

This application is being provided as a sample.
However, no application is perfect and it may contain errors.
The FY26 RFA has been edited substantially and will not match this FY25 document

CIRCLE COPY TYPE: Original Original Copy Blind Copy

Application Cover Page Form A
KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers
Cycle 22 RFA Submission Deadline: Dec 3, 2024, 4 p.m. ET
A response is required in each field, or points will be deducted. (See the scoring rubric, Part VII.)



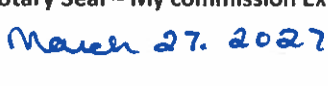
Application type
☐ New Applicant (\$150,000) ☒ Continuation Applicant (\$100,000)

Unique Entity Identifier #: [REDACTED]	Fiscal Agent SAM CAGE Code#: [REDACTED]
School #1: STANFORD ELEMENTARY	
Physical Address: [REDACTED]	
Target Grades: K - 5	
School #2 (optional):	
Physical Address:	
Target Grades:	
Fiscal Agent: LINCOLN COUNTY SCHOOLS	
Superintendent/Chief Executive Officer: SUPERINTENDENT BRUCE SMITH	
Physical Address: [REDACTED]	
E-mail: [REDACTED]	
Co-applicant: BLUEGRASS GREENSOURCE	
Superintendent/Chief Executive Officer: Pattie Stivender, Program Director	
Physical Address: [REDACTED]	
E-mail: [REDACTED]	
Grant Writer: COLLEEN BENSON	Agency: LINCOLN COUNTY SCHOOLS
Email: [REDACTED]	
Additional Collaborators*:	
<small>*Please list all additional collaborators, whether individuals or agencies, as plagiarism rules will be strictly enforced. All applications containing identical information without denoting the connection to one another will be deemed non-responsive and ineligible for award.</small>	

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate per current federal and state laws and regulations and the provisions of this application are approved.


Fiscal Agent: Superintendent/Chief Executive Office
Date: 


Co-applicant: Superintendent/Chief Executive Office
Date: 

Notary Public:  Date:  Notary Seal – My commission Expires 

21st CCLC ASSURANCES FORM B

The fiscal agent and co-applicant must initial beside each required assurance as identified.

1. **The fiscal agent** must ensure the minimum number of 120 days and two hours per day after school are met as required under program operations. *BS PS*
2. **The fiscal agent and LEA** must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks before school ends. *BS PS*
3. **The LEA** must provide dedicated space in the school(s) served for the site coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. The programming space must be sufficient in size for the number of students to be served. A basement, gymnasium, stage, closet or locker room are not sufficient space. *BS PS*
4. **The fiscal agent** must ensure a minimum of two certified teachers serve in the program a minimum of eight hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served. *BS PS*
5. **The fiscal agent** and school principal must ensure overtime is not allowed for any staff. *BS PS*
6. **The fiscal agent** must ensure the program site coordinator is onsite each day the program is open for duties to be completed during the day, the required hours of operation after school and until all students have been picked up. *BS PS*
7. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds has a secure location at the school for storage and can be locked daily. The site coordinator must have a key (and not have to find a custodian to access). *BS PS*
8. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds are not used anytime during the school day. *BS PS*
9. **The fiscal agent** must utilize the federal snack program or the Child and Adult Care Food Program (CACFP). If not eligible for the USDA snack program or CACFP, alternative funding sources must be used to pay for program snacks and/or meals. Snacks or meals may not be paid for with 21st CCLC funds. *BS PS*
10. **The fiscal agent** must immediately notify the KDE of a change in the site coordinator. The fiscal agent must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA.

- a. Before the departure of the site coordinator, the fiscal agent, the current site coordinator and program director (if applicable) must ensure all pertinent information is accessible to the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN/Transact access for data entry, list of all program staff, partners, information about the USDA snack program, and how snacks are distributed to participants. *BT PS*
11. **The fiscal agent** must provide equitable opportunities for the participation of both public and private/home school students served by the award. *BT PS*
12. **The fiscal agent** must assure it affords a reasonable opportunity for public comment on the application. Public feedback must be collected and considered before submitting the application. *BT PS*
13. **The fiscal agent** must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all state and federal applicable statutes, guidance, regulations, program plans and applications. *BT PS*
14. **The fiscal agent** must ensure appropriate program staff attend required trainings and the budget supports staff attendance at all required training outlined in the RFA and/or any other training required by the KDE. *BT PS*
15. **CBO/FBO applicants** must submit an annual external audit each year of the grant by Oct. 1 to the 21st CCLC programmatic office. The most current annual audit must be submitted with the Cycle 22 RFA application. *BT PS*
16. **The fiscal agent** must submit all required reports and documentation as required to the KDE. *BT PS*
17. **The fiscal agent and LEA** must submit the Continuation Progress Report to the KDE during the third year of programming (six month) to receive funding in the fourth and fifth years of the grant:
- Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years.
 - Maintain the scope of the original level of programs and services to the same number of students at a reduced grant allocation in the fourth and fifth year.
 - Meeting the number of regular attendees outlined in the application.
 - Provide documentation of completed state reports as required.
 - Include a plan for sustainability. *BT PS*
18. **The LEA** must comply with provisions of the Title IX of the Education Amendments of 1972, the General Education Provisions Act (GEPA) Section 427 Equitable Access and Participation, and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77 and 82, and the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474. *BT PS*

19. **The fiscal agent and LEA** must comply with the following guidance. *AS PS*

- Civil Rights Act of 1964
- Gun-Free Schools Act of 1994
- Americans with Disabilities Act of 1990
- Pro-Children's Act of 1994
- Stevens Amendment

20. **The fiscal agent** must ensure grant funds are not used for lobbying purposes. *AS PS*

21. **The LEA** must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data following grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection. *AS PS*

22. **The fiscal agent** must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring findings, audit findings, failure to become compliant or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned required actions to implement and become compliant within 60 days from receipt of report. The KDE will provide additional technical assistance based on the area of non-compliance to support the grantee. *AS PS*

23. **The fiscal agent** understands that withdrawal at any time from a funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. If this occurs during the first or last year of the award, this period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met). *AS PS*

24. **The fiscal agent** understands that by written notice, KDE 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 the failure to:

- Provide a high-quality program with evidence of academic progress.
- Implement the program as described in the application.
- Serve the number of regular attendee students as stated in the application.
- Meet the minimum hours of operation (hours/days/weeks/summer)
- Submit required reports and documentation in a timely manner.
- Use funds in a reasonable and appropriate manner.
- Resolve a non-compliance audit/monitoring finding.
- Submit required data on or before the due date.
- Address and implement required actions. *AS PS*

ASSURANCE SIGNATURE PAGE

As an official representative of the **fiscal agent**, I certify that I have read this application and all assurances. By signing below, I approve this application, will adhere to all assurances and pledge my support.

BRUCE SMITH

Fiscal Agent type name

Bruce Smith

Signature

11/12/24

Date

As an official representative of the **co-applicant**, I certify that I have read this application and all assurances. By signing below, I approve this application, will adhere to all assurances, and pledge my support.

PATTIE STIVENDER

Co-applicant type name

Pattie Stivender

Signature

11/14/24

Date

Principal(s)

As an official representative of the school(s), I certify that I have read this application and all assurances. By signing below, I approve this application, on behalf of the school, will ensure the school adheres to all assurances, and pledge my support.

STANFORD ELEMENTARY

School Name:

JULIA DUNCAN

School Principal (Type name)

Julia Duncan

Signature

11/11/24

Date

School Name:

School Principal (Type name)

Signature

Date

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21st CCLC Cycle 21 Logic Model Form C

Not to exceed four pages – Applicants may add additional goals

Performance Goals:

Goal 1: Increase academic achievement of regularly participating students in math, reading, and science. Increase K-3 Reading interventions.

Goal 2: Improve non-cognitive indicators of success in participating students.

Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.

Goal 4: Increase access to transition readiness

Goal 5: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.

Describe the targeted participants: This continuation grant is written for an elementary (K-5) school. Our students are predominately white and live in a rural community where education is vastly undervalued. More than half are identified as low income, and many come from families of generational poverty. Of the 573 students, 26% receive special education services. This continuation grant proposes to serve at least 50 students and will use the following priority criteria to ensure we are targeting those with the greatest need first.

The **targeted student population** will be any student who meets one or more of the following priority criteria.

1. Students in poverty or with special needs (including 504 plans and IEPs)
2. Students testing one or more grade levels behind in Reading, Math, or Science
3. Students with behavior or counseling referrals or who are chronically absent
4. Student failing more than one core academic class
5. English Language Learner students
6. Other risk factors: food insecure, single parent home, foster/other care, homeless students

Targeted adult populations are the undereducated/unemployed adults, who are then connected to adult education classes. Grant staff also target those in poverty, foster parents, and non-parent guardians who are invited to take part in family engagement activities.

Goal 1: Increase academic achievement of participating students in math, reading, science, and K-3 Reading

Performance Indicators:

1.1 25% of regular participants will score proficient or distinguished in Reading, Math, and Science on the KSA annually

1.2 25% of regular K-3 Reading participants will score proficient or distinguished in Reading on the KSA annually

Resources: Chromebooks, Certified Regular Ed. and Special Ed. Teachers, iReady, Illustrative Math, HMH Into Reading, Mango Math, , STEMscopes

Activities: Tutoring & K-3 Reading provide targeted interventions and support for struggling students; Accelerated classes engage students at higher levels; Homework Help provides the needed support and resources for students to complete homework and projects. STEAM and literacy enrichment activities provide extensions to learning and help students develop a deeper understanding of content standards.

Data source used to document improvement: KSA scores, iReady Scores, Fountas & Pinnell Diagnostic, STEMscopes, IC Report Card grades

Performance Measures (Outcomes):

- Increase in student understanding of grade level standards
- Increase in students “on level” in reading, math, & science
- Increase in student mastery of grade level standards
- Increase in the number K-3 students reading on or above level

Goal 2: Improve non-cognitive indicators of success in participating students.

Performance Indicators:

2.1 Attendance among regular participants will meet or exceed 98% annually as measured by Infinite Campus records

2.2 Counseling and behavior referrals will decrease by 25% among regular participants annually, as measured by Infinite Campus records

Resources: Evening Meals, Counselors, BASC, Character Discussions (CWW), Character Education,

Activities: Academic Supports, Engaging Enrichment Activities, Character Education, Small Group Counseling Sessions.

Academic Supports meet students ‘where they are’ and helps them be successful, students who feel successful are more likely enjoy school and attend more regularly. Engaging Enrichment allows students to explore their interests. Character Education opens a dialog about what character means, what it looks like, and practical ways to demonstrate good character; Small-Group Counseling is a targeted intervention tool for students with behavior or emotional needs. Sessions teach coping skills, relationship and recognizing social cues, and communication skills, and techniques for self-control.

Data source used to document improvement: Infinite Campus attendance data, Counseling data, BASC Screener Scores, Infinite Campus behavior data

Performance Measures (Outcomes): Fewer chronically absent students, Fewer counseling and behavior referrals, Increase in students scoring “low risk” on the BASC screener, More students demonstrating good social/emotional skills

Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.

Performance Indicators:

3.1 The number of new program participants enrolled in the program will increase by 25% annually, as measured by Cayen attendance reports

3.2 75% of program participants will attend a minimum of three academic and enrichment activities each week as measured by Cayen annual activity attendance reports

Resources: Library, Gym, Art Room, Tutoring/K-3 Reading Activities, enrichment programs, Co-applicant, Partners, Transportation, evening meal

Activities: Academic Supports, Engaging Arts & Literacy Activities, Hands-On STEM Enrichment Activities, Physical Enrichment Activities

Academic Support/Acceleration Classes provide the needed supports and engaging activities for students to feel successful and want to attend the program. STEAM and Fitness Enrichment classes provide engaging hands-on activities designed to entice even reluctant learners to attend.

Data source used to document improvement: Cayen Student Attendance Report, Cayen Activity Attendance Report, Infinite Campus attendance data, Center Profile

Performance Measures (Outcomes): Increase in student proficiency, More at-risk students attending the program, Fewer chronically absent students, Increase in the number of regular attendees

Goal 4: Increase access to transition readiness activities

Performance Indicators:

4.1 Increase the number of transition readiness activities by 25% by the end of year 3, as measured by Cayen Activity Reports

4.2 Increase the number of students attending transition readiness activities by 25% by the end of year 3, as measured by Cayen Attendance Reports

Resources: iReady, Chromebooks, Co-app STEAM Activities, Trained Interventionists, Special Education Teachers

Activities: Intervention classes and tutoring for students struggling academically; College/Career Exploration Activities; Field Trips; Community Events; Rising Sixth Grader Activities—21st Century Tour of Campus (Teacher Meet and Greet, Building Scavenger Hunt, Locker Tutorials, etc.).

Data source used to document improvement: Cayen Activity Reports, Exit Slips, and Survey Data.

Performance Measures (Outcomes): Students have greater access to career exploration activities; students will be better prepared academically, emotionally, and physically to enter middle school.

Goal 5: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.

Performance Indicators:

5.1 100% of participant parents/guardians will have access to EL and GED classes, quarterly family engagement events, SEL sessions, and town hall meetings.

5.2 50% of participant families will attend at least two 21st CCLC family engagement activities as measured by Cayen attendance reports.

Resources: Adult Education Teacher, Partnerships, Chromebooks, School Library
Co-applicant resources including use of the Public Library

Activities: GED classes, English Lang. Classes, Family Engagement activities, ability to take GED/EL classes while child(ren) are attending the after school program.

Data source used to document improvement: Cayen Activity Reports, Cayen Activity Attendance Reports, Survey data, GED completions, U.S. Census, NCES data

Performance Measures (Outcomes): Increase in family educational attainment, Increased GED attainments, Increased literacy rates, Decrease in poverty/unemployment levels, Decrease in food insecurity, More parents will have the skills to actively participate in their child's social, emotional, and academic education.

PART I: COMPREHENSIVE NEEDS ASSESSMENT

1.1.1 Community Notified of Intent to Apply: Before writing this continuation grant application, the community was notified through social media and website posts. **Public input** was gained through a Needs Assessment survey included with the Intent to Apply notice. The submitted application will be available for review upon request. The school does not intend to request a waiver, however, should that change, the request will be posted on the district website and the public notified through the website and social media posts.

1.1.2 Involvement of Stakeholders: The survey was open to all parents/caregivers, school staff, students, and community members, 105 responses were received. Questions included needs as determined by the prior grant application and school leadership and provided space for additional needs and/or program suggestions. (a. Needs Survey). Results were brought to a committee consisting of the principal, FRC director, 21st CCLC director, the co-applicant, and two community partners. The committee analyzed results and discussed the effectiveness of and changes to programming. Results and proposed remedies were brought to the **School Based Decision-Making council**, comprised of parents and teachers, for further input.

1.1.3 Target Population to be Served: This grant is written for a K-5 school and the **targeted population** is at least 50 students who meet one or more of the following priority criteria.

1. Students in poverty or those with special needs (including 504 plans and IEPs)
2. Students testing one or more grade levels behind in Reading, Math, or Science
3. Student failing more than one core academic class
4. Students with behavior or counseling referrals or who are chronically absent
5. English Language Learners
6. Other risk factors: food insecure, single parent home, foster/other care, homeless students

Targeted adult populations are the undereducated/unemployed adults, those in poverty, foster parents, and other non-parent guardians.

1.1.4 Risk Factors for the Community: The school and community risk factors, **are addressed** through increased access to tutoring, K-3 reading, and academic enrichment; transition readiness activities, adult education classes, counseling services, a safe, secure, drug-free environment, and a full hot evening meal. (See also Section 21.6 through 2.1.10).

1.1.4.a Poverty: The following table, compiled from the 2021 County Data Book (c. CDB), shows the percentage of our children living in poverty as compared to the State.

	County	State	Difference	Remedy	
Poverty	24.4%	21.2%	3.2% higher	11.5%	12.6% higher
Low Income	57%	43%	14% higher	29%	38% higher

1.1.4.b EL Student Growth: None of the EL students reached attainment according to the 2023-2024 School Report Card (d. 2024 SRC).

1.1.4.c Working Family Needs: The top three identified needs of working families were homework help, safe environment after-school and summer, and an evening meal.
(a. 2024 Needs Survey).

1.1.4.d Literacy Rates: According to the National Center for Education Statistics, 17% of the people in our county lack “Basic Prose Literacy Skills” as compared to 12% of Kentuckians and 8.4% of the Nation (e. 2019 NCES).

1.1.4.e Juvenile Crime Rate: Our county has a juvenile crime rate of 48 per 10,000 which less than half the state rate of 132 per 10,000 (f. 2024 KCDC). This is not a need.

1.1.4.f Education Attainment in the Community, 1.1.4. g Food Insecurity, and 1.1.4.h

Median Household Income are addressed in the table below (g. 2023 U.S. Census; c. CDB)

	County	State	Difference	Nation	Difference
High School Graduates	82.6%	88.2%	5.6% fewer	89.1%	6.5% fewer
Bachelor's Degree	15.4%	26.5%	11.1% fewer	34.3%	18.9% fewer
Food Insecure Households	23.2%	20.7%	2.5% higher	16%	5.8% higher
Median Household Income	\$49,487	\$60,183	18% less	\$75,149	34% less

The impact of lower education levels and the resultant poverty in the district is further proved by the classification of “**Distressed County**” for the 16th year in a row, by the Appalachian Regional Commission (h.2023 ARC). The “Distressed” designation for those counties economically in the **lowest 10% of the nation**. Data shows 23.2% of households are **food insecure**, but the Needs Survey shows 62.4% believe it is an absolute need.

1.1.5 Risk Factors for Schools

1.1.5.a Sub-populations/groups: 8% of students are Hispanic, 7% are classified as 'two or more races, and 5% are black . Twenty-five percent qualify for special-education services **and 81.4% live in poverty or low-income households** (f. 2024 KCDC).

1.1.5 b Academic Failure: Fall 2024 iReady data shows a quarter of our students are at risk for academic failure, with only 24% on grade level in Reading and 15% on level in Math.

Fall iReady Scores	On Grade Level	One Grade Level Below	Three or More Grade Levels Below
Reading	24%	49%	27%
Math	15%	62%	23%

1.1.5.c Behavior/Discipline: There were 176 behavior referrals during the 2023-2024 school year which translates to at least one child seen in the office every day. (i. IC).

1.1.5.d Homelessness: There are currently **no students** identified as homeless (i. IC).

1.1.5.e Drop-out rates: The 2023-24 dropout rate was 1.1%, which is lower than the State's rate of 1.7% (i. IC; d. KDE).

1.1.5.f Free and Reduced Lunch Rates: Due to the increasing number of students who live in poverty or low income households, the 2023-24 Qualifying Data Report shows a **100% free breakfast and lunch** rate (b. QDR).

1.1.5.g Chronic Absenteeism: The 2023-24 ADA District Summary Report shows K-5 students accumulated 3,556 tardies and absences. More disturbing is that 20% students are **chronically absent**. A report from the U.S. Department of Education (j. 2016 USDE) revealed chronically absent students are at greater risk of missing early learning milestones, of academic failure, are more likely to live in poverty, or to be involved in the criminal justice system.

1.1.5.h Social Emotional: Counselors saw 187 students (33%) last year for a variety of issues including anxiety, depression, abuse, neglect, coping skills, and grief.

Sub-populations make up the majority of those seen, with special needs students at 41% and students in poverty at 73% of the total counseling sessions (i. IC).

1.1.6 Methods/Instruments used to Collect Feedback from Teachers, Students, Parents, and Community: Feedback was collected through a Needs Assessment survey advertised using the district website, Remind 101, and Facebook posts. Feedback was also solicited from the grant committee and the SBDM council.

1.1.7.a Resources in the School: Our school has adequate facility and supply resources including a gym, art room, and library and all students are provided a Chromebook. However, the school lacks enough teachers to provide the individualized and small group instruction needed by so many students. Larger than ideal class sizes and behavior issues present a challenge in meeting the needs of all students. With the program's smaller class sizes, and a maximum staff to student ratio of 1:15, students are provided more individualized learning opportunities while counseling sessions address behavior needs. Tutoring classes allow teachers to spend additional time with those students in bottom 15% that would otherwise be forced to 'move on' with the rest of class before mastering each standard.

1.1.7.b Resources in the Community: The 'distressed' nature of our county combined with its make-up of several small rural communities means students have little or no access to the arts and education services available in larger more urban communities. In fact, 21% of students report having no internet access in their homes (i. IC). The Needs Survey shows that 55.4% of those surveyed found the lack of resources to be an Absolute Need for our community.

Moreover, although our county is roughly 337 square miles, we have only one public library, no colleges, museums, art galleries, science or community centers. Job opportunities provided by local factories and businesses are scarce and have resulted in an unemployment rate almost double that of the country (k. 2020 FRED).

Community Resource Needs are addressed through extended library hours and STEAM partner activities that bring arts, culture, nutrition, and science education and activities to the students.

1.1.8 Consultation Process and 1.1.9 Two Communication Methods: There is one private school and several homeschools in district. However, there is no longer a Homeschool CO-OP which made meaningful consultation more challenging. Instead, **a letter was sent to every home school in the attendance area** which contained an overview of the program goals, a link to the Needs survey, an invitation to participate in the program, and a number to call for additional information. There are too many homeschools to make personal phone calls a viable option, instead **Facebook posts and radio ads** were used to communicate about the program and survey link. A letter was sent and personal phone made to the private school.

1.1.10 Home School Annual Consultation: In July an informational letter is sent to each home school in the attendance area inviting families to take the Needs Survey and participate in the program.

1.1.11 Access for Special-Need Students: Students with special needs are included in the priority criteria and are referred to the program through ARC or 504 meetings. The Director of Special Ed. communicates student needs and accommodations as detailed in 504/IEP plans, ensures those needs are met and students can participate in activities safely. Special education teachers are actively recruited and several work in the center. The school is completely ADA compliant and special needs buses are available.

Part II: PROGRAM DESIGN

Performance Goals

2.1.1: Increase academic achievement of regularly participating students in math, reading, and science, and K-3 reading interventions
Activity/Service: Tutoring provides targeted interventions and support; Accelerated classes engage students at higher levels; Homework Help provides support and resources needed. STEAM and literacy enrichment activities provide extensions to learning and help students develop a deeper understanding of content standards. K-3 Reading is available all program days, and every day during the 4 weeks of summer programming
2.1.2: Improve non-cognitive indicators of success in regularly participating students
Activity/Service: Character Education: what it looks like and practical ways to demonstrate good character; Small-Group Counseling: targeted intervention for students with behavior or emotional needs. Sessions teach coping skills, relationship, and communication skills, and practicing self-control.
2.1.3: Increase the number of students attending the program 90 hours or more during the academic school year
Activity/Service: Academic Support/Acceleration Classes provide supports and engaging activities for students find success and want to attend the program. Enrichment classes are designed to entice reluctant learners.
2.1.4: Increase access to transition readiness
Activity/Service: Intervention and tutoring for struggling students; College/Career Exploration; Field Trips, Rising 6 th Grade Activities (Teacher Meet & Greet, Building Scavenger Hunt, Locker Tutorials, etc.)
2.1.5: Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families
Activity/Service: Four Family Engagement events include game nights, math/literacy nights, nutrition/fitness nights, and SEL, social media, or IC training events. GED and EL classes provide a path for better education and employment.

Annual SMART Performance Indicators Connected to Needs

NEEDS	PERFORMANCE INDICATORS	CONNECTIONS
2.1.6 Goal 1 Poverty Low Literacy Rates Drop-out rate	1.1. 25% of regular participants will score proficient or distinguished in Reading, Math, and Science on KSA annually 1.2. 25% of regular K-3 Reading participants will score proficient or distinguished in Reading on KSA annually	Education helps break the cycle of poverty. Higher KSA scores correlate to standards mastery, higher ACT scores and opportunities for post-secondary education. Increased academic supports keep students on target to graduate.
2.1.7 Goal 2 Chronic Absenteeism Emotional/ Behavioral Issues	2.1 Attendance among targeted participants will meet or exceed 98% annually as measured by Infinite Campus records 2.2 Counseling and behavior referrals will decrease by 25% among targeted participants annually, as measured by Infinite Campus records	Academic supports, engaging enrichment activities, and skilled, invested teachers create a caring environment of which students want to be a part. Character education and emotional support services will directly impact student behavior, both in and out of the classroom.
2.1.8 Goal 3 Lack of Resources Needs of Working Families Food Insecurity	3.1 The number of new program participants enrolled in the program will increase by 25% annually, as measured by Cayen. 3.2 75% of program participants will attend a minimum of three academic and enrichment activities each week as measured by Cayen annual activity attendance reports	By targeting both the number of students attending and the number of days they attend, the program can provide the opportunities and resources lacking in our community. Increased participation provides more opportunity for academic/social/emotional supports and provides a safe environment. A hot meal is provided every evening.

2.1.9 Goal 4 Low Literacy Rates Drop-out rate Absenteeism	4.1 Increase the number transition readiness activities by 25% by the end of year 3, as measured by Cayen Activity Reports 4.2 Increase the number of students attending transition readiness activities by 25% by the end of year 3, as measured by Cayen Activity Reports	Increase transition readiness activities, including tutoring, allows students to be fully prepared for the next grade level and on-target for graduation. More students are engaged in their education and able to make connections between current learning and college/career goals. This engagement decreases both the drop-out rate and chronic absenteeism.
2.1.10 Goal 5 Poverty Needs of Working Families	5.1 100% of participant parents/guardians will have access to EL and GED classes, and quarterly family engagement events. 5.2 50% of participant families will attend at least two 21st CCLC family engagement activities as measured by Cayen attendance reports	Connecting parent/guardians to GED and EL classes, impacts education levels of families, subsequent job opportunities, and generational poverty. Parent are provided resources to become active partners in their child's education. Offering a variety of days/times so working adults have access to programming.

Academic and Enrichment Program Activities

2.1.11 Aligned to Standards: All academic and enrichment activities are reviewed by the instructional coach to ensure the appropriate Kentucky Academic Standards (KAS) and/or Next Generation Science Standards (NGSS) are being addressed. Weekly lesson plans are required for every academic support, acceleration, and enrichment class and include connections to program goals, the school's curriculum map (**local standards**), the KAS and the NGSS (**state standards**). Center staff includes special education teachers to provide specialized instruction and assistive technology when required and certified teachers in all intervention/tutoring, acceleration, and enrichment classes. Additionally, students have access to a four-week summer program designed to diminish summer learning loss and improve student achievement.

2.1.12 Activities Not Currently Accessible: As discussed in 1.1.7.b there are no colleges, museums, art galleries, science centers, or community centers. Furthermore, the only playground and gym are located at the school. As such, the only academic and enrichment activities available are those provided by the school and the after-school center. The program relies on its co-applicant and partners to **expand access to those high-quality resources** available in the community by bringing them to the students and families.

For example, staff from our co-applicant Bluegrass Greensource and partners Parks and Rec Department and the public library, come to the center on a monthly basis to bring STEAM and fitness enrichment activities to students and assist with family engagement events.

2.1.13 50% Remediation/Acceleration and 50% Enrichment: Students are dismissed to the café at **3:15**, attendance is taken, and the Character Word of the Week (CWW) introduced. At **3:20 students are provided a hot evening meal**. During dinner, center staff sit with student groups to facilitate character discussions. Students are asked to relate two positives and one negative from their day and discuss how they did (or could have) demonstrated the CWW. Dinner time is also used to practice table manners, active listening, kind and constructive feedback, and self-reflection. From **3:40-4:35** students go to one of the following: K-3 Reading, Language Arts, Math, or Science intervention classes. Intervention classes are **small group instruction or one-on-one tutoring** and are targeted toward individual needs.

For example, in **K-3 Reading** lessons will target fluency, comprehension, and/or phonics.

Students who have not been referred for interventions go to **Acceleration Activities, Homework Assistance, or Academic Enrichment** (Into Reading, Illustrative Math, Fun Brain, Gold Rush). The remainder of the afternoon, **4:35-5:30** is dedicated Enrichment Activities. This schedule allows for **50% academic remediation/acceleration** and **50% enrichment**.

2.1.14 Research/Evidence-Based Activities and Practices:

The curriculum, programs, and learning strategies used are **Research/Evidence-Based**. The curriculum and programs are proven to have significant impact on academic achievement, so more students are ready for post-secondary education. Both *Into Reading*, and *Illustrative Math* have a Green Level rating from edreports.org, a KDE recommended clearinghouse for quality reviews of K-12 instructional materials. Furthermore, as can be seen in the table on page 9, the program also employs best-practice teaching strategies to help students develop critical thinking skills, learn to work as part of a team, and communicate effectively.

Curriculum, Program, Strategy	Research/Evidence
HMH (Into Reading) Reading Intervention and Acceleration	<i>The instructional materials Into Reading, meet the expectations of alignment and usability. Texts included in the program are high quality and engaging, as well as appropriately rigorous and organized to support knowledge building. The materials include questions, tasks, lessons, and practice that support students' development of reading, writing, speaking and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice different types of speaking and writing about different topics. Implementation and usability supports for teachers to assure students meet grade level goals meet the criteria of Gateway 3. (l. EdReports).</i>
iReady Math & Reading Assessment, Remediation and Acceleration	<i>"Using iReady Diagnostic data from more than four million students, the research team found that students using iReady Instruction experienced greater learning gains than students who did not use the program. The strength of the evidence gathered means that iReady Instruction meets the criteria for ESSA Level 3 (m. impact eval).</i>
Illustrative Math Math Intervention and Acceleration	<i>"The materials reviewed for Imagine Learning Illustrative Mathematics Grades K-2 meet expectations for Alignment to the CCSSM. In Gateway 1, the materials meet expectations for focus and coherence. In Gateway 2, the materials meet expectations for rigor and practice-content connections. In Gateway 3, the materials meet expectations for usability including Teacher Supports and Student Supports; the materials partially meet expectations for Assessment." (l. EdReports).</i>
Small Group Instruction Reading and Math Intervention	Learning science research has shown that small-group learning (when compared to competitive and individualistic learning) enhances and improves academic achievement , relationships with classmates and faculty, and promotes psychological well-being (n. Vaughn, Wanzek, Murray, Roberts).
Project-Based Learning STEM Activities	Project-based learning creates opportunities for groups of students to investigate meaningful questions and requires them to work together, gather information, and think critically, skills needed to navigate the workforce successfully. (o. David).
Cooperative Learning STEAM & Character Education Activities	Cooperative learning is widely recognized as an instructional practice that promotes positive youth development through socialization and learning, among students from pre-school on and across different subject domains. (p. Giles).

2.1.15 Opportunities for STEAM Activities: One hour is set aside for enrichment

activities daily which includes an array of STEAM programming. Choices run the gamut from **Science Experiments and STEM projects to Arts, Crafts and Drama activities**. All students have opportunities to take part in these activities weekly. Each is designed to allow students to engage, explore, and enjoy hands-on experiences as they apply the KAS and NGSS taught during the school day (specific examples can be seen in **Sample Activities** under section 2.1.19). Every Wednesday, our co-applicant or one of our community partners provides a STEAM activity. STEAM is also offered in the summer program.

2.1.16 Program is Aligned Comprehensive Improvement Plan: The 30-60-90-120 day CSIP includes the same academic goals as the 21st CCLC program as can be seen by their Horizontal Goal: *"By 2025, the number of students scoring proficient or better in **reading** will increase by 8% each year and in **math** 11% each year, as measured by KSA state assessment. By 2025, the number of students scoring proficient or better in science, social studies, and writing; will increase by 35% each year in **science**, 20% each year in social studies and 10% each year in writing as measured by KSA state assessment system."* Moreover, the 21st CCLC program is referenced in the plan as part of the overall strategy to improve academics.

2.1.17 Measures of Effectiveness: There are five Measures of Effectiveness, and each is addressed in this application. 1). **'Object data demonstrating need'** is described in the Need section of this grant application; 2). **'Based on an established set of performance measures'** is discussed in detail in the Logic Model; 3). **'Based upon evidence-based research'** is demonstrated by the table in section 2.1.14 Research/Evidence-Based Activities; 4). **'Ensure measures of success align with the regular school program and academic needs of students.'** As discussed in section 2.1.11 Aligned to Standards, all activities are aligned to the KAS or NGSS and student academic needs are met through the use of certified and special education staff working directly with students in the program; and 5). **'Collect data necessary for the measures of student success'** is also explained in the Logic Model.

2.1.18 How Activities Improve Academic Achievement: As discussed in section 2.1.11, lesson plans, aligned to standards and program goals, are required for each activity. Academic achievement is improved through research based programs and learning strategies (iReady, small group instruction, cooperative learning) and through specialized tutoring for struggling and special-needs students. Learning activities are carefully crafted and incorporate the KAS for effective teaching practices.

2.1.19 Program Design, Detailed Program Schedule, and Sample Activities:

The after school program is offered Monday through Thursday from **3:15 to 5:30 PM**.

TIME	Monday	Tuesday	Wednesday	Thursday
3:15-3:20	Attendance/Introduce Character Word of the Week			
3:25-3:40	Dinner & Character Discussion			
3:40-4:35	K-3 Reading Interventions			
	Daily Literacy and Math Tutoring			
	K-5 Academic Acceleration/ Homework Assistance/Academic Enrichment			
4:35-5:30	Fitness Activity	Team Building/ Career Exploration	Partner Activity or Small -Group Guidance Sessions	STEAM Activities
5:30	Dismissal			

Sample Activities

STEAM	Description
STEM Projects	STEM based projects- catapults, straw rockets, Bricks Labs, Cookie Jar Mystery
Monthly STEAM	Co-applicant & partners provide curriculum, materials, and an instructor for monthly STEAM activities
Artist Corner	Uses a variety of mediums while studying the elements of art and principals of design. Art in History is used to learn other cultures and history.
FITNESS	
Walking Club	Student participation helps reduce anxiety, improve moods, and increase activity.
Open Gym	Offer a variety of activities including basketball, volleyball, & indoor soccer
TEAM BUILDING/CAREERS	
Team Work	Building projects as a group (i.e. catapult that can shoot the marshmallow 10 ft)
Careers Explorers	Local business people are invited in to share their careers, how they got there and the pros and cons of their jobs.

Student Recruitment and Retention

2.1.20 Three Recruitment Strategies: Students are recruited through the **referral/priority process** detailed in section 2.1.23 Additionally, the **coordinator is a visible and active** part of the school day and frequently meets with students during lunch to promote the program. **The SBDM council has designated that the café, gym, and library are exclusively for center use** every Monday through Thursday until 6:00 PM. Students and parents are **surveyed** to gain insight on activities to be offered and the parents of referred students are contacted personally. The coordinator and school staff promote the program and recruit students through **word-of-mouth, posters, one-call, social media, local radio PSAs, and school website posts.**

2.1.21 Three Retention Strategies: Students are retained with **engaging STEAM and Fitness activities**, special events, and summer field trips. **Effective and on-going communication with parents**, that helps to create those crucial partnerships, is also an essential part of retaining students. Parents receive monthly newsletters with upcoming events, student spotlights, and student activities. When parents see photos of their child engaged with learning, they are more likely to make sure their child attends regularly. Social media posts are also used to keep parents informed of current programming and upcoming special events. Our most effective retention strategy is allowing **students a voice** in programming options. Students can submit ideas for classes or events and program staff follow up, even if it's not something that can be offered, so students know they're heard. Students stay because they have both voice and choice in programming.

Linkage to the Regular School Day

2.1.22 Staff Communication: The coordinator is housed in the school so communication with school day staff occurs daily via in-person conversations, text messages, phone calls, and emails. To ensure the coordinator is communicating with every teacher a minimum of once per week, a log with the teacher's name and a short description of the communication is kept. To facilitate timely sharing of student assignments, grades progress, etc., a monitoring tool has been developed in Google Docs.

Teachers are provided a list of their students who attend the program, they review the list bi-weekly and provide progress reports which include areas of concern and standards mastered. Copies of homework and missing assignments are placed in a 21st CCLC designated mailbox providing easy access for teachers and the coordinator.

2.1.23 Student Referral and Prioritizing Student Enrollment: Teachers, counselors, and parents have access to the registration form (including priority criteria) through the school website and a hard copy is available at the school. The Director developed a Google referral form that also includes the priority enrollment criteria. This referral process and google link is shared with teachers via email and posted in the teacher workroom. The referral process is reviewed at the first staff meeting, and discussed monthly at subsequent staff meetings. The process is shared with parents through the school website, at ARC and 504 meetings, and parent/teacher conferences. Space is provided on the form for parents or teachers to include additional circumstances or concerns.

Priority Tier 1: Students meeting one or more of the following criteria:

- Students in poverty and students with special needs (including 504 plans and IEPs)
- Students testing one or more grade levels behind in Reading, Math, or Science
- Students failing one or more core academic class
- Students with 4 or more behavior or counseling referrals in one semester or are labeled 'chronically absent'
- Students with unstable or "food insecure" home environments
- English Language Learners
- Students "not ready" on the Brigance kindergarten readiness assessment

Priority Tier 2: Students with one or more of the following risk factors:

- Students from a single parent home, foster care, or other family care
- Students nearing chronic absenteeism
- Students with a history of behavior and/or social-emotional needs regardless of the referral numbers for the semester

In August, the intervention team meets to review and prioritize enrollments. An enrollment list is developed using the priority criteria and if needed, a waiting list is developed. Parents are notified and registration forms are sent home.

In the event there is no waiting list, teachers, counselors, and parents can refer other students not meeting priority criteria to the program. Registrations for students not meeting priority criteria are accepted on a first come/first serve basis. Enrollments are taken throughout the year as space allows.

2.1.24 Key Personnel Participate in Teacher Meetings and Professional Development:

The coordinator is present during the school day and is expected to attend **weekly PLC meetings**. The coordinator is also expected to attend at least one **staff meeting** each month and the program is included on the meeting agenda that day. The program or administrative director will act as a 'substitute' for the coordinator. Staff hired after the start date have Friday trainings. Mandated, safe school trainings must be completed before the first day with students. Additional district/school PD opportunities take place on professional development or staff work days and coordinators use their extended days to attend relevant trainings.

Family Engagement Activities

2.1.25 Parent Needs Determined: Parent needs are identified each year based on the most current jobless, literacy, and education data and parent/community survey data. Exit slips are used to determine if the programming offered was effective. Survey, exit slip, and attendance data is reviewed and used to determine changes to current programming or new programming that should be implemented.

2.1.26 A Minimum of Four Family Engagement Activities: The goal of the adult program is two-fold, educate parents so they can help their children and educate families so they can help themselves. Parents learn ways to help with homework, keep their children safe on social media, and how to use Infinite Campus to check their child's academic progress.

In addition, GED and English language classes are available during program hours for parents who need these services. Family engagement focuses on building learning communities, respectful relationships between family and school, and intellectual and social capacity in parents.

The table below summarizes upcoming family engagement activities.

Family Engagement Activities	
In partnership with our co-applicant, the Public Library, FRYSC, and the Parks & Rec. Dept., four Family Engagement events are offered each year.	Sessions will focus on building parent capacity to be actively involved in their child's education. Event Ideas Include: Game nights, Common Core Math, Take 20 Reading, Parent Portal, Social Media, and Fitness/Nutrition
In partnership with Adult Education and Migrant, GED, and EL classes throughout the year.	Parents/Guardians are invited to participate in classes to earn their GED or learn English while students are involved in 21st Century activities-classes are offered all year.

2.1.27 Summer Programming exceeds the requirements by offering **4 consecutive weeks, 7 hours per day** (8a.m. to 2:30p.m.), **5 days per week** (130 total hours). Academic time is 8:30 a.m. to 11:30 a.m. and is taught by two certified teachers (24 certified hours weekly). Students attend K-3 Reading, reading remediation, or acceleration from 8:30 to 10:00 (90 minutes) and math remediation or acceleration from 10:00 to 11:30 (90 minutes). As a continuation grant, 2025 summer programming will take place from **June 2nd through June 27th**. Enrichment activities include arts/crafts, STEM, fitness, and Team Building. The summer schedule including age appropriate activities and Friday field trips (with connections to grant goals) will be finalized in December and submitted to KDE for approval.

PART III: PROGRAM OPERATIONS

3.1 Timeline of Minimum Operations for the First Year 7/1/25 to 9/30/26						
	Program Times	Breaks	Data Collection Program Evaluation	Family Engagement	Emer. Drills	Recruit Students
JULY	<u>Summer Break:</u> Center Closed <u>Data Collection/Review:</u> Coordinator/Director review summer data to present to intervention team					
AUG.	<u>Data Review:</u> summer data reviewed by intervention team, begin priority list <u>Recruitment:</u> Program information on website; registration/program information sent to priority students; phone calls from 21 st staff, teachers, and counselors to priority students <u>Program Times:</u> program begins the first Monday of the new school year <u>(Discussion on emergency procedures)</u>					
SEPT.	<u>Break:</u> Labor Day– Center Closed <u>Emergency Drill - Fire, Lockdown</u> <u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes data with intervention team – adjustments <u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- homework completion, student progress, student participation data, behavior, attendance data – program adjustments					
OCT.	<u>Fall Break:</u> Center Closed <u>Emergency Drill: Fire, Earthquake</u> <u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes, F&P data with intervention team - adjustments 1st Family Engagement Night <u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- mid-term grades, homework completion, progress, participation data, BASC-3 - adjust as needed					

NOV.	<p>Thanksgiving Break: Center Closed</p> <p>Emergency Drill: Fire, Severe Weather</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes data with intervention team - adjustments</p> <p><u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- homework completion, student progress, participation, behavior, attendance data - adjust as needed</p>
DEC.	<p>Winter Break: Center Closed</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes, F&P, BASC-3- create mid-year priority list</p> <p>2nd Family Engagement Night</p> <p><u>Recruitment:</u> Send registration forms/program information home with revised priority students –phone calls from 21st CCLC staff, teachers, and counselors</p>
JAN.	<p>Break: Staff Workday & Martin Luther King Day- Center Closed</p> <p>Emergency Drill: Fire, Lockdown</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes data with intervention team – adjustments</p> <p><u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- homework completion, student progress, student participation data, behavior, attendance data - adjust as needed</p>
FEB.	<p>Staff Workday: Center Closed</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes data with intervention team - adjustments 3rd</p> <p>3rd Family Engagement Night</p> <p>Emergency Drill: Fire, Earthquake</p> <p><u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- homework completion, student progress, student participation data, behavior, attendance data - adjust as needed</p>
MAR.	<p>Break: Staff Workday – Center Closed</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes data with intervention team - adjustments</p> <p>Emergency Drill: Fire, Severe Weather</p> <p><u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- homework completion, student progress, student participation, mid-term grades, data, behavior, attendance data - adjust as needed</p>
APR.	<p>Spring Break: Center Closed</p> <p>Emergency Drill: Fire, Lockdown</p> <p><u>Data Collection/Review/Evaluation:</u> iReady, STEMscopes, F&P data with intervention team- adjustments</p> <p>4th Family Engagement Night</p> <p><u>Data Collection/Review/Evaluation:</u> PLC/Staff/HK Meetings- mid-term grades, homework completion, student progress, student participation data, BASC-3 adjustments</p>
MAY	<p><u>Program Times:</u> last day of 21st CCLC program two weeks before the last day of school</p> <p><u>Recruitment:</u> Summer Program information is added to the website</p> <p><u>Data Collection/Review/Evaluation:</u> meet with intervention/HK to review data - summer priority list</p> <p><u>Recruitment:</u> Send registration forms/program information home with revised priority students –phone calls from 21st staff, teachers, and counselors</p> <p><u>Recruitment:</u> Send registration forms/program information home with all students if space allows – one call and social media used to promote the program</p> <p>Summer Break: Center Closed until June</p>
JUNE	<p><u>Summer Programming:</u> 4 weeks of Summer Programming June 1 through June 26</p> <p>Emergency Drill: Fire, Lockdown, Earthquake, & Severe Weather</p>
JULY to SEPT.	<p>Breaks, data collection and review, student priority lists and recruitment are similar or the same as July to Sept, 2025.</p>

Staffing

3.1.2 Full-Time Site Coordinator: Reflected in the budget is the allocation for a **full-time (220 day)** coordinator who works 7 ½ hours per day, with three hours dedicated to overseeing the after-school program and ensuring all students arrive home safely.

The coordinator works the same 185 days as school day teachers, plus 20 days of the summer program, leaving 15 days for professional development, preparation, reports, and inventory.

3.1.3 Minimum of 16 Certified Hours per Week: At least **two certified teachers** work in the after-school program for two hours each day, four days per week (**16 hours total**). Because only certified staff lead intervention and acceleration classes, the schedule reflects this requirement, as does the budget narrative.

3.1.4 Training in Emergency Policy, Procedures, & Guidelines: The center adheres to the school's safety procedures and district's emergency readiness plans. Emergency policies and procedures are included in the staff handbook, and all staff are trained before starting in the program. Trainings are conducted in-person, through written information, and Safe Schools videos and quizzes. Emergency trainings cover Active Shooter and Natural Disaster procedures. The director and coordinator are also trained in Safe Crisis Management. All program staff submit to the same **vetting process** as school day employees, which includes a national FBI fingerprint background check, DCBS Child Abuse and Neglect check, physical, and drug screen. All staff complete required Safe Schools trainings (PBIS, child abuse reporting, bloodborne pathogens, FERPA, HIPPA, active shooter, seizures, and suicide prevention) and program trainings (goals/objectives, expectations, confidentiality, program handbook) **prior** to working with students. Volunteer staff complete the volunteer background and training as outlined in Board policy.

3.1.5 Qualified Volunteers Encouraged: The Superintendent is the past president of the Retired Teachers Association and is committed to encouraging retired teachers to work with students one or two days each week in the after-school program. Furthermore, our county has an active faith-based organization that is interested in beginning a mentoring program in the after-school center.

Volunteers will be recognized and presented with a Certificate of Appreciation at a School Board meeting in June. The district's volunteer coordinator will organize a reception after the meeting for all the volunteers.

3.1.6 Supervision and Evaluation: The Program Director is supervised and evaluated by the Assistant Superintendent, who is the Executive Director of the program. The Site Coordinator, who is also responsible for data entry, is supervised by the Program Director and evaluated by the Assistant Superintendent. Teachers and volunteers are supervised primarily by the Site Coordinator; however, the Program Director also conducts class monitoring visits. Both are evaluated by the Program Director.

Professional Development

3.1.7 PD Chart: The table below outlines professional development for all program staff.

Professional Development for Coordinator, Director, & Key Personnel	
KDE One-time Trainings	Staff Attending
Level I Orientation	Director, Site Coordinator
APLUS Data Training	Director, Site Coordinator
KDE Required Annual Trainings	Staff Attending
Multi-State Conference & Statewide Directors Meeting	Director, Site Coordinator
Spring Statewide Training	Director, Site Coordinator
21 st CCLC Power Hour of Learning	Director, Site Coordinator
On -Site Required Training	Staff Attending
School Year Goals, Expectations, Lesson Planning, & Schedule	All program staff
Summer Goals, Expectations, Lesson Planning, & Schedule	All program staff

Best practices, new strategies, and other relevant information presented at Regional Meetings and Conferences **are shared** with appropriate staff by either the director or site coordinator during weekly staff meetings, staff workdays, and professional development days.

Health and Safety Plan

3.1.8 Standard Operating Policies/Procedures: The program follows the school day schedule for emergency drills. The program also uses the same Board approved policies, procedures, and forms for dispensing medication, personnel practices, discipline and behavior referrals, field trip permissions, and student sign in/out procedures as are used during the school day.

3.1.9 Meals and Snack Menus: **Monthly dinner menus** are maintained by the coordinator, included on the district and school web page, and paper copies are visibly posted in the café. Meals are provided, free of charge, by district food service and meet **USDA guidelines**.

3.1.10 Emergency Procedures: The coordinator maintains copies of all emergency procedures and a log of emergency drill dates and times. After-school emergency drills are practiced on the same day as the school day drills. Fire drills are conducted monthly.

Lockdown, earthquake, and severe weather drills are scheduled four times per school year. The timeline (3.1.1) shows the complete list and frequency of drills. **Evacuation routes** are visibly posted beside the doorway of every classroom, as well as the café, gym, library, and other program space.

3.1.11 CPR/First Aid Certification: The coordinator keeps on site, a copy of CPR certifications and First Aid trainings for all staff who complete them. A minimum of two program staff members, the coordinator, and director are CPR certified and trained in First Aid.

3.1.12 Parent/Stakeholder Informed of Emergency Guidelines: Before the school year or summer program begins, a parent orientation night is held to review the district's emergency guidelines, sign-in/sign out procedures, field trip permissions, and behavior policies. The program mission, vision, grants goals, staff contact information, drop off/pick up procedures, bus transportation plan, and emergency guidelines are also included in the 21st CCLC program guide which is sent to the home of every new participant.

3.1.13 Children Supervised at All Times: The staff to student ratio does not exceed the 1:15 guidance for best practice. The staff handbook requires that cell phones are put away and that staff supervise and actively engage students at all times. Peer tutors are available to run errands, and the coordinator is on site and available. The program has a list of substitutes willing to work if a staff member is out due to illness or other unavoidable situation.

The program director, Assistant Superintendent, and central office administrators are available to work should the coordinator have to be out. The program takes place in a school building that is drug-free, ADA compliant, and whose exterior doors are locked at all times.

Transportation

3.1.14 Transportation Needs Addressed: **Bus transportation** to the home is available for all students. A special needs bus is available to those students with an IEP or 504 plan requiring special transportation.

3.1.15 Students Safe Travel To and From the Program: After school, teachers escort students to the café for check in. Participants **leaving the program early** are signed out at the front desk. Identification is checked against Infinite Campus records to ensure students are released only to those so designated. Once programming ends, **car riders** leave from an entrance separate from bus riders and are always supervised. Program staff approach each car, check identification, and have the parent/guardian sign out the student. **Bus transportation** to the home is available for all students. Each driver has a list of assigned students, which includes addresses and phone numbers. Bus riders are called individually, and the coordinator visually confirms each student has lined up, students are then escorted to the proper bus. Parents are informed that they must be visible to the driver before any child is allowed off the bus. If no adult is at home, the student list is used to contact parents and decide on next steps. This school has no students who walk home from the program.

3.1.16 Transportation and Access Not a Barrier: In order to eliminate participation barriers, full bus transportation is provided to all students. After-school participants are taken **from the school to their home each evening**. This same transportation service is available for summer programming as well, with both pick-up and drop-off services. Special Needs buses are available to students who require modified transportation.

Transportation is assessed any time it's needed, for example if students are getting home late, then an additional bus may be added or routes revised.

3.1.17 Safety/Maintenance of Vehicles: School buses are used for all transportation with maintenance and safety inspections conducted on a regular basis. Copies of inspections logs are kept on site.

Facilities

3.1.18 The Facility is Safe and Accessible: The program site is a school and routinely inspected. It meets all safety and accessibility requirements of the **ADA federal statute** (Board Policy 05.5 AP .1).

3.1.19 Coordinator has Designated Space: The district provides an **office** for the coordinator and adequate storage for supplies. The office is fully furnished and includes a dedicated phoneline and unrestricted use of copiers, scanners, and fax machines. The office is not in a closet, hallway, basement, locker room, stage area, or other undesirable location.

3.1.20 Access to a Variety of Resources: Classes and activities take place at the school site which has a front office, nurses' station, multiple classrooms, cafeteria, media room, and gym. Program staff and students have access to all areas for program activities. Every student (K-5) is assigned a Chromebook for personal use and staff have access to smartboards in each classroom. The center has strategically purchased equipment and resources that can be used for years to come (i.e., robotics, books, Lego camps).

PART IV: COLLABORATIVE PARTNERSHIPS, CO-APPLICANT, & PARTNERS

4.1.1 Program Information Disseminated: Information about the program is disseminated via Facebook, Twitter, School and District Web pages, One-Call, Class Dojo, and local radio spots. All information is presented in a clear and concise manner devoid of school jargon.

Social media and website posts are written at a sixth grade level and kept as succinct as possible to relay the message. Photos of academic and enrichment activities are used to showcase the program. Furthermore, a translator is available when needed.

4.1.2 Partnerships: The co-applicant is **Bluegrass Greensource** (community based) whose contributions are outlined in section 4.1.5. However, a good partner doesn't just take, the 21st Century program staff help promote Bluegrass Greensource programs and disseminate information about upcoming activities and special events to students and families. Additionally, the coordinator works with other **local agencies** (FRYSC, Community Ed./Parent Involvement, and Migrant,) to ensure there is no overlapping of services and that students and families are informed of what each program has to offer. In the past, FRYSC provided funding for an additional reading tutor and refreshments for family events, Parent Involvement provided snacks, drinks, and presenters for family events. The Migrant and EL Coordinators collaborated to provide additional supports for all Migrant and/or EL student participants. Collaborating programs offer comprehensive, interconnected support network which positively impact students and families. The 21st CCLC program also partners with the local Youth Pastor Association (private) which provides volunteers.

4.1.3 Collaboration: As seen in the communication, programming, evaluation plans, and partnership agreements, the center collaborates with a wide variety of partners, school agencies, and program participants. The program was developed by inviting input from all stakeholders and conducting partner meetings which allowed our co-applicant, partners, school staff, program staff, parents/guardians, etc., to review program effectiveness and make suggestions for improvement.

All stakeholders are invited to share their expertise to ensure that the services provided benefit students, families, and the community. This meeting also gives our stakeholders an opportunity to review the sustainability plan, suggest new partnerships, and identify new resources.

4.1.4 Coordination with Federal, State, and Local Programs: Programming and Partnership agreements demonstrate our coordination with Title 1 (**federal**), and **state programs** such as the Public Library, Bluegrass Greensource, and ESS. The coordinator works with **local agencies** (FRYSC, Food Service, Community Ed., and Migrant,) to ensure there is no overlapping of services and that students and families are informed of what each program has to offer.

This strong network of coordinated programs and partnerships showcases a powerful support system for students and families, built through strategic collaboration among local, state, and federal programs. Key components include:

1. **Funding and Resource Allocation:** Federal and state funding through initiatives like FRYSC enables the addition of essential resources, such as reading tutors, which directly enhances academic support. Supplementary funding from Parent Involvement supports family engagement events and ensures these activities are well-resourced and effective.
2. **Targeted Family Support:** Programs like Adult Education and Migrant Services play a crucial role in addressing the unique needs of families, providing essential resources and services to strengthen family engagement and student success.
3. **Community Collaboration:** Partnerships with organizations like Community Education and the Youth Pastor Association bring volunteers into family engagement programs, fostering a community-focused environment that supports families holistically.
4. **Clear Communication:** With the program coordinator working closely with local agencies, families and students are well-informed about the resources available to them. This clarity helps ensure families can access the programs that meet their unique needs without confusion or redundancy.

Collaboration with a variety of programs results in a well-rounded system that not only supports students academically but also provides essential social, emotional, and community engagement opportunities. Such an integrated network is crucial for empowering students to thrive both in and out of the classroom.

Co-Applicant and Partners

4.1.5 Contribution of the Co-Applicant: By providing STEAM activities, including supplies and staff, the **Co-applicant's contributions align with** activities and services that address the needs presented by a lack of resources, low literacy rates, and poverty. Their engaging hands-on activities help to increase student engagement which, in turn, decreases student absences. They assist with family engagement activities and participate in program review meetings providing services and advice to help address the needs of working families.

4.1.6 Contribution of Five Community Partners: Community Partners promote the program, recruit volunteers, and share in the responsibility for program outcomes. The **Public Library** provides STEAM, Literacy, and Character Education activities, including supplies and staff. **Adult Education** provides GED preparation, exams, and employability skills. The **Parks & Rec** Department provides Fitness and Nutrition Education and Prevention Programs. The **radio station** assists with career exploration activities, provides free advertising, and air time for the program. **District partners** (Food Service, FYRSC, ESS, Title 1, Migrant, and Community Ed) offer assistance throughout the year. Their contributions align with activities and services as discussed in Part II and help to address the needs as identified in sections 2.1.6 through 2.1.10.

Part V: PROGRAM EVALUATION

5.1.1 Comprehensive Plan for Evaluation Using Multiple Data Sources: The comprehensive evaluation plan consists of tracking student progress toward academic goals through **weekly** PLC meetings and **bi-weekly** meetings with the Intervention Team.

Additional goals are tracked through **monthly** Healthy Kids meetings which analyze data as it pertains to the whole student (i.e. grades, behaviors, counseling sessions, and attendance). Additionally, the coordinator and program director meet **monthly** to review grades, homework completion, behavior, and attendance of participants not tracked by the Intervention or Healthy Kids teams. **Data is used to evaluate progress toward the grant goals and performance indicators addressed in the Logic Model.** The table below lists data sources for continuous evaluation of the program's progress toward grant goals.

Goal 1: Increase Academic Achievement
Data Sources
KSA, IC grades, iReady, STEMscopes, Fountas & Pinnell Diagnostics
Goal 2: Improve Non-Cognitive Indicators of Success
Data Sources
Counseling data, IC attendance/behavior data, BASC-3 Data, Teacher/Parent/Student surveys
Goal 3: Increase Number of Students Attending 90 Hours or More
Data Sources
Cayen student attendance reports, Cayen activity attendance reports, IC attendance data
Goal 4: Increase Access to Transition Readiness Activities
Data Sources
Cayen attendance reports, Cayen activity reports, time/effort logs, volunteer logs, student surveys,
Goal 1: Increase Access Family Engagement Activities
Data Sources
Cayen attendance reports, Cayen activity reports, Parent/Student surveys, Exit Slips

5.1.2 Performance Measures Used to Determine Progress: For Goal 1's Academic

Achievement, progress is measured through student growth and standards mastery and a variety of data is used to track individual growth toward standards mastery. Student academic progress is measured by comparing Spring F&P (reading diagnostic), iReady, (reading/math diagnostic) and STEMscopes (science diagnostic) results with Fall baseline data to determine if students maintained, showed growth, or suffered learning loss over the summer.

Throughout the year, program staff continue to monitor this data, track student growth and progress toward, or attainment of standards mastery. Program staff also monitor to see if student progress is reflected in improved classroom engagement, homework completion, and grades. Progress is determined by the percentage of students who attain standards mastery.

Progress toward Goal 2's non-cognitive indicators, is measured by comparing tri-annual BASC-3 results, survey data, along with monthly attendance, behavior, and counseling data. Progress is determined by the percentage of students who show improvement in attendance, behavior referrals, classroom engagement, homework completion, and grades. **Goal 3's 90-hour** regular student attendees is measured using Cayen reports, and progress is determined by the percentage of increase shown each quarter. **For Goals 4, and 5**, progress toward increased access is measured by comparing not just the number of classes offered year to year, but by the attendance and effectiveness of each. Progress is determined by an annual increase in activities offered, attendance, and participant survey and exit survey data.

5.1.3 Co-Applicant and Partner Role in the Evaluation Process: Partners play a crucial role in program evaluation. While specific student data cannot be divulged, quarterly program review meetings provide an opportunity to share overall data regarding student growth, standards mastery, grades, reading levels, attendance, and behavior is shared. This data review may lead to a change in Co-applicant activities or referral to other programs for additional supports.

5.1.4 Timeline for Data Collection:

Data Point	When Data is Collected	Purpose of Data
KSA	October	Establish a baseline for reading, math, & science
Fountas & Pinnell	Aug – Nov - May	Reading diagnostic shows reading level - areas of need
iReady	Aug. - May (bi-weekly)	Diagnostics give reading & math levels-areas of need
Report Card	Aug. - May (4 x per year)	Grades are directly tied to standards mastery
BASC-3	Aug – Nov - May	Behavior/SEL data directly linked to learning
IC Counseling	Aug. - May (monthly)	Details reason for visit, areas of concern, and follow up
IC Behavior	Aug. - May (monthly)	Details any referral to office and the reason
IC Attendance	Aug. - May (monthly)	Details all absences and reasons
Surveys	Sept. - May (3 x per year)	Input on needs, progress, satisfaction, and revisions
Exit Slips	Aug. - May (monthly)	Insight on the effectiveness of adult engagement activities
Cayen Reports	Aug. - May (bi-weekly)	Data on attendance per activity, grades, enrollments, and progress toward 30 days

5.1.5 Feedback from Students, Parents, Teachers, and the Community: Regular

communication between the coordinator, **school day teachers**, and administration (i.e., Google monitoring form, intervention team meetings, Professional Learning Communities (PLC), Healthy Kids meetings, staff meetings) provide the vehicle for teachers to communicate, monitor, and provide on-going feedback on program quality and its impact on student progress. Formal and informal surveys are used to collect feedback from **students**. Formal surveys are given twice per year to determine student needs, inform changes to current enrichment programs and summer enrichment opportunities, monitor student engagement with teachers and program staff, and gauge student's overall satisfaction with the program. Informal surveys are used more frequently to assess special events, summer field trips, or short-term programming. Formal **Parent** satisfaction surveys are sent out twice per year. Surveys target parent perspective on the effectiveness of the student academic and enrichment programs, communication from the program, and suggestions for improvements. Brief exit surveys are used to gauge the effectiveness of family engagement activities. Informal feedback is obtained through phone calls and face-to-face conversations with parents at drop off/pick up times or special events.

Feedback from the **community** is collected through the needs survey and program review meetings. Surveys for parents and community are available on the school web page and advertised through One-Call, Facebook, Twitter, and Remind.

5.1.6 Dissemination of Results: Program results and revisions are communicated to **parents** through the school's website, program review meetings, and social media. Students also receive 'awesome' cards to celebrate progress and good choices. **School administrators** are kept informed of program results at monthly staff meetings, data review, and Healthy Kids meetings. The **community** is informed of the program results via the school website, program review meetings, social media, and local radio spots.

5.1.7 Strengthen/Refine/Revise: Ongoing analysis of all data points is used to assess program implementation and effectiveness. The intervention team uses diagnostic data to track the effectiveness of academic programming and student placement. The Healthy Kids team reviews grades, counseling, behavior, and attendance reports. The intervention and Healthy Kids teams work with the coordinator and director to analyze programming to determine if it's effective, needs revision, or should be removed altogether.

Part VI: BUDGET & SUSTAINABILITY

6.1.1 Administrative Capacity: Our county has several years of successful grant implementation. The district was awarded its first 21st CCLC grant in 2002, with additional new and continuation grants awarded in subsequent years. During this time, district personnel, co-applicants, and community partners gained tremendous implementation experience and many of the program staff that began with the program are still in place today. Our current 21st CCLC grants have received exemplary desk reviews, CEEP visit scores, and excellent compliance monitoring visits. Furthermore, the district successfully manages several other state (ESS, Migrant, FRYSC, RTA) and federal (Title I, SEEK, IDEA, ESSER) grants and funds. Our district has fully demonstrated its capacity to manage large grants and provide model programming that meets grant goals and budget requirements. The district also has the **fiscal capacity** with the financial capital of a 41-million-dollar budget with which to absorb startup and additional overhead costs (custodial services and supplies, maintenance of both buses and buildings, additional heat, water, and electric costs, and other ancillary costs associated with the 21st CCLC program). The district pays the salary and benefits for the extra duty services of the executive director, finance officer, building principals, payroll clerks, and food service.

6.1.2 Supplement Not Supplant: Current program leadership has been in place since 2009 and strictly adheres to 'supplement, not supplant' requirements. Purchase orders are reviewed by the grant's executive director and district finance officer to further ensure expenses adhere to the funding matrix and **do NOT supplant** costs of existing programs (i.e., STLP, choir, band).

6.1.3 Separate Accounting of Funds: The district finance director has established a separate project number to monitor the 21st CCLC grant. Purchase orders and receipts are monitored via Munis, the district accounting software.

6.1.4 Tracking Time & Effort: Center teachers, support staff, and bus drivers submit time and effort logs every two weeks which are reviewed for accuracy by the site coordinator and program director and approved by the executive director. Time and effort of the coordinator and director are tracked using the Frontline Absence Management System to clock in upon arrival and clock out any time he/she is not on duty. The payroll department monitors weekly day/hours, as well as sick, non-contract, and personal days.

Preliminary Sustainability Plan

6.1.5 Critical Components Sustained when Grant Funds End: The grant's co-applicant, community/district partners, and volunteers will continue to provide services and resources even after funding ends. A majority of purchased supplies and resources are those which can be used for several years (Legos, books, stem resources). However, certified staff and transportation are a major cost which cannot be absorbed solely by the district or program partners. For this reason, sponsorships from local businesses, donations from the community, and other grant monies will be sought. Program staff will begin a media blitz through social media, radio spots, and newspaper ads. Letters will be sent, and personal visits made to local businesses describing program services, and its impact on student achievement with a request for assistance in continuing the program.

6.1.6 Collaboration and Leverage of Funds from Local, State, and Federal Programs:

Business Sponsorships: Local businesses that agree to be sponsors receive a framed certificate, quarterly updates on the program progress, and recognition at family events.

Community Sponsorships: Community donations will be obtained in two ways.

- In April and September of each year, local businesses will ask patrons to increase their purchase amount to the next highest dollar to help support afterschool programming.
- Ads on the local radio will encourage community members to become “Friends of Learning” by donating funds to the afterschool program. Community members who become “Friends of Learning” receive a dated certificate.

Partner Activities: The Co-applicant, district partners, and community partner activities play a major role in sustainability. District partnerships such as food service (meals), and FRC (literacy and parent education) will continue even after funding has ended. Community partner activities such as academic enrichment and literacy/arts (public library), fitness/nutrition education (Parks & Rec), STEAM (public library and Bluegrass Greensource), GED classes (adult ed), and Family Engagement (community ed.) will also continue.

Federal & State Funding: Program staff will meet with the Title I and ESS directors to discuss ways to leverage funds for the after-school program. They will also meet with the School Board to discuss adding a portion of the 21st CCLC program to the budget.

Grant Monies: Program staff will actively seek out and apply for grants that will aid in funding the afterschool program and providing services for students and families.

6.1.7 Program Staff, School Leadership, Teachers, and Stakeholders Included:

Sustainability cannot be achieved alone. Program staff developed the plan with guidance from the Superintendent, Title I, and ESS directors. Discussion with district and other community partners aided in its further development. Going forward, program staff will enlist the assistance of teachers, community leaders, and parents to leverage their knowledge and assistance.

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Cycle 21 BUDGET SUMMARY FORM D

- THE BUDGET SUMMARY FORM MUST BE COMPLETED FOR YEARS ONE TO THREE AS OUTLINED BELOW AND SUBMITTED WITH THE APPLICATION.
- JUST BECAUSE THE APPLICATION IS AWARDED DOES NOT MEAN EVERYTHING IN THE BUDGET IS APPROVED. BUDGETED ITEMS ARE SUBJECT TO FINAL KDE REVIEW AND APPROVAL. IF AWARDED, KDE MAY REQUIRE A BUDGET AMENDMENT.

Budget Category	Year One (2025-2026) School Year		Year Two (2026-2027) School Year		Year Three (2027-2028) School Year	
	Amount Requested	In-Kind	Amount Requested	In-Kind	Amount Requested	In-Kind
School Personnel	\$55,000	\$7,000	\$55,000	\$7,000	\$55,000	\$7,000
Summer Personnel	\$15,000		\$15,000		\$15,000	
Fringe Benefits	\$12,000		\$12,000		\$12,000	
Travel (Program staff)	\$2,000		\$1,500		\$1,500	
Equipment	\$0	\$1,800	\$0	\$1,800	\$0	\$1,800
Supplies & Materials	\$5,000	\$8,000	\$5,000	\$8,000	\$5,000	\$8,000
Family Engagement Activities (grant funds or in-kind)	\$1,000		\$1,000		\$1,000	
Contractual	\$750		\$750		\$750	
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs may not exceed)	\$0		\$0		\$0	
Summer Materials & Supplies	\$1,250		\$1,250		\$1,250	
Transportation (School Year, Summer, Field Trips)	\$8,000		\$8,500		\$8,500	
Other (specify)						
Volunteers	N/A		N/A		N/A	
Yearly Totals (Grant and In-Kind)	\$100,000	\$16,800	\$100,000	\$16,800	\$100,000	\$16,800

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year 2025-2026 (specify)	Amount Requested
1. Personnel (School Year)	\$55,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator: \$27,200; based on 7.5 hours per day x 220 days per year, \$4500 toward Program Director salary.</p> <p>Classified Staff for School Year: \$8400 (2 Assts x 2.5 hrs/day) (2 HS Tutors x 2 hrs/day) Certified Staff for School Year: \$15000 (2 am/3 pm; 2 x 30 mins/day; 3 x 2 hrs/day)</p> <p>In-Kind: Personnel \$7,000: District Finance Officer Salary \$1,000, Executive Director Salary \$6,000</p>	
2. Personnel (Summer)	\$15,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Classified Staff \$5000 (3 Asst x 7hrs/day & 2 HS Tutors x 7 hrs/day) Certified Staff \$10,000 (5 Teachers for 4 weeks)</p>	
3. Fringe Benefits	\$12,000
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Medicare for all staff \$1000 KTRS /CERS for all staff \$8600 Workmans Comp for all staff \$10,000 Health/Life Insurance for Site Coor/Partial Cost for Director \$2100</p>	
4. Travel (Staff)	\$2000
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates. Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Multi-State Conference, Directors Meeting, Spring Statewide Trainings, Level 1 Orientation (2 days)</p>	
5. Equipment	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind: \$1,800 Office Equipment including phones, printer, paper, toner, copier, fax (Est Value \$50 per/mo = \$600)</p>	

Office Space, Classrooms, Library, Cafeteria, Heat/Air (Est Value \$200per/mo = \$1,200)	
6. School Year Supplies and Materials	\$5000
Itemize items and the cost of each. Funds allotted are for the purchase of additional art/craft/science supplies, new STEM camps, projects, etc. In-Kind: \$8,000 Food and Staff provided through District Food Service School Year Dinner \$2,800 Summer Program Breakfast \$1,200 Summer Program Lunch \$2,000 Staff to Prepare and Serve \$3,000	
7. Family engagement activities	\$1000
Grant funds or in-kind. 21st Century Orientation 4 Parent Engagments Activities Various Workshops and Presentations	
8. Contractual	\$750
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Contract with the following: Jason Lindsey - \$750	
9. Indirect Cost	\$0
LEAs must use district restricted rate, and CBOs and FBOs may not exceed % Itemize administrative expenses such as phones, postage, advertising, etc.	
10. Summer Programming Supplies & Materials	\$1,250
Itemize items and the cost of each. Materials for Visual and Performance Arts Supplies for Culinary Class STEM Camps/Supplies for Science Experiments Engineering Projects	
11. Transportation (School Year, Summer, Field Trips)	\$8000
Estimate mileage costs, bus drivers, and fringe Transportation Cost Include: Mileage for School Year, Summer, and Approved Field Trips (\$2 per mile) Bus Driver for School Year, Summer, and Approved Field Trips Fringe for School Year and Summer	
12. Other (Specify)	\$0
Itemize costs. In-Kind:	
TOTAL AMOUNT REQUESTED	\$700,000

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year 2026-2027 (specify)	Amount Requested
1. Personnel (School Year)	\$55,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator: \$27,200; based on 7.5 hours per day x 220 days per year, \$4500 toward Program Director salary.</p> <p>Classified Staff for School Year: \$8400 (2 Assts x 2.5 hrs/day) (2 HS Tutors x 2 hrs/day) Certified Staff for School Year: \$15000 (2 am/3 pm; 2 x 30 mins/day; 3 x 2 hrs/day)</p> <p>In-Kind: Personnel \$7,000: District Finance Officer Salary \$1,000, Executive Director Salary \$6,000</p>	
2. Personnel (Summer)	\$15,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Classified Staff \$5000 (3 Asst x 7hrs/day & 2 HS Tutors x 7 hrs/day) Certified Staff \$10,000 (5 Teachers for 4 weeks)</p>	
3. Fringe Benefits	\$12,000
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Medicare for all staff \$1000 KTRS /CERS for all staff \$8600 Workmans Comp for all staff \$10,000 Health/Life Insurance for Site Coor/Partial Cost for Director \$2100</p>	
4. Travel (Staff)	\$1,500
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates. Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Multi-State Conference, Directors Meeting, Spring Statewide Trainings</p>	
5. Equipment	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind: \$1,800 Office Equipment including phones, printer, paper, toner, copier, fax (Est Value \$50 per/mo = \$600) Office Space, Classrooms, Library, Cafeteria, Heat/Air (Est Value \$200per/mo = \$1,200)</p>	

6. School Year Supplies and Materials	\$5000
Itemize items and the cost of each. Funds allotted are for the purchase of additional art/craft/science supplies, new STEM camps, projects, etc. In-Kind: \$8,000 Food and Staff provided through District Food Service School Year Dinner \$2,800 Summer Program Breakfast \$1,200 Summer Program Lunch \$2,000 Staff to Prepare and Serve \$3,000	
7. Family engagement activities	\$1000
Grant funds or in-kind. 21st Century Orientation 4 Parent Engagment Activities Various Workshops and Presentations	
8. Contractual	\$750
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Contract with the following: Jason Lindsey - \$750	
9. Indirect Cost	\$0
LEAs must use district restricted rate, and CBOs and FBOs may not exceed % Itemize administrative expenses such as phones, postage, advertising, etc.	
10. Summer Programming Supplies & Materials	\$1,250
Itemize items and the cost of each. Materials for Visual and Performance Arts Supplies for Culinary Class STEM Camps/Supplies for Science Experiments Engineering Projects	
11. Transportation (School Year, Summer, Field Trips)	\$8,500
Estimate mileage costs, bus drivers, and fringe. Additional \$500 to help cover increased transportation due to increase in student participation. Transportation Cost Include: Mileage for School Year, Summer, and Approved Field Trips (\$2 per mile) Bus Driver for School Year, Summer, and Approved Field Trips Fringe for School Year and Summer	
12. Other (Specify)	\$0
Itemize costs. In-Kind:	
TOTAL AMOUNT REQUESTED	\$100,000

BUDGET NARRATIVE FORM E

THE BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS ONE TO THREE AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year 2027-2028 (specify)	Amount Requested
1. Personnel (School Year)	\$55,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Site Coordinator: \$27,200; based on 7.5 hours per day x 220 days per year, \$4500 toward Program Director salary.</p> <p>Classified Staff for School Year: \$8,400 (2 Assts x 2.5 hrs/day) (2 HS Tutors x 2 hrs/day) Certified Staff for School Year: \$15,000 (2 am/3 pm; 2 x 30 mins/day; 3 x 2 hrs/day)</p> <p>In-Kind: Personnel \$7,000: District Finance Officer Salary \$1,000, Executive Director Salary \$6,000</p>	
2. Personnel (Summer)	\$15,000
<p>Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Classified Staff \$5,000 (3 Asst x 7hrs/day & 2 HS Tutors x 7 hrs/day) Certified Staff \$10,000 (5 Teachers for 4 weeks)</p>	
3. Fringe Benefits	\$12,000
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Medicare for all staff \$1,000 KTRS /CERS for all staff \$8,600 Workmans Comp for all staff \$10,000 Health/Life Insurance for Site Coor/Partial Cost for Director \$2,100</p>	
4. Travel (Staff)	\$1,500
<p>In-state – You <u>must</u> allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current state-approved mileage reimbursement rate, per mile, per staff person. For Levels I and II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Multi-State Conference, Directors Meeting, Spring Statewide Trainings</p>	
5. Equipment	\$0
<p>Itemize items and the cost of each.</p> <p>In-Kind: \$1,800 Office Equipment including phones, printer, paper, toner, copier, fax (Est Value \$50 per/mo = \$600) Office Space, Classrooms, Library, Cafeteria, Heat/Air (Est Value \$200per/mo = \$1,200)</p>	

6. School Year Supplies and Materials	\$5000
Itemize items and the cost of each. Funds allotted are for the purchase of additional art/craft/science supplies, new STEM camps, projects, etc. In-Kind: \$8,000 Food and Staff provided through District Food Service School Year Dinner \$2,800 Summer Program Breakfast \$1,200 Summer Program Lunch \$2,000 Staff to Prepare and Serve \$3,000	
7. Family engagement activities	\$1000
Grant funds or in-kind. 21st Century Orientation 4 Parent Engagment Activities Various Workshops and Presentations	
8. Contractual	\$750
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. Contract with the following: Jason Lindsey - \$750	
9. Indirect Cost	\$0
LEAs must use district restricted rate, and CBOs and FBOs may not exceed % Itemize administrative expenses such as phones, postage, advertising, etc.	
10. Summer Programming Supplies & Materials	\$1,250
Itemize items and the cost of each. Materials for Visual and Performance Arts Supplies for Culinary Class STEM Camps/Supplies for Science Experiments Engineering Projects	
11. Transportation (School Year, Summer, Field Trips)	\$8,500
Estimate mileage costs, bus drivers, and fringe. Additional \$500 to help cover increased transportation due to increase in student participation Transportation Cost Include: Mileage for School Year, Summer, and Approved Field Trips (\$2 per mile) Bus Driver for School Year, Summer, and Approved Field Trips Fringe for School Year and Summer	
12. Other (Specify)	\$0
Itemize costs. In-Kind:	
TOTAL AMOUNT REQUESTED	\$100,000

PRIOR GRANTEE HISTORY/CAPACITY FORM F

Not to exceed two pages.

This section must only be completed by agencies who have previously received 21st CCLC grant funding. Data must reflect the 2023-2024 APR Center Profile (or most recent) provided by the Center for Evaluation, Policy and Research (CEPR). A copy of the 2023-2024 Center Profile (or most recent) must be attached. Continuation applicants whose funding lapsed before 2023-2024 must attach and use data from the most recent Center Profile.

Most recent year of 21st CCLC grant funding: 2024-2025
Award Cycle: Cycle 17 Continuation
Served: <input checked="" type="checkbox"/> Elementary (K-5) <input type="checkbox"/> Middle (6-8) <input type="checkbox"/> High (9-12) <input checked="" type="checkbox"/> Adult Family Members
2023-2024 Center Profile or for those with a lapse in funding, the most recent Center Profile provided in year five of the grant.
 The number of regular participants from 2024-2024 Center Profile: 126 The number of students participating 90 hours or more: 70

Describe Program Effectiveness for Continuation Applications

Student Improvement: According to the Center Profile, the last two years of programming showed significant improvement in student achievement. We had 17% of students to improve proficiency levels in reading and 9% of students to improve proficiency levels in math. We had 74% of our K-3 students met or exceeded their reading intervention benchmark in 2023-2024. Our students' school day attendance also improved by 17% and our number of in-school suspensions decreased 2% from the previous year. Per our teacher/staff surveys, 33% of our students demonstrated improvement or showed high engagement in learning. During our most recent summer program, all (100%) K-3 students improved their reading and math scores.

Program Improvement: Per our Cayen data, currently our program has 136 students registered with a daily average of 48 students attending per day. There are currently 43 students that have attended 90+ hours and 29 students that have attended between 45 – 89 hours of programming this school year. 27% of our school day students are registered and attending the program. These numbers are sure to grow due to the earliness of the school year. Our program has extended our enrichment classes beyond the usual Art and STEAM opportunities; we are also offering American Sign Language, Piano, Trivia, Sports Conditioning, etc; these additional classes have been a huge hit with our students especially since these are classes that our students requested during a student survey. Our students also participate in a walking club each afternoon to help with fitness and focus before starting on homework and interventions. We have increased our parent engagement opportunities by offering what our families need to be successful, such as couponing, budget friendly meals, GED assistance, etc. at various times for their convenience. This change has increased our parent/guardian participation by 70%.

Number of Students Currently Being Served: 116

Hours of Operation: Monday – Thursday; 3:15 pm – 5:30 pm

Current Sources of Funding: 21st CCLC Funds, ESS, Title 1, Co-Applicant, Partners

Program at the School? Yes, our program is facilitated in the school

Program Success and Lessons Learned: The best success is having our students excited about coming to school and to the afterschool program and the school staff and community who are enthusiastic about the success of our program. Through our collaboration with the school and staff working our program, our students are making great strides in maintaining or surpassing their grade level assessments. By working with our highly qualified staff our students will continue to overcome their academic battles. The biggest lesson learned is that just because our program ends at 5:30 pm, the needs of our students do not. Our afterschool program is sometimes the safest place for them to be.

2023-2024 Center Profile

Lincoln County, Cont. 17, Stanford Elementary

2023-2024 Program Characteristics		
Number of parent/guardian and/or family members who attended activities		19
Number of community partners		8
Program Length	Summer 2023	School Year 2023-2024
Number of days with recorded attendance	20	154
Maximum number of days attended by any student participant	20	154
Minimum number of days attended by any student participant	0	0
Average number of days attended by any student participant	5	46
Staffing	Paid	Volunteer
Number of School Day Teachers	4	0
Number of Administrators	2	0
Number of Other Non-Teaching School Staff	3	1
Number of College Students	0	0
Number of Community Members	0	0
Number of High School Students	0	0
Number of Parents	0	3
Number of Subcontracted Staff	1	0
Number of Other Staff	0	0

Program Attendance Summary		
Total Number of Students Attended	2023-2024	Prior Year (2022-2023)
APR Year (Summer and School Year) ¹	126	99
Summer	40	32
School Year	105	80
Average Program Attendance (APR Year)	2023-2024	Prior Year (2022-2023)
Average daily number of students attending	37	34
Average weekly number of students attending	64	49

APR Year Attendance Detail			
At-Risk Student Participation	2023-2024 Number	2023-2024 Percent	Prior Year (2022-2023) Percent
Eligible for free/reduced lunch	126	100%	100%
Receiving special education services	16	13%	15%
Classified as having Limited English Proficiency	1	1%	1%
Classified as homeless	0	0%	0%
Classified as migrant students	1	1%	0%
Classified as migrant priority-for-service (PFS)	0	0%	0%
In the foster care system	18	14%	0%
Referred by school staff for disciplinary reasons	0	0%	0%
Referred by school staff for academic reasons	4	3%	0%
Referred by school staff for attendance concerns	0	0%	0%

Kentucky 21st Community Learning Centers Initiative

2023-2024 APR Year Attendance Detail by Grade Level						
Grade Level	Regular Attendee (approx. 30+ Days)					
	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 hours or more
Pre-Kindergarten	0	0	0	0	0	0
Kindergarten	0	0	2	6	0	0
1 st Grade	2	2	5	6	5	2
2 nd Grade	1	0	0	10	2	2
3 rd Grade	3	2	3	4	7	4
4 th Grade	4	9	0	7	4	2
5 th Grade	6	13	4	2	4	3
6 th Grade	0	0	0	0	0	0
7 th Grade	0	0	0	0	0	0
8 th Grade	0	0	0	0	0	0
9 th Grade	0	0	0	0	0	0
10 th Grade	0	0	0	0	0	0
11 th Grade	0	0	0	0	0	0
12 th Grade	0	0	0	0	0	0
Total (All Grade Levels)	16	26	14	35	22	13

2023-2024 APR Year Program Outcomes			
Kentucky Summative Assessment – Reading ^{2 3}		1-89 hours	90 hours or more
Number of participants with assessment data reported		10	13
Percentage of participants with assessment data reported		8%	10%
Number who improved performance levels from 2023 to 2024		0	4
Percentage who improved performance levels from 2023 to 2024		0%	17%
Number who maintained highest performance level from 2023 to 2024		1	3
Percentage who maintained highest performance level from 2023 to 2024		4%	13%
Number who improved OR maintained highest performance level from 2023 to 2024		1	7
Percentage who improved OR maintained highest performance level from 2023 to 2024		4%	30%
Kentucky Summative Assessment – Math ^{2 3}		1-89 hours	90 hours or more
Number of participants with assessment data reported		10	13
Percentage of participants with assessment data reported		8%	10%
Number who improved performance levels from 2023 to 2024		0	2
Percentage who improved performance levels from 2023 to 2024		0%	9%
Number who maintained highest performance level from 2023 to 2024		1	2
Percentage who maintained highest performance level from 2023 to 2024		4%	9%
Number who improved OR maintained highest performance level from 2023 to 2024		1	4
Percentage who improved OR maintained highest performance level from 2023 to 2024		4%	17%

Kentucky 21st Community Learning Centers Initiative

2023-2024 APR Year Program Outcomes			
GPA (Middle or High School Programs) ²	1-89 hours	90 hours or more	Total
Number of participants with GPA data reported	0	0	0
Percentage of participants with GPA data reported	0%	0%	0%
Number who had a 2022-2023 GPA less than 3.0	N/A	N/A	N/A
Percentage who had a 2022-2023 GPA less than 3.0	N/A	N/A	N/A
Number who improved their GPA in 2023-2024	N/A	N/A	N/A
Percentage who improved their GPA in 2023-2024	N/A	N/A	N/A
School Day Attendance ²	1-89 hours	90 hours or more	Total
Number of participants with attendance data reported	52	66	118
Percentage of participants with attendance data reported	41%	52%	94%
Number who had a 2022-2023 attendance rate below 90%	9	11	20
Percentage who had a 2022-2023 attendance rate below 90%	8%	9%	17%
Number who improved their attendance rate in 2023-2024	6	8	14
Percentage who improved their attendance rate in 2023-2024	30%	40%	70%
In-School Suspensions ²	1-89 hours	90 hours or more	Total
Number of participants with behavior data reported	56	70	126
Percentage of participants with behavior data reported	44%	56%	100%
Number who had in-school suspensions in 2022-2023	1	1	2
Percentage who had in-school suspensions in 2022-2023	1%	1%	2%
Number who had fewer in-school suspensions in 2023-2024	0	0	0
Percentage who had fewer in-school suspensions in 2023-2024	0%	0%	0%
Engagement in Learning (Teacher/Staff Surveys) ⁴	1-89 hours	90 hours or more	Total
Number of all participants with a teacher/staff survey submitted	51	54	105
Percentage of all participants with a teacher/staff survey submitted	40%	43%	83%
Number who demonstrated improvement in engagement in learning	14	21	35
Percentage who demonstrated improvement in engagement in learning	13%	20%	33%
Number who had high engagement in learning	6	18	24
Percentage who had high engagement in learning	6%	17%	23%
Number who demonstrated improvement OR had high engagement	20	39	59
Percentage who demonstrated improvement OR had high engagement	19%	37%	56%
K-3 Reading Intervention			
Number of K-3 students receiving reading intervention	90		
Number of K-3 intervention students that met benchmark	67		

Kentucky 21st Community Learning Centers Initiative

School Year Activity Types Offered ⁵			
Academic Activities			
STEM (science, technology, engineering, math)	X	Homework Help	X
Reading Intervention	X	English Language Learner Support	X
Literacy	X	GAP Reduction (Remediation/Acceleration)	X
Credit Recovery		None	
Transition Readiness Activities			
Career/Job Training for Youth		Career Exploration	X
ACT or SAT Prep		None	
Individual Learning Plan	X		
Enrichment Activities			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	
Visual Arts	X	Community/Service Learning	X
Music & Drama	X	Mentoring	X
Fitness	X	None	
Health/Nutrition	X		
Adult Skill-Building Activities			
Completing the FAFSA/College Admissions		Infinite Campus/Parent Portal or Google Classroom	X
How to Further Your Education	X	Job Skills/Work Readiness/Resume Dev.	
Drug Awareness/Trends	X	ESL or GED Classes	X
Social Media/Internet Safety	X	Communicating with School Staff	X
Literacy/Finding AR Books	X	Using Online Resources or Software	
Financial Literacy/Couponing	X	School Safety	X
CPR/First Aid, Health & Safety	X	Distracted Driving	
Healthy Relationships	X	Afterschool Program Orientation & FAQ	X
Time Management/Organization		Understanding Test Scores or ILP	X
Health & Nutrition	X	None	
Family Engagement Activities			
Family Literacy Night	X	Christmas/Holiday Showcase	
Family STEM or STEAM Night	X	Chaperoning Opportunities	
Lights On		Family Movie Night	
Afterschool Student Performances		Students/Families Preparing Meals	
Family Game Night	X	None	
Family Math Night	X		

Kentucky 21st Community Learning Centers Initiative

School Year Activity Types Offered ⁵			
Character Education Activities			
Drug Prevention	X	Truancy Prevention	X
Counseling	X	Youth Leadership	X
Violence Prevention	X	None	
Remote or Virtual Support and Activities			
Homework help and/or tutoring		Adult skill building activities	
Remediation/acceleration in academic subjects		Family engagement activities/nights	
Academic enrichment activities		Other online or remote services/activities for students and families (description in box below)	
Other enrichment activities			
Transition readiness or college/career exploration activities		Did not provide remote or virtual services or activities	X

21ST CENTURY COMMUNITY LEARNING CENTER PARTNERS

Co-applicant	Contact Person – Phone Number
Bluegrass Greensource [REDACTED] Le [REDACTED]	Pattie Stivender Director [REDACTED]
Partners	Contact Person – Phone Number
Lincoln County Adult Education 3 [REDACTED] Stanford, KY 40484	Melissa Rolph Adult Education Lead Instructor [REDACTED]
Family Resource Center 1 [REDACTED] Stanford, KY 40484	Susan Miller Family Resource Coordinator [REDACTED]
Lincoln County Community Education 3 [REDACTED] Stanford, KY 40484	Colleen Benson Coordinator of Community Education 6 [REDACTED]
Lincoln County Food Service 3 [REDACTED] Stanford, KY 40484	Cathy Hettmansperger Food Service Director [REDACTED]
Lincoln County Extended School Services [REDACTED] Stanford, KY 40484	Diana Hart Asst. Superintendent [REDACTED]
Lincoln County Title 1 Program [REDACTED] Stanford, KY 40484	Diana Hart Asst. Superintendent 6 [REDACTED]
Lincoln County Migrant Program 3 [REDACTED] Stanford, KY 40484	Betty England Coordinator [REDACTED]
Lincoln County Parks & Rec. [REDACTED] Stanford, KY 40484	Kaycie Bandura Director [REDACTED]
Lincoln County Public Library 2 [REDACTED] Stanford, KY 40484	Jamie Helle Head Librarian 6 [REDACTED]
WPBK FM Radio [REDACTED] Stanford, KY 40484	Tim Estes Show Host/Director [REDACTED]

Chart of Positions, Qualifications, and Program Responsibilities

POSITION	RESPONSIBILITIES/DUTIES	QUALIFICATIONS
Program Director	<p>Assist in the development of program design and monitor programming.</p> <p>Ensure complete grant compliance and program implementation.</p> <p>Ensure the accuracy, quality, and timeline of all required reports and other submitted information.</p> <p>Prepare, submit, and maintain payroll, purchasing, and budget.</p> <p>Recruit, supervise, and train program staff and volunteers.</p> <p>Oversee program development.</p> <p>Develop and implement a sustainability plan.</p> <p>Serve as liaison with outside agencies, department, parents, and the community.</p> <p>Attend all 21st CCLC advisory council meetings and required state and regional trainings.</p>	Minimum of two years of college training
Site Coordinator	<p>Supervise the operations and maintenance of the site.</p> <p>Recruit and serve students.</p> <p>Contribute to the positive public relations of the program.</p> <p>Maintain accurate attendance records and student registrations.</p> <p>Assist the program director to recruit, supervise and train volunteers.</p> <p>Develop and implement engaging activities with a special focus on academic assistance, acceleration, and enrichment.</p> <p>Work with school personnel to identify and recruit students to the program.</p> <p>Communicate with school day teachers/administrators</p> <p>Track student grades and compile any necessary student work.</p> <p>Coordinate skill building and engagement programs for adults</p> <p>Lead 21st CCLC advisory council meetings</p> <p>Attend all required program and staff trainings.</p>	<p>Minimum of two years of college training</p> <p>Work experience may be considered in lieu of college</p>
Teacher for Tutoring Intervention & Acceleration Classes	<p>Ensure safety of students.</p> <p>Work with individual or small groups of students.</p> <p>Maintain an environment conducive to learning.</p> <p>Provide positive reinforcement and feedback to acknowledge and motivate.</p> <p>Consistently confront undesirable behavior firmly and fairly.</p> <p>Follow established discipline procedures as needed.</p> <p>Always show respect for participants.</p> <p>Submit lesson plans and any other required reports on a timely basis.</p> <p>Attend all program staff meetings and trainings.</p>	Current teaching certification specific to the content and/or grade level
Enrichment Instructor	<p>Ensure safety of students.</p> <p>Facilitate enrichment activities.</p> <p>Maintain an environment conducive to learning.</p> <p>Provide positive reinforcement and feedback to acknowledge and motivate.</p> <p>Consistently confront undesirable behavior firmly and fairly.</p> <p>Follow established discipline procedures as needed.</p> <p>Always show respect for participants.</p> <p>Attend all program staff meetings and trainings.</p>	Minimum of 64 college hours or a high school diploma and paraeducator exam
Peer Tutor	<p>Assist teachers/instructors in work with small or large group activities.</p> <p>Provide positive reinforcement and feedback.</p> <p>Always show respect for participants.</p> <p>Attend all program staff meetings and trainings.</p>	Current student, at least 16 years of age, 3.75 or higher GPA

Equitable Access and Participation Form I

NOTICE TO ALL APPLICATIONS

The purpose of this document is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION TO RECEIVE FUNDING UNDER THIS PROGRAM.** (If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and any other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that apply to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address the concern of lesbian, gay, bisexual and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access, services and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Programs are required to submit equitable services data each year on Dec. 31 to the KDE regarding the number of private/home school students served in the current year, the types of services provided, and the per pupil spending.

Fiscal Agent Signature:



Date

11/12/24

Principal Signature:



Date

11/11/24

Co-Applicant Signature:



Date

11/14/24

Certifications Form J

CERTIFICATIONS REGARDING LOBBYING; DEPARTMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. The signature of the form provides for compliance with certification requirements under 34 CFR, Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form– LLL, "Disclosure Form to Report Lobbying," per its instructions;
- (c) The undersigned shall require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

(b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(c) Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

A. The applicant certifies that it will continue to provide a drug- free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an ongoing drug-free awareness program to inform employees about:


- (1) The dangers of drug abuse in the workplace.
 - (2) The grantee's policy of maintaining a drug-free workplace.
 - (3) Any available drug counseling, rehabilitation and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
 - (d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will.
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- (E) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such convicted employees must provide notice, including position title to Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state or local health, law enforcement or other appropriate agency:
 - (g) Making a good faith effort to continue to maintain a drug-free workplace through the implementation of paragraphs (a), (b), (c), (d), (e) and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

- A. As a condition of the grant, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the fiscal agent, I hereby certify that the applicant will comply with the above certifications.

Fiscal Agent: LINCOLN COUNTY SCHOOLS
Award Number or Project Name:
School Name and Address: STANFORD ELEMENTARY [REDACTED] STANFORD, KY 40484
Printed Name: BRUCE SMITH
Title: SUPERINTENDENT
Signature and Date:  11/12/24

PROGRAM SUMMARY FORM K

Must use lunch data as reported to KDE for 2023-2024 count.

- Programs must serve a minimum of 50 students 90 hours or more.

School Name: STANFORD ELEMENTARY	
District Name: LINCOLN COUNTY SCHOOLS	
Grade Levels to be Served: K-5	Total Schoolwide Enrollment: 573
<input type="checkbox"/> Urban <input checked="" type="checkbox"/> Rural <input type="checkbox"/> Suburban	# of students to be served 90 hours or more: 50
% Free or Reduced Lunch: 100%	
School Eligible for USDA Snack Program: YES	
School Eligible for Child and Adult Food Care Program (CAFCP): YES	

School Name:	
District Name:	
Grade Levels to be Served:	Total Schoolwide Enrollment
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	# of students to be served 90 hours or more:
% Free or Reduced Lunch:	
School Eligible for USDA Snack Program:	
School Eligible for Child and Adult Food Care Program (CAFCP):	

1. The applicant is a (please check one):

- ☒ Public School
- ☐ Community-Based Organization
- ☐ Faith-Based Organization

2. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?

- ☒ Yes
- ☐ No

3. If yes, were they?

- ☐ Federal funds
- ☒ State funds

4. Current or Previous Funding ended (month/year): SEPTEMBER 30, 2025

Program Schedule Form L

Complete the following table for school year program operations: KDE requires that 21st CCLC programs offer services a minimum of eight hours per week. A required schedule of at least four days per week, two hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after the first day of school for students and end no sooner than two weeks before school ending with a total of 120 days during the school year. Elementary programs must provide four consecutive weeks in the summer and middle-high programs must provide two weeks in the summer. **Morning programming cannot be counted in the required two hours each day.**

Day	Before School (Times of Operation)		After school (Times of Operation)		Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	NA	NA	3:15 pm	5:30 pm	2 ¼ hours
Tuesday	NA	NA	3:15 pm	5:30 pm	2 ¼ hours
Wednesday	NA	NA	3:15 pm	5:30 pm	2 ¼ hours
Thursday	NA	NA	3:15 pm	5:30 pm	2 ¼ hours
Friday	NA	NA	NA	NA	NA

Day	Summer		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:00 am	2:30 pm	NA	NA
Tuesday	8:00 am	2:30 pm	NA	NA
Wednesday	8:00 am	2:30 pm	NA	NA
Thursday	8:00 am	2:30 pm	NA	NA
Friday	8:00 am	2:30 pm	NA	NA
Saturday	NA	NA	NA	NA
Sunday	NA	NA	NA	NA

	Regular School Year	Summer
Total # of hours per day	2 ¼ hours	6 ½ hours
Total # of days per week	9 hours	32 ½ hours
Total # of weeks	31 weeks	4 weeks
First and last date operation	September 2, 2025- May 7, 2026	June 2 – June 27, 2026

CO-APPLICANT AGREEMENT FORM M

Bluegrass GreenSource

Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Co-applicant, Bluegrass GreenSource, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Bluegrass GreenSource hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant Co-applicant agrees to provide the following contributions to the 21st CCLC program:

Co-Applicant Contribution Table

Description of Program Support	Frequency	Alignment to Activities, Services, and Needs
Promote Awareness of Program	Throughout the Year	Aligns with Grant Goals & Objectives
Recruit Program Volunteers	Throughout the Year	Volunteers to Facilitate Activities, Provide Services and Mentoring to Students
Recruit and Refer Students and Families	Throughout the Year	
Provide Student Programming and Activities	Once a Month	Aligns with Grant Goals; through academic and character education activities, literacy activities, and enrichment choices
Assist with Comprehensive Evaluation of all aspects of the 21 st Century Community Learning Center program to ensure fidelity and sustainability	Throughout the Year	Aligns with Goals and Activities

It is agreed by both parties that this Co-Applicant Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Bluegrass GreenSource will be notified immediately to begin the collaboration of services.

Pattie Stivers 10/14/24
Co-applicant Signature and Date

Sam Smith 11/12/24
Applicant Signature and Date

Lincoln County Schools and Stanford Elementary and

Lincoln County Adult Education

Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Partner, Lincoln County Adult Education, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Lincoln County Adult Education hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs
Promote Awareness of Program	On-Going	Aligns to Program Goals
Provide GED Preparation and Exam for Families	On-Going	Aligns to Program Goals
Provide Classes to Improve Employability Skills	On-Going	Aligns to Program Goals
Participate in Family Engagement Activities	Twice a Year (Fall/Spring)	Aligns to Program Goals

It is agreed by both parties that this Community Partner Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Lincoln County Adult Education will be notified immediately to begin collaboration of services.


Partner Signature and Date

11/10/24


Applicant Signature and Date

11/12/24

Lincoln County Schools and Stanford Elementary and

Lincoln County District Partners


Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Partner, Lincoln County District, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Lincoln County District Partners hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs
Food Service	Daily	Providing USDA Meal
FFYSC	On-Going Program Awareness, Parent Engagement Activities	Promote Program Awareness on a continual basis, provide parent engagement activities based upon parent surveys
ESS	Daily	Promote Program Awareness, Provide Financial Support for Certified Staff for Regular and Summer Programs, Provide Educational Programs and Resources for Students/Families
Title 1	Daily	Promote Program Awareness, Provide Financial Support and Educational Materials/Resources
Migrant	Daily	Promote Program Awareness, Provide Programs and Resources to Assist with learning gaps, Provide staff for Migrant Students for Homework assistance
Community Education	On-Going Program Awareness, Parent Engagement Activities	Promote Program Awareness, Assist with Parent Engagement Activities, Assist with Developing Partnerships with Community Partners

It is agreed by both parties that this Community Partner Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Lincoln County District Partners will be notified immediately to begin collaboration of services.

 11/11/24
Partner Signature and Date

 11/12/24
Applicant Signature and Date

Lincoln County Schools and Stanford Elementary and

Lincoln County Parks and Recreation

Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Partner, Lincoln County Parks & Recreation, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Lincoln County Parks & Recreation hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs
Promote Awareness of Program	Continuing	Aligns with Goals and Activities
Participate in Family Engagement Activities with Fitness Activities twice a Year	Twice a Year (Fall/Spring)	Aligns with Goals and Activities
Share Responsibility for the Program Outcomes and Assist with Action Plans for Improvement	Continuing	Aligns with Goals and Activities
Recruit Program Volunteers	Ongoing Throughout the Year	Volunteers to facilitate activities, provide services to students, and mentor students

It is agreed by both parties that this Community Partner Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Lincoln County Parks & Recreation will be notified immediately to begin the collaboration of services.


Partner Signature and Date 11/11/24


Applicant Signature and Date 11/14/24

*Lincoln County Schools and Stanford Elementary and
Lincoln County Public Library*

Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Partner, Lincoln County Public Library, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Lincoln County Public Library hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs
Recruit Program Volunteers	Ongoing Throughout the Year	Volunteers to facilitate activities, provide services to students, and mentor students
Promote Awareness of the Program	Continuing	Aligns to Goals and Activities
Design/Deliver Lesson Plans to Assist in Program areas such as STEAM, Literacy, and Character Education	Monthly	Aligns to Goals and Activities
Provide Family Engagement Activities Twice A Year	Twice a Year (Fall/Spring)	Aligns to Goals and Activities
Share Responsibility for the Program Outcomes and Assist with Action Plans and Improvement	Continuing	Aligns to Goals and Activities

It is agreed by both parties that this Community Partner Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Lincoln County Public Library will be notified immediately to begin collaboration of services.

Partner Signature and Date

Applicant Signature and Date

Lincoln County Schools and Stanford Elementary and

WPBK-FM Radio Station

Hereby enter into an agreement to enable the applicant, Stanford Elementary, and Partner, WPBK-FM Radio Station, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

WPBK-FM Radio Station hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs
Serve as Media Outlet by using PSAs to promote, support, and raise awareness of program	Continuing	Aligns to Goals and Activities
Provide resources to families when requested by 21 st Century	Continuing	Aligns to Goals and Activities
Share Responsibility for the Program Outcomes and Assist with Action Plans and Improvement	Continuing	Aligns to Goals and Activities

It is agreed by both parties that this Community Partner Agreement will focus on the coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, WPBK-FM Radio Station will be notified immediately to begin collaboration of services.


Partner Signature and Date

11-12-24


Applicant Signature and Date

11/12/24

PRIVATE/HOME SCHOOL CONSULTATION FORM O

Kentucky Nita M. Lowey 21st Century Community Learning Centers

An LEA or any eligible applicant receiving financial assistance under the Nita M. Lowey 21st CCLC program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency makes any decision that affects the opportunity of eligible private school children, teachers and other educational personnel to participate, the applicant must engage in timely and meaningful consultation with private school officials.

The fiscal agent is responsible for consulting with private and home schools. Only the fiscal agent completes the form. No signatures are required on the document. Please maintain documentation of consultations.

Fiscal Agent:	LINCOLN COUNTY SCHOOLS
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Please complete the following form related to the involvement of eligible private schools in the Title IV, Part B, 21st CCLC grant application and subsequent activities.

Private Schools

- ☐ There are no private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program (If there are no private schools in your attendance zone, no further information is required).
- ☒ There are private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 22 RFA 21st CCLC grant application.

Home Schools

- ☐ There are no home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no home schools in the attendance zone, no further information is required.)
- ☒ There are home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 22 RFA 21st CCLC grant application.

Private/Home School Name	School Official	Title	Contact Method	Date of Contact	Participation Yes/No
Little Hands School	Heidi Carnes	Director	Mail	10/15/24	No
A [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
L [REDACTED]	[REDACTED]	[REDACTED]	Mail	10/15/24	Yes
A [REDACTED]	[REDACTED]	[REDACTED]	Mail	10/15/24	No Response
J A [REDACTED]	[REDACTED]	Parent	Mail	10/15/24	No Response
A [REDACTED]	[REDACTED]	[REDACTED]	Mail	10/15/24	No Response

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