/admin. ▪ Volunteer applications/background check/training. ▪ Volunteer training (including Child Safeguarding) held. ▪ Staff submit lesson plans to KidREACH Manager ▪ The Old Brick Playhouse theater engagement begins at both schools. ▪ Staff dinner meeting-in person ▪ i-Ready beginning of year (BOY) assessments of math and reading. ▪ Labor Day – Sept. 2
October	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Staff submit monthly report to KidREACH Manager by 3rd. ▪ Staff submit lesson plans to KidREACH Manager ▪ Family Circle – student & family orientation, review of Child Safeguarding Policies and Procedures with families completed. ▪ Parent handbook discussed; acknowledgment collected. ▪ Family Circle – Lights on Afterschool – Oct. 24th

	<ul style="list-style-type: none"> ▪ Literacy/STEM/SEL Coordinators attend sites. ▪ WVU Extension identifies H.S students to implement Health Rocks curriculum at elementary school. Identified students complete Health Rocks Ambassador training. ▪ Advisory Council meeting with program partners and other key stakeholders ▪ Plan first-semester field trip/first field trip taken. ▪ Service-learning activity planning and approval. ▪ Data input is up to date and assessed. ▪ Families surveyed to determine the best date for STEAM Day ▪ Volunteer training held again, if needed ▪ Mandated Reporter Training for staff and volunteers ▪ Staff dinner meeting ▪ FIRE DRILL + ONE OTHER DRILL REQUIRED BY DEC
November	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Staff submit lesson plans to KidREACH Manager ▪ Family Circle – Literacy Literacy/STEM/SEL Coordinators attend sites. ▪ Health Rocks presented at all schools. ▪ Service-learning activity completed if not already. ▪ Data input up to date. ▪ Share/plan event dates with school-day staff/admin. ▪ Staff dinner meeting ▪ Veteran's Day (no school) – Nov. 11 ▪ Election Day – Nov. 5 ▪ Thanksgiving Break – Nov. 25-29
December	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Family Circle – Game Night ▪ Literacy/STEM/SEL Coordinators attend sites. ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager ▪ Remind families to update their contact information. ▪ Plan second-semester field trips. ▪ Staff dinner meeting ▪ Christmas Break – Dec 23-31
January 2025	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Mid-year status report submitted to Barbour County Schools Board of Education ▪ Family Circle – Nutrition/Cooking ▪ Health Rocks at all schools ▪ Literacy/STEM/SEL Coordinators attend sites.

	<ul style="list-style-type: none"> ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager ▪ Remind families to update their contact information. ▪ Review family surveys to plan STEAM Day, announce STEAM Day ▪ Plan second-semester field trips. ▪ Review BOY and middle-of-year (MOY) math and ELA benchmark scores. ▪ Conduct volunteer training if needed. ▪ Staff dinner meeting ▪ MLK Day – Jan. 15 ▪ FIRE DRILL + ONE OTHER EMERGENCY PREPAREDNESS DRILL REQUIRED BY MAY
February	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Family Circle – SEL ▪ Literacy/STEM/SEL Coordinators attend sites. ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager ▪ Share/plan event dates with school-day staff/admin. ▪ Program team at a national afterschool conference. ▪ Finalize second field trip, book school buses. ▪ Volunteer training if needed. ▪ Staff dinner meeting ▪ President's Day (no students) – Feb. 19
March	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ STEAM Day (possible date, based on family input) ▪ Family Circle – Read Across America ▪ Health Rocks at all schools ▪ Literacy/STEM/SEL Coordinators attend sites. ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager ▪ Second service learning planned and approved. ▪ Mid-year report presented to Barbour County Schools ▪ Staff dinner meeting ▪ Advisory Council meeting with partners and key stakeholders
April	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Family Circle - Goal Setting ▪ Literacy/STEM/SEL Coordinators attend sites. ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager

	<ul style="list-style-type: none"> ▪ Second field trip taken, if not already ▪ KidREACH staff attend spring Project Directors' meeting. ▪ Second service-learning activity completed. ▪ Staff dinner meeting ▪ Spring Break – April 1-4
	<ul style="list-style-type: none"> ▪ Submit monthly meal report to BCS by 1st. ▪ Submit monthly report to KidREACH Manager by 3rd. ▪ Data input up to date. ▪ Staff submit lesson plans to KidREACH Manager ▪ Program end-date, clean up/pack site. ▪ Annual parent & teacher surveys administered. ▪ Student exit interviews conducted. ▪ Election Day – May 14 ▪ Memorial Day – May 26 ▪ Tentative last day of school – May 29 ▪ Annual Performance Review (APR) submitted to WDE. ▪ Conduct annual performance reviews for Site Coordinator and Ed. Facilitator Staff at all sites.
May	
June	<ul style="list-style-type: none"> ▪ Collect math, ELA benchmark scores, BOY and end-of-year (EOY) ▪ End of Year report submitted to state grant officials. ▪ End of Year report presented to Barbour County Schools Board of Education
August	<ul style="list-style-type: none"> ▪ Evaluation Report completed to state grant officials.

6. Program will be available to any participant minimum number of required hours.

Each KidREACH Learning Center will operate a total of four days per week for 30 weeks (total: 300 hours per year), exceeding the minimum requirement of ten (10) hours per week, 25 weeks per year. Each site will provide eight hours of in-person services and two hours of virtual math homework help. All KidREACH Centers will open in September and close the following May.

7. Strategies to implement optional summer program

There will be no summer program funded by this grant, but KidREACH participants will have access to any KidREACH summer programs that receive supplemental funding for summer programming. Since World Vision administrators and delivers both the school year and summer programs, the experience will be seamless for participants. Additionally, outside of the grant funds, BookSmart will remain available for students and their families all summer, and KidREACH staff will conduct a summer reading challenge, offering incentives from the World Vision Warehouse for all sites.

8. Plans to provide supper each program day

Nutritious meals are provided by Barbour County Schools as an in-kind contribution to the afterschool program (please see MOU/Letters of Support in Related Documents). Food will be prepared at Philippi and Junior Elementary. Regular health inspections confirm compliance with regulations. The Barbour County Schools nutrition director will train site staff on serving meals, food safety, and data collection. As in-kind contributions to the program, World Vision will provide funding for one cook and supplemental snacks for all sites (see *Budget Narrative*).

9. How program will ensure USDE 21st CCLC receives recognition

KidREACH program leadership actively engages with like-minded organizations to highlight the work of the West Virginia 21st CCLC program. The National Education Program Manager serves on the Advisory Board of the West Virginia State Afterschool Network. In addition, leadership staff have presented workshops at national and state afterschool conferences highlighting the importance of afterschool programs and the important work that the 21st CCLC program does to serve vulnerable children.

One of the most effective strategies we have for getting the word out about KidREACH is participation in an annual county-wide Back-to-School Bash every July. The event is hosted by the local Health Department. Families can visit various agencies'

booths to learn more about the different supports available. World Vision has a book giveaway, allowing all children and young adults to self-select from a large library of books. We highlight the impact that afterschool instruction has on student achievement utilizing data from the 21st CCLC program.

In addition to the Back-to-School Bash, we will distribute a press release at least once per quarter promoting program activities and locations. World Vision ran a press release for two weeks in the weekly local newspaper informing the public about the grant application. KidREACH staff have presented to the School Board the results of the 2024 Community Needs Assessment and an annual summary of program activities and programmatic results through March 2024. KidREACH and its services and events are also promoted on social media and the websites of the schools. World Vision staff will provide an overview of the goals and strategies of the USDE 21st CCLC program to key school and community stakeholders through our Facebook page, Advisory Council meetings, School Board reports, and other events.

Program staff will share a report from the Community Needs Assessment with all community partners and others upon request. World Vision staff provide program status reports to the Barbour County Board of Education two times each year, and all information is disseminated on the Barbour County BOE website. Finally, each Learning Center operates a closed Facebook group just for the families participating at that site. It promotes information about activities, academic information, and interactive posts to encourage family and student engagement.

Any materials (print or video) or other collateral that World Vision creates for use in the KidREACH program will have the West Virginia DOE 21st CCLC logo, tagline, and other identifying information of funding through the US DOE 21st CCLC program.

* Parent, Family, and Community Involvement

A. How Family Engagement Plan is Linked to the Identified Needs

The Family Engagement plan is linked to the needs identified in the Statement of Need and the Action Plan in two primary ways: 1) it is responsive to the needs revealed by the local community data and 2) it is responsive to interests identified by parents/guardians annually via a program survey. As was described in the Statement of Need, our target communities are characterized by deep poverty, low educational attainment, few opportunities for parents/families to engage in activities with their children after school, and few opportunities for families to improve their skills to assist their students with homework or planning their academic and career futures. With such low levels of educational attainment, it is our experience that many parents/guardians feel inadequate to assist their students with homework. Also, parents and especially other family members who unexpectedly find themselves having to care for school-age children, face challenges in understanding and managing their child's behavior. This can be particularly true for children who came into their care because of past trauma or other adverse childhood experiences. It is for this reason that we will invest in the program's SEL Coordinator to provide education specifically around social-emotional learning, access to resources, and education for the families of KidREACH participants.

Second, each year, we survey the parents/guardians of KidREACH participants during Family Orientation to identify their needs and the topics they would like to see covered during Family Circle nights. For example, in the Fall of 2023, family members asked for more information on helping their child manage their emotions. In response, the Family Specialist and SEL Coordinator teamed up to provide a "Love in Action" event that engaged participants around social awareness and relationship skill building. Participants learned about the concept of the book *The 5 Love Languages of Children* by Dr. Gary Chapman. Other topics of interest to families from our surveys include ideas for incorporating growth mindset strategies in the home, understanding adverse childhood experiences, and coping strategies with children.

As stated above, many of the students that the program serves are being supported by grandparents and other non-traditional family members. Our twice weekly virtual math homework help and skill-building sessions provide an opportunity for parents and other caregivers to sit with their students as they are receiving assistance from a certified math teacher. This resource is in direct response to family survey data. Family members have asked for an opportunity to engage with a math teacher so that they may be more equipped to help their students.

B. How Program Will Involve Parents, Families and Community Members and Improve Parent/Guardian Involvement in their Child's Learning

KidREACH engages in a wide array of family engagement activities that are aimed at helping parents/guardians become more involved in their children's learning at home, at programs sponsored by our Learning Centers, and elsewhere. First, program activities are designed around priorities identified by parents/guardians, who have several opportunities to provide their feedback and suggestions via surveys, volunteering, and direct engagement. These include the 2024 family surveys conducted as part of our Community Needs Assessment, an annual program survey during Family Orientation to identify topics of interest for the year's monthly Family Circle, and end-of-year parent/guardian surveys. Staff collect all of this input and use it for planning, implementing, and evaluating program activities to meet family needs.

At each Learning Center, KidREACH will offer monthly Family Circle nights during the academic year (average 8-9 per year). Family Circle nights provide parents/guardians skills and tools to address literacy, growth mindsets, and helping students with homework. The SEL Coordinator leads some sessions, introducing parents/caregivers to the SEL activities and topics that their students are learning so these skills can be reinforced and practiced at home. Typical session titles will include "Social/emotional learning," "Goal Setting," and "Celebrating the Arts," while other Family Circle events offer family fun nights and orientation to KidREACH for families and their students. Families will also be invited to participate in nutrition and food preparation workshops through our partnership with West Virginia University Extension Services. Extension will provide ideas that would be cost effective as well as nutritional, while also teaching the safest procedures to use in the kitchen. While most elementary students are too young to prepare an entire meal, learning about good nutrition through our community partner's program is important at all ages. And offering suggestions on healthy snacks and meal options will benefit entire families.

Parents, guardians, and community members also provide valuable program assistance and feedback as volunteers. We actively recruit parents/family members to serve on the program's Advisory Council or in another volunteer role and to participate in field trips, especially those to college and/or career and technical campuses. Parents/guardians who elect to serve as program volunteers build their skills by completing the required and optional training provided to all volunteers (see the staff training chart in Table 13). Through the program's weekly virtual math sessions, parents/caregivers are invited to participate in the session with their students in order to gain understanding of the concepts that the child is working on and be able to ask questions of the instructor. Providing opportunities for family members to be active and engaged participants in their child's learning empowers family members to increase their student's academic success.

C. How the Family Engagement Plan Uses Evidence-Based Practices or Curriculum

The KidREACH program provides a holistic service delivery with a strategic focus on engaging and empowering family members to increase skills and attitudes attributed to helping their student. Our Family Circle events are just a part of the ways in which we strive to serve family members. Research from the Expanded Learning Project (Little, 2013) provides six evidence-based practices for engaging families toward meaningful and impactful outcomes, all of which are incorporated by KidREACH. **Table 11** references each practice and demonstrates KidREACH alignment with the practice.

Community members and key stakeholders are actively recruited to participate in the program's Advisory Council. A new community partner to the program is the Lions Club. As outlined in their Letter of Support, they will provide volunteers at the sites

to do read-alouds, as well as assist with book distributions and other activities at community events such as Back to School Bash. Leadership staff serve on various committees in the community to better understand the needs of families and identify opportunities to partner with like-minded individuals and organizations.

Table 11 Evidence-based Strategies for Supporting and Enhancing Family Engagement

Strategies	KidREACH Alignment
Have adequate and welcoming space to engage families.	All KidREACH school-based sites provide adequate space for family-focused programming. Families are welcomed into the school by staff for family events and during end of day pick-ups. The space provides areas to showcase student art and other projects so families can view them.
Establish policies and procedures to promote family engagement.	The project budget sets aside funds for a dedicated Family Specialist whose purpose is to create and promote family engagement. Family engagement opportunities and expectations are provided in the KidREACH Family Handbook and highlighted during the first Family Circle meeting of each school year during Family Orientation. Family members are invited to experience the program on days when Family Circle events are held and invited to be a volunteer for the program.
Communicate and build trusting relationships.	All participating families are added to the private Facebook groups for KidREACH. The Family Specialist uses these groups to build personal connections with families who are encouraged to share and participate in fun activities all while building relationships with site staff and the administrative staff. Families know they can safely reach out if they have concerns about their students, questions about the program or if they need additional community resources. In addition, family members are invited to participate in virtual math lessons with a certified math teacher to increase the confidence of adult participants to help their student.
Be intentional about staff hiring and training to promote effective staff-family interactions.	The KidREACH program hires a Family Specialist and Social/Emotional Specialist. Both staff members provide training and technical assistance to all site staff to ensure these evidence-based practices for family engagement are implemented. In addition, the program partners with Barbour Community Health Association to train staff on trauma-informed care for students and families and strategies to engage families experiencing generational poverty.
Connect families to each other, to the program staff, to schools, and to other community institutions.	The Family Specialist strategically introduces local resources (people and organizations) relevant to each month's Family Circle topic. For example, when topics focused on social/emotional learning are being offered, the Family Specialist will introduce the school-based social worker. When discussing family literacy, the local librarian is invited to participate to inform family members of the other local resources that are available.
Help support families and their basic needs.	The KidREACH Family Specialist and other leadership staff participate in Barbour County inter-agency meetings to make sure that we have the latest information for our families. That information is provided to families through our social media account groups, personal contacts, site staff or as requested by individual families. World Vision also provides personal care items for all sites to distribute to students and their families as needed. These items include shampoo, soap, toothpaste, etc., to meet basic hygiene needs of students and their families.

D. Ensuring Equitable Access to and Participation by Family Members, Including those with Special Needs

To ensure equitable access to the planned program, KidREACH staff and volunteers receive training on identifying and serving students and family members with special needs. We have addressed how we serve program beneficiaries (students) with special needs in Action Plan, Section D. For family members, all Learning Center sites and meetings of the Advisory Council are fully accessible to family members with physical limitations.

With advance notice, KidREACH will make every accommodation as the need presents itself, such as engaging the services of an ASL interpreter for family members with hearing impairments. Program staff will review enrollment forms and parent surveys to identify and plan for any accommodations that might be needed.

* Facility Plan

A. Providing a Safe, Welcoming Environment for Participants

The program provides a safe, welcoming environment at all sites, which are school-based. All partner schools are handicapped accessible (ADA compliant), clean and orderly, and welcoming to visitors. Each site provides ample space for the number of anticipated students to receive homework assistance and adequate space and equipment for students to safely engage in enrichment activities and their station rotations. Each school has committed in its letter of commitment access to and use of

classrooms and other spaces for delivering program activities and storing materials. KidREACH is welcome to use the cafeteria/gym, library, authorized outdoor areas, and designated classrooms as needed.

Philippi Elementary and Junior Elementary sites both primarily utilize the gymnasium spaces for most of their program time, including supper. Both schools will be able to access the school's library spaces (at Philippi Elementary the space has been converted to a meeting space with traditional tables and chairs). Both schools are one story only, allowing easy access to all rooms for anyone with disabilities. Both interiors are safe, non-biased, and positive environments. Also, both schools provide a welcoming entrance, boasting brightly painted doors and encouraging messages on the outdoor signs.

Outdoors, Philippi Elementary School is surrounded by green space on two sides. Any places where students will be walking (sidewalks, parking, and bus loading/unloading zones) are all safely separated from the public street or will be monitored as needed. There is a walking path, green open area, and playground equipment available to the program. Junior Elementary is similar, with a vast green space to the left of the building. Junior also has a walking trail and open space for play, as well as playground equipment. The walking trail, open green space, and sidewalks are safe, properly maintained, age-appropriate, and accessible to students with disabilities at both schools.

Per World Vision's Child Safeguarding Policy, KidREACH staff and school administrators will conduct a "safe space" walk-through inspection before the program begins at each of the targeted schools. This will determine which specific classroom spaces the program will utilize for student activities. This will take place before the program begins in the fall.

B. Safe Student Travel

KidREACH programs will be located at Barbour County elementary schools. A parent or other authorized adult will pick up children after most program days utilizing sign-out procedures that ensure the safety of all students.

World Vision has developed Standard Operating Procedures for any transportation related to KidREACH programs. Signed parental permission is required before children are transported. Each site will establish safe procedures for picking up children, including a safe loading zone. These procedures will be communicated clearly to caregivers during each Family Orientation and in the Family Handbook. Program staff are required to have visual confirmation that each student is being received by an adult with parental authorization, as indicated on the child's enrollment form.

For transporting program participants on field trips or to other off-site activities, the budget includes funds to cover the cost of county school buses/bus drivers. Anytime students are transported, a list of students being transported, and emergency contact information will be kept with KidREACH staff with a copy left at the center. Staff must take attendance every time students board and exit the vehicle.

Only World Vision staff are permitted to operate rental vehicles. Any KidREACH driver must 1) pass the required background checks of all staff and regular volunteers, including background checks section below) and 2) hold a valid driver's license with a clean driving record. When transporting children, staff in each vehicle are required to have a functioning cell phone (for use in an emergency only). All drivers and passengers are required to wear a seat belt at all times. World Vision staff are never allowed to be alone with a child, per World Vision Child Safeguarding Policy. The "rule of three" will be observed at all times, with at least two students present with any adult.

C. Emergency Exit and Emergency Readiness Plans

All program sites are located in Barbour County schools. Per World Vision's Child Safeguarding Policy, KidREACH staff and school administrators will conduct a "safe space" walk-through inspection each fall before the program begins. Site Coordinators and Leadership staff will meet with School Administrators to develop an emergency readiness plan, evacuation plan, and identify emergency exits as part of the "safe space" walk-through for each location. Results of the "safe space" walk-throughs will be reviewed with all site staff during the August staff training. Site Coordinators will also create an evacuation map and communicate that to the students at the beginning of the program year. Emergency plans will be available for review by school-day staff, administrators, and family members. Once approved, evacuation maps will be posted in areas of the site where program activities take place. Additionally, an active shooter plan will be developed by staff and school administrators and included in the program's Staff Handbook. All of these plans will be presented to family members as part of the Family Orientation session that takes place at the beginning of the year. Plans will be made available in the parent handbook.

Each site will practice fire drills at least once per semester and other drills that are required for regular school-day emergency preparedness (and noted in lesson plans). In addition, the Site Coordinators at all sites collect emergency medical contact information for all KidREACH students when students enter the program. Program staff update/confirm the information twice per year, and copies of the student forms are available at the entrance of each program site for parents to update. The information is kept at the Learning Center site, with a copy sent to the Program Director.

* Program Personnel

A. Chart Describing Staff Roles and Responsibilities

KidREACH has clear procedures for managing the program that ensures resources are focused on achieving program Objectives. Staff and time commitments are detailed in **Table 12** below. The Program Director and Site Coordinators design activities for students and families, while most staff and volunteers provide the activities. These activities are directly linked to improving student performance and behaviors. Site Coordinators, who are usually school-day teachers, communicate with parents and teachers on student progress and submit lesson plans to the Program Director. Education Facilitators assist the Site Coordinators, serving as the Collaborative Liaison with the school, by maintaining a regular line of communication with classroom teachers, Title I Coordinators, and other support staff. Qualified adult aides assist the staff. The National Program Manager will serve as the program's evaluator. **All staff and volunteers are required to pass a mandatory background check and complete Child Safeguarding training.** World Vision commits that at least one full-time staff person per site is certified in CPR and first aid within one month of being hired, if not already certified.

Table 12: Roles, Responsibilities & Position Descriptions of Key Project Staff		
Position	Roles and Responsibilities	Qualifications
Administrative Staff		
National Education Program Manager (1.5% FTE)	<ul style="list-style-type: none"> - Perform as Program Evaluator and monitor, collect, and evaluate program data as part of continuous learning and quality improvement - Share program data and evaluation results with all key stakeholders. 	<ul style="list-style-type: none"> - Bachelor's degree - 5-8 years' experience - Certification in Grants Management

	<ul style="list-style-type: none"> - Oversee expenditures against budget monthly - Supervise Program Director and overall program - Develop internal/external partnerships and identify opportunities for program sustainability - Ensure compliance with World Vision and state policies, including child safeguarding policies and procedures. - Provide/verify data for all required state/federal reports 	
KidREACH Manager (Program Director) (27% FTE)	<ul style="list-style-type: none"> - Serve as Program Director - Lead and direct all aspects of the program at multiple sites - Oversee marketing to ensure awareness of the program, student enrollment, and volunteer recruitment - Monitor data and outcomes for evaluation purposes - Monitor expenditures against the budget monthly - Hire all program staff; review and approve timesheets - Supervise, train, and evaluate Site Coordinators and Education Facilitators - Review lesson plans submitted by Site Coordinators - Develop and maintain long-term collaborations 	<ul style="list-style-type: none"> - Bachelor's degree (master's preferred) in education - 5 years of experience in education - Ability to partner with community organizations
Admin. Coordinator (2.10% FTE)	<ul style="list-style-type: none"> - Provide administrative support for KidREACH Manager, Program Director, and Family Specialist - Oversee and approve program invoicing - Serve on community councils and boards as a liaison with local partners and other youth-serving organizations 	<ul style="list-style-type: none"> - High school diploma; associate degree preferred - Strong organizational and communication skills
Site Staff		
Site Coordinators (x 2 – one for each site) (12 hrs./wk. x 32 weeks)	<ul style="list-style-type: none"> - Manage daily Learning Center operations (20% effort) - Provide direct assistance to students (80% effort) - Attend required trainings - Provide Site supervision of the Education Facilitator, Aides, and volunteers - Oversee communication with Program Director, Learning Center staff, families, volunteers, community leaders - Oversee recruitment and selection of tutors and student participants - Maintain appropriate documentation and activity logs - Develop and submit daily/weekly/monthly lesson plans - Submit weekly and monthly reports to Program Director 	<ul style="list-style-type: none"> - Bachelor's degree in education - Teaching certification preferred - Ability to manage people - Ability to serve at-risk children - Advanced experience with classroom management - CPR and First Aid certification
Education Facilitators		<ul style="list-style-type: none"> - Bachelor's degree preferred

<p>(Collaborative Liaison) (x 2 – one for each site) (12 hrs./wk. x 32 weeks)</p>	<ul style="list-style-type: none"> - Serve as the Collaborative Liaison between the schools/s and KidREACH Learning Centers - Provide academic and enrichment activities to students - Assist with recruiting and selecting tutors and students - Attend required trainings - Assist with communication with the Program Dir., site staff, families, volunteers, and community leaders - Assist with maintaining appropriate documentation and activity logs - Provide direct assistance to students 	<ul style="list-style-type: none"> - Communication & management skills - CPR and First Aid certification
<p>Family Engagement Specialist (10 hrs./wk. x 32 weeks)</p>	<ul style="list-style-type: none"> - Provide ongoing training events and capacity development to families of KidREACH students - Lead all social media engagement activity - Assist the Program Director in providing training and technical assistance to KidREACH site staff 	<ul style="list-style-type: none"> - Bachelor's degree (master's preferred) - Experience in training and capacity development - Strong communication skills
<p>STEAM Coordinator (partial match from applicant) (4 hrs./wk. x 25 weeks)</p>	<ul style="list-style-type: none"> - Provide instructional support and collaborative coaching in STEAM instruction to site staff - Work with site staff to support best practices in STEAM instruction - Design and implement STEAM units and lessons - Provide content knowledge in STEAM - Analyze data to modify curriculum if needed 	<ul style="list-style-type: none"> - Bachelor's degree in a STEAM field required, master's preferred - Ability to manage multiple projects - Teaching and communication skills - Teaching cert. pref.
<p>Literacy Coordinator (5 hrs./wk. x 25 weeks)</p>	<ul style="list-style-type: none"> - Provide instructional support and collaborative coaching in literacy instruction to site staff - Work with site staff to support best practices in literacy instruction (Ready, Read, Write) - Communicate with school-day staff to align with state standards and target areas of need - Promote the World Reader BookSmart app utilizing the components in featured books - Encourage the exploration of different genres and formats - Collaborate with Family Specialist to facilitate Family Circle(s) regarding literacy activities for students and families - Analyze data to modify interventions if needed 	<ul style="list-style-type: none"> - Bachelor's degree in education - Ability to manage multiple projects - Ability to serve at-risk children - Advanced experience with classroom management and student assessment
<p>SEL Coordinator (match from applicant) (10 hrs./wk. x 25 weeks)</p>	<ul style="list-style-type: none"> - Work with site staff to support and integrate best practices in SEL instruction - Consult with school-day educators/admin/support staff regarding students' SEL needs. - Coordinate and deliver resources such as Classroom Wellbeing Kits to sites to promote SEL - Collaborate with Family Specialist to facilitate Family Circle(s) regarding SEL for students and families - Facilitate short- and long-term planning of program-wide SEL integration 	<ul style="list-style-type: none"> - Bachelor's degree - Knowledge of current best practices in SEL - Ability to collaborate with KR Staff and Program Staff - Ability to work with children and families - Ability to manage multiple projects - Strong communication and organizational skills
<p>Math tutor</p>	<ul style="list-style-type: none"> - Provide 2x/weekly math instruction virtually during 	

(for all sites – virtual) (2 hrs./wk. x 25 weeks)	non-traditional program time - Communicate as needed with school-day teachers at each school to reinforce concepts from class	- Bachelor's degree in education - Teaching certification preferred - Dependable access to required technology
Aides (2 – one at ea. site) (10 hrs./wk. x 30 weeks)	- Provide academic and enrichment activities to students - Maintain appropriate documentation and activity logs - Assist the Site Coordinator and Education Facilitator as needed	- Ability to work with children - Communication skills - Teaching certification preferred

B. Process to Improve Staff Capabilities

World Vision commits the financial and human resources necessary to send staff to the required and recommended trainings and conferences each year and to conduct regular in-house staff and volunteer training. Monthly staff meetings provide training and technical assistance on areas of interest and need, based on evaluation data and staff feedback. Key community partners such as Barbour Community Health and Bright Futures are engaged to provide training for staff relevant to the success of each learning center.

1. Assessment of staff knowledge and expertise –

The KidREACH leadership team uses several methods to assess staff knowledge and expertise. At the beginning of each new program year, staff are surveyed to assess their needs and interests for training beyond mandatory training topics (see table 13 below). In addition, program leadership review the previous year's performance reviews to assess what were the gaps in service that need to be addressed.

As potential site staff are interviewed, qualified candidates are evaluated on content knowledge such as classroom management, STEAM, etc., to identify strengths and areas of expertise. Once these staff have been identified and hired, they are invited to provide training/technical assistance to other staff that may be less experienced in that particular subject or curriculum.

2. Annual performance evaluation and feedback –

All staff receive a performance evaluation at least once per year, with the two Directors (KR Manager, National Education Program Manager) also receiving an additional mid-year evaluation. The two Directors jointly evaluate all program staff. For this process, both the employee and the Directors complete an evaluation form that assesses the employee's performance, knowledge and expertise. Site staff are evaluated on site management, student engagement, ability to complete program goals and activities, and timeliness of reporting. After the document is completed, the Directors meet with each employee to discuss strengths and goals for improvement. The information gained from this performance evaluation and feedback process also informs the plan for targeted professional development as described below.

Additionally, program leadership regularly observes site staff during program hours and provides constructive feedback and opportunities for improvement. During monthly staff meetings, site staff have opportunities to address concerns with program leadership. At the end of each program year, site staff complete a survey to evaluate the effectiveness and support of program leadership that is submitted directly to World Vision's national office.

The KidREACH Manager (Program Director) is evaluated by the National Education Program Manager, and the National Education Program Manager is evaluated by World Vision's National Director of US Programs. These two Directors are evaluated twice per year, using the organization's annual evaluation process and a mid-year evaluation.

3. Attendance at required WVDE professional development –

The budget includes matching funds to send at least two program staff to all required meetings and conferences. The KidREACH Manager is not new; therefore, the budget does not include funds for new director training. World Vision matching funds will cover costs related to mileage or airfare, lodging, and registration fees. Any travel-related meals are paid for through matching funds.

4. Targeted professional development –

Site Coordinators and Education Facilitators receive a minimum of 23 to 26 hours of professional development during each year. The program's training platform is created from topics that are required by WVDE's 21st CCLC program, World Vision's Child Safeguarding Policy, and subjects that program leadership identify as areas of need, based on staff assessments and performance evaluations. Paid staff receive full pay while attending training and conferences. Barbour County Schools has invited project personnel to all district in-service days to provide even more training. Table 13 below summarizes the training provided to staff, including contact hours and topics. It is followed by a similar table detailing the training offered to volunteers, indicating which trainings are required.

Table 13: KidREACH Training Activities - Staff

Title of Training	Topics	Hrs. Required
Program Orientation	Program design, scheduling, volunteer management, grant compliance, data collection, classroom management strategies.	Staff - Required 6
Safeguarding Children	Child protection policies, safe play, abuse prevention, and mandated reporting	Staff - Required 3

Mandated Reporter	W.V. Department of Health and Human Resources curriculum on how to keep children safe empowers adults to take responsibility for and protect children from child sexual abuse.	4	Staff – Required
Trauma Informed Care	Trauma-informed care, policies and procedures, as well as individual practices; differences between trauma-specific and trauma-informed (Barbour Community Health Association)	6	Staff – Required
Adverse Childhood Experiences (ACES)	Understanding risk and protective factors for ACEs, their outcomes, and strategies	2	Staff-Required
CPR and First Aid	Using Red Cross or similar curricula, participants get certified in First Aid/CPR/AED	2-5	At least one staff per site – Req'd
Total Staff Required Hours			23-26

Volunteers are required to take child safeguarding training and are invited to attend other training opportunities.

		1- Required	2
Safeguarding Children	Child protection policies, safe play, abuse prevention, and mandated reporting		
Mandated Reporter	W.V. Department of Health and Human Resources curriculum on how to keep children safe empowers adults to take responsibility for and protect children from child sexual abuse.	4	Invited
CPR and First Aid	Using Red Cross or similar curricula, participants get certified in First Aid/CPR/AED	2- Optional	5
Total Volunteer Hours			7- 11

C. Relevant Screening and Hiring Processes

All KidREACH Administrative and Site staff go through a rigorous screening process before being hired into the program. For those employees hired through World Vision, background checks are performed for all potential hires. Additionally, KidREACH leadership utilizes advanced screening for all qualified applicants that includes an application review to access work/volunteer history and two reference checks. As part of onboarding, employees complete Child Safeguarding training before their employment begins. For those Site Staff hired through Kelly Temporary Services, the process is very similar. Each potential employee is required to complete a background check before an offer of employment is made. A work/volunteer history and reference checks are also completed. All employees are required to complete Child Safeguarding training as part of their onboarding process. Please see Table 13 for a complete list of required trainings. Background checks for all staff, volunteers and guest speakers will be paid for by matching funds.

D. Staff-to-Student Ratios/Staffing Levels Assure Participant Safety and Highest Quality Program Delivery

Elementary school staffing is maintained at a 1:10 staff-to-child ratio, which falls below the state maximum of 1:16. Maintaining ratios lower than the state level allows program staff to give more attention to participants, important to high-quality program delivery.

E. Vetting Procedures for All Staff and Regular Volunteers, Including Background Checks

All out-of-school-time staff and volunteers must pass approved state-level background checks before working in the program. Staff who are tasked to serve as drivers will pass a safe-driver check. Matching funds are included in the budget for this expense. For staff, World Vision contracts with Kelly Services to perform background checks and complete I-9s and other documents. World Vision conducts candidate interviews and makes final hiring decisions. Volunteers complete a volunteer application and supply at least two references, who complete a recommendation sheet on working around children. Volunteers are also required to pass required background checks. New this year, all staff and volunteers will complete a voluntary criminal history disclosure form before working/volunteering for the program. Program leadership will follow up with a potential hire/volunteer who provide any alarming, incomplete, or inaccurate information to determine their eligibility to work with children.

* Collaboration

A. How applicant will actively collaborate with schools to develop and implement the program.

This application has been developed collaboratively with our LEA co-applicant, Barbour County Schools (BCS). See Attachment F for a detailed list of collaborative planning activities with BCS. An MOU with BCS is uploaded to the Related Documents section of GPS as required. As the MOU attests, collaboration in carrying out program activities will continue upon grant award. Project staff maintain close relationships with school-day teachers and administrators, including significant teacher involvement in identifying and recruiting students and assessing the academic needs of each of those students. Site Coordinators and Education Facilitators will work with school principals to ensure that Learning Center lesson plans align with school curricula and state standards. BCS will provide test scores, assessment data, nutritious food, and expertise to assist in delivering program activities. **Table 15** below summarizes the applicant's active collaboration with the schools in program development and implementation.

Table 15: World Vision Collaboration with Local Schools

<ul style="list-style-type: none"> ▪ Philippi and Junior schools will provide on-campus sites 4 days per week. ▪ Classroom teachers will engage in ongoing collaboration and constant communication with KidREACH staff about the needs of specific students. ▪ Barbour County Schools (BCS) will invite KidREACH (KR) staff and volunteers to relevant staff development trainings. ▪ Schools will provide supper/snacks for the afterschool programs. ▪ The school nutrition director will train site center staff on food safety and data collection. ▪ With parent/guardian consent, BCS will provide i-Ready scores, reading and math benchmarks, progress reports, and report cards. ▪ With parent/guardian consent, BCS will share academic, behavior, and relevant health information of students with special needs, including IEP recommendations. ▪ World Vision and BCS agree to share all relevant data through ongoing reporting and discussions at the school and district level. ▪ Teachers will consult twice annually with KR staff to discuss student learning needs and align curricula to school-day learning and WV standards. ▪ Teachers will complete Personal Success Plans and year-end surveys on each student participant. ▪ BCS will provide twice weekly bus transportation for students to pre-determined pick-up sites. ▪ BCS curriculum specialists and Title I coordinators will collaborate with KR staff to ensure content and instruction align with state standards and student needs.
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1. Private School Consultation

The Applicant staff met with Feed My Sheep, the only private school in the program's area. School leaders have indicated they do not desire to participate in KidREACH, citing transportation challenges as the main reason. Due to BCS bussing schedules, students would not be able to be picked up from Feed My Sheep. Please see **Appendix G: Private School Consultation Document**.

B. Data-sharing processes

1. How the program will access student records for planning, implementation and evaluation.

KidREACH will continue to collect reliable individual and aggregate data to verify student academic performance from the participating schools. KidREACH has an excellent relationship with Barbour County Schools, and school staff and administrators will continue to provide i-Ready and/or General Summative Assessments data, test scores, reading and math benchmarks, progress reports, IEPs, and report cards to monitor progress and verify achievement. To develop individual Personal Success Plans, program staff will consult with school-day teachers on student's needs and areas of focus for each child. Barbour County Schools has agreed to share all relevant data with program leadership as reflected in the Memorandum of Understanding.

2. How applicant will share program data and evaluation results with stakeholders and will use it in the CQI process.

Program data and evaluation results are shared regularly with a variety of stakeholders throughout the program year. KidREACH Education Facilitators communicate regularly with school-day teachers to monitor individual student progress. We also

provide the data from the Community Needs Assessment and aggregate program performance data to the School Board on a bi-annual basis. These reports are given when KidREACH staff make a personal presentation to the Board and provide a written report. KidREACH staff will also be available to present data and/or program progress at participating PTA/PTO group meetings and all Advisory Council meetings.

Program data and evaluation results are also used by program leadership as part of our continuous quality improvement (CQI) processes. For example, Program Leadership review assessment, attendance, and other data every month. Based on the data, Program Leadership collaborates with relevant staff and other stakeholders to develop a plan to address any issues or concerns, celebrate successes, and identify desired/needed content. Similarly, annual parent and teacher surveys are closely examined for satisfaction, recommendations for improvement, and any areas in which the program may need to make adjustments.

3. Support provided by partner organizations, MOUs and objectives met by partnerships.

KidREACH will rely on community partners to deliver project activities. The table below summarizes the support provided by these partner organizations, as documented fully in their MOUs. MOUs that clearly indicate the role of each partner and their tangible contributions are uploaded as required into the "Related Documents" section of the GPS. Additionally, a letter from each school principal is also included in the "Related Documents" as required by the NOFO. In these letters, the principals reaffirm the commitment of space, data-sharing, and collaboration between KidREACH staff and teachers, and the promotion of the KidREACH program made by the District in its MOU. The table below provides further information regarding partners and the services they will provide.

D. Jointly Submitted Application with Co-Applicant

1. Identified in Partner Chart How proposal has been submitted jointly.

Evidence that this application is submitted jointly with the Barbour County Board of Education is included in **Appendix F**, as required, and the co-applicant is identified in the partner chart as required.

2. How the Proposal has been Submitted Jointly

KidREACH has a close and productive partnership with Barbour County Schools (BCS) that provides many opportunities for joint planning time and professional development. Program staff and BCS engaged in joint planning to design the program and prepare this application. World Vision KidREACH staff met with the Superintendent of Barbour County Schools in March 2024 to understand the challenges and opportunities that the district was experiencing and explore how best to serve students at the targeted schools. Additional meetings were held with the Elementary Curriculum/Title 1 Coordinator and School Nutrition-Wellness Director. Throughout these meetings, the need for targeted support for students in English Language Arts was emphasized by all Administrative Staff. This was also reflected in the parent and teacher survey data (see **Tables 3 and 4**). In addition, the need for wellness information and engagement—specifically focused on anti-vaping/tobacco and daily snacks/supper was expressed.

After a review of parent and student survey data showed a need for transportation services, KidREACH staff met with the Superintendent and Transportation Director to discuss the possibility of offering transportation services to participating students.

Our partnership in submitting this proposal jointly is just the beginning of our on-going collaboration with BCS. Once the grant is awarded, good communication and collaboration between the program and school personnel will continue since our practice is to hire school-day teachers whenever possible to staff KidREACH Learning Centers. School-day teachers, Title I staff, and the school's Student Assistance Teams work closely with KidREACH staff to identify students most in need of the program's services. Once students enter the program and parental permission has been obtained, teachers can further assist by identifying students' particular needs for academic assistance. KidREACH staff collaborate with school-day teachers to develop each participant's Personal Success Plan. Program staff then meet at least once more per year with teachers to review the results of the mid-year i-Ready reading and math assessments. In addition, we communicate regularly with school administration to jointly schedule events and to plan family engagement activities. Education Facilitators, acting as a collaborative liaison, will consult with school-day teachers on a regular basis.

After a review of parent and student survey data showed a need for transportation services, KidREACH staff met with the Superintendent and Transportation Director to discuss the possibility of offering transportation services to participating students.

Our partnership in submitting this proposal jointly is just the beginning of our on-going collaboration with BCS. Once the grant is awarded, good communication and collaboration between the program and school personnel will continue since our practice is to hire school-day teachers whenever possible to staff KidREACH Learning Centers. School-day teachers, Title I staff, and the school's Student Assistance Teams work closely with KidREACH staff to identify students most in need of the program's services. Once students enter the program and parental permission has been obtained, teachers can further assist by identifying students' particular needs for academic assistance. KidREACH staff collaborate with school-day teachers to develop each participant's Personal Success Plan. Program staff then meet at least once more per year with teachers to review the results of the mid-year i-Ready reading and math assessments. In addition, we communicate regularly with school administration to jointly schedule events and to plan family engagement activities. Education Facilitators, acting as a collaborative liaison, will consult with school-day teachers on a regular basis.

3. Capacity of the Co-applicant to provide out-of-school activities.

As documented in **Appendix F** and in the partnership table above in Section C, the LEA Barbour County Schools (BCS) is the co-applicant on this project. Barbour County Schools currently receives Title I funds (WVDE 21st CCLC Table of 2023 Attributes), making this application eligible to receive the priority points for joint submissions by an LEA and a community-based organization. As an LEA, Barbour County Schools has more than adequate capacity to provide out-of-school activities that complement the proposed KidREACH program. These include sports, band, and other extracurricular activities. BCS has committed to providing classroom and other spaces in support of the program (see also Facilities Plan above) and data and consulting with KidREACH personnel on aligning academic instruction.

E. MOUs Uploaded in Related Documents, Including Letter from Each Principal

Memoranda of Understanding (MOUs) from the co-applicant and 2 community partners and letters of commitment from the principals of both participating schools are uploaded as required in the "Related Documents" section of GPS. Each MOU and letter clearly describe the role and capacity of the partner as well as their specific contributions to the program. The value of in-kind contributions has been included in the Matching funds worksheet.

Table 16: Partnership Support

Partner Organization	Summary of Services	Objectives Supported
Barbour County	- Co-applicant - provide data and access to populations for meetings, surveys, and focus groups	All Objectives

Schools (BCS)	<ul style="list-style-type: none"> - Assure participation of both school sites, including the use of school facilities to deliver the program (letters from principals are included as required in the "Related Documents" section of the GPS) - Share individual and aggregate student data for program planning, assessing student needs, and evaluation - Provide nutritious snacks/supper daily at all sites - Include KidREACH staff in District professional development - Promote the program on all media platforms utilized by BCS - Provide representation on the KidREACH Advisory Council - Encourage engagement with other school-based after-school activities - Provide transportation services two days per week for participating students 	All Objectives
Barbour Community Health	Provide up to 6 hours of training in trauma-informed care; accept referrals from KidREACH Staff	All Objectives
W.V. University Extension	Provide two engagement events for both schools; train high school students to serve as WVSAN Health Ambassadors (i.e. teach Health Rocks@ Curriculum) as well as tobacco cessation and prevention programs.	1.1, 2.1, 2.2
The Old Brick Playhouse	Deliver "Creature Conundrum" programming to all learning centers.	1.1, 1.2, 2.1, 2.2
The Lions Club	Provide volunteer services for all sites, engaging with students during small group read-alouds; provide volunteers during community events (Back to School Bash, STEAM Day, etc.)	1.2, 1.3, 2.1, 2.2
Bright Futures	Provide 2 hours of staff training focusing on Adverse Childhood Experiences (ACES)	All Objectives

(The table above lists all of the partnerships included in this proposal. Per WVDE 21st CCLC staff, the table was listed due to limited space in the Partner Support section below)

Partnership Support	Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership
Barbour County Schools (BCS)		<ul style="list-style-type: none"> - Co-applicant - provide data and access to populations for meetings, surveys, and focus groups - Assure participation of both school sites, including the use of school facilities to deliver the program (letters from principals are included as required in the "Related Documents" section of the GPS) - Share individual and aggregate student data for program planning, assessing student needs, and evaluation - Provide nutritious snacks/supper daily at all sites - include KidREACH staff in District professional development - Promote the program on all media platforms utilized by BCS - Provide representation on the KidREACH Advisory Council - Encourage engagement with other school-based after-school activities - Provide transportation services two days per week for participating students 	All Objectives
Barbour Community Health		Provide up to 6 hours of training in trauma-informed care; accept referrals from KidREACH program.	All Objectives
W.V. University Extension		Provide two engagement events for both schools; train high school students to serve as WVSAN Health Ambassadors (i.e. teach Health Rocks@ Curriculum) as well as tobacco cessation and prevention programs.	1.1, 2.1, 2.2

* Sustainability

A. Description of Advisory Council

A program Advisory Council has supported KidREACH since 2012. It is composed of a diverse group of Barbour County individuals—community leaders, business leaders, teachers/principals, district administrative staff, and parents/guardians of KidREACH students. The Advisory Council meets on a quarterly basis. An unanticipated outcome of moving these meetings to a virtual platform during the pandemic is that it allowed new members to participate who were not able to do so in the past. The Advisory Council's advice and input contributed substantially to the program design proposed in this application, and the Council will continue to advise KidREACH staff during program implementation. School day staff and administrators from all participating schools included in this application will be invited and encouraged to participate on the council. In the past, representatives from every KidREACH school have served on the Advisory Council. The letters signed by each principal participating in this proposed program affirm their commitment to recruiting parents and staff for the Advisory Council.

Advisory Council Members support the KidREACH program by identifying additional funding opportunities, increasing community awareness of the program, and networking with like-minded members.

B. Sustainability Plan

1. Other sources of funding to be leveraged to supplement the grant award.

Most other funding that World Vision and Barbour County Schools have been successful in leveraging in the past has been foundation grants or donations from individuals. We have also been successful in obtaining foundation grants to support KidREACH programming, such as a grant from the Clay Center Foundation for robotics programming. In 2022, the national World Vision organization received a grant from a family foundation for KidREACH in West Virginia and other U.S. locations. This grant was made in support of school and STEM supplies, theater instruction via The Old Brick Playhouse (W.V. only), support of meals/snacks, and funds to pay the SEL coordinator. In 2023, KidREACH received a donation of e-tablets for participant use, valued at \$13,000. In the past, individual donors have elected to sponsor a STEAM Day, teacher supplies, books for family reading nights, or technology. We also benefit from in-kind support from community partners, such as the eight hours of free training in trauma informed care to be provided by Barbour Community Health.

In addition, World Vision has a supporting organization called Women of Vision who engage in fundraising on behalf of programs. They currently provide \$76,000 per year in funding to KidREACH to supplement food for field trips and to cover a percentage of key personnel salaries. World Vision also operates a network of Storehouses, with one serving the West Virginia/Southern Ohio region. World Vision Storehouses are warehouses that receive in-kind donations from corporations such as Office Depot and Costco. Each Learning Center site will be given up to \$1,000 worth of supplies and materials from the World Vision Storehouse network to supplement their operations. Supplies available usually include basic program and office supplies, physical fitness/play equipment (such as jump ropes and mini trampolines), snack foods, and personal care items that can be distributed to participants, but availability can vary based upon what is received from donors. KidREACH staff will prepare a list of desired items at the beginning of the program year and then may submit updated lists as needed throughout the year.

In partnership with the targeted schools' Title I coordinators, the program will plan for joint family engagement events to increase the breadth of resources being used.

2. How the applicant will provide the program as described with reduced funding in years 4 & 5

World Vision is committed to continued aggressive fundraising and grant seeking in support of KidREACH programming. The resources we have secured to date are evidence of this commitment and our successes (please see the sections on **Other sources of funding and Strategies to continue support after the grant** for details on our track record in this regard). That said, it will be challenging for any 21st CCLC program in communities as under-resourced as Junior and Phillipi to generate sufficient external funding to fully sustain all program activities exactly as described with reduced funding in Years 4 and 5. While we are planning additional fundraising and grant seeking to replace the reduced program funding, we are also considering ways we can trim costs without negatively affecting program services and outcomes. For example, we would likely reduce the number of planned field trips from two to one, purchase fewer supplies for engagement activities, and/or reduce program subject matter experts (SMEs), if we are unable to completely replace the reduced funding in the program's later years.

3. Strategies to continue support after the grant funding ends

World Vision is a fiscally sound organization with an accomplished fundraising department and experience at creating and sustaining community programs. KidREACH is an integral part of World Vision's domestic funding initiatives. The organization has developed a diverse group of funding sources and will continue to further build relationships to sustain program activities. KidREACH staff regularly partner with the organization's Corporate Engagement Team (CEG) to identify potential funding opportunities and secure additional programmatic resources. KidREACH appears in World Vision's nationwide materials that raise awareness of the great needs in our community and solicit funds in support of the program's outreach in Appalachia. Because World Vision has committed its staff resources and expertise to generating additional contributions on behalf of KidREACH, the forecast for program sustainability is stronger than if we had to depend only on limited local resources to sustain program activities. However, while these efforts are successful at securing resources to support and enhance a robust afterschool program, very few programs, especially those in impoverished communities, have the capacity to operate a similarly robust program in the absence of grant funding. Please also see **Other Sources of Funding** for more information.

How partnerships will be utilized to continue the program

Partnerships are essential to the success of KidREACH and to the possibility that program services could be continued in the absence of 21st CCLC funding. First, as the applicant, the national World Vision organization has access to a broader variety of potential donors and sponsors than a community-based organization with no such affiliation would have. As described in the **Organizational Capacity section** on increased sustainability, we have been successful in motivating donor support of certain KidREACH elements, such as providing e-tablets or SEL materials. Second, in our community, engaging the target school district as a co-applicant partner is essential to success. The LEA provides access to students, teachers, student data, student transportation, and the space to hold the program, in addition to collaborating with KidREACH staff to design curricula to ensure they meet standards and align with school-day instruction. The school has the capacity to continue to bring those assets to the table after grant funds end. Third, partners such as Barbour Community Health, The Old Brick Playhouse, and Bright Futures all provide programming and training to address key academic and student enrichment content. They could continue to do so but any such outreach from them would lack the comprehensive, systematic approach provided by a fully-funded afterschool program.

* Organizational Capacity

A. Previous Experience and Successes Implementing 21st CCLC Grants

World Vision has partnered with Barbour County Schools for 20 years to deliver 21st CCLC programming, allowing us to serve more than 2,000 students in that time. Throughout this partnership, students that participated in the program from eight different schools have increased their math and ELA assessment scores, and families have reported significant increases in their abilities and confidence to help their students.

KidREACH has consistently received Exemplary or Proficient status from outside evaluation organizations (i.e. 21st Century Grant Services in 2013) as well as from 21st CCLC Grant Coordinators through monitoring visits and Continuation Reports. In May 2010, at the end of our first grant year, Josh Asbury, former 21st CCLC Grant Coordinator, said, "Your program has many good qualities, but the most outstanding is the way in which the program is managed. The trainings and technical assistance provided to the staff is first-class."

Similarly, a 2013 outside evaluator for 21st Century Grant Services, said this about KidREACH: "The 21st CCLC staff should be congratulated for implementing an afterschool program that is based on a number of sound management practices. Strong practices have translated into a program that is diverse and provides a number of daily opportunities for youth and families in the community. World Vision's Barbour County 21st CCLC program has successfully created a body of evidence that results in the community and its parent organization collectively seeing positive out of school time opportunities as a vital strategy to improve the community and child well-being. This is to be highly commended!"

Finally, families and teachers identify feeding students as one of the biggest program benefits. The program began tracking the number of meals served during KidREACH in 2017. Since then, we have provided more than 14,000 meals. In FY22-23, World Vision partnered with BCS to provide more than 6,500 nutritious snacks and/or supper for the participating students.

How the program improved student academic performance and achievement.

At the end of the FY22-23 academic year (the most recent assessment data available), students participating in the KidREACH program at the targeted schools showed significant improvement in their end-of-year (EOY) assessment scores in English/language art and mathematics.

- 77% of students participating in the program showed at least one year of growth on the i-READY assessment for ELA. These gains exceeded the performance target in the approved KidREACH action plan.
- 67% of students participating in the program showed at least one year of growth in math during the 2022-2023 school year. While this falls slightly below the target of 70%, it demonstrates significant student growth in comparison to the assessment data for the overall student population at each school.

How the program improved family engagement.

The KidREACH program serves family members in order to increase engagement and confidence in their ability to help their students. During the FY22-23 academic year, the program met or surpassed all of its family engagement targets in the approved action plan.

For example, in Spring 2023, 75% of respondents to our Family Survey agreed/strongly agreed that the KidREACH Family Circle events targeted their needs. In addition, 86% of respondents agreed/strongly agreed that the Family Circle events and activities increased their ability and confidence to help their child with their academic endeavors.

Data from the Spring 2023 Family Survey showed that 100% of respondents were either "satisfied" or "very satisfied" with the program. This survey also revealed that 100% of respondents "agreed" or "strongly agreed" that their child had shown increased success and improved their engagement by participating in KidREACH.

Number of hours and average daily attendance during the last year of grant funding.

For the FY22-23 academic year (most recently completed grant year), the program operated for 96 days, offering 192 hours of programming. Average daily attendance for the year was 12 at Junior Elementary (71% of all attendees) and 12 at Philippi Elementary (52% of all attendees). For the current year, (through March 2024) the learning centers at each of the targeted schools have been in operation for 79 days, equaling 158 hours of programming and serving a total of 69 students. To date during this academic year, Junior Elementary had an average daily attendance of 18.1 students, and Philippi Elementary had an average daily attendance of 19 students.

B. Increased Sustainability Due to Past Grants and How This Grant Will Impact the Organization and Community

Barbour County is not the only 21st CCLC community grant recipient that is extremely rural and severely under resourced. Reliable sources of funding outside of the program grants are extremely limited. In fact, most additional financial support must come from outside the community. That said, previous 21st CCLC grants have definitely expanded the community's capacity to meet the needs of academically at-risk students. Teachers and school leaders have benefited from access to national, evidence-based curricula, made possible through 21st CCLC. Since the program hires teachers as program staff whenever possible, this has offered additional income and professional development for these staff. Being able to document program successes, such as with prior year program evaluations, gives World Vision a powerful tool to motivate donors to support the program. Fundraising with proof of impact generates more opportunities to secure cash and in-kind donations to sustain and expand the program's reach. For example, during the 2023-2024 academic year, World Vision secured an additional \$236,000 of funding to help support its KidREACH programs nation-wide. Of this total, \$86,000 was dedicated to KidREACH in Philippi and Junior. This includes support for the following:

\$5,500 in-kind value of tablets donated for participant use at program sites.

\$9,000 for the SEL Coordinator

\$7,500 in support of programming by The Old Brick Playhouse

\$5,000 for STEAM Day food and program expenses

Please see the complete list of matching funds which are reported in the budget's match table in the Cover Sheet.

C. Results of Prior Audits

There have been no audit findings.

Budget

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () - - New - Application Number (10)

Indirect Cost		Total
Total Allocation	\$0.00	\$74,789.83
Budgeted Amount	\$107,313.85	\$0.00
Excludable Costs	\$0.00	\$0.00
Indirect Cost Rate	8.00%	\$10,935.12
Max Indirect Cost based on Budgeted Amount	\$8,585.10	\$20,388.90
Max Indirect Cost based on Total Allocation	\$0.00	\$0.00
Function		Total
11119 - Instruction - K-12 - Extended Day/Year		\$74,789.83
12134 - Health-Nursing		\$0.00
12137 - Health-Personal Care		\$0.00
12170 - Parent/Family Involvement		\$10,935.12
12211 - Supervision of Improvement of Instruction Services		\$20,388.90
12213 - Professional Personnel Staff Development		\$0.00
12317 - Audit Services		\$0.00
12510 - Fiscal Services-General		\$0.00
12544 - Evaluation Services		\$0.00
12570 - Personnel Services-General		\$0.00
12611 - Operation of Buildings		\$0.00
12711 - Support Service Student Transportation - Vehicle Operation		\$0.00
12781 - Support Service Student Transportation - Contracted/Charter Buses		\$1,200.00
13121 - Food Preparation/Dispensing		\$0.00
IC - Indirect Cost		\$8,585.10
	Total	\$115,898.95
	Adjusted Allocation	\$0.00
	Remaining	(\$115,898.95)

Budget Detail

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) (- - New - Application Number (10)

11119 - Instruction - K-12 - Extended Day/Year - \$74,789.83 ▼

Budget Detail

Narrative Description

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 111 - Personal Services-Salaries - Professional Personnel - Regular
LEA / School: World Vision FY2025 (WRLD-SG00004)
Quantity:
Cost:
Line Item Total:

Site Coordinators (2) = 2 x 12 hours/week x 32 weeks x \$20/hour = \$16,926.72
 Educational Facilitator (2) (Collaborative Liaison) = 2 x 12 hours/week x 32 weeks x \$19/hour = \$14,592.00
 STEM Coordinator = 5 hours/week x 25 weeks X \$19/hour = \$2375.00
 Literacy Coordinator = 6 hours/week x 25 weeks X \$19/hour = \$2850.00
 Virtual Math Tutor = 2 hours/week x 25 weeks x \$19/hour = \$950.00

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 111 - Personal Services-Salaries - Professional Personnel - Regular
LEA / School: World Vision FY2025 (WRLD-SG00004)
Quantity:
Cost:
Line Item Total:

Temporary Part Time Professional Personnel: Kelly Upcharge of 44% for Program Staff (does not include Family Specialist and one Site Coordinator who are World Vision employees) = \$33,497 x .44 = \$15,156.68

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 111 - Personal Services-Salaries - Professional Personnel - Regular
LEA / School: World Vision FY2025 (WRLD-SG00004)
Quantity:
Cost:
Line Item Total:

Aides (2) = 2 x 10 hours/week x 30 weeks x \$10/hour = \$6000.00

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 211 - Fixed Charges-Employee Benefits - Group Insurance - Health/Accident/Life
LEA / School: World Vision FY2025 (WRLD-SG000004)
Quantity: 1.00
Cost: \$2,450.36
Line Item Total: \$2,450.36

World Vision Fringe Benefits for FTE = 12.3% covers Health/Accident/Life Insurance = \$2450.36

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 214 - Fixed Charges-Employee Benefits - Group Insurance - Income Protection
LEA / School: World Vision FY2025 (WRLD-SG000004)
Quantity: 1.00
Cost: \$113.41
Line Item Total: \$113.41

World Vision Fringe Benefits for FTE = 0.57% covers Severance and Bonding Leave = \$113.41

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 221 - Fixed Charges-Employee Benefits - Social Security Contributions
LEA / School: World Vision FY2025 (WRLD-SG000004)
Quantity: 1.00
Cost: \$1,433.10
Line Item Total: \$1,433.10

World Vision Fringe Benefits for FTE = 7.2% covers ER paid Social Security wages = \$1433.10

Function: 11119 - Instruction - K-12 - Extended Day/Year
Object: 232 - Fixed Charges-Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)
LEA / School: World Vision FY2025 (WRLD-SG000004)
Quantity:

World Vision Fringe Benefits for FTE = 7.9% covers 403(b) Retirement = \$1521.90

<p>Cost: 1.00</p> <p>Line Item Total: \$1,521.90</p>	
<p>Function: 11119 - Instruction - K-12 - Extended Day/Year</p> <p>Object: 261 - Fixed Charges-Employee Benefits - Workers Compensation</p> <p>LEA / School: World Vision FY2025 (WRLD-SG000004)</p> <p>Quantity: 1.00</p> <p>Cost: \$83.99</p> <p>Line Item Total: \$83.99</p>	<p>World Vision Fringe Benefits for FTE = .42% covers Workers Compensation = \$83.99</p>
<p>Function: 11119 - Instruction - K-12 - Extended Day/Year</p> <p>Object: 291 - Fixed Charges-Employee Benefits - Other Employee Benefits</p> <p>LEA / School: World Vision FY2025 (WRLD-SG000004)</p> <p>Quantity: 1.00</p> <p>Cost: \$6.67</p> <p>Line Item Total: \$6.67</p>	<p>World Vision Fringe Benefits for FTE = 0.033% covers Employee Assistance Program = \$6.67</p>
<p>Function: 11119 - Instruction - K-12 - Extended Day/Year</p> <p>Object: 611 - Supplies - Supplies-General - Supplies</p> <p>LEA / School: World Vision FY2025 (WRLD-SG000004)</p> <p>Quantity: 1.00</p> <p>Cost: \$9,130.00</p> <p>Line Item Total: \$9,130.00</p>	<p>Site Program and Stem Supplies: \$3750/site x 2 sites = \$7500.00 SEL Supplies: \$815/site x 2 sites = \$1630.00</p>
<p>Function: 11119 - Instruction - K-12 - Extended Day/Year</p>	<p>Field Trip Entrance Fees - \$300/trip x 2 trips x 2 sites = \$1200.00</p>

Object: 611 - Supplies - Supplies-General - Supplies
LEA / School: World Vision FY2025 (WRLD-SG00004)

Quantity: 1.00

Cost: \$1,200.00

Line Item Total: \$1,200.00

Total for 11119 - Instruction - K-12 - Extended Day/Year:	\$74,789.83
Total for all other Functions:	\$41,109.12
Total for all Functions:	\$115,898.95
Adjusted Allocation:	\$0.00
Remaining:	(\$115,898.95)

Budget Detail

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () -- New - Application Number (10)

12170 - Parent/Family Involvement - \$10,935.12

Budget Detail

Narrative Description

Function: 12170 - Parent/Family Involvement

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

LEA / School: World Vision FY2025 (WRLD-SG000004)

Quantity: 1.00

Cost: \$9,185.08

Line Item Total: \$9,185.08

Family Specialist = \$23.84/hour x 10 hours/week x 32 weeks = \$9185.08

Function: 12170 - Parent/Family Involvement

Object: 581 - Other Purchased Services - Travel - Staff Travel-In County

LEA / School: World Vision FY2025 (WRLD-SG000004)

Quantity: 1.00

Cost: \$1,750.04

Line Item Total: \$1,750.04

2574 miles x \$.68/miles = \$1750.04

Total for 12170 - Parent/Family Involvement:	\$10,935.12
Total for all other Functions:	\$104,963.83
Total for all Functions:	\$115,898.95
Adjusted Allocation:	\$0.00
Remaining:	(\$115,898.95)

Budget Detail

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () -- New - Application Number (10)

12211 - Supervision of Improvement of Instruction Services - \$20,388.90 ▼

Budget Detail

Narrative Description

Function: 12211 - Supervision of Improvement of Instruction Services
Object: 111 - Personal Services-Salaries - Professional Personnel - Regular
LEA / School: World Vision FY2025 (WRLD-SG00004)

National Program Manager @ 2.0% FTE = \$1,578.60
 Administrative Coordinator @ 2.5% FTE = \$755.70
 KidREACH Program Manager @ 27% FTE = \$18,054.60

Quantity:
Cost:
Line Item Total:

Total for 12211 - Supervision of Improvement of Instruction Services:
Total for all other Functions:
Total for all Functions:
Adjusted Allocation:
Remaining:

Budget Detail

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () - - New - Application Number (10)

12781 - Support Service Student Transportation - Contracted/Charter Buses - \$1,200.00 ▼

Budget Detail

Narrative Description

Function: 12781 - Support Service Student Transportation - Contracted/Charter Buses

Object: 513 - Contract Buses

LEA / School: World Vision FY2025 (WRLD-SG00004)

Quantity: 1.00

Cost: \$1,200.00

Line Item Total: \$1,200.00

\$300/trip x 2 trips x 2 sites = \$1200.00

Total for 12781 - Support Service Student Transportation - Contracted/Charter Buses: \$1,200.00

Total for all other Functions: \$114,698.95

Total for all Functions: \$115,898.95

Adjusted Allocation: \$0.00

Remaining: (\$115,898.95)

Budget Detail

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) (- - New - Application Number (10)

IC - Indirect Cost - \$8,585.10

Budget Detail

Narrative Description

Function: IC - Indirect Cost

Object: IC - Indirect Cost

LEA / School: World Vision FY2025 (WRLD-SG00004)

Quantity: 1.00

Cost: \$8,585.10

Line Item Total: \$8,585.10

8% of \$107,313.85 = \$8585.10

Total for IC - Indirect Cost: \$8,585.10

Total for all other Functions: \$107,313.85

Total for all Functions: \$115,898.95

Adjusted Allocation: \$0.00

Remaining: (\$115,898.95)

Budget Overview

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) () - - New - Application Number (10)

Indirect Cost	
Total Allocation	\$0.00
Budgeted Amount	\$107,313.85
Excludable Costs	\$0.00
Indirect Cost Rate	8.00%
Max Indirect Cost based on Budgeted Amount	\$8,585.10
Max Indirect Cost based on Total Allocation	\$0.00


















Filter by Location: All - \$115,898.95

Object	Function 11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12781 - Support Service Student Transportation - Contracted/Charter Buses	IC - Indirect Cost	Total
111 - Personal Services-Salaries - Professional Personnel - Regular	58,850.40	9,185.08	20,388.90			88,424.38
211 - Fixed Charges- Employee Benefits - Group Insurance - Health/Accident/Life	2,450.36	0.00	0.00			2,450.36
214 - Fixed Charges- Employee Benefits - Group Insurance - Income Protection	113.41	0.00	0.00			113.41
221 - Fixed Charges- Employee Benefits - Social Security Contributions	1,433.10	0.00	0.00			1,433.10

Object	Function 11119 - Instruction - K-12 - Extended Day/Year	12170 - Parent/Family Involvement	12211 - Supervision of Improvement of Instruction Services	12781 - Support Service Student Transportation - Contracted/Charter Buses	IC - Indirect Cost	Total
232 - Fixed Charges- Employee Benefits - Retirement Contributions - Defined Contribution Plan (II)	1,521.90	0.00	0.00			1,521.90
261 - Fixed Charges- Employee Benefits - Workers Compensation	83.99	0.00	0.00			83.99
291 - Fixed Charges- Employee Benefits - Other Employee Benefits	6.67	0.00	0.00			6.67
513 - Contract Buses				1,200.00		1,200.00
581 - Other Purchased Services - Travel - Staff Travel-In County	0.00	1,750.04	0.00			1,750.04
611 - Supplies - Supplies-General - Supplies	10,330.00	0.00	0.00			10,330.00
IC - Indirect Cost					8,585.10	8,585.10
Total	74,789.83	10,935.12	20,388.90	1,200.00	8,585.10	115,898.95
				Adjusted Allocation		0.00
				Remaining		-115,898.95

Related Documents

World Vision (WRLD) Community-Based District - FY 2025 - 21st Century Community Learning Centers - Rev 0 - 21st CCLC - Application - World Vision FY2025 (WRLD-SG00004) (- - New - Application Number (10)

Required Documents		Document/Link
Type	Document Template	Document/Link
Memorandum of Understanding (MOU) or Signed Partner Letter [Upload at least 1 document(s)]	N/A	<ul style="list-style-type: none">  JES Letter of Commitment 2024  Philippi Elementary Letter of Commitment 2024  Bright Futures Letter of Support 2024  Philippi Lions Club Letter of Support 2024  BCHA 2024 Final MOU  Old Brick Playhouse LoC.2024  World Vision MOU with BCS.2024 FINAL  World Vision MOU with WVU.Extension.2024 FINAL
Verification of Private School Consultation [Upload at least 1 document(s)]	 Private School Consultation	 2024 World Vision KidREACH Private School Consultation
Verification of Sharing Intent / Application with Community [Upload at least 1 document(s)]	 Sharing Intent	 World Vision Sharing Intent 2024
Administrative Cost Worksheet [Upload at least 1 document(s)]	 Administrative Cost Worksheet	 2024 World Vision KidREACH Administrative Costs Worksheet
Optional Documents		Document/Link
Type	Document Template	Document/Link
Evidence of Joint Planning with Co-Applicants	 Joint Planning	 World Vision.BCS Evidence of Collaboration.2024
Summary of Co-Applicant Partner / Collaborating Partner's Record of Success	N/A	
Additional Supporting Information	N/A	 World Vision Bibliography.2024