

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.

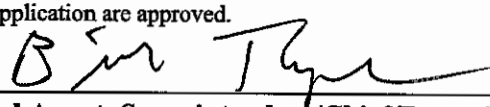
Form A: Application Cover Page

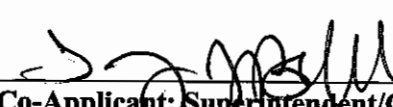
☒ New Applicant

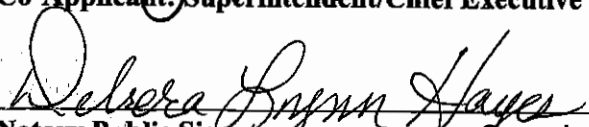
☐ Continuation Applicant

Unique Entity Identifier #: M14JF3YR2KV1
Fiscal Agent SAM CAGE Code #: 73VC5
School (Site) Name: CALVERT CITY ELEMENTARY SCHOOL
KY School ID: 381040 <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: 563 5th Avenue SE Calvert City, Kentucky 42029
Target Grades: Kindergarten-5th grades
Fiscal Agent/Applicant: MARSHALL COUNTY BOARD OF EDUCATION
Superintendent/Chief Executive Officer: BILL THORPE
Physical Address: 86 High School Road Benton, Kentucky 42025
E-mail: bill.thorpe@marshall.kyschools.us
Co-applicant Name: MARSHALL COUNTY PUBLIC LIBRARY
Superintendent/Chief Executive Officer: Tammy Blackwell
Physical Address: 1150 Birch Street Benton, Kentucky 42025
E-mail: tblackwell@marshallcolibrary.org
Grant Writer: MONIQUE ZUBER
Email: monique.zuber@marshall.kyschools.us
Additional Collaborators: Stacy Thomas, McCracken County Board of Education; Sharpe Elementary School; South Marshall Elementary School <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: 12/12/25


Co-Applicant: Superintendent/Chief Executive Officer
Date: 12/12/25


Notary Public Signature
KYNP 78241
Commission Expires: 9/30/27
Date: 12/12/25

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 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.

Bill Thorpe, Marshall County Board of Education

Fiscal Agent/ Applicant name

Bill Thorpe
Signature

12/12/25
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.

Tammy Blackwell, Marshall County Public Library

Co-applicant name

Tammy Blackwell
Signature

12/12/25
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.

Calvert City Elementary School

School Name:

Kendra Glenn

School Principal (Typed name)

Kendra Glenn
Signature

12-15-25
Date

REFERENCE PAGE

Annie E. Casey Foundation. (2025). Youth charged with offenses by type of offense: Kentucky. *KIDS COUNT Data Center*.

<https://datacenter.aecf.org/data/tables/6476-youth-charged-with-offenses-by-type-of-offense>

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CharacterStrong. (2025). *CharacterStrong's PurposeFull People elementary curriculum*. Evidence for ESSA.

<https://www.evidenceforessa.org/program/characterstrongs-purposefull-people-elementary-curriculum/>

Diamond, A. (2016). Why improving and assessing executive functions early in life is critical. In J. A. Griffin, P. McCardle, & L. S. Freund (Eds.), *Executive function in preschool-age children: Integrating measurement, neurodevelopment, and translational research* (pp. 11–43). American Psychological Association. <https://doi.org/10.1037/14797-002>

Fisher, D., Frey, N., & Hattie, J. (2020). *Visible learning for literacy, grades K–12: Implementing the practices that work best to accelerate student learning*. Corwin.

Hall, G. J., Schaefer, P., Hedges, T., & Grodsky, E. (2021). Examining Bridges in Mathematics and differential effects among English language learners. *School Psychology Review*.

<https://files.eric.ed.gov/fulltext/ED616693.pdf>

Kentucky Department of Education. (n.d.). *School report card: [Name of School or District]*. Kentucky School Report Card. <https://reportcard.kyschools.us/kysrc>

Kentucky Youth Advocates. (2025, March). *Child poverty rate (single-year estimates) in Kentucky* [Data table]. KIDS COUNT Data Center.

<https://datacenter.aecf.org/data/tables/3829-child-poverty-rate-single-year-estimates>

Kentucky Youth Advocates. (2025, December 7). *2025 – Another format 12/7/2025* [Infographic]. Infogram. <https://infogram.com/6f2c38fe-e925-4472-b996-80afef38df7>

Leung, W. M. V. (2023). STEM education in early years: Challenges and opportunities in changing teachers' pedagogical strategies. *Education Sciences*, 13(5), 490.

<https://doi.org/10.3390/educsci13050490>

Student Achievement Partners. (2021). *Comparing Reading Research to Program Design: An Examination of McGraw-Hill Education's Wonders, an Elementary Literacy Curriculum*.

<https://achievethecore.org/file/6009>

U.S. Department of Education, National Center for Education Statistics. (n.d.). *PIAAC Skills Map*.

<https://nces.ed.gov/surveys/piaac/skillsmap/>

Form C: Logic Model
Not to exceed four pages.

Describe the targeted participants: Our program will be open to *all* 244 students in our school, which includes Kindergarten- 5th grade. According to KDE's qualifying data (24-25) 100% of our students qualify for free/reduced lunch. 3.8% of students are Hispanic/Latino, 93.54% are white, and 2.7% are two or more races. 23.5% of our student population qualify for Special Education Services.

We will serve at least 50 students for 90 or more hours, targeting students who are:

- (1) below proficiency in reading, math, or science
- (2) referred by school staff for academic or social/emotional reasons
- (3) in poverty or experiencing homelessness
- (4) chronically absent

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 Teachers
- Instructional Assistants
- Chromebooks
- educational program such as Bridges for Math, Wonders for ELA, Mystery Science for Science, UFLI for foundational reading skills
- software programs such IXL, Lexia

Activities:

- Intentional recruitment of below level students.
- Ability grouped tutoring and homework help
- Enrichment clubs such as STEAM club and book club

Data source used to document improvement:

- Kentucky State Assessment (KSA) scores
- STAR scores
- Mystery Science Assessments

Performance Measures (Outcome):

- Increase in number of students reaching proficiency in science
- Increase in number of students reaching proficiency in math
- Increase in number of students reading at or above grade level

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: Site Coordinator (active role in school to build relationships), Community Partners and Co-Applicant providing Enrichment Programs, Program Staff, playground, gym

Activities:

- STEAM Enrichment Activities
- Physical Fitness Enrichment Activities
- Art/Drama Enrichment Activities
- Homework help

Data source used to document improvement:

- Attendance records from Infinite Campus
- Discipline Referral Reports from Infinite Campus

Performance Measures (Outcomes):

- Students will exhibit positive character traits and improve their social-emotional wellness
- There will be an increase in proficiency in science, math, and reading as students increase their attendance.
- There will be an increase in positive relationships between students and teachers

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:

- Co-applicant and Partners
- Teachers
- Middle School Clubs/Students
- Middle School Teachers
- District Office Staff

Activities:

- Career Presentations/Activities
- Middle School and High School teachers career pathway presentations
- Middle and High School students providing activities/information
- Field trip to the middle school, high school, and Tech Center

Data source used to document improvement:

- CAYEN/Transact data for transition readiness activities
- Survey data

Performance Measures (Outcomes):

- Students will be better prepared for their next grade level/Middle School

- Students will gain knowledge of a variety of careers
- Students will gain college and career readiness skills

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:

- Co-applicant and Partners
- Coordinator's time and effort
- School Leadership and Staff

Activities:

- Collaborate with co-applicant/partners/school staff for events
- Survey parent input on family engagement session topics
- Recruit volunteers

Data source to document improvement:

- CAYEN/Transact Family Engagement Event attendance data
- Post Event Surveys

Performance Measures (Outcomes):

- Parent/Guardians will develop skills to connect with their student.
- Parent/Guardians and students will increase time spent together at home.
- Parent/Guardians and students will discover new activities they can enjoy together.

Form D: Program Summary

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

School Name: Calvert City Elementary School	
District Name: Marshall County School District	
Grade Levels to be Served: Kindergarten-5th Grade	Total Schoolwide Enrollment: 244
☐ Urban X Rural ☐ Suburban	# of students to be served 90 hours or more: 50
% Free or Reduced Lunch: 100%	
School Eligible for USDA Snack Program: Yes	
School Eligible for Child and Adult Food Care Program (CAFCP): Yes	

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): _____

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	N/A	N/A	3pm	5pm	2
Tuesday	N/A	N/A	3pm	5pm	2
Wednesday	N/A	N/A	3pm	5pm	2
Thursday	N/A	N/A	3pm	5pm	2
Friday	N/A	N/A	N/A	N/A	N/A
Saturday	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A

Day	Summer <i>Required</i>		School Breaks - <i>Optional</i> (Spring, Fall, Winter)	
	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8am	2pm	N/A	N/A
Tuesday	8am	2pm	N/A	N/A
Wednesday	8am	2pm	N/A	N/A
Thursday	8am	2pm	N/A	N/A
Friday	8am	2pm	N/A	N/A
Saturday	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A

	Regular School Year	Summer School
Snack/ Mealtimes	3pm-3:15pm	8:10am-8:30am; 11:30am-11:50am
Total # of hours per day	2	6
Total # of days per week	4	5
Total # of weeks	31	4
First and last date of operation	August 18, 2026	May 7, 2026

FAMILY ENGAGEMENT ACTIVITIES	
Activities	Anticipated Date
Fall Activity 1	August 5, 2026: 21st Century Program Info Session Night
Fall Activity 2	October 28, 2026 : Family Reading Night
Spring Activity 3	March 24, 2026: Healthy Habits- Family Karate Night
Spring Activity 4	May 4, 2026: Art Show

Part I: COMPREHENSIVE NEEDS ASSESSMENT- 1.1.1 Community Notified of

Intent to Apply: In February of 2025 parents in our school were notified of our interest in applying for a 21st CCLC grant. Parents were asked to complete a survey to offer input on the program. The community was notified of the application through a social media post on 11/21/25. We announced our intent to apply during a Board of Education meeting on 11/20/2025. Public input was welcomed. Our board members unanimously approved the application. After the grant submission, the grant application and any waiver request will be made available to the public upon request to the Board of

Education.**1.1.2 Stakeholders Involvement:** The following were informed and asked for input at meetings: School staff on 4/4/25, SBDM on 10/16/25, PTO on 2/26/25. Our Co-Applicant and Partners provided their input in the development of the proposal through emails, phone conversations, and an in-person meeting on 12/4/25. District and school leadership evaluated the data collected, which led to the development of our program. **1.1.3 Target Population to be Served:** We will serve at least 50 students

(Kindergarten-5th grade) for 90 or more hours, targeting students who are: (1) below proficiency in reading, math, or science, (2) referred by school staff for academic or social/emotional reasons, (3) in poverty or experiencing homelessness or, (4)

chronically absent.**1.1.4 Community Risk Factors- 1.1.4.a Poverty:** According to the Kids Count Data Center 19.2% of children in our county are living in poverty (Ky Youth Advocates, 2025). We will recruit students living in poverty, as indicated by qualifying for free or reduced lunch.**1.1.4.b English Learner:** We currently have 2 English Learners (EL), and last school year we had 4 EL learners. We will work with our EL teacher to invite EL learners to participate in the program. **1.1.4.c Needs of Working Families:**

Our most recent Family Resource Center (FRC) Needs Assessment Survey shows the top needs of working families in our school are (1) lack of childcare, (2) food insecurity, (3) lack of employment and (4) financial assistance for utility bills. To address these needs we will work with our partners to offer or refer to budgeting classes, connect families with local food banks and employment opportunities, and have our program until 5 p.m., allowing parents to pick up their children after work. **1.1.4.d Literacy**

Rates: The National Center for Education Statistics shows that 19% of adults in Marshall County are at the lowest literacy level. 41% of adults are at basic literacy and 41% are at proficient literacy levels (U.S. Department of Education, National Center for Education Statistics). We will work with our partners (public library, etc) to assist adults who struggle with literacy. **1.1.4.e Juvenile criminal and delinquent rates:** Our County has a juvenile crime rate of 14.9 per 1,000. This is a low number and a reduction from previous years indicating this is not an area we need to focus on in our program (Ky Youth Advocates, 2025). **1.1.4.f Education attainment in the community:** In our county 92.3% of people have at least a high school diploma. 21.1% have a Bachelor's Degree or higher (Census Reporter). We will make referrals and connect families with our Educational Cooperative to help them get their GED. **1.1.4.g Food insecurity:** 17.4% of households in our county are considered to be food insecure (Ky Youth Advocates, 2025). Our site coordinator will work with our FRC and local food bank to provide food assistance to our families. **1.1.4.h Median household income:** The median household income in our county is \$63,611 which is similar to the state amount. This is about 80% of the national amount, which is \$78,538 (Census Reporter). **1.1.5 School Risk Factors- 1.1.5.a Sub populations groups:** KDE's qualifying data (24-25)

shows that 100% of our students qualify for free/reduced lunch. 3.8% of students are Hispanic/Latino, 93.54% are white, and 2.7% are two or more races. 23.5% of our students qualify for Special Education Services. Our site coordinator will work with school staff to get referrals for our sub-populations. **1.1.5.b At risk of academic failure:** Fall 2025 STAR data shows that a third of students are at risk for academic failure. Our site coordinator will work with the MTSS team and administrators to use data to guide interventions. See data below.

Grade Level	Percentage below Proficiency in Reading	Percentage below Proficiency Math
5th	40%	40%
4th	32.6%	34.8%
3rd	27.8%	61.1%
2nd	41%	47.5%
1st	*Data not assessed yet.	46.7%

1.1.5.c Behavior/discipline data: During the 2024-25 school year there were 254 discipline referrals, which is up from the prior school year. We will recruit students who repeatedly have discipline referrals to participate in the program as a form of support/behavior intervention. **1.1.5.d Homelessness:** Our school has 12 students experiencing homelessness (Infinite Campus). We will actively recruit these students for our program and adapt transportation to accommodate them. **1.1.5.e Drop-out rates:** Our school's dropout rate is insignificant as we are an elementary school, but the dropout rate for the district is 1.8% (Kentucky Department of Education). **1.1.5.f Free and reduced lunch rates:** As a Title I School all of our students qualify for free/reduced lunch. According to KDE's qualifying data (24-25) 100% of our students qualify for free/reduced lunch. Our site coordinator will recruit students who qualify for free/reduced lunch. **1.1.5.g Chronic Absenteeism-** For the 2024-25 school year 29 of our students were chronically absent (Infinite Campus). We will involve these students in selecting

enrichment activities, using their input to design enrichments that promote consistent attendance. **1.1.5.h Social-emotional:** This year we have implemented the SEL program, Character Counts. We will use Character Counts in our program for continuity from the school day. In November 2025, we administered a social-emotional needs assessment to students as part of the Character Counts program. The data revealed that 66.6% experience feelings of nervousness or fear, 49.8% have difficulty resolving conflicts before they become more serious, and 50% struggle with organization and locating their belongings. We will design our SEL activities around this data. **1.1.6 Methods /instruments used to collect feedback from teachers, students, parents, and the community:** We sent a survey to parents/students on 2/26/25 (62 responses) and a survey to teachers/staff on 4/13/25 (23 responses). Letters were sent to homeschool families on 11/5/25 and 12/3/25 with a link to a google form for input. A post was made on our school Facebook page on 11/21/25 soliciting input for the program design. At a Board Meeting on 11/20/25 the community and board members were invited to offer feedback or to call or email the district office to offer their recommendations for the program. **1.1.7 Availability of Community Resources:** Our school has a gym, playground, art room, and library that our program will be able to use. 20 staff members indicated in our survey that they are willing to work in the program. Our city has an active city council and well-attended annual events like the Fourth of July Ameribration, Light Up CC, and River Folk Fest. Sixteen industrial plants in our school zone employ many supporters of our district. We will leverage community and business involvement to support our program. While some extracurriculars exist (Health Department program, drama club, student council), many of them are infrequent.

Currently, no afterschool tutoring is available, highlighting the need for this program. With your funding, we can offer tutoring and expand enrichment programs year-round.

1.1.8 LEA/Private School/Homeschool Consultation Process & 1.1.9 Two

Communication Methods: There are no private schools in our school's attendance zone, therefore no consultation was needed. Letters were sent to homeschools on 11/5/25 requesting their input for the program design through a Google form. No homeschools completed the survey, but one said they did not have any input but were interested in participating. We will contact them if we are awarded funding. Since we only have homeschool addresses and not email/phone numbers, a second letter was sent on 12/3/25 inviting them to schedule a consultation meeting at our school board office with district leadership to provide insight/feedback on the program. No meetings were requested. **1.1.10 LEA/ Private /Homeschool annual consultation:** Each year

of the program, homeschool families will receive a letter with a Google form for feedback, a meeting date at the Board of Education, and an invitation to participate in the program. We will meet with them if they have recommendations for the program.

There are no private schools in our attendance zone, so no action is required. **1.1.11**

Access for Special Needs Students: Students with special needs may be referred to the program by special education teachers, parents, Principal, Guidance Counselor, or Special Education Director. During each student's enrollment, their 504/IEP plan will be reviewed by the Site Coordinator to ensure that appropriate accommodations are provided. Accommodations will be re-evaluated every nine weeks to monitor progress. We will recruit special education teachers to work in our program to support students' needs. Our school building is ADA-compliant, and special needs transportation is

available. ***PART II: PROGRAM DESIGN: 2.1.1 Alignment with Standards:*** Our district uses research-based, standards-aligned programs in math, reading, and science. Bridges for Mathematics aligns with the Kentucky Academic Standards (KAS), emphasizing conceptual understanding, procedural fluency, and problem solving across key domains like number sense, operations and algebraic thinking. Wonders for reading provides KAS-aligned reading/language arts instruction, integrating foundational skills, comprehension, vocabulary, and writing. The assessments that allow teachers to monitor progress and provide targeted support. Mystery Science aligns with Next Generation Science Standards. It engages students in inquiry-based, hands-on science investigations that encourage curiosity, critical thinking, and problem-solving. These programs provide high-quality, standards-aligned instruction that promotes student achievement across mathematics, literacy, and science. ***2.1.2 Activities not currently accessible:*** Our school offers a small number of after-school activities, but we do not provide tutoring beyond the regular school day. Students may participate in drama club, student council, or Team Ultra (health dept. character/physical fitness program), though each meets once a week or less. There are no community organizations that offer after-school tutoring or enrichments. With 21st Century funding, we will introduce structured tutoring, enrichment activities, and homework help. We will offer STEAM club, music club, Community Service Club, and clubs based on student interest. ***2.1.3 50% Remediation/Acceleration & 50% Enrichment:*** From 3:00–3:15pm, students will have a snack and participate in a staff-led discussion on the monthly character trait from Character Strong. From 3:15–4:15pm, students will receive tutoring, acceleration, and homework help in grade level and ability-based small groups to support remediation and

provide support for students needing acceleration. Enrichment clubs will run from 4:15–5:00pm. This schedule includes 15 minutes of character development, 45 minutes of enrichment, and one hour of tutoring, maintaining a 50% remediation/acceleration and 50% enrichment balance. **2.1.4 Best Practices:** Our curriculums and interventions are research and evidence based. Our math curriculum, Bridges, and our ELA curriculum, Wonders, are highly rated on EdReports. Bridges is based on research-aligned instructional practices (Hall, Schaefer, Hedges, & Grodsky, 2021) and Wonders provides explicit phonics instruction and complex text selection (Student Achievement Partners, 2021). We will provide small group instruction which is recognized as best practice as it allows teachers to differentiate based on student needs, give immediate feedback, and increase engagement. This leads to stronger academic outcomes as compared to whole-class instruction (Fisher, Frey, & Hattie, 2020). Character Strong, our SEL curriculum, is also evidence based and integrates the teaching of social-emotional competencies and character strengths (*Character Strong*, 2025). Enrichment programs, including STEAM and Karate club, will further support student growth. The STEAM club fosters problem-solving, critical thinking, and interest in STEM careers (Leung, 2023), while Karate supports self-regulation, discipline, and resilience (Diamond, 2016). These activities contribute to enhanced academic performance, post-secondary readiness, workforce preparation, and positive youth development. **2.1.5 STEAM Activities:** At least once per week we will offer STEAM activities such as robotics/art/drama clubs. U.S. Army Corps of Engineers (partner) will provide presentations on hydropower missions/initiatives. In our summer program we will offer robotics, art, drama and other STEAM activities. We will take a field trip to a

local dam giving students the opportunity to learn about hydrology and water cycle, environmental science, energy science, structural engineering, and data collection.

2.1.6 CSIP Alignment: Increasing student proficiency in reading, math, and science is a goal in our CSIP and aligns with the goals of this program. Our CSIP also prioritizes improving School Climate and Safety survey results, which aligns with the program's focus on strengthening non-cognitive indicators of student success. This program will be incorporated into future CSIPs as a strategic intervention to improve student outcomes, with the 21st Century Site Coordinator actively involved in CSIP development. **2.1.7**

Measures of Effectiveness: Our program will meet the Measures of Effectiveness. (1) We have done an assessment of objective data, as demonstrated in our needs assessment in Part I. (2) There is an established set of performance measures in our Logic Model and our district follows all KDE required safety measures ensuring we provide a safe environment for students. (3) Our strategies are designed around a curriculum that is evidence based and highly rated on EdReports (as described in 2.1.4) helping students meet academic standards. 4) Our program staff will use Bridges for Math, Wonders for ELA, and Mystery Science for Science just as we use during the regular school day. Our program will use UFLI for phonics intervention, Bridges interventions for Math, and MysteryScience for Science as we do during the school day. (5) We will collect the data necessary for the measures of student success by using STAR assessments, Mystery Science assessments, Infinite Campus, and CAYEN. **2.1.8**

How Activities Improve Academic Achievement: Our activities/interventions will align with the curriculum (Bridges, Wonders, Mystery Science, & Character Strong) and support provided during the school day. Our lesson plans for our program will align with

lesson plans used during the school day. Our 21st Century Site Coordinator will be on the MTSS team, PBIS team, and CSIP committee. **2.1.9 Three Recruitment**

Strategies:(1) Teachers and staff will refer students below proficiency in reading, math, or science, as well as students experiencing social-emotional challenges or homelessness. Staff with established relationships will contact parents. (2) The program will be marketed to chronically absent students, with the Director of Pupil Personnel (DPP) recruiting students at risk of truancy and the principal or DPP communicating with parents. (3) The Site Coordinator will visit classrooms to promote available enrichment activities and recruit student participants. **2.1.10 Three Retention Strategies:** Our

retention strategies include: (1) ongoing communication and regular feedback from students and families, with the Site Coordinator surveying participants at least twice per year and adjusting enrichment activities based on results; (2) simplifying enrollment and providing transportation to support regular attendance; and (3) maintaining a predictable, well-organized program through a consistent daily schedule that creates stability and supports participation. **2.1.11 Program Staff/School Day Staff**

Communication: The program coordinator will work from 9:30am-5:30pm Monday-Thursday and 7:30am-3:30pm on Fridays. The coordinator will be part of MTSS teams, PLC's, and the PBIS committee so they can participate in discussions about student progress. The coordinator will meet with program staff on a monthly basis to review data and student progress to establish intervention plans/goals. The site coordinator will interact with teachers during transition periods, recess, and teacher planning and through email. **2.1.12 Student Referrals and Prioritization:** The coordinator will develop a referral form (Google Forms) and will also have paper forms

available. These will be made available to teachers, administrators, school therapists, and other staff members in May 2026. At the end of July the coordinator and school administrators will review all referrals. Students will be prioritized for the program if they meet one or more of the following criteria: (1) below proficiency in reading, math, or science, (2) referred by school staff for academic or social/emotional reasons, (3) in poverty or experiencing homelessness, or are (4) chronically absent. The coordinator will contact the students' parents and give them a registration form. Once the registration form is complete, their child can participate in the program. At the beginning of August, if there is still room in the program, the coordinator will provide a registration form to all parents school wide. One week later the coordinator and principal will meet to prioritize students who have completed the registration form and fill remaining program spots. Students meeting at least one of the enrollment criteria will be prioritized. When the program reaches capacity a waiting list will be created. Parents will be notified if their child has a spot or if they are put on the waiting list. As spots open up, students on the waiting list will be invited to participate.

2.1.13 Key Personnel participation in teacher meetings & Professional Development: The site coordinator will complete all required district trainings including FERPA, mandatory reporting, confidentiality, bloodborne pathogens, and other state required modules. They will attend new teacher training and Professional Development for any new curriculum that is adopted K-5th. The coordinator will be part of the following ongoing meetings: MTSS meetings, PBIS meetings, grade-level planning meetings, PLC's, and staff meetings.

2.1.14 Parent Needs Determined: Twice per year we will survey parents to determine their needs.

Our coordinator will also evaluate local data (census data, kids count data, FRC data) at

the end of each school year to evaluate parent needs. **2.1.15 Description of Four**

Family Engagement Activities: Our coordinator will collaborate with school administrators, teachers, FRC, PTO, public library, and the health department to host two family engagement activities in the fall and two in the spring. In the fall, there will be an informational session providing an overview of program offerings and expectations. Our partners will introduce themselves and share about services their agencies provide. The coordinator will have an activity for our Family Reading Night on October 28, 2026. In the spring, there will be a Healthy Habits night-Family Karate Night featuring our partner Transform Academy. On May 5, 2026, we will host a Spring Art show highlighting the art work our students have made during art club. **2.1.16 Summer**

Program Components: Our summer program will be 5 days per week from 7:30am-2pm for four weeks in June. We will serve 20 students, providing reading/ math instruction and enrichment activities. We will use Bridges for math, Wonders for ELA, and Mystery Science for science for continuity of instruction. We will use UFLI for interventions and acceleration and Character Strong for SEL to mirror our school year. For enrichments we will have STEAM activities, physical fitness activities, arts and crafts, and career presentations. We will offer field trips on Fridays to places such as KY Dam, our Middle School/High School/Tech Center, a local performing arts center, and a planetarium. Below is our schedule for the summer program.

Monday-Friday for four consecutive weeks	Activity
8-8:10	Drop off
8:10-8:30	Breakfast
8:30-9:45	Reading or Math
9:45-10	Bathroom/break/transition
10-11:15	Reading or Math
11:15-11:30	Bathroom/break/transition
11:30-11:50	Lunch
11:50-12	Bathroom/break/transition
12-1:20	Enrichment/SEL/STEAM activities

1:20-2	Physical fitness activities
2pm	Load buses/Parent pick-up

PART III: PROGRAM OPERATIONS- 3.1.1 Minimum of 8 hours of Certified Teacher

Instruction per week: At least two certified teachers will work at least one hour per day, four days per week. This will meet the requirement for a minimum of 8 hours of certified teachers instruction (2 certified teachers X 1 hour per day X 4 days = 8 hours). **3.1.2**

Qualified Volunteers Encouraged: Our coordinator will recruit volunteers from local churches by connecting with church leaders who are already involved at our school.

They will work with our PTO to recruit parents as volunteers. The coordinator will connect with our Rotary Club, local Economic Development Director, and our Chamber of Commerce President to connect with local businesses to recruit volunteers. All volunteers are required to pass a criminal background check and training covering child safety and privacy laws. **3.1.3 Supervision and Evaluation:**

Position	Supervisor	Responsibilities	Qualifications
Site Coordinator (also serves as Program Director)	School Principal	Plan/oversee daily program operations; recruit students; data entry/reporting; work with school staff to evaluate data/ manage/coordinate staff/volunteers; maintain inventory and budget	Bachelor's Degree preferred, strong organizational skills, multi-tasker, goal-oriented, preferably has experience with elementary school aged children, clear background check
Certified Teacher	Site Coordinator	Provide tutoring and homework help, lead clubs	Four year degree and valid teaching certificate, clear background check
Instructional Assistant	Site Coordinator	Provide tutoring and homework help, lead clubs, assist site coordinator	High School diploma, preferably has experience working with elementary school aged students, clear background check
Student Worker	Site Coordinator	Assist site coordinator with set up/clean up, assist with homework help/tutoring and leading clubs	Currently enrolled in high school and have good academic standing, positive attitude, interest in working with children
Volunteer	Site Coordinator	Help with homework help/tutoring, lead clubs, guest speaker	Clear background check, builds rapport with children

3.1.4 PD Chart:

Required Training	Attendees	Date	Information Dissemination
Cycle 23 Level I	Site Coordinator (also serves as	July	Site Coordinator will share

Orientation	Program Director) and School Administrator or co-applicant/partner (as schedules allow)	2026	updates with administrators and staff during planning.
New Teacher Training provided by District Leaders	Site Coordinator	August 2026	N/A- Information is only for new staff.
New Curriculum Training (as needed)	Site Coordinator, Certified Teachers, Instructional Assistants	July 2026	N/A- All program staff will attend.
Cycle 23 Online Data Training	Site Coordinator and one additional program staff	August 2026	Site Coordinator will train program staff if they assist with data entry
2026 Multistate Conference	Site Coordinator (also serving as Program Director)	Fall 2026	Site Coordinator will share updates with administrators and staff during planning.
2026 Ky Statewide Site Coordinator/Director's Meeting	Site Coordinator (also serving as Program Director)	Fall 2026	Site Coordinator will share updates with administrators and staff during planning.
2027 Spring Statewide Training	Site Coordinator	Spring 2027	Site Coordinator will share updates with administrators and staff during planning.
21st CCLC Power Hour of Learning	Site Coordinator	Varies	Site Coordinator will share updates with administrators and staff during planning.

3.1.5 Health and Safety Plan: Our program's operating and safety procedures and school/district procedures will be the same. Emergency procedures, field trip guidelines, discipline/behavior policies, sign-in/out procedures, medication administration, and personnel policies/procedures will be the same in our program as they are during the school day. Program staff will have their cell phones and school radios available to communicate with one another and use in case of emergency. Students will only be permitted to leave at the designated pick up time by adults on their pick-up list. Our coordinator will maintain copies of emergency procedures, evacuation routes, dates, and a log of completed drills to occur after school the same day as they are practiced during school. The coordinator will have copies of CPR and First Aid training/certification for a minimum of two staff members as well as medication paperwork. **3.1.6**

Parent/Stakeholder informed of Emergency Guidelines: Parents/Stakeholders will

be informed about emergency guidelines, sign-in/sign-out procedures, field trips,

behavioral policies, and other safety guidelines at informational session on

8/5/25. These will also be outlined in our handbook that will be given to

parents/stakeholders. **3.1.7 Transportation Needs Addressed:** Parents can mark if

their student needs transportation home on their enrollment form. The coordinator will

confirm with the parent prior to the first day of programming if a student needs

transportation home. **3.1.8 Safe Travel to and From the Program:** Students relying on

district transportation will be taken home on a bus. If a student is younger than 2nd

grade, an authorized adult must be visible by the driver before a student is allowed off

the bus. All bus drivers have to complete an annual 8 hour update on all driving

procedures and safety rules. Parent pick up and drop off will also be an option. Students

being picked up must be signed out by an adult on the students' approved pick up list in

Infinite Campus. Program staff will check the adults ID to ensure they are on the

students list. Parents must pick up at the designated time unless there is an emergency.

The students will not be permitted to walk home. **3.1.9 Transportation Not a Barrier:**

Our district will provide transportation for students who need it during the school year

and the summer program. The school/district will pay for transportation up to \$8,000. If

transportation costs for the year exceeds this amount, we will use grant funds to cover

the difference. The site coordinator and the Transportation Director will meet on a

monthly basis to coordinate transportation. **3.1.10 Safety Procedures for Vehicles:** Our

buses are inspected monthly by a state-certified inspector as required by law. We have

district bus garage technicians that are state-certified inspectors. Each component of

the bus is inspected to ensure our buses are up to state safety standards. If a bus is out of compliance it is dead-lined and tagged inoperable until the issue is fixed. Our drivers have to complete a pre-trip, 13 point inspection of the bus. If anything is found wrong with the bus, the driver must take it to the garage immediately. A new bus is then issued until the other bus is fixed.

3.1.11 Facility Safety and Accessibility: Our school building and playground meet ADA requirements including accessible desks, ramps, and restrooms. We have a full-time SRO dedicated to our building to provide safety for our students and staff. The school remains locked at all entrances during programming.

3.1.12 Dedicated Office/Storage Space for the Site Coordinator- A classroom has been identified that the site coordinator will use as their office and storage space. **3.1.13 Access to a Variety of Resources:** The principal has given permission for the program to use the cafeteria, playground, gym, classrooms, and school technology. We will use classrooms or the library for homework help/tutoring. We will use classrooms, the library, cafeteria, gym, or outdoor spaces for enrichment. The coordinator will have a phoneline and use of copiers. Our site coordinator will purchase their own computer and office supplies with grant funds, but will also have access to supplies in the school.

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

4.1.1 Program Information Disseminated: Program information will be disseminated by the Site Coordinator through Facebook, school/district websites, school newsletter, and our designated districtwide messaging app. The Site Coordinator will work with our Public Relations Coordinator to communicate information with local media. **4.1.2**

Partnerships: There are many churches and businesses that already have a strong presence in our school and community. We have good relationships with our

co-applicant/partners which include: (1) our Public Library, (2) Pathway Baptist Church, (3) our Family Resource Center, (4) Apex Engineering, (5) The United Way, (6) Transform Academy, and (7) U.S. Army Corps of Engineers. The library, Pathway Baptist Church, our FRC, and Transform Academy have offered programs/services in our school for many years. Apex Engineering, The United Way, and U.S. Army Corps of Engineers are new partners. Our partners have committed to specific opportunities outlined in our partner agreements. **4.1.3 Collaboration:** Our program has a commitment from the organizations listed above to continue and expand our partnerships. Two other schools in our district are also applying for funding; if all three are awarded, our site coordinators will collaborate closely. They will work with school and district administrators, as well as teachers, to implement tutoring that aligns with Kentucky Academic Standards (KAS) and complements programs used during the school day. **4.1.4 Coordination with Federal/State/Local Programs:** We will partner with federal, state, and local programs within our district and community. Collaborations with our Public Library and U.S. Army Corps of Engineers demonstrate our commitment to working with state and federal programs to reduce duplication of services. We will coordinate with our Family Resource Center, Homeless Liaison, Food Service Director, and EL teacher to support student referrals and ensure families' needs are met. For example, our Food Service Director will coordinate food for our students through a federally funded program, and our Homeless Student Liaison will refer students and arrange transportation, if needed. **4.1.5 Co-applicant Contributions:** The co-applicant agreement outlines how program support aligns with goals and performance indicators. The co-applicant will lead reading and enrichment activities (Goal 1, Performance

Indicator 1) and participate in family engagement events to provide activities and share Public Library programs (Goal 4, Performance Indicators 1–2). These enrichment and family engagement efforts support reduced nervousness and improved conflict resolution, as identified in the Character Counts survey. **4.1.6 Five Partners**

Contributions: A description of how each partner's program support aligns with the goals and performance indicators is included in the partner agreement form. Apex Engineering will help with volunteer recruitment, provide college/career readiness and budgeting presentations, and offer feedback on program structure. (Goal 3 Performance Indicators 1 and 2). Transform Academy will offer martial arts sessions, assist with family engagement events, and offer program feedback (Goal 2 Performance Indicator 2 and Goal 4 Performance Indicators 1 and 2). Pathway Baptist Church will help with family engagement events, lead students in enrichment and community service activities, and offer feedback on the program (Goal 4 Performance Indicators 1 and 2, Goal 1 Performance Indicator 2, and Goal 3 Performance Indicator 2). Our Family Resource Center will help with family engagement events, assist in recruiting volunteers, connect the 21st coordinator with local agencies, and offer feedback on the program (Goal 4 Performance Indicators 1 and 2, and Goal 3 Performance Indicator 2). The United Way will lead students in enrichment and community service activities as well as offer feedback on the program (Goal 3 Performance Indicator 2 and Goal 1 Performance Indicator 1). The Army Corps of Engineers will offer enrichment presentations on natural resources, environmental stewardship, navigation, and hydropower missions/initiatives; provide college/career presentations, and offer feedback for the program (Goal 1 Performance Indicator 1 and Goal 3 Performance

Indicator 1). ***PART V: PROGRAM EVALUATION- 5.1.1 Comprehensive Plan to***

Evaluate the Program: The Site Coordinator will oversee data collection in collaboration with the principal and MTSS team. They will collect interim assessment data for regular attendees every nine weeks using STAR (reading and math) and Mystery Science (science). Using Infinite Campus, the coordinator will assess monthly attendance and behavior reports for program students and review transition readiness data monthly through Transact/CAYEN. Family engagement data will include baseline parent participation collected in year one, event attendance tracking, and post-event parent surveys to assess satisfaction. Annually, the coordinator will compile and share a summary report comparing results to the Logic Model goals with school staff, parents, stakeholders, and will meet with co-applicants and partners to review the data. **5.1.2**

Collection of Feedback from Students/ Parents /Teachers /Community: We will ask parents and students to complete a survey requesting feedback on the program after each nine weeks. The site coordinator will communicate with teachers of students who regularly attend the program on a weekly basis via email and in person. We will seek feedback from our co-applicant and partners through phone calls, emails, and in person throughout the year. We will send our partners a survey after each nine weeks and evaluate the program with them at our in person meeting at the end of the school year. Our site coordinator will develop relationships with Rotary Club members, the local Economic Development Director, and our Chamber of Commerce President and seek out opportunities to do presentations educating the community about the program. **5.1.3**

Dissemination of Results: Following each nine weeks the site coordinator will create a newsletter that includes collected data, to share with teachers, parents, partners, and

the community. This will be shared via email and on our social media page. This will also be shared at our school board meetings at least once per year.

5.1.4 Timeline for Data Collection:

Staff Responsible	Goal/Performance Indicator	Data Source	Timeline
Site Coordinator/ MTSS team	Goal 1-Performance Indicator 1: Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments.	STAR/Mystery Science	Each nine weeks
Site Coordinator/MTSS team	Goal 1- Performance Indicator 2: Increase reading scores of regular attendees by 3% annually as measured by interim assessment	STAR	Each nine weeks
Site Coordinator	Goal 2- Performance Indicator 1: Increase or maintain a 90% school attendance rate of regular attendees as measured by daily average attendance annual reports.	Infinite Campus	Monthly
Site Coordinator/Principal	Goal 2: Performance Indicator 2: Decrease the number of school discipline referrals of regular attendees by 5% as measured by the Infinite Campus annual report.	Infinite Campus	Monthly
Site Coordinator	Goal 3: Performance Indicator 1: Provide monthly transition readiness activities for all participants as measured by the Transact APR Report.	Transact/CAYEN	Monthly
Site Coordinator	Goal 3: Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky's Portrait of a Learner	Transact/CAYEN	Monthly
Site Coordinator	Goal 4: 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.	Transact/CAYEN	Annually
Site Coordinator/FRC	Goal 4: Performance Indicator 2: Ninety-five percent of parent surveys will show parent satisfaction and interest in the program, as measured annually	FRYSC data/google form	After each event

PART VI: BUDGET PLAN- 6.1.1 Administrative Capacity: Our school district has decades of experience managing reimbursement grants with accuracy and integrity. We currently manage a variety of state grants, such as FRYSC, Kentucky Comprehensive Literacy Grant, and Numeracy Counts Grant. We also manage Federal funds such as Title I, IDEA, and SEEK. We have ample cash flow and General Fund reserves to cover the startup costs of our program and manage ongoing quarterly costs before receiving quarterly reimbursement grant funds.**6.1.2 Supplement not Supplant:** Our District Finance Officer has reviewed our budget to

ensure we will supplement and not supplant. The principal has reviewed the grant and budget to confirm we are not supplanting. Through the grant proposal process we communicated with our FRYSC, Homeless Liaison, and district leaders to prevent duplication of services and supplanting. **6.1.3 Program Continuation After Funds**

End: Should funds end for our program we will lean into the community partnerships our coordinator will build, apply for other grants, and look to our school district for support. We will ask community partners to continue to provide enrichments free of charge. Our district grant writer will continue to seek funding through federal, state, and foundation grants. We will ask our school district to provide the same support in providing transportation home for students. **6.1.4 Collaboration and Leveraging of**

Funds: The site coordinator will attend Rotary and other community meetings to build relationships that will support our program financially and with volunteers. Our Food Services Director has expressed her support for our program and will make sure snacks/meals are provided through other federal programs. We will work with our FRYSC and Community Education Director to maximize our impact and minimize our costs for family engagement events. **6.1.5 Description of Staff, School Leadership,**

Teachers and Stakeholders Participation in the Sustainability Plan: After we hire a Site Coordinator we will have a meeting with our co-applicant, partners, program staff, principal, Superintendent, Food Services Director, District Grant Writer, and Instructional Supervisor to develop protocols and procedures for our program. An important piece of this meeting will be establishing a sustainability plan. The Site Coordinator will facilitate discussion and record ideas for partnerships and long term goals. This sustainability plan will be reviewed at the co-applicant and partner annual meeting.

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)	\$67,613.40
<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- \$217.22 X 200 days = \$43,444.00 Y1 ONLY- Site Coordinator up to 20 additional contracted days to set up the program- \$217.22 X 20 days = \$4,344.40 Certified Teacher- \$28.00 X 2 hours X 122 afternoons = \$6,832.00 Certified Teacher- \$28.00 X 2 hours X 122 afternoons = \$6,832.00 Classified Educator- \$18 per hour X 2 hours X 122 afternoons = \$4,392.00 Student Worker- \$7.25 per hour X 2 hours X 122 afternoons = \$1,769.00</p> <p><u>In Kind</u> Food Service (food preparation)- \$16.00 X 1 hour per day X 122 afternoons = \$1,952.00</p>	
2. Personnel (Summer)	\$8,550.00
<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 Teacher- \$28.00 X 3 hours per day X 20 days = \$1,680.00 Certified Teacher- \$28.00 X 3 hours per day X 20 days = \$1,680.00 Classified Educator- \$18 X 6 hours X 20 days = \$2,160.00 Classified Educator- \$18 X 6 hours X 20 days = \$2,160.00 Student Worker- \$7.25 X 6 hours X 20 days = \$870.00</p>	
3. Fringe Benefits	\$26,182.93
<p>List benefits and estimated cost or portion of the cost for each staff person employed through the grant.</p> <p>Site Coordinator: Medicare- \$692.93; KTRS- \$8,174.21; Health Insurance- \$10,908.00; Vision- \$55.32; Dental- \$258.24; Workman's Comp- \$258.06; Unemployment- \$60.00</p> <p>Certified Teachers (school year): Medicare-\$198.12; KTRS- \$2,337.22; Workman's Comp- \$47.44 Classified Educators (school year): Medicare- \$63.68; CERS- \$817.79; FICA- \$272.30; Workman's Comp- \$23.72</p> <p>Student Worker (school year): Medicare- \$25.65; Workman's Comp- \$9.55; FICA- \$109.68</p>	

Certified Teachers (summer): Medicare- \$48.72; KTRS- \$574.72; Workman's Comp- \$18.14 Classified Educators (summer): Medicare- \$62.64; FICA- \$267.84; CERS- \$804.38; Workman's Comp- \$23.32 Student Worker (summer): Medicare- \$12.62; Workman's Comp- \$4.70; FICA- \$53.94 <u>In-Kind</u> Food Service- Medicare- \$28.30; FICA- \$121.02; CERS- \$363.46; Workman's Comp- \$10.54	
4. Travel (Staff)	\$3,527.00
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. Level 1 Orientation: <ul style="list-style-type: none"> • Mileage: 300 miles X 2 = 600 miles X \$.43 per mile = \$258.00 • Hotel: \$185 per night X 3 nights X 2 rooms = \$1,110.00 • Meals: 2 attendees X 4 days X \$45 per day = \$360.00 Multistate Conference: <ul style="list-style-type: none"> • Mileage: 300 miles X 2 = 600 miles X \$.43 per mile = \$301.00 • Hotel: \$185.00 X 4 nights = \$740.00 • Meals: 1 attendee X 5 days X 45 per day = \$225.00 Spring Statewide Conference: <ul style="list-style-type: none"> • Mileage: 300 miles X 2 = 600 miles X \$.43 per mile= \$258.00 • Hotel: \$185 per night X 1 night = \$185.00 • Meals: 1 attendee X 2 days X \$45 per day = \$90.00 	
5. Equipment	\$1,750.00
Itemize items and the cost of each. Computer- \$900.00 Printer/Scanner- \$350.00 Printer ink- \$500.00	
6. School Year Supplies and Materials	\$22,726.67
Itemize items and the cost of each. Supplies for Clubs/Enrichments (STEAM club, art club, music club, Robotics club) and tutoring- \$19,226.67 Containers to organize 21st Century Supplies- \$3,000.00 Paper- \$500.00	

7. Family Engagement Activities	\$4,450.00
Grant funds or in-kind.	
Supplies/Materials for Opening Info Session, Fall Fest booth, Family Math Night Steam activity supplies, drama/music night reading activity supplies- \$4,450.00	
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.	
10. Summer Programming Supplies & Materials	\$4,000.00
Itemize items and the cost of each.	
Summer supplies/materials for clubs/enrichments and tutoring materials- \$2,000.00	
Summer Field Trip admission/expenses- \$2,000.00	
11. Transportation (School Year, Summer, Field Trips)	\$11,200.00
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
School year fuel/driver expenses (<i><u>will only be used if cost reaches above \$8,000 as district/school will cover up to \$8,000</u></i>)- \$10,000.00	
Summer field trip transportation cost- \$1,200.00	
<u>In-Kind</u>	
School Year Transportation costs- \$8,000.00	
12. Other (Specify)	\$0
Itemize costs.	
TOTAL AMOUNT REQUEST	\$150,000.00

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.)
0100	Salary for 21st Century Staff	\$76,163.40	Salary for 21st Century Coordinator, Certified Teachers, Classified Educators, and Student Worker	Food Service Employee hourly pay- \$1,952.00
0200	Fringe Benefits for 21st Century Staff	\$26,182.93	Fringe Benefits for 21st Century Coordinator, Certified Teachers, Classified Educators, and Student Worker	Fringe Benefits for Food Service Employee- \$530.45
0500	Travel for Conferences/Training	\$3,527.00	Mileage, Hotels, Meal Reimbursement for required conferences/training	
0600	Supplies/Materials for enrichments and family nights and transportation expenses	\$40,376.67	<ul style="list-style-type: none"> Supplies for Clubs/Enrichments (STEAM club, art club, music club, Robotics club) and tutoring containers for storage of materials printer paper Supplies/Materials for Opening Info Session, Fall Fest booth, Family Math Night Steam activity supplies, drama/music night reading activity supplies; Summer supplies/materials for clubs/enrichments and tutoring materials 	School Year Transportation costs- \$8,000.00
0650	Computer, printer, and ink	\$1,750.00	Computer, printer, and ink for 21st Century staff	
0800	Field Trip Admission/Fees	\$2,000.00	Fees associated with four summer field trips (admission to planetarium, etc.)	
Total		\$150,000.00		\$10,482.45

Form H: Organizational Capacity Statement Form
(Required for non-governmental agencies. Not to exceed one page.)

We are a Public School District and therefore this form is not required to be completed.

Applications from a non-governmental agency will be screened to determine the capacity to administer the program based on the information provided on this form. If awarded, a full audit report must be submitted before the final contract is executed. Failure to submit the audit report, or an unsatisfactory audit report, will result in termination of the award.

1. The application must include a copy of the following, attached immediately behind this page: <ul style="list-style-type: none">● 501(c)(3) IRS Verification Letter● Non-profits must attach proof of registration with the Kentucky Secretary of State● Proven fiduciary responsibilities as demonstrated through annual audits. Annual audits must be sent to KDE each year by Oct. 15. <u>Do not</u> attach the audit to the application.
2. Describe the organizational history and structure, including length of existence. Include general information on the governing body
3. List previous experience with grant funding, at the city, state, federal, or private/foundation level.
4. List previous experience in delivering educational or related services, including a clear plan of communication and linkage with the school district
5. Describe the organization's capacity to maintain a separate accounting of funds for the 21 st Century Afterschool program.

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.

Bill Thorpe, Marshall County Board of Education

Fiscal Agent (Typed Name)

Signature

Date

Bill Thorpe 12/15/25

Kendra Glenn

Principal (Typed Name)

Signature

Date

Kendra Glenn

12-15-25

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) (a) 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) (a) 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).

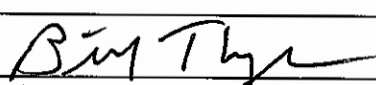
DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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: Marshall County Board of Education
Award Number or Project Name: FY 26 21st Century Community Learning Centers Grant
School Name and Address: Calvert City Elementary School 563 5th Avenue SE Calvert City, Kentucky 42029
Fiscal Agent/Applicant Representative Name: Bill Thorpe
Title: Superintendent
Signature and Date:  12/12/25

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

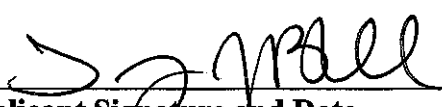
Calvert City Elementary School and Marshall County Public Library hereby enter into an agreement to enable the applicant, Calvert City Elementary and Co-applicant, Marshall County Public Library, to maximize resources to support and jointly coordinate services for students and families participating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

Marshall 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.
Educate students/families on library's program offerings at Family Engagement Events and send home information with students.	Ongoing and at Family Events	This aligns with Goal 4 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.
Lead students in reading and enrichment activities.	2-3 times per academic year	This aligns with Goal 1 Performance Indicator 2: Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessment.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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

 12/12/25
Co-applicant Signature and Date

 12-12-25
Applicant Signature and Date

Form L: Community Partner Agreement

Calvert City Elementary School and Pathway Baptist Church

Hereby enter into an agreement to enable the applicant, Calvert City Elementary and Partner, Pathway Baptist Church, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Pathway Baptist Church 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.

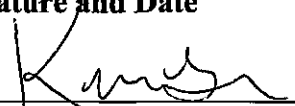
Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to Activities, Services and Needs
Educate students/families on church program offerings at Family Engagement Events and send home information with students.	Ongoing and at Family Events	This aligns with Goal 4 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.
Lead students in reading and enrichment activities.	At least 1-2 times per year	This aligns with Goal 1 Performance Indicator 2: Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessment.
Lead students in community service activities.	At least 1-2 times per year.	This aligns with Goal 3 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.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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, Pathway Baptist Church will be notified immediately to begin the collaboration of services.


Partner Signature and Date

12-16-26


Applicant Signature and Date

12-15-25

Form L: Community Partner Agreement

Calvert City Elementary School and Sharpe-Calvert Family Resource Center

Hereby enter into an agreement to enable the applicant, Calvert City Elementary and Partner Sharpe-Calvert Family Resource Center, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Sharpe-Calvert Family Resource Center 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
Collaborate with the 21st Century Program to support family engagement by hosting family nights and other interactive activities.	1-2 times per year	This aligns with Goal 4 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.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.
Assist in recruiting volunteers.	Ongoing	This aligns with Goal 3 Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky's Portrait of a Learner as measured by the Transact Activity Report. Volunteers will help with service-learning activities.
Connect 21st Century Coordinator with community members and agencies.	Ongoing	This aligns with Goal 3 Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky's Portrait of a Learner as measured by the Transact Activity Report. This will also assist in creating a sustainability plan as community support is increased.

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, Sharpe-Calvert Family Resource Center will be notified immediately to begin the collaboration of services.

Cynthia Thompson 12/4/25
Partner Signature and Date

Kause 12-4-25
Applicant Signature and Date

Form L: Community Partner Agreement

Calvert City Elementary School and Apex Engineering

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

Apex Engineering 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
Assist in recruiting volunteers.	Ongoing	This aligns with Goal 3 Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky's Portrait of a Learner as measured by the Transact Activity Report. Volunteers will help with service-learning activities.
Provide a staff member to share college/career awareness or budgeting presentations.	1-2 times per year	This aligns with Goal 3 Performance Indicator 1: Provide monthly transition readiness activities for all participants as measured by the Transact APR Report.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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, Apex Engineering will be notified immediately to begin the collaboration of services.

Jeffrey Collins 12/4/25
Partner Signature and Date

Km 12-4-25
Applicant Signature and Date

Form L: Community Partner Agreement

Calvert City Elementary School and United Way of Western Kentucky

Hereby enter into an agreement to enable the applicant, Calvert City Elementary and Partner United Way of Western Kentucky, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

United Way of Western Kentucky 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
Lead students in community service activities.	1-2 times per year.	This aligns with Goal 3 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.
Lead students in reading, math, or science enrichment activities.	1-2 times per year	This aligns with Goal 1 Performance Indicator 1: Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments and Performance Indicator 2: Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessment.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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, United Way of Western Kentucky will be notified immediately to begin the collaboration of services.

Kelly Channell, CEO United Way of Western Kentucky 12-12-25
Partner Signature and Date

Kael 12-12-25
Applicant Signature and Date

Form L: Community Partner Agreement

Calvert City Elementary School and Transform Academy

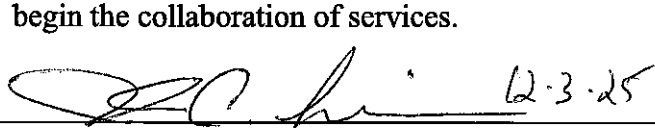
Hereby enter into an agreement to enable the applicant, Calvert City Elementary, and Partner, Transform Academy, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

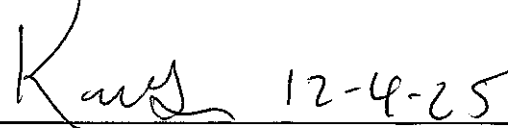
Transform Academy hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

Community Partner Contribution Table

Description of Program Support	Frequency	Alignment to Activities, Services and Needs
A Transform Academy staff member will lead students in a martial arts session.	1-2 times per year	Martial Arts promotes self-discipline and helps regulate emotions. This aligns with Goal 2 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 and PBIS data sheet. Improving social/emotional awareness will support the decrease in discipline referrals.
Educate students/families on Transform Academy's program offerings at Family Engagement Events and send home information with students.	Ongoing and at Family Events	This aligns with Goal 4 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.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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, Transform Academy will be notified immediately to begin the collaboration of services.

 12-3-25
Partner Signature and Date

 12-4-25
Applicant Signature and Date

Form L: Community Partner Agreement

Calvert City Elementary School and Army Corps of Engineers

Hereby enter into an agreement to enable the applicant, Calvert City Elementary, and Partner, U.S. Army Corps of Engineers, Lake Barkley, to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC).

Army Corps of Engineers, Lake Barkley 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
Offer enrichment presentations and learning experiences that introduce students to recreation, natural resources, environmental stewardship, navigation, and hydropower missions/initiatives	At least 1-2 times per year	This aligns with Goal 1 Performance Indicator 1: Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments
Provide a volunteer to share college/career presentations.	1-2 times per year	This aligns with Goal 3 Performance Indicator 1: Provide monthly transition readiness activities for all participants as measured by the Transact APR Report.
Provide feedback on the program.	1 meeting per year; ongoing	This aligns with all Goals and Performance Indicators as feedback will encourage adjustments to improve the program.

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, U.S. Army Corps of Engineers, Lake Barkley, will be notified immediately to begin the collaboration of services.

Kyle White, Lake Barkley Resource Manager 12/10/25
Partner Signature and Date

Karl 12-10-25
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:	Marshall 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
Abide in Christ Academy	Gary and Jessica McGregor	Administrator	Postmail	11/5/25	No
Accelus Academy	Christian Sirls and Charles Wallace	Administrator	Postmail	11/5/25	No
Adams Homeschool	Raschel Adams	Administrator	Postmail	11/5/25	No

Alpha Omega Homeschool	Aaron and Tosha Lyles	Administrator	Postmail	11/5/25	No
ALTOH Academy	Billy and Chasity Harrod	Administrator	Postmail	11/5/25	No
Anderson Academy	Jason Anderson	Administrator	Postmail	11/5/25	No
Baker Academy	Andrew and Angela Baker	Administrator	Postmail	11/5/25	No
Ballantyne Homeschool	Madie Ballantyne	Administrator	Postmail	11/5/25	No
Barnes Homeschool	Clay and Amber Barnes	Administrator	Postmail	11/5/25	No
Barrett Homeschool	Justin and Megan Barrett	Administrator	Postmail	11/5/25	No
Beaon Academy	Kerry and Dana Pogue	Administrator	Postmail	11/5/25	No
Beasley Learning Center	Sharon Beasley	Administrator	Postmail	11/5/25	No
Beecham Academy	James and Rachel Beecham	Administrator	Postmail	11/5/25	No
Benson Academy	Jesse and Christa Benson	Administrator	Postmail	11/5/25	No
Berthelot Academy	Austin and Dayna Berthelot	Administrator	Postmail	11/5/25	No
Bradley Academy	Kristie Bradley	Administrator	Postmail	11/5/25	No
Bright Star Academy	Jeremy and Pamela Hayes	Admnistrator	Postmail	11/5/25	No
Bynum Academy	Tabitha Bynum	Administrator	Postmail	11/5/25	No
Carr Homeschool Academy	Andy and Amanda Carr	Administrator	Postmail	11/5/25	No
Casey Academy	Josh Casey and Sarah Strange	Administrator	Postmail	11/5/25	No
Clark Academy	Kyle and Amanda Clark	Administrator	Postmail	11/5/25	No
Clarks River Christian	Justin and Callie	Administrator	Postmail	11/5/25	No

Academy	McKendree				
Collie/Felts Homeschool	Carrie Felts and Brent Collie	Administrator	Postmail	11/5/25	No
Colson Homeschool	Hailee Green and Douglas Colson	Administrator	Postmail	11/5/25	No
Cone Homeschool	Morgan Cone	Administrator	Postmail	11/5/25	No
Cotton Creek School House	Mandy Lovett	Administrator	Postmail	11/5/25	No
Cox Homeschool	Ashley Cox	Administrator	Postmail	11/5/25	No
Crouch Christian Academy	Michael and Wendy Crouch	Administrator	Postmail	11/5/25	No
Deer Meadow Academy	Bridget Smith	Administrator	Postmail	11/5/25	No
Discovery K12	Samantha and Dustin Harris	Administrator	Postmail	11/5/25	No
DLK Academy of Learning	Stacey Epps	Administrator	Postmail	11/5/25	No
Duncan Academy	Erica Duncan	Administrator	Postmail	11/5/25	No
Eaves Academy	Justin and Shannon Eaves	Administrator	Postmail	11/5/25	No
Faith Academy	Nicolas and Caressea Nolan	Administrator	Postmail	11/5/25	No
Faith Homeschool	Opal Burkeen	Administrator	Postmail	11/5/25	No
Faith to Faith Academy	Brian and Alicia Williams	Administrator	Postmail	11/5/25	No
Farley Homeschool	Evan and Kristen Farler	Administrator	Postmail	11/5/25	No
Ferguson Academy	Aaron Ferguson	Administrator	Postmail	11/5/25	No
Firm Foundation	John and Jessica Boyd	Administrator	Postmail	11/5/25	No
Followers of the Way	Sarah Wisdom and Everett Mounts	Administrator	Postmail	11/5/25	No

Forbes Academy	Greg and Melissa Pesek	Administrator	Postmail	11/5/25	No
Gateway Christian Schools	Scott and Kattie Penick	Administrator	Postmail	11/5/25	No
Gentry Academy	Justin and Amanda Gentry	Administrator	Postmail	11/5/25	No
Gentry Homeschool	Autumn Prater	Administrator	Postmail	11/5/25	No
Gipson Homeschool	Jonathan and Shenelle Gipson	Administrator	Postmail	11/5/25	No
Goheen Academy	Matthew and Jennifer Goheen	Administrator	Postmail	11/5/25	No
Grateful Hawks Homeschool	Mitchell and Anastasia Hawkins	Administrator	Postmail	11/5/25	No
Green Oaks Academy	Michael and Jolene Akins	Administrator	Postmail	11/5/25	No
Groves Academy	Dalton and Tiffany Groves	Administrator	Postmail	11/5/25	No
Guerrido Academy	Angela Guerrido	Administrator	Postmail	11/5/25	No
Gutridge Academy	Jolene Gutridge	Administrator	Postmail	11/5/25	No
Hagan Academy	Ryne and Maryah Haga	Administrator	Postmail	11/5/25	No
Halls of Faith Christian Academy	Jared and Kensey Hall	Administrator	Postmail	11/5/25	No
Hancock Academy	Joshua and Pattie Hancock	Administrator	Postmail	11/5/25	No
Hart Academy	Kyshia and Jeremy Hart	Administrator	Postmail	11/5/25	No
Hercula Home School	Kevin Herula	Administrator	Postmail	11/5/25	No
Heritage Homeschool	Amanda Coomer	Administrator	Postmail	11/5/25	No
Higher Ground Academy	Jonathan and Jamie Bailey	Administrator	Postmail	11/5/25	No
Hodges House of Learning	Deidra Hodges	Administrator	Postmail	11/5/25	No

Holmes Homeschool	Aleis and Rhett Holmes	Administrator	Postmail	11/5/25	No
Holmes School	Allie Holmes	Administrator	Postmail	11/5/25	No
Holmes School	Casey McClard	Administrator	Postmail	11/5/25	No
Home K-12	Raymond Culp	Administrator	Postmail	11/5/25	No
Houghtby Academy	Bridgie Houghtby	Administrator	Postmail	11/5/25	No
Inglish Homeschool	Justin and Steacey Inglish	Administrator	Postmail	11/5/25	No
Intellecto Kids	Alex Karnes	Administrator	Postmail	11/5/25	No
JET Academy	Jeremy and Courtney Teague	Administrator	Postmail	11/5/25	No
Kendle Academy	Justin and Kara Kendle	Administrator	Postmail	11/5/25	No
Kentucky Virtual Academy	Tom Hallahan	Administrator	Postmail	11/5/25	No
Kirhner Academy	Kurt and Cheri Kirchner	Administrator	Postmail	11/5/25	No
Ky Lake Academy	Kimberly Lightfoot	Administrator	Postmail	11/5/25	No
Lake Forest Academy	Branon Michael and Jessalyn Hardy	Administrator	Postmail	11/5/25	No
Lawrence Rooted Academy	Corley Lawrence	Administrator	Postmail	11/5/25	No
Leaidicker Academy	Thomas Leaidicker	Administrator	Postmail	11/5/25	No
Lee Homeschool	Garth Baker	Administrator	Postmail	11/5/25	No
Lew Homeschool	Amanda Lew	Administrator	Postmail	11/5/25	No
Lewis HOMESCHOOL	Jesse and Jacey Lewis	Administrator	Postmail	11/5/25	No
Lohse Home School	Jennifer Lohse	Administrator	Postmail	11/5/25	No
Lonesome Pine Homeschool	Leslie Hack	Administrator	Postmail	11/5/25	No
Madding Christian Academy	Brent and Laken Madding	Administrator	Postmail	11/5/25	No

Mallory Homeschool	Samantha and Chris Mallory	Administrator	Postmail	11/5/25	No
McArtor Academy	Ian and Becky McArtor	Administrator	Postmail	11/5/25	No
McArtor Academy of Philosophy, Language, and Ethics (MAPLE)	Cory and Adah McArtor	Administrator	Postmail	11/5/25	No
McClanahan Home School	Joseph and Cassandria McClanahan	Administrator	Postmail	11/5/25	No
McGregor School	Raymond McGregor	Administrator	Postmail	11/5/25	No
McKinney Homeschool	Ty and Laura McKnney	Administrator	Postmail	11/5/25	No
Miacademy	Deonne Miller	Administrator	Postmail	11/5/25	No
Miacademy	Dustin and Karah Darnell	Administrator	Postmail	11/5/25	No
Mount Moriah Academy	Jason and Carolyn McKendree	Administrator	Postmail	11/5/25	No
Multiplied Ministries Academy	Jacob and Lindsey Howard	Administrator	Postmail	11/5/25	No
Packs Everlearning Academy	Hannah Adkinson and Caleb Pack	Administrator	Postmail	11/5/25	No
Promise Land Homeschool	Kyle and Lacinda English	Administrator	Postmail	11/5/25	No
Quillen Academy	Ryan and Bridgette Quillen	Administrator	Postmail	11/5/25	No
Rattlesnake Academy	Amber Conkright	Administrator	Postmail	11/5/25	No
Raval Academy	Bhuvesh and Anjanben Raval	Administrator	Postmail	11/5/25	No
Rector Academy	Ashleigh Usher	Administrator	Postmail	11/5/25	No
Rednour School of Learning	Derrick and Jennifer Rednour	Administrator	Postmail	11/5/25	No
Riley Academy	Cody and Lacey Riley	Administrator	Postmail	11/5/25	No
River of Life Academy	David Thompson	Administrator	Postmail	11/5/25	No

Rooted Academy	Dustin and Shea Abell	Administrator	Postmail	11/5/25	No
RoseWood Academy	John and Sara Wood	Administrator	Postmail	11/5/25	No
Rube Goldberg Prep School	Ashley Young	Administrator	Postmail	11/5/25	No
Schroader Academy	Shane and Christa Schroader	Administrator	Postmail	11/5/25	No
Sharp School	Devon Sharp-Roach	Administrator	Postmail	11/5/25	No
Shiloh Faith School	Robert and Alicia Knight	Administrator	Postmail	11/5/25	No
Sims Academy	Jack and Tessa Alexander	Administrator	Postmail	11/5/25	No
Smee Academy	Christopher and April Smee	Administrator	Postmail	11/5/25	No
Smith Academy	Savannah Smith	Administrator	Postmail	11/5/25	No
Soli Deo Gloria Academy	Lucas and Kendra Dand	Administrator	Postmail	11/5/25	No
Solid Anchor Academy	Jonathan and Amy Hibbs	Administrator	Postmail	11/5/25	No
Southern Cross School of Learning	Natalie Edwards	Administrator	Postmail	11/5/25	No
St. Phillip Classical School	James Whitaker	Administrator	Postmail	11/5/25	No
Stoffel Academy	Tyler and Emma Stoffel	Administrator	Postmail	11/5/25	No
Sunset Academy	Amanda Tosh	Administrator	Postmail	11/5/25	No
The Crum Homeschool	Charles Crum and Lynnsey Tzonca	Administrator	Postmail	11/5/25	No
The Farm School	Lisa Yeager	Administrator	Postmail	11/5/25	No
The Good and The Beautiful	Samantha Tinsley	Administrator	Postmail	11/5/25	No
The John Rice Memorial School	Adam and Shannon Tarnowski	Administrator	Postmail	11/5/25	No

The Shire Academy	Elizabeth Mee	Administrator	Postmail	11/5/25	No
Thomason Academy	Ashley Nichols	Administrator	Postmail	11/5/25	No
Thorpe Homeschool	Shannon Thorpe	Administrator	Postmail	11/5/25	No
Time for Learning	Ronnie and Jennifer Ruby	Administrator	Postmail	11/5/25	No
Time4Learning	Charles and Celeste Grissom	Administrator	Postmail	11/5/25	No
Trinity Rose Academy	Robert and Taylor Joseph	Administrator	Postmail	11/5/25	No
VanSant Academy	Sherry VanSant	Administrator	Postmail	11/5/25	No
Watkins Homeschool	Meagain Watkins	Administrator	Postmail	11/5/25	No
Wilkins Academy	Wendell and Meisha Wilkins	Administrator	Postmail	11/5/25	No
Williams Academy	Tiffany Williams	Administrator	Postmail	11/5/25	No
Willow Tree Academy	Lance and Marykate Cary	Administrator	Postmail	11/5/25	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.