

This application is being provided as a sample.
 However, no application is perfect and it may contain errors.
 The FY27 RFA has been edited and may not match this FY26 application.

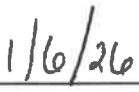
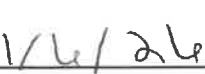
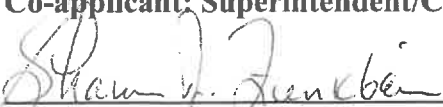
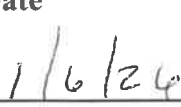
Form A: Application Cover Page

☐ New Applicant

☒ Continuation Applicant

Unique Entity Identifier #: S8WNDNKC4UR7
Fiscal Agent SAM CAGE Code #: 48T15
School (Site) Name: Cub Run Elementary School
KY School ID: 245030 <small>Kentucky School ID numbers are unique identifiers assigned to schools and districts within the state. These numbers are used for various administrative purposes, including reporting student records, enrollment tracking, and compliance with educational standards.</small>
Physical Address: 170 East Gap Hill Rd, Cub Run, KY 42729
Target Grades: Kindergarten through 8th Grade
Fiscal Agent/Applicant: Hart County Board of Education
Superintendent/Chief Executive Officer: Burke Chenoweth
Physical Address: 25 Quality Street, Munfordville, KY 42765
E-mail: burke.chenoweth@hart.kyschools.us
Co-applicant Name: Hart County Public Library
Superintendent/Chief Executive Officer: Tricia Kirkpatrick
Physical Address: 500 E Union Street, Munfordville, KY 42765
E-mail: tkirkpatrick@hartcountypul.com
Grant Writer: Kristin Froedge Agency: Hart County School District
Email: kristin.froedge@hart.kyschools.us
Additional Collaborators: Tracy Sullivan, Hart County School District
<small>Please list all additional collaborators, whether individuals or agencies, as plagiarism rules will be strictly enforced.</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-based decision making (SBDM)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 Officer	Date
	
Co-applicant: Superintendent/Chief Executive Officer	Date
	
Notary Public Signature	My Commission Expires
	Date

Form B: Assurances

The fiscal agent/applicant, LEA, school principal and co-applicant must read this entire document and sign. Please retain a copy for each party.

1. The fiscal agent must ensure that the program will target students who primarily attend schools eligible for Title I, Part A schoolwide programs and their families.
2. The fiscal agent must ensure that the minimum number of 120 days and two hours per day after school are met as required under program operations.
3. The fiscal agent must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks before school ends.
4. 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 is not sufficient space.
5. The fiscal agent must ensure a minimum of two certified teachers serve in the program a minimum of one hour each day per teacher to meet the 8 hours required weekly per site served.
6. The fiscal agent must maintain a separate accounting of funds for the 21st CCLC grant.
7. The fiscal agent and school principal must ensure that overtime is not allowed for any staff.
8. The fiscal agent and the school principal must ensure that program staff are trained on school/district emergency policies, procedures and guidelines.
9. The fiscal agent and the school principal must ensure that emergency procedures will be shared with the staff and students, including evacuation routes, and when practice drills occur. A log must be maintained by the program director or site coordinator showing the dates of emergency drills. As best practice, emergency drills should occur after school on the same day they are practiced during the school day.
10. The fiscal agent and school principal must ensure that the program will dedicate 50% of the program time toward academic remediation and/or acceleration and 50% toward enrichment.
11. The fiscal agent and the school principal must ensure that the students are supervised at all times in a safe, secure and drug-free environment during programming.
12. 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.
13. The school principal must ensure that program staff participate in teacher meetings and professional development opportunities offered by the school.
14. 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 access to the resources.
15. 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.

16. 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.
17. 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. 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.
18. The fiscal agent must provide equitable opportunities for the participation of both public and non-public/home school students served by the award.
19. The fiscal agent must assure it affords a reasonable opportunity for public comment on the application. Public feedback must be collected and considered before applying.
20. The fiscal agent must administer the 21st CCLC project in accordance with all state and federal applicable statutes, guidance, regulations, program plans and applications.
21. The fiscal agent must ensure that 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.
22. 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 23 RFA application.
23. The fiscal agent must submit all required reports and documentation as required to the KDE.
24. The fiscal agent must submit the Continuation Progress Report to the KDE during the third year:
 - Demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application.
 - Meet the number of regular attendees outlined in the application.
 - Provide documentation of completed state reports as required.
25. The fiscal agent and the principal 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.
26. The fiscal agent and principal must comply with the following guidance.
 - 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
27. The fiscal agent must ensure that grant funds are not used for lobbying purposes.
 28. The fiscal agent 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 the Annual Performance Report (APR) data collection.
 29. 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 the required actions to implement and become compliant within 60 days from receipt of the report. The KDE will provide additional technical assistance based on the area of non-compliance to support the grantee.
 30. 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 three years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met).
 31. 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 promptly.
 - Use funds reasonably and appropriately.
 - Resolve a non-compliance audit/monitoring finding.
 - Submit required data on or before the due date.
 - Address and implement required actions.

As an official representative of the **applicant/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.

Hart County Board of Education

Bo Chenoweth

1/6/21

Fiscal Agent/ Applicant name

Signature

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.

Hart County Public Library

Patricia M. Kimpatrik

1/6/26

Co-applicant name

Signature

Date

As the **principal** of the school, I certify that I have read this application and all the 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.

Cub Run Elementary School

School Name:

Daniel Hawkins

D. Hawkins

1/6/26

School Principal (Typed name)

Signature

Date

Reference Page

Adult Education and Literacy in Kentucky, (2000). *Research Report No. 296*, from the Legislative Research Commission

Bennett, W. (1997). *The Book of Virtues for Young People*. Simon & Schuster Books for Young Readers

Cabinet for Health and Family Services, (2024). Hart County Legislative Report; https://www.chfs.ky.gov/agencies/os/codata/Hart_LegislativeReport_2024.pdf

Hart County Schools Board Meeting Agenda, (Oct 2025); <https://www.hart.kyschools.us/>

I-Ready Diagnostic (2025); School Diagnostic Results Reading and Math

Infinite Camps (2024-2025); Behavior and Attendance Reports

Institute of Education Sciences: What Works Clearinghouse, (2025); <https://ies.ed.gov/ncee/wwc>

Kentucky Department of Education, Kentucky School Report Card Suite (2024-2025); <https://reportcard.kyschools.us>

Kentucky Department of Education (2025-2026) Qualifying Data Report; <https://www.education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>

Marby, B. (2025). The Zone of Proximal Development: The power of just right. NWEA <https://www.nwea.org/blog/2025/the-zone-of-proximal-development-zpd-the-power-of-just-right/>

The Annie E. Casey Foundation; Kids Count Data Center (2023) <https://datacenter.aecf.org/data/tables/7976-youth-incarcerated-in-the-juvenile-justice-system#detailed/5/2973/true/2554/any/15340>

UK Cooperative Extension Service, (2023). Statewide Community Needs Assessment; https://kybtn.mqcafe.uky.edu/sites/kybtn.ca.uky.edu/files/FAM_Hart.pdf

United States Census Bureau (2023) Quick Facts: Hart County, Kentucky; https://www.census.gov/search-results.html?q=poverty+rate+for+hart+county%2C+kentucky&page=1&stateGeo=none&searchtype=web&cssp=SERP&_charset_=UTF-8&search%3Atab=Tables#search

Form C: Logic Model
Not to exceed four pages.

Describe the targeted participants:

Cub Run Elementary School serves a small rural community in our district with a population of 197 of which 83.8% are considered economically disadvantaged. For 24-25 our school served **109 regular attendees** (over 55% of students enrolled). The continuation grant proposes to maintain this level of program participation.

The targeted participants for this program include students who meet one or more of the risk factors we have identified as a priority for our school.

- Sub-populations (those eligible for Special Education services or have a 504 plan)
- At-risk of Academic Failure (those receiving Tier 2 or Tier 3 Interventions)
- Behavior/Discipline (those with 1 or more behavioral referrals)
- Homelessness (those identified as meeting the definition of homeless)
- Free and reduced lunch rates (those meeting criteria for free/reduced lunch)
- Chronic Absenteeism (those with 10 or more absences per year)
- Social-emotional (those currently receiving school-based counseling services)

Goal 1: Increase the academic achievement of participating students in math, reading, and science.

SMART Performance Indicators:

Performance Indicator 1: Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments.

Performance Indicator 2: Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessment

Resources:

Certified and classified staff, district curriculum resources (Reveal Math, Wonders, TCI, etc), Coach Books (Supplemental Instruction & Practice Test Prep), Summer Scholar Reading & Math kits, Explode the Code, STEM kits, I-Ready My Path, chromebooks

Activities:

Tutoring, intensive targeted individualized interventions (1:1 or 1:2), small group interventions, homework help, enrichment activities, mentoring (pairing older students with younger students to help with academic tasks, model reading, etc)

Data source used to document improvement:

Kentucky Summative Assessment (KSA) and I-Ready diagnostic assessment results, Infinite Campus Report Card grades, classroom Common Assessments, UFLI assessments (phonics)

Performance Measures (Outcome):

- Increase students in grades K-3 meeting grade level benchmarks in reading & math by 3% each year on I-Ready diagnostics
- Increase students in grades 4-8 proficiency rates in reading, math, & science by 3% each year on Kentucky Summative Assessments in all three content areas

- Increase the number of regular attendees that meet or exceed their *Annual Typical Growth Target* in reading and math on I-Ready diagnostic from fall to spring by 3% each year

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

SMART Performance Indicators:

Performance Indicator 1: Increase or maintain a 90% school attendance rate of regular attendees (90+ hours or more) as measured by daily average attendance annual reports.

Performance Indicator 2: Decrease the number of school discipline referrals of regular attendees (90+ hours or more) by 5% as measured by the Infinite Campus annual report.

Resources:

District Mental Health Counselor and School Counselor, outside Counseling providers contracted with the district, The Book of Virtues for Young People, SEL Survey, Behavioral Checklist instrument, award certificates, donated student incentives

Activities:

Provide high quality/high interest enrichment activities, weekly counseling and/or mentoring sessions, instructional activities related to executive functioning and coping skills, virtue ventures - sessions on virtues like honesty, resilience, empathy, courage, justice, temperance, etc., regular attendee recognitions for attendance milestones

Data source used to document improvement:

Student surveys to inform academic and enrichment activities offered monthly, Infinite Campus disciplinary reports and attendance records, Cayen data system reports (behavior/attendance), SEL Survey results, Behavioral Checklist results

Performance Measures (Outcomes):

- Reduce the number of participants with 10+ days absent per year by 2% annually
- Reduce the number of discipline referrals for regular attendees by 2% annually
- Increase number of K-5 participants NOT flagging on Behavioral Checklist to 90%
- Increase number of 6-8 participants with positive SEL Survey results to 90%

Goal 3: Increase access to transition readiness activities for all students.

SMART Performance Indicators:

Performance Indicator 1: Provide monthly transition readiness activities for all participants as measured by the Transact APR Report.

Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky's Portrait of a Learner (Engaged Citizen, Productive Collaborator, Empowered Learner, Creative Contributor, Critical Thinker, and Effective Communicator) as measured by the Transact Activity Report.

Resources:

Community partners, district Profile of a Graduate, chromebooks, bus transportation, volunteers, supplies/materials (flags, trashbags, card making supplies, etc), Xello (online college & career readiness software), certified and special education teachers, high school counselors/admin team

Activities:

Host Career/Job Fair, field trip to the high school and college & career center to learn about available pathways, University speakers and tours, work on Individual Learning Plans (ILPs), career exploration activities, guest speakers from various career paths, community service learning activities (like putting up flags at local graveyards for Memorial day, shoreline clean up at Dog Creek, etc), community engagement activities (like visiting nursing home, history interviews, grand-pals program, etc)

Data source used to document improvement:

Student Individual Learning Plans (ILPs), Cayen data system (attendance for particular sessions), sign-in sheets for career/job fair, student surveys

Performance Measures (Outcomes):

- All students in grades 6-8 will complete their ILPs and present a brief capstone presentation to share with community partner panel
- All regular attendees in grades 4-8 will participate in at least 1 community service-learning activity annually
- All regular attendees in grades K-3 will participate in at least 1 school-based service-learning activity annually

Goal 4: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families**SMART Performance Indicators:**

Performance Indicator 1: Increase parent participation in family engagement sessions, which are aligned with survey results, by 25% annually as measured by Transact Data Reports.
Performance Indicator 2: Ninety-five percent of parent surveys will show parent satisfaction and interest in the program, as measured annually.

Resources:

Grant Co-Applicant & Community Partners (including FRYSC & Title I Coordinators), books/resources to give out, Workshop Consultants/Presenters, donated food/dinner and door prizes, supplies/materials (handouts, tables, signs, etc)

Activities:

Host Family Engagement Activities: #1 Navigating Your Child's Progress (Understanding IC & Diagnostic Tools), #2 Reading Success - Strategies for Parents, #3 CPR & First Aid training, #3 Drug Awareness interactive presentation; We will also host a Career Fair for families and Trick-or-Read events annually

Data source to document improvement:

Sign-in sheets, Family Engagement Activity Evaluation Survey, End of Year Parent Survey

Performance Measures (Outcomes):

- At least 50% of regular attendees have a parent/guardian participate in at least 1 family engagement activity annually
- A 95% favorable rating of relevance and helpfulness on Family Engagement Activity Evaluations (collected after each activity) for each activity
- A 95% satisfaction rating on end of year program surveys completed by parents

Form D: Program Summary

Must not exceed one page. Must use data as reported to KDE for the current qualifying data.

School Name: Cub Run Elementary School	
District Name: Hart County School District	
Grade Levels to be Served: Kindergarten - 8th Grade	Total Schoolwide Enrollment: 197
☐ Urban ☒ Rural ☐ Suburban	# of students to be served 90 hours or more: 109
% Free or Reduced Lunch: 83.8%	
School Eligible for USDA Snack Program: Yes	
School Eligible for Child and Adult Food Care Program (CAFCP): Yes	

1. The applicant/fiscal is a (Select one.):
 - ☒ Public School District
 - ☐ Non-Public School District
 - ☐ Community-Based Organization
 - ☐ Faith-Based Organization
2. Is the Applicant/Fiscal Agent (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): **June 30, 2026**

Form E: Program Schedule

Day	Before School (Times of Operation) <i>Optional</i>		After School (Times of Operation) <i>Required</i>		Total # Hours Per Day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:00 am	7:45 am	2:45 pm	5:00 pm	3
Tuesday	7:00 am	7:45 am	2:45 pm	5:00 pm	3
Wednesday	7:00 am	7:45 am	2:45 pm	5:00 pm	3
Thursday	7:00 am	7:45 am	2:45 pm	5:00 pm	3
Friday	--	--	--	--	--
Saturday	--	--	--	--	--
Sunday	--	--	--	--	--

Day	Summer <i>Required</i>		School Breaks - <i>Optional</i> (Spring, Fall, Winter)	
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	7:30 am	2:00 pm	--	--
Tuesday	7:30 am	2:00 pm	--	--
Wednesday	7:30 am	2:00 pm	--	--
Thursday	7:30 am	2:00 pm	--	--
Friday	7:30 am	2:00 pm	--	--
Saturday	--	--	--	--
Sunday	--	--	--	--

	Regular School Year	Summer School
Snack/ Mealtimes	2:45 (snack)	8:00 (breakfast) 11:00 (lunch)
Total # of hours per day	3 hours	6.5 hours
Total # of days per week	4 days	5 days
Total # of weeks	32 weeks	4 weeks
First and last date of operation	August 31, 2026- May 13, 2027	May 31, 2027- June 25, 2027

2024-2025 Center Profile

Hart County, Cycle 18, Cub Run Elementary School

2024-2025 Program Characteristics		
Number of parent/guardian and/or family members who attended activities		29
Number of community partners		18
Funded (or partially funded) summer 2024 program		Yes
Number of weeks for summer 2024 program		4 weeks
Will have a funded (or partially funded) summer program in 2025		Yes
Will have funding for the entire 2025-2026 school year		Yes
Program Length	Summer 2024	School Year 2024-2025
Number of days with recorded attendance	19	119
Maximum number of days attended by any student participant	19	113
Minimum number of days attended by any student participant	0	0
Average number of days attended by any student participant	7	62
Staffing	Paid	Volunteer
Number of School Day Teachers	9	0
Number of Administrators	2	0
Number of Other Non-Teaching School Staff	3	0
Number of College Students	0	0
Number of Community Members	0	0
Number of High School Students	5	0
Number of Parents	0	0
Number of Subcontracted Staff	0	0
Number of Other Staff	0	1

2024-2025 Transportation	
Provided transportation to and from the summer 2024 program	Yes
Number of days per week transportation provided during the summer 2024 program	5
Provided transportation home during the 2024-2025 school year	Yes
Number of days per week transportation provided during the school year	4

Program Attendance Summary		
Total Number of Students Attended	2024-2025	Prior Year (2023-2024)
APR Year (Summer and School Year) ¹	170	153
Summer	78	59
School Year	167	142
Average Program Attendance (APR Year)	2024-2025	Prior Year (2023-2024)
Average daily number of students attending	89	69
Average weekly number of students attending	127	106

Kentucky 21st Community Learning Centers Initiative

APR Year Attendance Detail			
At-Risk Student Participation	2024-2025 Number	2024-2025 Percent	Prior Year (2023-2024) Percent
Eligible for free/reduced lunch	170	100%	100%
Receiving special education services	57	34%	31%
Classified as having Limited English Proficiency	2	1%	1%
Classified as homeless	0	0%	0%
Classified as migrant students	0	0%	0%
Classified as migrant priority-for-service (PFS)	0	0%	0%
In the foster care system	0	0%	0%
Referred by school staff for disciplinary reasons	0	0%	0%
Referred by school staff for academic reasons	0	0%	0%
Referred by school staff for attendance concerns	0	0%	0%

2024-2025 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	1	2	8	5	3
1 st Grade	0	3	1	5	1	3
2 nd Grade	0	2	3	4	7	7
3 rd Grade	0	0	5	11	4	5
4 th Grade	0	1	6	9	4	4
5 th Grade	1	4	5	5	5	2
6 th Grade	3	2	4	2	3	1
7 th Grade	1	4	2	4	0	1
8 th Grade	2	5	4	4	1	1
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)	7	22	32	52	30	27

Kentucky 21st Community Learning Centers Initiative

2024-2025 APR Year Program Outcomes			
Kentucky Summative Assessment – Reading ^{2 3}	1-89 hours	90 hours or more	Total
Number of participants with assessment data reported	34	43	77
Percentage of participants with assessment data reported	20%	25%	45%
Number who improved performance levels from 2024 to 2025	5	9	14
Percentage who improved performance levels from 2024 to 2025	6%	12%	18%
Number who maintained highest performance level from 2024 to 2025	3	6	9
Percentage who maintained highest performance level from 2024 to 2025	4%	8%	12%
Number who improved OR maintained highest performance level from 2024 to 2025	8	15	23
Percentage who improved OR maintained highest performance level from 2024 to 2025	10%	19%	30%
Kentucky Summative Assessment – Math ^{2 3}	1-89 hours	90 hours or more	Total
Number of participants with assessment data reported	34	43	77
Percentage of participants with assessment data reported	20%	25%	45%
Number who improved performance levels from 2024 to 2025	10	8	18
Percentage who improved performance levels from 2024 to 2025	13%	10%	23%
Number who maintained highest performance level from 2024 to 2025	4	4	8
Percentage who maintained highest performance level from 2024 to 2025	5%	5%	10%
Number who improved OR maintained highest performance level from 2024 to 2025	14	12	26
Percentage who improved OR maintained highest performance level from 2024 to 2025	18%	16%	34%
2024-2025 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	1	1
Percentage of participants with GPA data reported	0%	1%	1%
Number who had a 2023-2024 GPA less than 3.0	0	0	0
Percentage who had a 2023-2024 GPA less than 3.0	0%	0%	0%
Number who improved their GPA in 2024-2025	N/A	N/A	N/A
Percentage who improved their GPA in 2024-2025	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	47	97	144
Percentage of participants with attendance data reported	28%	57%	85%
Number who had a 2023-2024 attendance rate below 90%	7	14	21
Percentage who had a 2023-2024 attendance rate below 90%	5%	10%	15%
Number who improved their attendance rate in 2024-2025	5	13	18
Percentage who improved their attendance rate in 2024-2025	24%	62%	86%

Kentucky 21st Community Learning Centers Initiative

2024-2025 APR Year Program Outcomes			
In-School Suspensions ²	1-89 hours	90 hours or more	Total
Number of participants with behavior data reported	49	104	153
Percentage of participants with behavior data reported	29%	61%	90%
Number who had in-school suspensions in 2023-2024	0	0	0
Percentage who had in-school suspensions in 2023-2024	0%	0%	0%
Number who had fewer in-school suspensions in 2024-2025	N/A	N/A	N/A
Percentage who had fewer in-school suspensions in 2024-2025	N/A	N/A	N/A
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	58	108	166
Percentage of all participants with a teacher/staff survey submitted	34%	64%	98%
Number who demonstrated improvement in engagement in learning	42	95	137
Percentage who demonstrated improvement in engagement in learning	25%	57%	83%
Number who had high engagement in learning	5	4	9
Percentage who had high engagement in learning	3%	2%	5%
Number who demonstrated improvement OR had high engagement	47	99	146
Percentage who demonstrated improvement OR had high engagement	28%	60%	88%
K-3 Reading Intervention			
Number of K-3 students receiving reading intervention	52		
Number of K-3 intervention students that met benchmark	40		

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	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Credit Recovery		None	
Transition Readiness Activities			
Career/Job Training for Youth	X	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		Community/Service Learning	X
Music & Drama	X	Mentoring	X
Fitness	X	None	
Health/Nutrition			
Family Engagement Activities			
Completing the FAFSA/College Admissions		Infinite Campus/Parent Portal or Google Classroom	
Job Skills/Work Readiness/Resume Dev.	X	ESL or GED Classes	
Family Literacy Night	X	Drug Awareness/Trends	
Social Media/Internet Safety		Communicating with School Staff	
Literacy/Financial Literacy		Family Math Night	
CPR/First Aid, Health & Safety		Healthy Relationships	
Afterschool Program Orientation & FAQ	X	Family STEM or STEAM Night	
Understanding Test Scores or ILP		Afterschool Student Performances	X
Students/Families Preparing Meals		None	
Character Education Activities			
Drug Prevention	X	Truancy Prevention	
Counseling		Youth Leadership	X
Violence Prevention		None	

DATA NOTES

A statewide dataset including student outcomes was provided to CEPR by KDE. The data request was submitted by CEPR on July 7, 2025, and CEPR received the initial dataset from KDE on July 25, 2025. A request for 2024 and 2025 KSA performance levels was submitted to KDE on September 3, 2025, and CEPR received these data on December 10, 2025.

A statewide dataset including student participation and teacher survey results was provided to CEPR by TransACT Communications. The first request was made on August 20, 2025, and data were received on August 27, 2025.

Program attendance and at-risk data from the prior year are included if programming was provided in that year.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the Cayen system, grantees may select “unknown” as a designation in these categories.

- 1 The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.
- 2 KDE provided all data analyzed for Kentucky Summative Assessment (KSA), GPA, school day attendance, and in-school suspensions. KDE provided data for all 21st CCLC participants who had a valid 10-digit Kentucky State Student ID entered in Cayen. Data provided reflect what was available to KDE for these students. Data are analyzed and reported in the Center Profile in these areas only for students who have BOTH 2024-2025 and 2023-2024 data.
- 3 Kentucky Summative Assessment (KSA) was examined using the performance levels provided by KDE. These performance levels in order from lowest to highest are: Novice, Apprentice, Proficient, Distinguished. A student is identified as improving their performance level if they move one or more levels higher (e.g., from Apprentice to Proficient). Students who were “Distinguished” in both years are identified as having maintained the highest performance level.
- 4 “Engagement in Learning” was measured through teacher survey responses to two questions on to what extent has the student changed their behavior in terms of 1) participating in learning activities and 2) being attentive during learning activities. Students who were counted as “demonstrated improvement” on this measure were indicated as improved on the teacher survey on one or both questions. Students who were counted as having high engagement were indicated as “no improvement needed” on both questions.
- 5 Data are self-reported and come from the 2024-2025 KY 21st CCLC Data Verification Form that was administered to grantees.



**CENTER FOR EVALUATION,
POLICY, & RESEARCH**

Part I: Comprehensive Needs Assessment

(1.1.1) The community was notified of our intent to apply for the continuation grant after being approved by the Hart County Board of Education on Oct 16, 2025 at the regularly scheduled board meeting. The meeting was publicly advertised and anyone could attend. This information along with a Google form seeking public input was shared on the school's social media page and in their weekly newsletter. The application, once submitted, will be available for review upon request. No waiver has been requested.

(1.1.2) Cub Run's principal and current 21st CCLC site coordinator shared program results with the Site Based Decision Making Council (SBDM) who unanimously agreed to apply for the continuation grant. The current 21st CCLC Advisory Council, which includes a variety of stakeholders (teachers, school and district admin, classified staff, co-applicant, community partners, parents, and students) met to review survey results and collaboratively plan the development of the grant proposal.

(1.1.3) Our school serves a small rural community with 197 students enrolled in grades K-8, of which 83.8% are considered economically disadvantaged (KDE Qualifying Data Report 25-26). Based on the 24-25 Center Profile, we served 109 regular attendees (over 55% of the student body). The continuation grant proposes to maintain this level of program participation. The target population to be served through this grant includes any student meeting criteria for one of the community or school risk factors below.

Community Risk Factors	School Risk Factors
<ul style="list-style-type: none">● Poverty● Percentage of English Learners● Needs of working families● Juvenile criminal and delinquent rates● Literacy rates● Education attainment in the community● Food insecurity● Median Household Income	<ul style="list-style-type: none">● Sub-populations / groups (Special Ed)● At-risk of academic failure● Behavior/discipline data● Homelessness● Drop-out rates● Free and reduced lunch rates● Chronic Absenteeism● Social-emotional

(1.1.4) Based on the US Census Bureau (2023), our district's **poverty rate** is 21.2%; significantly higher (+5.6%) than the state average of 15.6%. The Hispanic population (our most prevalent race of **English Learners**) is less than 1% for the county, none of which attend our school, therefore not a current need. Based on survey results, current participant families indicated that the help with homework/tutoring and engaging opportunities free of charge (due to cost of alternative care) were the greatest **needs met for working families**. Kids Count Data Center reflects 12.5/1,000 incarcerated youth in the **juvenile justice** system in our community, compared to 17.4/1,000 statewide, not indicating a need at this time. According to the Legislative Research Committee on Adult Education and Literacy (2000), our community has a **literacy rate** of 42%, having a significant impact on their career opportunities and income levels. Our community also has a lower **education attainment** rate compared to the state average. For those over 25 years old, 78.9% have graduated high school, while only 10.7% hold a Bachelor's degree or higher. **Food insecurity** is a real issue for residents in our county with over 14% relying on local groups for access to meal programs and pantry assistance (Cooperative Extension Statewide Community Needs Assessment). The **median household income** in the district is \$49,653, which is more than \$14,500 below the state average. These community risk factors are hurdles for our students in which they have no control over. The 21st CCLC program is a buffer by providing a stable, resource-rich, and safe environment that seeks to mitigate these known barriers.

(1.1.5) In addition to the community risk factors, school risk factors related to a student's likelihood to be successful in school are also part of the identification of our target population. A **subpopulation** that we have identified as a priority is special education,

representing 27% of our enrollment. Our program currently serves 90% of this subgroup. Students **at-risk of academic failure** are another high-priority group. It is critical to provide targeted support to students not meeting proficiency in reading, math, or science. Current diagnostic results reflect 25% of students are 2+ grade levels below in reading. In math, there are 22% of students 2+ grade levels below.

<i>School-Wide I-Ready Results (Winter 2025)</i>					
	Above Grade Level	At Grade Level	1 Grade Level Below	2 Grade Levels Below	3+ Grade Levels Below
Reading	23%	34%	20%	20%	5%
Math	14%	41%	23%	13%	9%

In terms of **discipline and behavior**, for the 24-25 school year there were a total of only 18 referrals for the year. Over the first four years of the current grant, we met our objective by achieving a 60% reduction in discipline referrals. We currently have 3 students identified as **homeless**, all are current program participants. Our 100% graduation rate for 24-25 confirms that **drop-out rates** are not a concern at this time. Our **free and reduced lunch rate** is 83.8%. Driven by 21st CCLC, **chronic absenteeism** fell from 19.5% to 9% (18 students) over the last four years. While **social-emotional** risk is difficult to quantify, 16 students (8%) currently receive school-based counseling for mental health, social-emotional, and crisis needs.

(1.1.6) A Google form was used to collect feedback and input from a variety of stakeholders (teachers and staff, students, parents, community members). This form was accessible for two weeks through the school's social media page and our district communication platform *Apptegy*. There were a total of 84 responses collected, and results were used in the development of this proposal.

(1.1.7) Community partners selected for this grant have offered resources and support for this project and are fully committed to helping our school continue to improve.

Utilizing these resources with existing school/district resources lays a foundation for the continuation of our successful 21st CCLC program. We currently have sufficient curricular resources at all grade levels. We are a 1-to-1 district, where all students are provided a chromebook to access digital curriculum and assessments. Other than the dollar store, our rural community lacks resources like colleges, hospitals, and museums, leaving many 15+ miles removed from the nearest grocery store, restaurant, or entertainment venue. The lack of community resources negatively impacts the needs of working families. We bridge the gap for our families by providing a safe place to go, consistent nutrition, and the kind of 'extras' like field trips and community events that our students otherwise miss out on. We strive to be the resource hub our community needs, ensuring the lack of local outlets doesn't limit our students' potential.

(1.1.8) Our community has 2 private Amish schools within its borders along with 15 families who homeschool their children. The program director mailed home a letter to each private school and homeschool family with program information and a QR code to access the digital survey to formally invite them to participate and seek their input in the development of the proposal.

(1.1.9) The consultation form (Form M) is attached to this proposal. Each private and homeschool was mailed a letter in December and then followed up with a personal phone call by the program director the first week of January.

(1.1.10) Each homeschool is contacted annually by a mailed letter to invite them to participate in our 21st CCLC program. This invitation is included in the Declaration of Participation of federal programs packet sent out each fall.

(1.1.11) Our program is deeply committed to inclusivity, currently serving 90% of the school's students with disabilities. We employ a certified special education teacher as part of our staff who oversees the implementation of their IEP/504 accommodations and modification to ensure meaningful access. We don't just want these students in our seats, we want this program to be a place of belonging where they can find their strengths and experience success alongside their peers.

Part II: Program Design

(2.1.1) Proposed activities align with the challenging reading, math, and science Kentucky Academic Standards. Activities are not chosen at random, but designed starting with the standard(s) in mind. Lesson plans for activities explicitly include the KAS addressed. I-Ready diagnostic reports help to utilize data-informed grouping so that activities meet students' 'Zone of Proximal Development' (Mabry, 2025) to provide an appropriate challenge to master grade-level standards. Cross-referencing grade level pacing maps help us align and extend learning as well as offer remedial support to students struggling with prerequisite skills/standards without them feeling left behind.

(2.1.2) Our goal is simple: to level the playing field for our kids by making sure that where they live and how much their family makes doesn't determine the opportunities they have. High-quality enrichment activities are now available to students at no cost, right in their backyard. Without 21st CCLC, the majority of our students would never have the opportunity to engage in robotics, take piano or guitar lessons, or learn to cook nutritious and affordable meals. The program helps to broaden their horizons through guest speakers and field trips beyond our county lines.

(2.1.3) Our weekly schedule shows outside of morning tutoring, snack, and homework

help, 50% of program time is devoted to academics and 50% to enrichment activities.

21st CCLC Program Daily Schedule Schedule (Monday-Thursday)		
Time	K-5 Grades	6-8 Grades
7:00-7:45	Morning Academic Tutoring	Morning Academic Tutoring
2:45-3:00	Homework Help, Daily Check In, & Snack	Homework Help, Daily Check In, & Snack
3:00-4:00 50% Academic	3:00-3:30 Reading Groups 3:30-4:00 Math Groups	3:00-3:30 Math Groups 3:30-4:00 Reading Groups
4:00-5:00 50% Enrichment	Mon: Skill Building/Youth Development Tue: STEAM Activity Wed: Physical Activity/Recreation Thur: STEAM Activity	Mon: STEAM Activity Tue: Physical Activity/Recreation Wed: STEAM Activity Thur: Skill Building/Youth Development

(2.1.4) A variety of research and evidenced based best practices are utilized in our program to maximize learning and student outcomes. Program staff are trained and expected to use strategies vetted by the What Works Clearinghouse (WWC). With the use of tiered activities, explicit instruction, and multi-modal learning, we enhance academic performance. Utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, career-linked learning, and responsible decision-making strategies support post-secondary and workforce readiness skills. Our Virtue Ventures (character education), service learning, and peer mentoring are all research and evidence based strategies to nurture positive youth development.

(2.1.5) As noted in the schedule (2.1.3), students will have meaningful opportunities to engage in STEAM activities twice a week. Elementary will engage in STEAM activities on Tue/Thur while Middle School students will have their STEAM activities on Mon/Wed. These sessions will include robotics, coding, building and constructing bridges, lego design challenges, electronic race cars, art projects, science labs, and more. Each element of STEAM (science, technology, engineering, art, and mathematics) will be intentionally addressed monthly as denoted in program lesson plans.

(2.1.6) The school's Comprehensive School Improvement Plan (CSIP) is focused on academic achievement and closing the gap between students with disabilities and their

non-disabled peers, which is one of our targeted priority populations. The 21st CCLC program is embedded into the CSIP as a strategy that provides access and creates new opportunities for at-risk students to make significant progress towards academic proficiency (aligned to program performance goals).

(2.1.7) Our current program meets the Measures of Effectiveness under ESSA by aligning rigorous state standards with research and evidence-based practices that has led to substantial growth over the last 5 years. ESSA outlines four specific criteria that constitutes “Measures of Effectiveness”. (A) Based on an Assessment of Objective Data: *detailed in Part I of this narrative*; (B) Grounded in Evidence-Based Research: *detailed in 2.1.4*; (C) Alignment with State Academic Standards: *detailed in 2.1.1*; (D) Continuous Quality Improvement: *detailed in 5.1.1*.

(2.1.8) The program will fund academic activities related to foundational reading skills for students in grade K-3, based on the Science of Reading. Students will work with a certified teacher or reading specialists for 30 minutes daily on phonemic awareness, phonics, fluency, vocabulary building, and comprehension. Reading activities for grades 4-8 will support the move from ‘learning to read’ to ‘reading to learn.’ Activities will include but are not limited to advanced word studies, fluency drills, semantic mapping, and reciprocal teaching. Math activities for K-5 will focus on the concrete-representational-abstract (CRA) sequence and address subitizing and number sense, spatial reasoning and geometry, measurement and data, and patterns and sorting. Math games will be used to build fact fluency, a great need for the majority of our students. Math activities for 6-8 will focus on problem-based cooperative learning where they are given contextualized math problems to solve. This builds social constructivism,

increases persistence, and encourages metacognition. STEAM activities are discussed in 2.1.5. Students will also engage in weekly skill building (keyboarding, chess, culinary arts, guitar), youth development (virtue ventures, career exploration, transition activities), and physical activity/recreation (cardio drumming, basketball, dance, dodgeball). All funded activities are strategically designed to improve student achievement and overall success.

(2.1.9) Our school's program intentionally recruits students to participate. Program staff will work with the school to identify students who meet the target population and work towards long-term engagement with those students. Recruitment strategies include:

- The school will share registration information on social media pages and the Apptegy app the first week of school and the first week after Christmas break. The site coordinator will set up a table at the back-to-school bash in August with registration forms for parents to complete.
- Teachers will refer students to attend the program if any of their core content area grades fall below a C average. Referrals will be followed up by a phone call and a letter home by the principal and/or site coordinator.
- Each homeroom teacher will make a phone call home for each child in their class to provide parent/guardian information about the program and how they can register their child.

(2.1.10) Within our program, student retention is monitored closely by the site coordinator, and considered a primary indicator of program vitality. To keep our students coming back, we focus on relationships and engagement. Retention strategies include:

- If a student misses 2 or more days in a given week, they will receive a phone call home to encourage attendance and check in on the student.
- Students have input in program offerings through surveys and opportunity for choice in selection of the activities they participate in as a form of motivation.
- Monthly newsletters will include a section to share 21st CCLC program news, pictures, and upcoming events to encourage regular program attendance.

(2.1.11) The site coordinator attends weekly Professional Learning Community (PLC) meetings to ensure program activities are aligned with school day curriculum and

priorities. By attending these meetings they gain access to real-time data, build relationships with building staff, and pick up on instructional insights like vocabulary strategies, curriculum pacing, and behavior management expectations in order to provide seamless transition for student participants. The site coordinator meets monthly with each teacher to review individual student progress (grades, homework completion, strengths/weaknesses) for students on their roster. The site coordinator maintains a detailed communication log that documents these meetings and the needs discussed.

(2.1.12) There is a referral form specifically designed for teachers to use when a student's grade in a core content area class falls below a C. Teachers may also refer students who meet any of the targeted risk factors (see *Logic Model*). The referral forms are digital and are submitted to the site coordinator who works with the principal to contact the family and encourage program enrollment. Referrals will have top priority to enroll in the program. While a general application is available to parents, referrals are meant to be completed by teachers and/or admin.

(2.1.13) Program staff members are invited to participate in professional learning opportunities that are available to classroom teachers. These opportunities solidify the link between classroom learning, Kentucky Academic Standards, and expectations with 21st CCLC program elements. They are also invited and encouraged to attend weekly PLC meetings when available.

(2.1.14) Each year parents complete a comprehensive needs and interests survey, providing essential data to design and tailor our family engagement activities for the upcoming year. While this specific survey is usually collected at the beginning of the school year, similar questions were embedded into our grant proposal survey to ensure

we had immediate, data-driven input to shape the program's design. At the end of each family engagement activity, parents are asked to complete an evaluation to help us determine the success of the event and any potential changes for future offerings.

(2.1.15) The program will offer a minimum for four family engagement activities each year that builds a skill or provides critical knowledge to our working families. The table provides the activities projected for the first year of the continuation grant. In addition to the 4 required activities, additional activities will continue to be offered, including the Back to School Bash (opportunity to register students), Trick-or- Read night (community partners/school organizations set up and pass out books and provide literacy related activities for parents/child), the Student Showcase (for students to show their families and community a passion project they have worked on this year) and our Career Fair, which has become a community and family favorite.

FAMILY ENGAGEMENT ACTIVITIES for 2026-2027	
Activities	Anticipated Date
Fall Activity 1: Navigating Your Child's Progress: IC & Diagnostic tools	September 29, 2026
Fall Activity 2: Reading Success: Strategies for Parents	November 10, 2026
Spring Activity 3: CPR & First Aid Class	February 23, 2027
Spring Activity 4: Drug Awareness Program	April 13, 2027
Additional Activities	Anticipated Date
Back to School Bash	August 6, 2026
Trick-or-Read	October 29, 2026
Student Showcase	March 18, 2027
Career Fair	June 17, 2027

(2.1.16) A significant component of our program design is our summer camp. While our school spans both elementary and middle grades, ALL student participants are invited to participate in our 4 week summer camp, starting on May 31-June 25, 2026. Summer programming runs from 7:30-2:00 daily (6.5 hrs/5 days/wk). Students will be provided breakfast and lunch. Transportation is provided both to and from school during camp, with field trips scheduled for each Friday. Students in grades K-5 will engage in 75

minutes of reading and 75 minutes of math remediation/acceleration daily, and 75 minutes of STEAM (virtual robotics, 3D art design, lego challenge, and weekly theme related activities) rotating with grade bands to ensure content and activities are grade level appropriate. Students will also have two opportunities for physical activity daily. Reading and math sessions will be led by a certified teacher.

K-5th Grade Summer Program Daily Schedule			
	Grades K-1	Grades 2-3	Grades 4-5
7:30-8:00	Breakfast & Welcome Activity		
8:00-9:15	Reading	STEAM	Math
9:15-9:45	Recreation/Physical Activity		
9:45-11:00	Math	Reading	STEAM
11:00-11:30	Lunch		
11:30-12:45	STEAM	Math	Reading
12:45-1:15	Recreation/Physical Activity		
1:15-2:00	Large Group Activity		

6-8 Grade Summer Program Daily Schedule	
	Grades 6-8
7:30-8:00	Breakfast & Welcome Activity
8:00-10:00	Service Learning Projects
10:00-10:30	Group Time/Critical Thinking
10:30-11:00	Recreation/Physical Activity
11:00-11:30	Transition Activity
11:30-12:00	Lunch
12:00-2:00	STEAM Projects

Middle grades will follow a slightly different schedule to meet program guidance. Their days will incorporate two larger sessions to engage in service learning and STEAM projects, with additional time for physical activity and transition activities (role play scenarios, collaborative identity mural, note taking challenge, club expo, GPA lab). All projects will have a link to cross-curricular standards in reading, math, and/or science as well as a link to at least one of our district *Profile of a Graduate* core competencies (commitment to excellence, communication, critical thinking, and collaboration).

Part III: Program Operations

(3.1.1) Based on current attendance trends, the Advisory Council supported a proposal development with 2 certified teachers providing 8 hours of instruction weekly, for a total of 16 certified hours of instruction. One certified staff member will work 4 days a week from 3:00-5:00 providing reading/math instruction. The other will work 7-7:30am plus 3:00-4:30 each afternoon for 4 days a week providing individual and small group

targeted instruction. This schedule allows for sufficient certified program instruction as well as appeals to our teacher schedules and preferences.

(3.1.2) Our program currently benefits from a robust network of highly qualified volunteers, including our community partners, that offer their professional expertise regularly. We look forward to maintaining these vital community partnerships in the coming years. Volunteers go through a required background check and complete required paperwork prior to being approved to work with students. Volunteers will work under the direction and supervision of the site coordinator and certified program staff.

(3.1.3) The program director serves as a district administrator and is supervised and evaluated by the Superintendent. The program director then supervises and evaluates the site coordinator who supervises and evaluates program staff. The site coordinator oversees the completion and submission of paper timesheets for all program staff. Timesheets are then submitted to the program director who signs and forwards to payroll. A copy of timesheets are maintained in the program director's office.

(3.1.4) State level trainings, including Power Hour of Learning, will be attended by the site coordinator and program director, with information shared with staff during monthly staff meetings (the first Friday of each month). All program staff will be required to attend CPR/First Aid training, a 21st CCCL Program ½ day training, and the District PD day to complete annual required trainings. Program staff will be encouraged to attend additional professional learning opportunities with school/district staff to ensure alignment of the program to district strategic plans and school wide curriculum. The co-applicant, community partners, and program staff will also be expected to attend a 2 hour training to learn about innovative ways to serve students and families in need.

21st CCLC Program Staff Professional Development		
Tentative Timeline	Professional Development	Participants
July 2026	Level I Part I Orientation	Site Coordinator & Program Director
	CPR and First Aid Training	All program staff
August 2026	Online Data Training	Site Coordinator & Program Director
	21st CCLC Program Training (½ day)	All program staff
	School PD determined by CSIP	All program staff <i>*optional</i>
	District PD (annual required trainings - confidentiality, bloodborne pathogens, suicide awareness, child abuse and prevention, etc)	All program staff
Fall 2026	Multi-State Conference	Site Coordinator & Program Director
	KY Statewide Coordinator/Director Meeting	Site Coordinator & Program Director
	21st CCLC PD with Community Partners on serving students and families in need (2 hr)	All program staff, Co-Applicant, & Community Partners
Spring 2027	Statewide Spring Training	Site Coordinator & Program Director
On-going	Power Hour of Learning	Site Coordinator & Program Director

(3.1.5) The 21st CCLC program will work under the standard operating guidance based on school and district policies and procedures. Students will practice emergency procedures through fire, earthquake, tornado, and lockdown drills according to the Emergency Management Planning for Schools and Districts. All after-school drills occur on the same day of drills practiced during school hours and are documented in an emergency drill log maintained by the site coordinator and shared with the principal and program director. Based on new district policy, no over-the-counter medication will be administered during program hours unless the school nurse is physically present. However, the site director is authorized to administer prescription or emergency medications under the specific guidance and delegation of the school nurse in accordance with established medical protocols. The site director will handle any behavioral issues during program hours according to the program Handbook. Any disciplinary actions that need additional attention will be directed to the principal.

(3.1.6) Parents and other stakeholders are verbally informed of emergency guidelines, sign-in/out procedures, field trip and behavioral policies, and safety guidelines during required parent orientation at the beginning of the year. They are also given a program

handbook, with matching written information, in which they must sign prior to their student starting the program.

(3.1.7) Bus transportation is provided to students each evening at dismissal by a district bus. Parents specify their student's transportation needs on the registration form. Any changes to transportation needs throughout the year can be made by notifying the site coordinator. District buses will also be used to provide transportation to and from any program-related field trip.

(3.1.8) During the school year students are dismissed from their class to designated program rooms for check-in and snack. To ensure a safe and orderly dismissal, all students are dismissed to the lobby at 5:00 pm. Bus riders are loaded first and once the bus has pulled out of the loading zone, the traffic circle will open for parent vehicles for car-rider pick ups. Parents must have their window tag visible that corresponds to a specific student before a child is released by the site coordinator or designee. Any participant that leaves early is required to have a parent sign them out at the front desk. Due to the location of the school to the highway, walkers are not permitted. Permission forms are required for all students to ride the bus for program field trips.

(3.1.9) Transportation shall not be a barrier to participation as the program offers transportation home each evening as well as to and from the school during summer programming. Transportation needs are assessed quarterly to optimize route efficiency and to monitor utilization rates.

(3.1.10) District buses are inspected regularly as required by the Department of Transportation with maintenance logs documenting said inspection. Emergency bus evacuation drills will be conducted each semester and during summer programming. All

bus drivers for the program have appropriate CDL certification and updated annual physical examinations and have been trained in positive behavioral supports (PBIS).

(3.1.11) The 21st CCLC program will be housed in our 37,008 sq foot school building, which is fully compliant under Americans with Disabilities Act (ADA) and accessible to all participants. The facility has regular inspections from the local health department and fire marshal, as well as an annual review of safety protocols and facility safety conducted by the State Safety Marshal's Office. The building is a two story facility with elevator access. There are five entrances. All entrances are locked at all times. Visitors must ring the front bell with camera access before being granted permission to enter.

(3.1.12) The site coordinator has a dedicated full size classroom that serves as her office and classroom space for programming needs. Within the classroom is a large locked storage closet allowing for efficient organization and immediate accessibility of all program-specific supplies and equipment. The classroom is fully furnished with lab style tables and chairs and educator workstation.

(3.1.13) The program has daily access to the gymnasium, library, and cafeteria, certified program staff's classrooms, playground and outdoor learning space daily, along with the site coordinators classroom during program hours. Program staff have access to the copy machine and other resources to plan/prepare for program operations.

Part IV: Collaborative Partnerships, Co-Applicants, and Partners

(4.1.1) In accordance with ESSA, our program will disseminate program information using a multimodal strategy, including print, digital, and face-to-face channels to ensure it is understandable and accessible to all stakeholders. Copies of a program brochure will be provided to our co-applicant, community partners, and advisory council to

promote our program at their place of business. Digital avenues, such as our social media page, school website, and the Apptegy app will be used to share program information. Parents are also required to attend a program orientation to receive program information face-to-face.

(4.1.2) Over the last five years, we have worked hard to create a network of partners that provide targeted contributions aligned to our comprehensive needs assessment. With reading being a long-standing school-wide priority, having the public library serve as our co-applicant exemplifies the shared responsibility to cultivate a community-wide culture of literacy that extends beyond the classroom. We have sought a diverse group of community partners to contribute unique sectoral expertise (representing local government, a national park, local farm, utilities industry, and district partners) yet united in their strong commitment to our students' success. These partnerships help us create a sustainable infrastructure for sustainability.

(4.1.3) As a requirement for the initial grant, we developed an Advisory Council made up of a variety of stakeholders (site coordinator, program director, teacher, classified staff, building admin, parent, student, and a representative from the co-applicant and each community partner). The Advisory Council has played an integral role in the continued success of our current grant and will continue to be utilized to plan and develop, monitor and evaluate, and address sustainability. The council sought input from the community, current participants and their families. This council meets a minimum of once a quarter, and meeting minutes are on file with the site coordinator.

(4.1.4) One of the community partners is a coalition of district partners, including the Family Resource Youth Service Center (FRYSC), Food Service, ESS, PTO, and Title I.

Through our Advisory Council and other collaborative efforts with these local, state, and federal programs we seek to maximize student outcomes by coordinating resources and expertise to create a seamless support system with long-term vitality.

(4.1.5) The co-applicant for this grant proposal is the **Hart County Public Library**. They have been a proud supporter of our program since its inception. They donate supplies/ resources, volunteer to provide monthly literacy activities for students and lead a literacy related family engagement activity annually. They finance a field trip for students to visit the public library and help organize the Career Fair. All of these contributions align with reading activities (goal 1) and family engagement activities (goal 4). They also serve on our Advisory Council and provide space for our quarterly meetings. This aligns with the grant requirements to plan, evaluate, and address sustainability.

(4.1.6) Each community partner also plays an essential role in the success of our program. Their contributions align with program goals and performance indicators.

Sullivan Farms' investments in our program align with all 4 program goals, from donating STEM kits (goal 1), to supplying culinary food for instruction (goal 2), volunteering as a guest speaker for a career talk (goal 3) and participating in our Career Fair (goal 4) and other family engagement activities. The **Hart County Sheriff's Office** attends and provides safety support for many program events (goal 4), and is a vital part of our Health and Safety plan. **Mammoth Cave National Park** volunteers to provide science activities for students (goal 1), a summer program field trip on Camp Fire Safety at the park free of charge (goal 2). They send a Park Ranger to speak for a career talk (goal 3) and participate in our Career Fair (goal 4). **South Central Rural Telephone Company (SCRTC)** furnishes supplies/incentives for students (aligning to

all program goals), facilitates student sessions on fiber optics (goal 1), and participates in our Career Fair (goal 4). Our fifth community partner outlined above as a **Coalition of District Partners** provides resources and leads activities that align to each of the 4 program goals. All community partners serve on the Advisory Council, assisting with grant requirements to plan, evaluate, and address sustainability.

Part V: Program Evaluation

(5.1.1) The comprehensive evaluation of program effectiveness is based on the program goals, performance indicators, and performance measures (outcomes) as identified in the logic model. Multiple sources of data will be collected and used in this process. Kentucky Summative Assessment (KSA) data, I-Ready diagnostic assessments, Infinite Campus attendance, behavioral, and grade reports, Cayen data reports, annual surveys and parent evaluations from family engagement activities, are sample data that will be collected and reviewed regularly to monitor progress and evaluate overall program efficacy. The program director and site coordinator meet monthly to discuss/review data, which is then presented quarterly to the Advisory Council. At the end of each school year, the site coordinator provides a Year-End Performance Report, including a summary of operational metrics such as enrollment totals, staffing ratios, service duration, etc. There is also a data-driven assessment of each performance indicator, culminating into a qualitative narrative analysis.

(5.1.2) Surveys will be the primary way of collecting feedback from students, parents, teachers, and the community. Digital accessibility of SMS-based surveys have been found to be family friendly. For students, we also conduct a variety of student voice options including exit polling for sessions and focus groups to gain insight into our

students' perceptions of programming opportunities and things they would like to see.

(5.1.3) The Year-End Performance Report is shared with parents through the Apptegy app and posted on the school's webpage. The site coordinator shares a summary of the report with school staff and SBDM. Each member of the Advisory Council receives a hard copy of the report with a thank-you note for their contributions throughout the year.

(5.1.4) Data collected through the evaluation process is used to revise and strengthen the program. The annual evaluation report identifies areas of improvement and seeks to address any concerns identified through stakeholder surveys. The Advisory Council makes recommendations on program changes that may help in meeting performance indicators and measures related to program goals. The program evaluation is an ongoing process that serves as a means for program growth, accountability, and sustainability. Below is a general timeline of data collection for evaluation purposes.

Timeline of Data Collection for Evaluation	
Description of Data	Timeline/Frequency
IC Student Attendance / CAYEN Program Attendance	Monthly
IC Discipline Reports / CAYEN Program Discipline	Monthly
Program/Teacher Communication Logs	Monthly
Parent Evaluations (After each Family Engagement Activity)	Sept, Nov, Feb, April
I-Ready Reading & Math Benchmark Assessments	Quarterly (September, January, May)
Classroom Common Assessments & Grades	Quarterly (End of each 9 Weeks)
KSA Assessment Data	Annually (October)
Stakeholder Surveys	Annually (March)

Part VI: Budget & Sustainability

(6.1.1) The grant writer will continue to serve as the program director and assume all responsibilities related to fiscal and operational management of the program. The director has managed 3 district 21st CCLC grants over the last five years, all of which received excellent monitoring visit reports. She has also managed multiple federal and state programs (IDEA, Title I, ESSER, RTA, ESS, Title II, Perkins) over the last 14 years, demonstrating administrative capacity to manage this grant. Being a continuation

grant, initial startup and operating costs will be limited, but any fiscal needs will be funded through our community partners.

(6.1.2) Grant funds will be used to provide supplemental afterschool and summer programming, and will not be used to supplant existing programs or services. All purchases will be used for afterschool instruction and enrichment and will not be used for activities or items used during the school day. The attached budget summary and narrative outline how grant funds will be spent. All purchase requests will be made by the site coordinator, reviewed by the program director (to ensure adherence to the funding matrix) prior to submitting to the grant consultant for approval.

(6.1.3) Our Advisory Council has already created a comprehensive sustainability plan that ensures program survival, but would require a significant reduction in scope. This plan outlines capacity building and data collection, stakeholder advocacy, and the scalability based on available funds.

(6.1.4) Collaboration and fiscal leverage with all partners will be essential in sustaining our afterschool program once grant funds are exhausted. As noted on Form G: Budget Summary that \$13,769 of in-kind support has already been pledged for year 1 from local, state, and federal funding sources. The site coordinator will work with the school's PTO, to raise additional funds as necessary once grant funds are gone.

(6.1.5) The Advisory Council (with representation from program and school staff, school and district leadership, our co-applicant and each community partner) will continue to review and revise the sustainability plan quarterly.

Form F: Year 1 Budget Narrative

The budget narrative must be completed for year one and submitted with the application.

Budget Category for Year 2026-2027	Amount Requested
1. Personnel (School Year)	\$71,472
<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 four hours each per week (to meet the required 8 certified instructional hours).</p> <p>Site Coordinator: \$47,080; based on 220 day, 7.5 hours per day contract Certified Staff: \$15,176; based on 2 teachers, 8 hrs/week, \$29.64/hr Classified Staff: \$9,216; based on 2 IA, 8 hr/week, \$18/hr</p> <p>In-Kind Morning Tutoring Staff \$2,845 (ESS), Volunteer \$500 (Public Library), Volunteer \$120 (Mammoth Cave Nat'l Park), Volunteer \$500 (FRYSC)</p>	
2. Personnel (Summer)	\$12,386
<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 four hours each per week. If a grant is serving two schools, each site must meet staffing requirements.</p> <p>Certified Staff: \$7,706; based on 2 teachers, 6.5 hrs/day, 5 days/week, 4 weeks Classified Staff: \$4,680; based on 2 IAs, 6.5 hrs/day, 5 days/week, 4 weeks</p> <p>In-Kind School Resource Officer \$2,860 (Sheriff's Office), Volunteer \$240 (Mammoth Cave Nat'l Park), Volunteer \$260 (FRYSC)</p>	
3. Fringe Benefits	\$18,408
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>FICA for classified \$3,780 Medicare for all staff \$1,216 KTRS/CERS Retirement \$10,746 Unemployment \$60 Workers Comp \$386 State Admin Fee \$108 Health/Life Insurance (Site Coordinator) \$2,112</p>	
4. Travel (Staff)	\$2,250
<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 fiscal agent-approved mileage reimbursement rate, per mile, per staff person. If overnight lodging is required, itemize lodging at fiscal agent allowance per night, registration fee per person and per diem based on district rates. CBOs and FBOs must adhere to their travel per diem or the state travel per diem, whichever is less, when using grant funds. Out of State – Itemize travel (airfare or mileage), per diem, lodging and registration costs.</p> <p>Annual Conference: \$2,000; based on 3 nights (\$300 mileage, \$1,000 lodging, \$150 meals x 2 people, \$200 registration x 2 people) Statewide Trainings: \$250 (mileage)</p>	
5. Equipment	\$6,755
Itemize items and the cost of each.	

Computerized Telescope \$856 Lakeshore Jumbo Simple Machine Builders \$500 Chromebooks \$300 x 6 CoDrone EDU Classroom 12 Pack \$3,599 In-Kind Water Testing Kits \$250 (Mammoth Cave Nat'l Park), \$250 STEM Kits (Sullivan Farms)	
6. School Year Supplies and Materials	\$15,735
Itemize items and the cost of each. General Supplies \$3,235 (paper, crayons, pencils, card stock, highlighters, folders, paper towels, etc.) Academic Materials \$4,250 (books, consumables, flash cards, subscriptions, manipulatives, etc.) Enrichment Materials \$8,250 (art supplies, STEAM materials, recreational materials, Virtues books, etc.) In-Kind Supplies & Books \$1,000 (Public Library), Supplies \$100 (South Central Rural Telephone Co)	
7. Family Engagement Activities	\$1,500
Grant funds or in-kind. Supplies for Family Engagement Activity #1: \$50 Books for Parent for Family Engagement Activity #2: \$500 (\$25/family x 20) CPR/First Aid for Family Engagement Activity #3: \$600 (\$30/person x 20) Drug Awareness for Family Engagement Activity #4: \$350 In-Kind Dinner for program families \$600 (FRYSC)	
8. Contractual	\$0
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
9. Indirect Cost	\$0
LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8%. Itemize administrative expenses such as phones, postage, advertising, etc. Please list each item that will be under indirect costs. In-Kind Partial Program Director Salary \$2,000 (Gen Funds), Partial Finance Director Salary \$1,000 (Gen Funds)	
10. Summer Programming Supplies & Materials	\$5,000
Itemize items and the cost of each. Summer Program Field Trips \$2,500 General Supplies \$2,500	
11. Transportation (School Year, Summer, Field Trips)	\$15,244
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. Mileage: \$8,460; (\$1.50/mile - \$5,760 School Year + \$1,800 Summer + \$900 Field Trips) Bus Driver: \$5,400; (\$18/hr - \$3,456 School Year + \$1,440 Summer + \$504 Field Trips) Fringe for Bus Driver: \$1,384	
12. Other (Specify)	\$1,250
Food for Instructional Use (Culinary Class): \$1,250 In-Kind Food for culinary class \$250 (Sullivan Farms)	
TOTAL AMOUNT REQUESTED	\$150,000

Form G: Year 1 Budget Summary

All expenditures must align with the 2025-2026 Competitive Federal Funding Matrix.

MUNIS Code	Description	Amount	Explanation of Expenditures	In-Kind/ Matching (Not required.)
113	Other Certified Pay	\$22,882	Certified staff pay (2 certified teachers)	\$5,845
130	Classified Salary	\$47,080	220 days/year for Site Coordinator @ \$214/day	--
131	Other Classified Pay	\$19,296	Classified staff pay (2 instructional assistants & bus driver)	\$4,480
221	Employer FICA	\$4,114	FICA (6.2% rate, classified only)	\$177
222	Employer Medicare	\$1,294	Medicare (1.45% rate)	\$127
231	KTRS	\$686	KY Teacher Retirement for Certified	\$176
232	CERS	\$11,032	Classified Retirement for Classified	\$514
253	Unemployment	\$60	Unemployment	--
260	Workers Comp	\$386	Workers Comp (.46% rate certified & classified)	--
295	Life Insurance	\$12	Life Insurance (\$1/month)	--
296	State Admin Fee	\$108	Admin Fee (\$9/month)	--
297	Flex Spending Health	\$2,100	Health Care for Site Coordinator	--
321	Workshop Consultant	\$950	Fee for Speaker/Presenter/Consultant to provide family engagement activities (\$600 CPR/First Aid, \$350 Drug Awareness Presentation)	--
338	Registration Fees	\$400	Registration for annual conference (required) for 2 people	--
580	Travel (milage/airfare)	\$550	Mileage for travel to conference and statewide trainings	--
585	Travel (meals)	\$300	\$150 x 2 for 3 days overnight annual conference	--
586	Travel (lodging)	\$1,000	Hotel expense for annual conference	--
610	General Supplies	\$18,785	Supplies for Program Operations (\$15,735 for school year supplies/materials, \$2,500 summer programming, \$550 for family engagement activities #1-2)	\$1,350
616	Food Non-Instructional	\$0	Food for family engagement dinners	\$600

617	Food Instructional	\$1,250	Food for culinary lessons (instructional purposes)	\$250
627	Diesel Fuel	\$8,460	\$1.50/mile (\$5,760 School Year, \$1,800 Summer, \$900 Field Trips)	--
739	Other Equipment	\$6,755	Equipment for student use: computerized telescope, jumbo simple machine builders, chromebooks (5), and drone set	\$250
894	Field Trips	\$2,500	Field Trips for summer program (1 per week)	--
Total		\$150,000		\$13,769

Form I: Equitable Access and Participation

NOTICE TO ALL APPLICANTS

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 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 non-public/home school students served in the current year, the types of services provided, and the per pupil spending.

Hart County Board of Education		1/6/26
Fiscal Agent (Typed Name)	Signature	Date
Daniel Hawkins		1/6/26
Principal (Typed Name)	Signature	Date

Form J: Certifications

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 principles:

- 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 employees 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/Applicant:
Hart County Board of Education
Award Number or Project Name:
FY 26 21st Century Community Learning Centers Grant
School Name and Address:
Cub Run Elementary School
170 East Gap Hill Rd, Cub Run, KY 42729

Fiscal Agent/Applicant Representative Name: Bo Chenoweth
Title: Superintendent
Signature and Date: Bo Chenoweth 1/6/26

Individual's names and signatures should not be blinded. Although, any city, county, school, etc. named in the Co-Applicant Agreement must be blinded electronically except in the original application. This form must be completed and signed, or the application will be deemed non-responsive and will not be scored.

Form K: Co-applicant Agreement Form

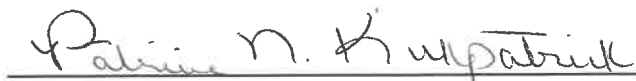
Cub Run Elementary School and Hart County Public Library hereby enter into an agreement to enable the applicant, Cub Run Elementary, and Co-applicant, Hart County Public Library, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

The Hart County Public Library 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:

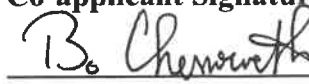
Co-Applicant Contribution Table

Description of Program Support	Frequency	Alignment to activities, services, and needs.
Donate supplies and resources (books, ornaments, gifts for drawings)	Throughout Year	Aligns with reading activities AND family engagement activities (Goal 1 & 4)
Volunteer (provides student sessions)	Monthly	Aligns with reading activities (Goal 1)
Volunteer (lead Activity #2 for family engagement on Reading Success at Home)	Annually	Aligns with family engagement activities (Goal 4)
Field Trips (provide field trip for students to visit the public library)	Annually	Aligns with reading activities (Goal 1)
Organize Career Fair	Annually	Aligns with family engagement activities (Goal 4)
Provides space for Advisory Council meetings	Quarterly	Aligns with grant requirements to plan, evaluate, and address sustainability
Serves on Advisory Council (attends and participates in quarterly meetings)	Quarterly	Aligns with grant requirements to plan, evaluate, and address sustainability

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, the **Hart County Public Library** will be notified immediately to begin the collaboration of services.



Co-applicant Signature and Date

 1/6/20

Applicant Signature and Date

Form L: Community Partner Agreement

Cub Run Elementary School and Sullivan Farms

Hereby enter into an agreement to enable the applicant, Cub Run Elementary School, and The Hart 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).

Sullivan Farms 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
Donate resources/supplies (STEM kits and other items)	Throughout Year	Aligns with science activities (Goal 1)
Supply culinary food for instruction	Throughout Year	Aligns with enrichment activities for students (Goal 2)
Participate in Career Fair & Volunteer as Guest Speaker for a career talk	Annually	Aligns with transition activities (Goal 3) and family engagement activities (Goal 4)
Volunteer (assists with family engagement activities & meals)	Throughout Year	Aligns with family engagement activities (Goal 4)
Serves on Advisory Council (attends and participates in quarterly meetings)	Quarterly	Aligns with grant requirements to plan, evaluate, and address sustainability

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, **Sullivan Farms** will be notified immediately to begin the collaboration of services.


Partner Signature and Date

1-8-2026



Applicant Signature and Date

1/8/26

Form L: Community Partner Agreement

Cub Run Elementary School and Hart County Sheriff's Office

Hereby enter into an agreement to enable the applicant, Cub Run Elementary, and Co-applicant, the Hart 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).

The Hart County Sheriff's Office 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
Attend and provide support/safety for program events	Throughout Year	Aligns with family engagement activities (Goal 4)
Volunteer (Provides SRO for summer programming daily)	Daily for Summer Program	Aligns with program Health & Safety Plan
SRO Meets with Coordinator (helps monitors health & safety plan, provide guidance, assists with facilitating drills)	Monthly	Aligns with program Health & Safety Plan
Serves on Advisory Council (attends and participates in quarterly meetings)	Quarterly	Aligns with grant requirements to plan, evaluate, and address sustainability

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, the **Hart County Sheriff's Office** will be notified immediately to begin the collaboration of services.


Partner Signature and Date

1/13/2026

 1/6/26
Applicant Signature and Date

Form L: Community Partner Agreement

Cub Run Elementary School and Mammoth Cave National Park

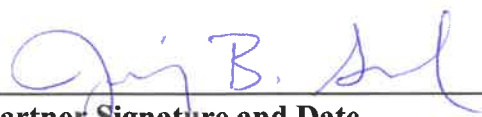
Hereby enter into an agreement to enable the applicant, Cub Run Elementary School, and co-applicant, the Hart County Public Library, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Mammoth Cave National Park 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
Volunteer (provides programming activities with students on cave systems)	2x/year	Aligns with science activities (Goal 1) AND non-cognitive and enrichment activities (Goal 2)
Field Trips (provides field trip during summer programming for Camp Fire Safety at the Park free of charge)	Annually	Aligns with non-cognitive and enrichment activities (Goal 2)
Donate supplies (water testing kits)	Annually	Aligns with science activities (Goal 1)
Participate in Career Fair & Volunteer as Guest Speaker for a career talk	Annually	Aligns with transition activities (Goal 3) and family engagement activities (Goal 4)
Serves on Advisory Council (attends and participates in quarterly meetings)	Quarterly	Aligns with grant requirements to plan, evaluate, and address sustainability

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, **Mammoth Cave National Park** will be notified immediately to begin the collaboration of services.

 1/8/2026
Partner Signature and Date

 1/8/26
Applicant Signature and Date

Form L: Community Partner Agreement

Cub Run Elementary School and South Central Rural Telephone Company (SCRTC)

Hereby enter into an agreement to enable the applicant, Cub Run Elementary, and Co-applicant, the Hart 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).

South Central Rural Telephone Company (SCRTC) 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
Volunteer (provides programing activities related to fiber optics)	2x/year	Aligns with science activities (Goal 1)
Donate supplies/incentives for students (pencil, earbuds, flash drives, etc)	Annually	Aligns with all program goals and activities
Participate in Career Fair & Volunteer as Guest Speaker for a career talk	Annually	Aligns with transition activities (Goal 3) and family engagement activities (Goal 4)
Serves on Advisory Council (attends and participates in quarterly meetings)	Quarterly	Aligns with grant requirements to plan, evaluate, and addresses sustainability

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, **South Central Rural Telephone Company (SCRTC)** will be notified immediately to begin the collaboration of services.

Jeff Eaton, GM SCRTC 1/8/2026
Partner Signature and Date

B. Chenoweth 1/8/26
Applicant Signature and Date

Form L: Community Partner Agreement

Cub Run Elementary School and Hart County District Partners

Hereby enter into an agreement to enable the applicant, Cub Run Elementary School, and Co-applicant, the Hart 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).

Hart 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
FRYSC: Facilitate student sessions monthly & throughout summer; Finance meals (3x/year) and help organize family engagement activities; Serve on Advisory Council	Monthly & Throughout Summer Program	Aligns with non-cognitive and enrichment (Goal 2), transition (Goal 3), family engagement activities (Goal 4); and aligns with grant requirements to plan, evaluate, and address sustainability
Food Services: Assist with program snack and summer meal program	Daily	Aligns with non-cognitive activities (Goal 2)
ESS: Provide certified teacher for morning tutoring	Daily	Aligns with academic activities (Goal 1)
PTO: Donate supplies (program tshirts, food money for field trips, etc)	Throughout Year	Aligns with non-cognitive activities (Goal 2)
Title I: Donate books for program activities, and co-sponsor family engagement activities	Throughout Year	Aligns with academic activities (Goal 1) and family engagement activities (Goal 4)

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, **Hart County District Partners** will be notified immediately to begin the collaboration of services.

Megan Cyp 1/7/25

Partner Signature and Date

Bo Chenoweth 1/6/26

Applicant Signature and Date

Form M: Private/home school Consultation

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:	Hart County Board of Education
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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.

Non-Public Schools

There are no non-public schools located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no non-public schools in your attendance zone, no further information is required).

There are non-public 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 23 RFA 21st CCLC grant application.

Home Schools

No home schools are 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.)

Home schools are 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 23 RFA 21st CCLC grant application.

LEA/Non-public/Home School Name	School Official	Title	Contact Method	Date of Contact	Participation Yes/No
Arrowhead Knob School	Daniel Kuhns	Admin	Mail/Phone	12/17/25	No
Hidden View School	Nathan Yoder	Admin	Mail/Phone	12/17/25	No
Beckley Homeschool	Carla Beckly	Parent	Mail/Phone	12/17/25	No
Brown Homeschool	Amy Brown	Parent	Mail/Phone	12/17/25	No
Taylor Homeschool	Holly Taylor	Parent	Mail/Phone	12/17/25	No
Lee Homeschool	Christina Lee	Parent	Mail/Phone	12/17/25	No
Lair Homeschool	Danielle Lair	Parent	Mail/Phone	12/17/25	No
Edmonds Homeschool	Hollie Edmonds	Parent	Mail/Phone	12/17/25	No
Hawkins Homeschool	Weldon Hawkins	Parent	Mail/Phone	12/17/25	No

Hawkins Homeschool	Erica Hawkins	Parent	Mail/Phone	12/17/25	No
Hendren Homeschool	Heather Hendren	Parent	Mail/Phone	12/17/25	No
Miller Homeschool	Marvin Miller	Parent	Mail/Phone	12/17/25	No
Collins Homeschool	Julie Collins	Parent	Mail/Phone	12/17/25	No
Childress Homeschool	Jarrett Childress	Parent	Mail/Phone	12/17/25	No
Cronin Homeschool	Patrica Cronin	Parent	Mail/Phone	12/17/25	No
Bloch Homeschool	Meira Bloch	Parent	Mail/Phone	12/17/25	No
Albers Homeschool	Lindsey Albers	Parent	Mail/Phone	12/17/25	No

- You may add additional rows if necessary.
- If a non-public school is the applicant or co-applicant, a consultation must take place with the local LEA and be included on this form.