

FY2026



Trojan University

Georgia Department of Education
21st Century Community
Learning Centers



Application Cover Sheet

**** Please note:** The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.

- All applicants must complete pages 1 and 2 of this form.
- If another entity/agency will be applying as a co-applicant (but not as fiscal agent), please also complete page 3 of this form.

Name of fiscal agent applying for the grant: Carrollton City Schools

Has this fiscal agent received 21st CCLC grant funds before? Yes ☒ No ☐

If yes, please provide the year of initial funding: 2014

B: Check the one category that best describes your official fiscal agency:

☒ Local Educational Agency	☐ Non- Local Educational Agency	☐ Institution of Higher Education
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Total number of ALL students to be served DAILY in the AFTERSCHOOL PROGRAM by applicant (include all locations): 154

Maximum funds allowed for one grant for one year is \$350,000. However, the future financial viability of the program should be addressed in the applicant's Sustainability Plan contained within this application.

Total Funds Requested for:

2025-2026: \$349,789.00	2026-2027 \$349,789.00	2027-2028: \$349,789.00
2028-2029: \$314,810.00	2029-2030: \$279,831.00	

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Name of **Fiscal Agent's** Contact Person: Karen Wild
Position/Title of Fiscal Agent's Contact Person: Director of School Improvement
Address: 106 Trojan Drive
City: Carrollton Zip: 30117
Telephone: 7708329633 Fax: 7708362830
E-mail: karen.wild@carrolltoncityschools.net

Certified by electronic signature by Dr. Mark Albertus
Signature of Fiscal Agency Head (required)

Dr. Mark Albertus
Typed Name of Fiscal Agency Head (required)

Superintendent
Typed Position Title of Fiscal Agency Head (required)

01/28/2025 at 13:10:51

Date (required)

Program Name: Trojan University

Program Abstract

Community Notification and Application Availability

To ensure the community was informed of the intent to apply for the 21st CCLC program, multiple platforms were utilized to disseminate this information widely and equitably. Notifications were shared via the school district's official website, social media channels, and email and texts to parents and stakeholders. Stakeholder input meetings were conducted to engage the community and provide an opportunity for feedback through School Governance Team meetings.

Following submission, the application will be made available to the public through the school district's website. Hard copies of the application will also be accessible at the Carrollton City Schools central office and Carrollton Middle and High School upon request. These measures ensure transparency and ongoing community engagement in the 21st CCLC program.

Program Narrative.

Carrollton City Schools provided notice of its intent to apply for the FY25 21st Century Community Learning Centers (21st CCLC) grant through multiple platforms to ensure broad community awareness. The intent to apply and details about the program were posted on the Carrollton City Schools website, shared through school newsletters, and communicated via district social media channels. These announcements informed stakeholders about the program's goals and application process. Following submission, the complete application will remain available to the public on the district's website and at the central office, ensuring transparency and accessibility for community members.

The proposed 21st CCLC program, TROJAN University, is designed to meet the academic, social-emotional, and enrichment needs of 165 at-risk students from Carrollton Middle School and Carrollton High School. This initiative will serve 125 at-risk 6th through 8th-grade students and 40 at-risk 9th through 12th-grade students. A comprehensive needs assessment identified a critical gap in free, high-quality afterschool and summer programming that addresses remediation, enrichment, and family engagement. Despite existing in-school supports, data indicates that a significant number of students remain at risk of not meeting state and local academic standards, requiring additional targeted interventions and supports.

TROJAN University will address these needs by providing structured programming for middle and high school students during the school year (Monday-Thursday, 3:30 P.M. to 6:30 P.M.) and a four-week summer program in June (Monday-Thursday, 8:00 A.M. to 12:00 P.M.). Programming will include academic enrichment, remedial education, tutoring, homework assistance, character development activities, and postsecondary preparation opportunities for high school students, all grounded in evidence-based practices to enhance student outcomes. The initiative will also prioritize parent education and involvement to strengthen collaboration between families and schools, fostering a supportive environment for student achievement.

Through its comprehensive, developmentally appropriate approach, TROJAN University aims to increase academic success, promote positive behaviors, and enhance family engagement. This program will prepare middle and high school students for academic success, graduation, and long-term college and career readiness.

Parent engagement is a cornerstone of the program, with activities designed to enhance communication and collaboration between families and the school. Through parent workshops, family events, and ongoing communication, the program seeks to build meaningful partnerships that promote student success.

Following the Georgia Afterschool Standards, the Trojan University will implement a flexible, developmentally appropriate daily schedule that promotes physical, social, and cognitive growth. Activities will be well-organized, engaging, and designed to provide students with opportunities to acquire new skills. The program's ultimate goal is to create a safe, supportive, and stimulating environment where students can thrive academically, socially, and emotionally. By addressing these needs holistically, the Trojan University aims to close achievement gaps, foster positive behaviors, and strengthen the bond between families and schools, ultimately ensuring that students have the tools they need to succeed.

(Word count is 587)

Program Name: Trojan University

I. Needs Assessment (20 Total Points)

A. The Process (4 Points)

Prepare a concise narrative that details the process used by the program to consult with the stakeholders, including public school officials and private schools serving students within the proposed targeted schools' geographic area(s) as well as parents, to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed in active collaboration with the schools, including private schools, that the participating students attend, all participants of the applicant entity and any partnership entities.

To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services proposed through the RFA. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state, and local programs. The applicant states how the applicant will coordinate federal, state, and local programs and make the most effective use of funds. However, 21st CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21st CCLC funds.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all of the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center application proposal. In addition to the narrative, the GaDOE will check Equitable Services for Private Schools (ES4PS) reports to ensure applicants sent invitations and Form A to eligible private schools.

Needs Assessment: Process for TROJAN University 21st CCLC Program

The needs assessment process for the TROJAN University 21st CCLC program was a comprehensive and collaborative effort designed to identify and address the academic and social-emotional needs of at-risk students at Carrollton Middle School and Carrollton High School. The process began in March 2024, with a dedicated planning committee comprised of district administrators, school officials, teachers, parents, and representatives from local community organizations. The committee also ensured equitable participation by reaching out to private schools within the geographic area to invite their collaboration. Invitations and Form A were distributed to eligible private schools in compliance with GaDOE Equitable Services for Private Schools (ES4PS) requirements.

Stakeholder Consultation and Data Collection

The planning committee employed a multi-faceted approach to gather input and data from various stakeholders. Meetings were held with public and private school officials to discuss existing gaps in academic performance and student support services. Surveys were distributed to parents, teachers, and community members to gather qualitative insights regarding student needs, barriers to success, and the types of services most beneficial for students and families. Additionally, district-level data from state assessments, attendance records, discipline reports, and graduation rates were analyzed to identify specific subgroups of students who are most at risk of academic failure. To ensure private school participation, certified invitations were sent on October 4, 2025, inviting private schools to a consultation meeting on November 8, 2025, to discuss their students' needs and potential collaboration opportunities.

Collaboration and Analysis

The stakeholders actively collaborated during the data analysis phase, reviewing quantitative and qualitative data to identify key needs. This analysis revealed significant gaps in academic achievement, particularly in literacy and math, as well as deficiencies in enrichment opportunities and family engagement. Data highlighted that a substantial number of students were not meeting grade-level standards and required additional support beyond those provided during the school day. Furthermore, stakeholder feedback emphasized the need for accessible, free afterschool and summer programs, with transportation and family support services, to ensure equitable participation.

Designing the Program

In response to the identified needs, the TROJAN University program was designed to serve 129 at-risk (6th through 8th +) students from Carrollton Middle School and 25 at-risk (9th through 11th +) students from Carrollton High School. The program incorporates academic enrichment, remedial education, tutoring, homework assistance, character development, and postsecondary preparation activities. The design process also included alignment with existing federal, state, and local programs to maximize resource effectiveness and avoid duplication of services. For example, the program will coordinate with Title I services for academic intervention and IDEA resources for students with disabilities, ensuring that 21st CCLC funds are used solely to supplement existing supports.

Coordination and Leveraging Resources

To leverage resources effectively, the planning committee ensured coordination between the 21st CCLC program and other federal, state, and local initiatives, such as the district's Title I and Title III programs, Georgia's Multi-Tiered Systems of Support (MTSS), and local community partnerships. This alignment guarantees that public resources are used efficiently while maintaining the supplemental nature of 21st CCLC funding.

The collaborative needs assessment process laid a strong foundation for the TROJAN University program, ensuring it directly addresses the academic, social-emotional, and enrichment needs of targeted students while promoting equity and leveraging available resources. Carrollton City Schools strategically coordinates state, local, and federal funding to maximize the impact and sustainability of the Trojan University, our 21st Century Community Learning Centers (21st CCLC) afterschool program. Federal 21st CCLC grant funds serve as the foundational source of support, directly financing high-quality academic enrichment, tutoring, student engagement activities, and family literacy opportunities.

To enhance and extend the reach of these federal dollars, Carrollton City Schools aligns additional state and local resources to strengthen program operations. State funds support ongoing professional development for all teachers, equipping them with research-based strategies to meet the academic and social-emotional needs of at-risk students served in the 21st CCLC program. Local funds contribute to essential program components such as transportation, facility use, and instructional materials. The Carrollton City Schools Nutrition Department supports the Trojan University by providing daily snacks during the school year and breakfast and lunch during the summer.

Beyond governmental funding, the Trojan University thrives through robust collaboration with community partners and invested individuals. Building strong partnerships with parents, local businesses, community organizations, and foundations helps leverage additional resources—both financial and in-kind—to support and expand tutoring and enrichment opportunities. Local businesses, foundations, and parent-teacher organizations (PTOs/PTAs) often provide direct funding, in-kind donations, or volunteer support that enhances the after-hours programming experience for students.

This braided and collaborative funding approach ensures that all available resources are used efficiently and effectively. Through intentional coordination, community engagement, and fiscal oversight, Carrollton City Schools sustains a dynamic, high-impact extended learning environment that supports academic achievement, equity, and long-term student success.

Private School Consultation

On October 23, 2024, six local private schools in the surrounding area were contacted via certified mail and invited to attend a consultation meeting for all federal grant programs. Of the six private schools invited for equitable services consultation, only one (Liberty Eagle) is located within the geographical boundary and attendance area of Carrollton City Schools. While invited to attend, Liberty Eagle currently and historically does not have non-profit status and is not eligible to participate in equitable services. The 21st CCLC program coordinator attended the meeting to discuss potential needs and services. Documentation of this meeting is recorded in Carrollton City Schools ES4PS uploads.

Identifying At-Risk Students and Program Design

Based on the comprehensive needs assessment, the TU Advisory Committee identified 150 students in grades 6-8 who were at risk of not meeting grade-level benchmarks and state standards. These students were identified based on factors such as retention, failure to meet state standards, low performance on benchmark assessments, and specific student demographics, including homelessness, migrant status, English Learner status, and disabilities.

The committee determined that there was a significant need for free, high-quality afterschool and summer programs to support these at-risk students. While some community-based programs offered after school child care and homework assistance, there were no academically-focused programs with free transportation options.

To address these identified needs, the Trojan University program, located on the Carrollton Middle and High School campus, will provide a range of academic and enrichment opportunities aligned with the Georgia Afterschool Standards and the Georgia Curriculum Standards. These services will include tutoring and direct instruction in reading, writing, and mathematics, homework help, and academic enrichment activities such as STEM, recreational activities, and technology lab. Additionally, the program will incorporate a strong parent involvement component to provide parents with the tools to support their children's academic development.

(Word count is 1106) If the word count exceeds 9,000, please upload any remaining narrative for Question A. The Process below.

B. Specific Needs (10 Points)

Provide specific and concrete data citing the specific academic achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the

community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific deficiencies and needs.

Needs Assessment for the Proposed 21st CCLC Program: TROJAN University

The needs assessment conducted for the TROJAN University 21st CCLC program revealed substantial achievement and support service gaps for at-risk students at Carrollton Middle School (CMS) and Carrollton High School (CHS). The assessment utilized quantitative and qualitative data, detailed stakeholder collaboration, and analysis of community demographics to identify the specific needs of targeted students and the broader community.

Community Context and Risk Factors

Carroll County, located approximately one hour west of Atlanta, Georgia, has a population of 121,734 (December 2024). Despite its proximity to a metropolitan hub, the county faces systemic challenges that directly impact students' academic and social outcomes.

Key risk factors include:

Poverty: 61% of CMS students and a significant portion of CHS students are economically disadvantaged.

Educational Attainment: Many community adults lack a high school education.

Employment Challenges: The county's unemployment rate (3.70%) reflects ongoing economic instability.

Social Concerns: High rates of teen pregnancy, rising mental health challenges, and inadequate transportation services further compound the barriers to student success.

These community factors are exacerbated by broader statewide challenges, including Georgia's "school-to-prison pipeline." Research indicates that over 70% of local, state, and federal inmates in Georgia are high school dropouts, underscoring the critical need for targeted academic and behavioral interventions.

Student Demographics and Identified Needs

Carrollton Middle School (CMS)

Enrollment: 1,383 students.

Demographic Breakdown:

42% minority students (24% Hispanic, 35% African American).

61% economically disadvantaged.

13% students with disabilities.

5% English Learners (ELs).

Carrollton High School (CHS)

Enrollment: 1,649 students.

Demographic Breakdown:

59% minority students (24% Hispanic, 35% African American).

64% economically disadvantaged.

12% students with disabilities.

7% English Learners (ELs).

Achievement and Behavioral Gaps

Academic Performance:

GMAS (Georgia Milestones Assessment System) data reveals consistent underperformance in reading and math for African American, Hispanic, economically disadvantaged, and EL students compared to their White, non-economically disadvantaged peers.

STAR Reading and Math assessments indicate significant deficits in foundational literacy and numeracy skills, particularly among economically disadvantaged students and ELs.

Behavior and Attendance:

Historical data shows higher rates of office referrals, discipline actions, chronic absenteeism, and grade retention for African American, Hispanic, and economically disadvantaged students compared to their counterparts.

Many students miss 5-10+ days annually, negatively affecting academic continuity.

Social-Emotional Needs:

The rise in mental health issues was highlighted during the needs assessment, emphasizing the necessity of counseling and mentorship support.

Service Availability:

No free after-school or summer remediation services exist locally, and existing programs lack transportation support, limiting accessibility for low-income families.

Target Population:

Carrollton High School (CHS)

40 at-risk 9th-12th **25 at-risk (9th-11th +)** grade students, including students from minority groups, economically disadvantaged households, and those receiving special education services.

Carrollton Middle School (CMS)

129 at-risk (6-8+) grade students, including students from minority groups, economically disadvantaged households, and those receiving special education services.

Focus on students failing to meet End-of-Course and End of Grade (EOC/EOG) standards in core academic areas such as math, science, and reading.

Identified Gaps:

EOC/EOG scores highlight persistent achievement gaps for African American and Hispanic students in science and math, with performance below the state average.

Attendance records reflect a significant number of students with chronic absenteeism.

Course failure rates indicate the need for intensive academic intervention and tutoring.

Stakeholder Engagement and Process

The initial needs assessment process at CHS and CMS began in 2009 under district leadership and has been refined over the years to adapt to emerging needs. The current 21st CCLC Program Director, leveraging her experience as a former principal and current role as director of school improvement, replicated this process with a focus on CMS and CHS students in 2025.

Key actions included:**Stakeholder Consultations:**

Parents, teachers, administrators, and community partners provided input through surveys and focus groups.

Private schools in the district were invited to participate in consultations to ensure equitable consideration of their students' needs.

Data Collection and Analysis:

Quantitative data sources: GMAS scores, STAR assessments, iReady assessments, attendance reports, discipline records, and course grades.

Qualitative data sources: CHS Student Wellness Survey and parent/community feedback.

Findings:

Overwhelming stakeholder consensus indicated a critical need for free or low-cost, academically enriching after-school and summer programs with transportation.

Specific emphasis was placed on the need for tutoring, mentorship, parent engagement, and family education programs.

Proposed Program Services

Based on the needs assessment, the TROJAN University program will address the following gaps:

Academic Enrichment:

Tutoring in math, reading, social studies and science for at-risk students.

GMAS and EOG/EOC preparation sessions.

Homework help and project-based learning activities.

Social-Emotional Development:

Counseling and character education programs.

Mentorship initiatives to address behavioral and attendance challenges.

Parent and Community Engagement:

Workshops on effective parenting strategies and student support.

Opportunities for family involvement in academic and cultural activities.

Accessibility:

Free services with transportation provided, removing a significant barrier for low-income families.

(Word count is 783) If the word count exceeds 9,000, please upload any remaining narrative for Question B. Specific Needs below.

C. Program Focus (6 Points)

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process. Be advised that no 21st CCLC program can target a population that excludes participants based on disability, gender, race, or ethnicity.

Based on the results of a comprehensive needs assessment, the proposed 21st CCLC program will focus on addressing the academic, behavioral, and social-emotional needs of secondary students in

grades 6–12 while fostering greater parental involvement to support holistic student success. This unified program, incorporating The Trojan University program for grades 6–8+ and The Bridge program for grades 9–11+, is designed to meet the diverse needs of middle and high school students. These needs include academic deficiencies, social-emotional challenges, and preparation for postsecondary pathways. This focus is informed by data and aligned with research-based strategies to achieve meaningful, measurable outcomes for students, families, and the community.

Target Population and Rationale

The Trojan University and Bridge program will serve students in grades 6–12 at Carrollton Middle School and Carrollton High School. These students face challenges such as academic failure, poor attendance, discipline issues, and credit deficiencies, as well as an increased likelihood of not meeting state standards or dropping out. Specifically:

For middle school students (grades 6–8+): The program will target students who have failed or are at risk of failing coursework or state-mandated assessments (e.g., GMAS End of Grade Assessments). Research shows that academic failure at this stage is strongly linked to absenteeism, truancy, disciplinary infractions, and reduced engagement in learning.

For high school students (grades 9–12): The program will target students with multiple risk factors, including failure of academic courses, retention due to credit deficiencies, significant unexcused absences, and social-emotional or postsecondary guidance needs.

By addressing these challenges, the Trojan University and Bridge programs will help students build the skills, knowledge, and resilience needed for academic success, high school graduation, and postsecondary readiness.

Program Design and Focus

The program will focus on three overarching priorities:

Academic Success:

To address academic deficiencies, the program will provide remedial education, tutoring services, homework assistance, and academic enrichment. These activities will emphasize core content areas such as reading, math, and science to ensure students meet or exceed state standards. High school students will also receive support tailored to credit recovery and postsecondary preparation, including college and career counseling. A service-based learning approach will engage students in applying academic concepts to real-world scenarios, enhancing both learning and civic engagement.

Positive Student Behaviors:

For students across grades 6–12, the program will provide character education, social-emotional learning, and mentorship opportunities. These activities will help students develop critical life skills such as communication, conflict resolution, and self-regulation. Research from the Harvard Family Research Project underscores the effectiveness of quality afterschool programs in reducing delinquency, improving attendance, and fostering positive school culture.

Parent Involvement:

The program will include parent education workshops, family engagement events, and regular communication between families and schools. This component aims to equip parents with the tools and knowledge to support their children's academic and social development. By fostering meaningful partnerships, the program seeks to improve student outcomes through active collaboration with families.

Alignment with Georgia Afterschool Standards

The program will follow the Georgia Afterschool Standards by offering a flexible, well-rounded daily schedule that supports the physical, social, and cognitive development of all students. Activities will be developmentally appropriate, well-organized, and designed to build new skills and knowledge. The program will ensure equitable access for all eligible participants, regardless of disability, gender, race, or ethnicity.

Addressing Community Needs

Carrollton Middle and High Schools serve communities with significant challenges, including high rates of poverty, absenteeism, and disciplinary actions. These challenges disproportionately affect economically disadvantaged students, English learners, students with disabilities, and minority groups. The Trojan University and Bridge programs will fill critical service gaps by providing free academic and social support, particularly for families who lack access to affordable resources or transportation.

Unified Program Outcomes

By focusing on academic achievement, positive behavior development, and parent engagement, the program aims to achieve the following outcomes:

Improved academic performance in core content areas for students in grades 6–12.

Increased high school graduation rates and readiness for postsecondary education or careers.

Reduced absenteeism, disciplinary referrals, and dropout rates.

Enhanced parental involvement and collaboration with schools to support student success.

The integration of The Bridge program into The Trojan University program creates a seamless continuum of support for secondary students, ensuring they are prepared for the challenges of middle school, high school, and beyond. This targeted, research-based approach directly addresses the needs

identified through the assessment process, positioning students and their families for long-term success.

(Word count is 718) If the word count exceeds 9,000, please upload any remaining narrative for Question C. Program Focus below.

Download a copy of the Chart, Graph or Continuation of the narrative for Question A The Process:
[Trojan Universityneeds_charta100.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question B Specific Needs:
[Trojan Universityneeds_chartb100.pdf](#)

Download a copy of the Chart, Graph or Continuation of the narrative Question C Program Focus :
[Trojan Universityneeds_chartc100.pdf](#)

FY 26 RFA 21st Century Community Learning Centers
PRIVATE SCHOOLS CONSULTATION

An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable 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 or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

Fiscal Agent Name: Carrollton City Schools

Official notification documentation has been entered in the GaDOE Equitable Services for Private Schools (ES4PS) system.

☐ There are no private schools located within the attendance zone of the school(s) served by the 21st CCLC program.

☒ There are private schools located within the attendance zone of the school(s) served by the 21st CCLC program and these schools were consulted prior to the development of the Title IV, Part B, 21st CCLC application. Or no response was received by the deadline (must have documentation of attempts to contact the nonpublic representative).

Please enter the total estimated number of private school students that will be served by the 21st CCLC program.

0

Schools Served Chart (2025-2026)

Program Name: Trojan University

Sample Form

Name of School(s) Served	County	School Designation (e.g. CSI or TSI)	Grade Span of School(e.g. K-5)	Total Enrolled in Regular School	Receiving Title I Funds Yes/No	% FRL	Number of Students from school that will be served per day by the 21st CCLC Program
Carrollton High School	Carroll	N/A	9-12	1798	☐ Yes ☒ No	51.0 %	25
Carrollton Middle School	Carroll	N/A	6-8	1269	☐ Yes ☒ No	61.0 %	129

FUNDING REQUEST WORKSHEET

Program Name:

Trojan University

Site Name:

Carrollton High School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	20	5	12.00	32.00	\$5.05	\$6.30	\$50,880.00
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	15	5	16.00	4.00	\$5.05	\$6.30	\$6,864.00
Calculated Total							\$57,744.00

FUNDING REQUEST WORKSHEET

Program Name:

Trojan University

Site Name:

Carrollton Middle School

	Number of students without disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Number of students with disabilities that will receive 21st CCLC services <u>PER DAY</u> in the indicated components	Average number of HOURS per <u>WEEK</u> the program will operate the indicated component	Number of WEEKS per <u>YEAR</u> the program will provide 21st CCLC services to its students and/or parents	Funding amount per student without a disability, per hour of weekly operation	Funding amount per student with a disability, per hour of weekly operation	Amount allowed per component (maximum)
After School	120	9	12.00	32.00	\$5.05	\$6.30	\$254,476.80
Before School	0	0	0.00	0.00	\$3.55	\$4.05	\$0.00
Non-School Days (Weekend, Holidays)	0	0	0.00	0.00	\$5.05	\$6.30	\$0.00
Summer Break	110	5	16.00	4.00	\$5.05	\$6.30	\$37,568.00
Calculated Total							\$292,045.00

FUNDING REQUEST SUMMARY

Program Name: Trojan University

Site	Calculated Total*
Carrollton Middle School	\$292,045.00
Carrollton High School	\$57,744.00
Calculated total of all sites	\$349,789.00
Total allowable budget for this application	\$349,789.00

Program Name: Trojan University

II. Budget (10 Total Points)

B. Budget Narrative

In addition to a narrative and, if applicable, documented evidence of a minimum of three months working capital for a period of three consecutive months, **all applicants** must submit a **Budget Summary and Detail Form** for the first year of funding and a **Budget Summary** for years two through five. Please note the **Budget Detail** is not needed for years two through five. A detailed description of each expenditure must be included. Applicants must utilize and follow the *21st CCLC Approved Chart of Accounts*.

Provide a brief and concise narrative of the following:

- How the items within the budget support the goals of the program;
- How the requested funds were allocated for accomplishing tasks and activities described in the RFA;
- How the major costs indicated on the Budget Summary are reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;
- How 21st CCLC funds will supplement and not supplant other Federal, state, and local funds, and other non-Federal funds; and
- How the positions and salaries are reasonable and necessary, consistent with the demographic area, and adhere to the applicant agency's policies and procedures on salary determination.
- If the applicant plans to implement a program income system, provide a detailed description of the program income system that will be implemented including purpose and costs. Please describe the rationale, the timeline, the rate, and amount and how income will be generated.

CBO/Non-LEA and IHE Applicants Only

In addition to the above narrative and budget information, all new CBO/non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new CBO/non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, (Appendix A) such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months. CBO/Non-LEA and IHE applicants currently operating a 21st CCLC program in FY24 are not required to include the financial audit and financial statements with their RFAs.

CBO/Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, upload an opinion of counsel as to whether the pending litigation may impair the organization's ability to effectively implement or administer their proposed program. Likewise, CBO/non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled nolo contendere to any felony, and if so, provide an explanation with relevant details.

CBO/Non-LEA applicants must also provide a statement in the narrative of their intention to procure and submit subsequent evidence to GaDOE, and maintain throughout the duration of the grant the

following:

1. A fidelity bond in the amount of 25% of the annual award in favor of GaDOE to insure the applicant's performance under the grant; and
2. An insurance policy providing no less than \$1,000,000 of general liability, listing GaDOE as an "additional insured" and "certificate holder" for liability coverage. If a fiscal agent is awarded more than one grant, they must increase the general liability by \$250,000 for each grant with a cap of \$2,000,000 per fiscal agent. The cost for the general liability policy will then be prorated equally amongst each subgrantee for the fiscal agent.

CBO/Non-LEA applicants must also complete and submit the Non-Profit or For-Profit Organization Financial Management Questionnaire. This form assists the GaDOE in determining whether a non-profit organization is financially capable of administering a grant and performing services. Please upload the Non-Profit Organization Financial Management Questionnaire.

Budget Narrative for Trojan University

Alignment of Budget Items with Program Goals

The proposed budget for Trojan University is meticulously crafted to support the program's primary objectives: enhancing student academic performance, providing enriching extracurricular activities, and fostering family engagement. By allocating resources to key areas such as personnel, professional development, transportation, instructional materials, field trips, parent engagement, and contracted services, the budget ensures that each component directly contributes to achieving these goals.

Allocation of Requested Funds

The requested funds are distributed across various categories to effectively implement the tasks and activities outlined in the Request for Application (RFA):

Personnel Costs: A significant portion of the budget is dedicated to compensating the program director, site coordinator, certified tutors, paraprofessionals, and a data coordinator. This investment ensures that qualified professionals are in place to deliver high-quality instruction and manage program operations.

Professional Development: Funds are allocated for ongoing staff training, including registration fees, travel expenses, and consultant fees, to equip staff with the latest educational strategies and safety protocols.

Transportation: Recognizing transportation as a barrier to participation, the budget includes provisions for transporting students to and from after-school and summer programs, thereby ensuring accessibility for all participants.

Instructional Materials and Supplies: Resources are earmarked for purchasing necessary educational materials that align with state and local academic standards, facilitating effective teaching and learning.

Field Trips: Educational field trips are planned to provide experiential learning opportunities that complement the curriculum and enhance student engagement.

Parent Engagement: Funds are designated for parent training sessions and materials to support the Parent Resource Center, promoting active family involvement in students' education.

Contracted Services: To offer a diverse range of enrichment activities, the program will contract specialists in various fields, enriching the overall student experience.

Reasonableness and Necessity of Major Costs

The major costs outlined in the budget are both reasonable and necessary, considering the number of participants, the project's scope, and the anticipated outcomes:

Personnel Costs: Investing in qualified staff is essential for maintaining low student-to-teacher ratios, which is critical for personalized instruction and improved academic outcomes.

Professional Development: Ongoing training ensures that staff remain adept in current educational practices, directly impacting the quality of instruction and student success.

Transportation: Providing transportation removes a significant barrier to participation, ensuring equitable access for all students, which is vital for the program's inclusivity and reach.

Instructional Materials and Supplies: Equipping classrooms with appropriate materials is fundamental to delivering the curriculum effectively and engaging students in the learning process.

Field Trips and Enrichment Activities: These experiences are integral to the program's holistic approach, offering students opportunities to apply learning in real-world contexts and develop broader life skills.

Supplementing, Not Supplanting, Other Funds

All 21st Century Community Learning Centers (21st CCLC) funds allocated to Trojan University are intended to supplement existing federal, state, local, and non-federal funds, not to supplant them. The program is designed to provide additional services that enhance and extend learning opportunities beyond the regular school day, thereby adding value to existing educational initiatives. Carrollton City Schools strategically coordinates state, local, and federal funding to maximize the impact and sustainability of the Trojan University, our 21st Century Community Learning Centers (21st CCLC) afterschool program. Federal 21st CCLC grant funds serve as the foundational source of support, directly financing high-quality academic enrichment, tutoring, student engagement activities, and family literacy opportunities.

To enhance and extend the reach of these federal dollars, Carrollton City Schools aligns additional state and local resources to strengthen program operations. State funds support ongoing professional development for all teachers, equipping them with research-based strategies to meet the academic and social-emotional needs of at-risk students served in the 21st CCLC program. Local funds contribute to essential program components such as transportation, facility use, and instructional materials. The Carrollton City Schools Nutrition Department supports the SMART Club by providing daily snacks during the school year and breakfast and lunch during the summer.

Beyond governmental funding, the Trojan University thrives through robust collaboration with community partners and invested individuals. Building strong partnerships with parents, local businesses, community organizations, and foundations helps leverage additional resources—both financial and in-kind—to support and expand tutoring and enrichment opportunities. Local businesses, foundations, and parent-teacher organizations (PTOs/PTAs) often provide direct funding, in-kind donations, or volunteer support that enhances the after-hours programming experience for students.

This braided and collaborative funding approach ensures that all available resources are used efficiently and effectively. Through intentional coordination, community engagement, and fiscal oversight, Carrollton City Schools sustains a dynamic, high-impact extended learning environment that supports academic achievement, equity, and long-term student success.

Reasonableness and Necessity of Positions and Salaries

The positions and associated salaries proposed in the budget are aligned with the demographic area and adhere to Carrollton City Schools' established policies and procedures on salary determination. For instance, the salary for certified tutors is based on the district's certified pay scale, ensuring competitiveness and fairness in compensation. This alignment ensures that the program can attract and retain qualified professionals necessary for effective implementation.

Program Income System

Trojan University does not plan to implement a program income system. All activities and services provided through the program will be offered at no cost to participants, ensuring accessibility for all eligible students and their families.

In summary, the budget for Trojan University is thoughtfully structured to ensure that all expenditures are reasonable, necessary, and directly aligned with the program's goals and anticipated outcomes. By adhering to federal guidelines and local policies, the program is positioned to effectively utilize the 21st CCLC funds to make a meaningful impact on student achievement and community engagement.

(Word count is 928)

WORKING CAPITAL ANALYSIS WORKSHEET
2025-2026

Applicant Name: Carrollton City Schools

Include information from the fiscal agent's most recent audited financial statements. If audited financial statements are not available, then please input information based on the most recent financial statements (e.g. Trial Balance, Balance Sheet) available.

Date of most recent audit:	6/30/2023
Cash and cash equivalents*	\$ 5,482,761.00

Calculation of recommended working capital requirement:

Proposed annual budget of the 21st CCLC program	\$ 349,789.00
Number of months of operation (including summer, if applicable)	11
Estimated monthly working capital requirement	\$31,799.00
Necessary working capital for 3 month period	\$95,397.00

Results:

Are cash and cash equivalents greater than needed working capital?	Yes
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FY26 RFA Budget Details For Year 1 (FY26)

Program name: Trojan University**Fiscal agent name:** Carrollton City Schools**Budget updated on (date):** 06/18/2025

					Sum:	\$349,789.00	Maximum Amount Allowed: \$349,789.00
Fiscal Year (1st year of grant)	Function/object	Function	Object	Units	Price (per unit)	Amount	Description
2026	1000 / 110	1000	110	1	\$94,080.00	\$94,080.00	CMS: ACADEMIC YEAR - 7 Instructional teaching positions @ \$30 hr. x 12 hrs. per week x 32 weeks = \$80,640. SUMMER - 7 Instructional teaching positions @ \$30 hr. x 16 hrs. per week x 4 weeks = \$13,440. Totaling \$94,080.
2026	1000 / 110	1000	110	1	\$8,280.00	\$8,280.00	CMS & CHS: ACADEMIC YEAR - Instructional Coordinator @ \$30 hr. x 8 hrs. per week x 32 weeks = \$7,680. SUMMER - Instructional Coordinator @ \$30 hr. x 5 hrs. per week x 4 weeks = \$600. Totaling \$8,280.
2026	1000 / 140	1000	140	1	\$57,600.00	\$57,600.00	CMS: ACADEMIC YEAR - 6 Instructional tutor positions @ \$20 hr. x 13 hrs. per week x 32 weeks = \$49,920. SUMMER - 6 Instructional tutor positions @ \$20 hr. x 16 hrs. per week x 4 weeks = \$7,680. Totaling \$57,600.
2026	1000 / 200	1000	200	1	\$12,237.00	\$12,237.00	CMS: ACADEMIC YEAR & SUMMER - FICA for Instructional teachers, Instructional tutors, and Instructional Coordinator = \$12,237.
2026	1000 / 532	1000	532	1	\$9,350.00	\$9,350.00	CMS: SOFTWARE - Teacher Toolbox license renewal: Instructional planning resources for teachers to help strengthen reading, writing, and math instruction. Assist with the development of daily lesson plans for the Trojan U program.
2026	1000 / 610	1000	610	1	\$5,500.00	\$5,500.00	CMS: ACADEMIC YEAR & SUMMER - Classroom supplies (pencils, markers, paper, headphones, journals, manipulatives)

							to support afterschool programs and enrichment activities for at-risk students = \$5,500.
2026	2100 / 163	2100	163	1	\$1,046.00	\$1,046.00	CMS & CHS: SUMMER - Nurse to support students with medical needs @ \$32.69 hr. x 8 hrs. per week x 4 weeks = \$1,046.
2026	2100 / 177	2100	177	1	\$8,280.00	\$8,280.00	CMS & CHS: ACADEMIC YEAR - Parent Coordinator @ 30 hr. x 8 hrs. per week x 32 weeks = \$7,680. SUMMER - Parent Coordinator @ \$30 hr. x 5 hrs. per week x 4 weeks = \$600. Totaling \$8,280.
2026	2100 / 191	2100	191	1	\$21,140.00	\$21,140.00	CMS: ACADEMIC YEAR - Site Coordinator @ \$35 hr. x 16 hrs. per week x 34 weeks = \$19,040. SUMMER - Site Coordinator @ \$35 hr. x 12 hrs. per week x 5 weeks = \$2,100. Totaling \$21,140.
2026	2100 / 200	2100	200	1	\$2,330.00	\$2,330.00	CMS: ACADEMIC YEAR - FICA for Site Coordinator and Parent Coordinator; SUMMER - FICA for Site Coordinator, Parent Coordinator, and Nurse = \$2,330
2026	2100 / 810	2100	810	1	\$7,560.00	\$7,560.00	CMS: SUMMER - Academic field trip admission cost. Estimated cost = \$7,560. Local funding sources will cover additional costs.
2026	2230 / 142	2230	142	1	\$19,380.00	\$19,380.00	CMS & CHS: ACADEMIC YEAR - Data Coordinator @ \$30 hr. x 18 hrs. per week x 32 weeks = \$17,280. SUMMER - Data Coordinator @ \$30 hr. x 14 hrs. per week x 5 weeks = \$2,100. Totaling \$19,380.
2026	2230 / 200	2230	200	1	\$1,483.00	\$1,483.00	CMS: ACADEMIC YEAR & SUMMER - FICA for Data Coordinator = \$1,482.
2026	2230 / 300	2230	300	1	\$500.00	\$500.00	Audit
2026	2230 / 332	2230	332	1	\$2,406.00	\$2,406.00	CMS: ACADEMIC YEAR & SUMMER - Fingerprint/Background Check @ \$43.75 x 55 submissions = \$2,406.

2026	2700 / 180	2700	180	1	\$25,350.00	\$25,350.00	CMS: ACADEMIC YEAR - 5 Bus driver positions @ \$15 hr. x 8 hrs. per week x 32 weeks = \$19,200. SUMMER - 5 Bus driver positions @ \$15 hr. x 16 hrs. per week x 4 weeks = \$4,800. SUMMER FIELD TRIPS - 5 Bus driver positions @ \$15 hr. x 6 hrs. per day x 3 days = \$1,350. Totaling \$25,350.
2026	2700 / 191	2700	191	1	\$2,400.00	\$2,400.00	CMS: ACADEMIC YEAR - Transportation Coordinator to support route logistics and safety @ \$15 hr. x 5 hrs. per week x 32 weeks = \$2,400.
2026	2700 / 200	2700	200	1	\$2,123.00	\$2,123.00	CMS: ACADEMIC YEAR - FICA for Bus drivers, Bus monitors, and Transportation Coordinator; SUMMER - FICA for Bus drivers and Bus monitors = \$2,123.
2026	2700 / 620	2700	620	1	\$8,000.00	\$8,000.00	CMS: ACADEMIC YEAR & SUMMER - Fuel cost for student transportation @ \$1.00 per mile. Estimated cost = \$8,000. Local funding sources will cover additional fuel costs.
2026	2900 / 300	2900	300	1	\$3,000.00	\$3,000.00	CMS: External Program Evaluator @ \$3,000.
2026	1000 / 110	1000	110	1	\$26,880.00	\$26,880.00	CHS: ACADEMIC YEAR - 2 Instructional teaching positions @ \$30 hr. x 12 hrs. per week x 32 weeks = \$23,040. SUMMER - 2 Instructional teaching positions @ \$30 hr. x 16 hrs. per week x 4 weeks = \$3,840. Totaling \$26,880.
2026	1000 / 200	1000	200	1	\$2,056.00	\$2,056.00	CHS: ACADEMIC YEAR & SUMMER - FICA for Instructional teachers = \$2,056.
2026	2100 / 191	2100	191	1	\$20,161.00	\$20,161.00	CHS: ACADEMIC YEAR - Site Coordinator @ \$35 hr. x 16 hrs. per week x 33 weeks = \$18,481. SUMMER - Site Coordinator @ \$35 hr. x 12 hrs. per week x 4 weeks = \$1,680. Totaling \$20,161.

2026	2100 / 200	2100	200	1	\$1,500.00	\$1,500.00	CHS: ACADEMIC YEAR & SUMMER - FICA for Site Coordinator = \$1,500.
2026	2230 / 332	2230	332	1	\$131.00	\$131.00	CHS: ACADEMIC YEAR & SUMMER - Fingerprint/Background Check @ \$43.75 x 3 submissions = \$131.
2026	2700 / 180	2700	180	1	\$5,070.00	\$5,070.00	CHS: ACADEMIC YEAR - 1 Bus driver position @ \$15 hr. x 8 hrs. per week x 32 weeks = \$3,840. SUMMER - 1 Bus driver position @ \$15 hr. x 16 hrs. per week x 4 weeks = \$960. SUMMER FIELD TRIPS - 1 Bus driver position @ \$15 hr. x 6 hrs. per day x 3 days = \$270. Totaling \$5,070.
2026	2700 / 191	2700	191	1	\$480.00	\$480.00	CHS: ACADEMIC YEAR - Transportation Coordinator to support route logistics and safety @ \$15 hr. x 1 hr. per week x 32 weeks = \$480.
2026	2700 / 200	2700	200	1	\$466.00	\$466.00	CHS: ACADEMIC YEAR - FICA for Bus driver, Bus monitor, and Transportation Coordinator; SUMMER - FICA for Bus driver and Bus monitor = \$466.
2026	2900 / 300	2900	300	1	\$1,000.00	\$1,000.00	CHS: External Program Evaluator @ \$1,000.

Georgia Department of Education
21st Century Community Learning Centers RFA Budget Summary (10 points)

		Year 1 (FY26)		Year 2 (FY27)		Year 3 (FY28)		Year 4 (FY29)		Year 5 (FY30)	
	Maximum Amount Allowed	\$349,789.00		\$349,789.00		\$349,789.00		\$314,810.10		\$279,831.20	
Function Code	Descriptions	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1000	Instruction	\$215,983.00	61.75	\$215,983.00	61.75	\$215,983.00	61.75	\$194,385.00	61.75	\$172,786.00	61.75
2100	Pupil Services	\$62,017.00	17.73	\$62,017.00	17.73	\$62,017.00	17.73	\$55,815.00	17.73	\$49,614.00	17.73
2210	Improvement Instructional Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2213	Instructional Training	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2220	Educational Media Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2230	General Administration	\$23,900.00	6.83	\$23,900.00	6.83	\$23,900.00	6.83	\$21,510.00	6.83	\$19,120.00	6.83
2300	General Administration (for Federal Indirect Cost)	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2500	Support Services - Business	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2600	Maintenance and Operation of Plant Services	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2700	Student Transportation	\$43,889.00	12.55	\$43,889.00	12.55	\$43,889.00	12.55	\$39,500.00	12.55	\$35,111.00	12.55
2900	Other Support Services	\$4,000.00	1.14	\$4,000.00	1.14	\$4,000.00	1.14	\$3,600.00	1.14	\$3,200.00	1.14
	Total	\$349,789.00		\$349,789.00		\$349,789.00		\$314,810.00		\$279,831.00	

Allocation check for key areas:		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
	Instruction and Pupil Services (1000 and 2100)	278,000.00	79.48	278,000.00	79.48	278,000.00	79.48	250,200.00	79.48	222,400.00	79.48
	Administrative Expenses (2230, 2300 and 2500)	23,900.00	6.83	23,900.00	6.83	23,900.00	6.83	21,510.00	6.83	19,120.00	6.83
Code	Less:										
2230/300	Audit	\$500.00	0.14	\$500.00	0.14	\$500.00	0.14	\$450.00	0.14	\$400.00	0.14
2230/332	National Criminal Background Checks	\$2,537.00	0.73	\$2,537.00	0.73	\$2,537.00	0.73	\$2,283.00	0.73	\$2,030.00	0.73
2230/520	Surety bond	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
2300/880	Indirect costs	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0
	Sub-Total	\$3,037.00	0.87	\$3,037.00	0.87	\$3,037.00	0.87	\$2,733.00	0.87	\$2,430.00	0.87
	Net Administrative Expenses	\$20,863.00	5.96	\$20,863.00	5.96	\$20,863.00	5.96	\$18,777.00	5.96	\$16,690.00	5.96
2900/300	External Evaluation expense	\$4,000.00	1.14	\$4,000.00	1.14	\$4,000.00	1.14	\$3,600.00	1.14	\$3,200.00	1.14

Validations:

	Worksheet total matches Budget Summary:	TRUE									
	Instruction and Pupil Services account for at least 65% of budget	TRUE		TRUE		TRUE		TRUE		TRUE	
	Net Administrative expense is 10% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	
	External Evaluation expense is 3% or lower	TRUE		TRUE		TRUE		TRUE		TRUE	

Supporting Budget Documents

a. Wages

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant agency. Additionally, non-exempt staff employed by a LEA should be compensated according to a pre-determined agreed upon rate (Rate-in-Effect method) for hours worked in the program. See 29 U.S.C.A. § 207(g)(2). 21st Century Programs are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator's regular day. All salaries and wages must be consistent with the policies and procedures of the applicant agency. Proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project and adhere to the applicant agency's policies and procedures on salary determination of the proposed project. The following is a link to a helpful resource (<http://www.bls.gov/oes/current/oessrcma.htm>).

- b. All new CBO/Non-LEA and new IHE applicants must submit copies of their organization's most recent year's independently audited financial statements including the audit opinion, the balance sheet/statement of financial position, statement of income/statement of activities, statement of retained earnings/statement of changes in net assets, statement of cash flows and the notes to the financial statements. The financial statements submitted must be solely for the organization, unless a parent entity is also committing to financially back the applying agency in performance of the award, in which case the financial statements of the parent entity must also be provided. Additionally, new CBO/Non-LEA applicants must provide copies of most recent statements that substantiate the amount of cash and cash equivalents stated on the Working Capital Analysis Worksheet, such as copies of applicable statements from financial institutions for primary accounts (e.g., checking, savings) for the most current three months.

CBO/Non-LEA applicants currently operating a 21st CCLC program in FY25 are not required to include the financial audit and financial statements with their applications.

All CBO/non-LEA applicants, excluding IHE applicants, which are exempt from federal income tax under Internal Revenue Code section 501(a), must also include the most recent Form 990 "Return of Organization Exempt from Income Tax", where applicable and IRS tax exempt status letter. If independently audited financial statements do not exist for the applicant, the applicant shall state the reason and still include the applicable bank statements (e.g., primary saving and checking accounts) from the most current three months. Please upload all the above information **with** your RFA.

Uploaded proof must be submitted that all salaries and hourly wages are consistent with the demographic area of the proposed project when applicant agency policies and procedures do not define salaries and wages.

Wages PDF

Download a copy of [Carrollt_wages_97.pdf](#)

Program Name: Trojan University

A. Program Plan - History of Success

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will operate, will address the needs identified in the needs assessment process, and align activities with the Georgia Standards of Excellence. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/district improvement plans. The applicant must include how the program will offer virtual/digital learning in the event of school closures and the preferred method of delivery (i.e., Zoom, Teams, Google Classroom, etc.) The plan must also include how you will ensure cybersecurity and student privacy.

The program plan must also address how the program will increase family's support for student's learning and ensure family members of participating students will be actively engaged in their children's education. Describe the services that will be designed to provide adult family members with the tools necessary to support their student's academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning, relational, collaborative, and interactive.

Carrollton City Schools has been a proud recipient of the 21st Century Community Learning Centers (21st CCLC) grant since 2011, successfully operating the Trojan University program for the past thirteen years. This program has been instrumental in providing structured after-school and summer learning opportunities for students in grades 6-8 at Carrollton Middle School. In addition CCS has provided support to our 9-12 students in previous grant awards as well. In this application CCS is proposing a combination of the 6-12 students being served in this program.

Program Structure and Schedule:

School Year: Trojan University operates Monday through Thursday from 3:30 PM to 6:30 PM over 32 weeks during the academic year.

Summer Session: A four-week program runs in June, Monday through Thursday, from 8:00 AM to 12:00 PM.

These sessions are designed to enhance academic performance, provide enrichment activities, promote citizenship, encourage service-based learning, and offer parent education. The program aims to offer experiences that students in our community might not otherwise have access to, thereby complementing and enhancing regular school-day learning.

Prior Academic Achievements:

An annual evaluation of the 21st CCLC program revealed significant academic improvements among students who attended Trojan University for 30 days or more:

Mathematics: 87% of students earned a passing grade or higher.

English/Language Arts: 91% of students achieved a passing grade or higher.

Science: 82% of students secured a grade of 75 or higher.

Social Studies: 89% of students attained a grade of 75 or higher.

These outcomes underscore the program's effectiveness in bolstering academic success across core subjects.

Behavioral Improvements:

The program has also positively impacted student behavior:

100% of participating students had four or fewer office referrals during the school year. Discipline records, grade-level retention rates, and homework completion reports further support the positive influence of Trojan University on both behavior and academics.

Stakeholder Feedback:

Surveys conducted in May/June 2023 reflect high satisfaction levels:

Parents: 97% expressed satisfaction with the program; 86% observed improvements in their child's homework completion; 85% noted better behavior.

Students: 84% agreed that the program helped them complete their homework; 84% expressed overall satisfaction with Trojan University.

Teachers: 90% reported behavioral improvements or indicated no improvement was needed; 85% observed better timely homework completion or noted no need for improvement.

A teacher from Carrollton Middle School remarked, "Many of my students who attend Trojan University are becoming leaders in my classroom. Not only are their grades improving, but so is their confidence and their purpose as learners."

A student shared, "Being a part of Trojan U for the last two years has helped me get ready for high school. It has also helped me keep my grades up to run track. The teachers at Trojan University care about how we do. I have gotten a bunch of my friends to join too."

Parents highlighted benefits such as keeping kids safe and on track for success, improving classwork and behavior, providing supplies they couldn't afford, offering help unavailable at home, and boosting their child's self-esteem.

Program Growth:

Through intentional recruitment efforts and strong site leadership, Trojan University has experienced significant growth, nearly doubling its average daily attendance from 39 students in November 2017 to 70 students in November 2023.

Community Endorsement:

Carrollton Middle School principal, Mr. Eric Simmons, states, "The Trojan University program is vital to the success of many of our students. The 21st CCLC program provides one of the biggest services for our schools and community at large."

In summary, the Trojan University program exemplifies a high-quality out-of-school time initiative that aligns with best practices, including:

Academic Alignment: The program complements the school-day curriculum, reinforcing and enhancing student learning.

Student Engagement: By offering diverse and enriching activities, the program keeps students engaged and motivated.

Individualized Support: Tailored instruction addresses the unique needs of each student, promoting personal growth and academic success.

Family Involvement: The program actively involves parents, fostering a supportive community around each student. This has been a challenging endeavor. CCS strives to look for more unique and innovative ways to further engage families. Opportunities to have students share goal setting and progress showcases are one of the ways we intent to draw parents and caregives into the school setting.

These elements contribute to the program's success in improving academic outcomes, enhancing student behavior, and providing valuable support to families in our community.

(Word count is 697)

Goals

ACADEMICS: The primary goal of the Trojan University 21st CCLC Program is to prepare our students to be college and/or career ready by increasing academic achievement of 129 targeted at-risk 6-8+ CMS and 25 9-11+ CHS students. Students will be provided individualized support in the core academic content areas of math, science, social studies, and language arts. All tutoring and teaching will directly relate to the Georgia Curriculum Standards. Tutors will focus on each student's needed academic skills through individualized remediation and small group instruction. Tutors will also pre-teach concepts being learned in the classroom and provide ongoing feedback to the students.

After School extended learning opportunities have a proven track record of improving student achievement. Academic acceleration will be provided in conjunction with remediation, to make certain that students continue to progress toward concept mastery while working on needed skills. In addition a focus on high school credit recovery and support will be implemented with students in 9-11+ who have those needs.

Regular participation in high-quality afterschool programs is linked to gains in test scores, improvement in work habits and school attendance. Students will also receive instruction through individualized learning programs including iReady, STAR Reading and Math. Academic achievement will be strengthened by a focus on computer literacy, social development, and personal behavior choices. Programming, such as hands-on exploration, computer basic skills, and character education will be included.

Academic field trips, based on the Georgia Curriculum Standards will include visits to libraries, museums, universities, state and national parks, and will give students the opportunity to broaden their experience of the world while at the same time seeing many applications of the academic principles they are being held responsible for in school. Field trips conducted in previous years included trips to Fernbank, the Little White House, Breman Jewish Heritage and Holocaust Museum, Huntsville Space and Rocket Center, University of Georgia, and the Martin Luther King Jr. Center for Nonviolent Social Change.

ENRICHMENT OPPORTUNITIES: Increasing the participant's cultural readiness and academic background knowledge is a vital component of academic achievement. This aspect may prove to be the most important contributing factor for the students' academic success. Much of the difficulty experienced by students from disadvantaged backgrounds stems from limited experience with broader cultural and societal assumptions. Building the students' experience in diverse cultural and community environments will broaden their world view, helping them understand both social situations and academic content from multiple perspectives. These structured, cultural enrichment activities will encourage students to try new things. Through the structured enrichment offerings, we hope to engage the interest and commitment of the participants. Through ongoing activities such as dance, art projects, creative writing seminars, culinary arts, jewelry making, cosmetology etc., the students will be exposed to something new and learn valuable skills that can be transferred to the classroom, such as teamwork, sportsmanship, and persistence. At a time when many schools have had to cut or reduce spending on the arts and music, providing these opportunities in the afterschool program is especially important for students from low income families, who can rarely afford access to such enrichment opportunities without assistance.

CITIZENSHIP/CHARACTER EDUCATION: Trojan University will also involve the target population of students in service-learning projects to help the previously uninvolved or "disenfranchised" students see themselves as useful and meaningful members of the community. Community service projects allow students to apply the lessons learned in the classroom to real-life situations and experiences. Students will actively participate in the planning, development and implementation of the service projects. Trojan University Students will hold a toy drive to benefit the local women's shelter and volunteer at the soup kitchen. Community service projects generate community and global awareness and are designed to promote a culture of respect, diversity, tolerance and inclusion. Projects will integrate opportunities that foster responsibility, autonomy and leadership throughout the program. In addition, students will participate in activities which create essential life skills such as critical thinking, problem solving and opportunities for reflection with the goal of increasing positive behaviors. Students are exposed to units on bias, appreciating diversity, and bullying through Positive Behavior Interventions and Supports.

FAMILY ENGAGEMENT: The last, and perhaps most important, goal of Trojan University is the aspect that will teach, support, and assist parents to help maximize student success by finding effective ways to facilitate and support their child in the home. Trojan University will involve parents and families in being full partners in the literacy and learning process by incorporating the Harvard Family Research Project recommendations for engagement: educational activities, classes/workshops, culturally-specific programming, sports activities, and intentional

communication (HFRP, No.4, April, 2004). One hundred percent of the surveyed parents expressed interest in participating in one or more of these areas. Family engagement activities have included a program showcase where students demonstrate skills learned in Trojan University, learning festivals in which parents and students complete activities together and a parent resource center which includes Rosetta Stone software, materials and guides to educate and assist parents.

The goals and objectives of the Trojan University program were developed to address the needs identified in the needs assessment process and are designed to complement and enhance the academic performance, achievement, and positive youth development of the students at Carrollton Middle and High School. All goals, objectives and activities are aligned to the Georgia Standards of Excellence incorporate the Georgia AfterSchool Quality Standards and are research based and proven effective.

Program Name: Trojan University

Goals, Objectives, Tools, Activities and Timeframe Table

Goals	Measurable Objectives	Measurement Tools	Activities	Timeframe
1) Improve Student Academic Achievement	1.1) 75% of regularly participating students (attending the program 30 days or more) will demonstrate an increase in academic areas of ELA as measured by classroom performance by earning a passing grade of 70 or higher as reported on report cards from first quarter and third quarter.	1.1) English grades as reported in Report Cards from first quarter and third quarter.	1.1.1) Students will participate in small group and whole group activities designed to remediate and improve their proficiency in ELA.	1.1.1) Daily, M-TH 3:30-6:30 August 2025 - May 2026 and June 2026
		1.2) Math grades as reported in Report Cards from first quarter and third quarter.	1.1.2) Intentional and individual support will be provided to students in an effort to ensure ELA homework understanding and completion. Trojan University staff will collaborate with school day teachers to ensure each student's needs are being met.	1.1.2) Daily, M-TH 3:30-6:30 August 2025 - May 2026 and June 2026
	1.2) 70% of regularly participating students (attending the program 30 days or more) will demonstrate an increase in the academic area of Math as measured by classroom performance by earning a passing grade of 70 or higher as reported on report cards from first quarter and third quarter.	1.3) STAR Reading Assessment as indicated on the fall administration of STAR Reading Assessment when compared to spring administration of STAR Reading Assessment.	1.2.1) Students will participate in small group and whole group activities designed to remediate and improve their proficiency in math.	1.2.1) Daily, M-TH 3:30-6:30 August 2025 - May 2026 and June 2026
		1.4) STAR Math Assessment as indicated on the fall administration of STAR Math Assessment when compared to spring administration of STAR Math Assessment.	1.2.2) Intentional and individual support will be provided to students in an effort to ensure math homework understanding and completion. Trojan University staff will collaborate with school day teachers to ensure each student's needs are being met.	1.2.2) Daily, M-TH 3:30-6:30 August 2025 - May 2026 and June 2026
	1.3) 75% of regularly participating students (attending the program 30 days or more) will demonstrate a 10% improvement in reading proficiency as indicated on the fall administration of STAR Reading Assessment when compared to spring administration of STAR Reading Assessment.		1.3.1) Students will participate in small group and whole group activities designed to remediate and improve their proficiency in ELA.	1.3.1) Daily, M-TH 3:30-6:30 August 2025 - May 2026 and June 2026
	1.4) 70% of regularly participating students (attending the program 30 days or more) will demonstrate a 10% improvement in math proficiency as indicated on the fall administration of STAR Math Assessment when compared to spring		1.4.1) Students will participate in small group and whole group activities designed to remediate	1.4.1) Daily, M-TH 3:30-6:30 August 2025 - May 2026

	administration of STAR Math Assessment.		and improve their proficiency in Math.	and June 2026
2) Improve Youth Development	2.1) 70% of regularly participating students (attending the program 30 days or more) will have no more than five office referrals for the year. 2.2) 70% of regularly participating students (attending the program 30 days or more) will complete at least two service projects during the year.	2.1) Office referral data. 2.2) Logged participation records of service events.	2.1.1) Provides students with skills that can be used to de-escalate stressful situations that may occur related to academics and peer interactions. 2.1.2) Implement the school-wide Trojan Gold Behavior procedures in the after school program. 2.2.1) Greenbelt Cleanup, Thank you projects, Clothing and Hygiene Supply Drives. 2.2.2) Collaboration with the 4-H for mentoring and leadership development.	2.1.1) Bi Weekly, M-TH 3:30-6:30 August 2025-June 2026 2.1.2) Daily, M-TH 3:30-6:30 August 2025-June 2026 2.2.1) Bi Annually, August 2025- June 2026 2.2.2) Bi-monthly, M-TH 3:30-6:30 August 2025-June 2026
3) Improve Family Engagement	3.1) 80% of parents with regularly participating students (attending the program 30 days or more) will participate in at least one family involvement/parental participation activity. 3.2) 80% of parents with regularly participating students (attending 30 days or more) will report improvement in student grades as measured by parent pre- and post-surveys.	3.1) Sign-in sheets from parent orientation, conferences and academic/behavior support events. 3.2) Parent Survey data from pre- and post-surveys.	3.1.1) Parent/Student orientation for Trojan University, Parent Academic/Behavior Support Nights. 3.1.2) Parent/Student conferences 3.2.1) TU orientation and parental support meeting. 3.2.2) Parent survey completion	3.1.1) Annually-August 2025 or upon enrollment in program-June 2026 3.1.2) Quarterly, M-TH 3:30-6:30 August 2025-June 2026 3.2.1) Annually, August 2025 or upon enrollment in the program-June 2026 3.2.2) Annually, August 2025- May 2026

To edit your Goals, Objectives, Tools, Activities, or Timeframes, click the BACK button on the blue menu bar.

Alternative Delivery Method: Describe how the program will continue to meet the needs of the students and community if program implementation cannot be delivered as planned. We know that in person instruction is best practice however, circumstances out of our control may require a quick move to temporary instruction. Your plan needs to include how the program will offer virtual/digital learning in the event of school closures and the preferred method of delivery (i.e., Zoom, Teams,

Google Classroom, etc.) The plan must also include how you will ensure cybersecurity and student privacy.

1) Improve Student Academic Achievement

Improve student academic achievement by offering supplementary services and support to enhance the regular academic program.

Students and teachers will utilize Google Classroom to ensure that learning continues. Carrollton City Schools students utilize the platform daily and are well versed with the program. Our teacher will also utilize Google Meets in order to stay connected to the students.

Internet access to computers and people may involve the availability of materials considered to be inappropriate, illegal, or of no professional or educational value. On a global network it is virtually impossible to control all materials. However, through a filtering and monitoring system, the district has taken precautions to restrict access to inappropriate materials. Users, who attempt to access or publish inappropriate material or Internet sites, will be subject to discipline, which may include removal from the program. In the event that in-person instruction is not feasible due to school closures or other unforeseen circumstances, the TU program will transition to a virtual/digital learning model using the Google Classroom platform.

Virtual Delivery Plan:

Virtual Learning Sessions: Regular academic sessions (including homework assistance, small group instruction, and enrichment activities) will be conducted via Google Classroom, following the same schedule and lesson plans as in-person.

Timeframe: Daily, Monday–Thursday (3:30–6:30 PM).

Cybersecurity and Student Privacy:

To ensure cybersecurity and student privacy during virtual learning:

All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines to protect student data and privacy.

Password protection will be required for all virtual meetings and classes to prevent unauthorized access.

Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.

Parents will be provided with clear guidelines on how to securely log into virtual classes and how to monitor their child's participation.

2) Improve Youth Development

Increase youth development and positive student behavior by offering services and educational opportunities.

Students and teachers will utilize Google Classroom and Google Meets to ensure that positive interactions and support remain intact during a time that normal programming isn't possible. Students will continue to have access to all services offering including counselor via digital learning. In the event that in-person instruction is not feasible due to school closures or other unforeseen circumstances, the TU program will transition to a virtual/digital learning model using the Google Classroom platform.

Virtual Delivery Plan:

Virtual Learning Sessions: Regular academic sessions (including homework assistance, small group instruction, and enrichment activities) will be conducted via Google Classroom, following the same schedule and lesson plans as in-person.

Timeframe: Daily, Monday–Thursday (3:30–6:30 PM).

Service-Learning Projects: Students will continue to engage in service-learning projects that can be done at home or virtually, such as collecting and recycling household materials or conducting a virtual fundraiser.

Timeframe: Monthly.

Cybersecurity and Student Privacy:

To ensure cybersecurity and student privacy during virtual learning:

All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines to protect student data and privacy.

Password protection will be required for all virtual meetings and classes to prevent unauthorized access.

Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.

Parents will be provided with clear guidelines on how to securely log into virtual classes and how to monitor their child's participation.

3) Improve Family Engagement

Increase family engagement by offering opportunities for participation and educational development.

Families will be able to participate in school activities via Google Meets and recordings. Families have noted that recording and virtual parent nights provides options that are helpful when live face to

face opportunities are not an option. In the event that in-person instruction is not feasible due to school closures or other unforeseen circumstances, the TU program will transition to a virtual/digital learning model using the Google Classroom platform.

Virtual Delivery Plan:

Virtual Learning Sessions: Parent Engagement sessions will be provided in a virtual format with options for individual breakout sessions as appropriate.

Cybersecurity and Student Privacy:

To ensure cybersecurity and student privacy during virtual learning:

All virtual platforms will adhere to FERPA (Family Educational Rights and Privacy Act) guidelines to protect student data and privacy.

Password protection will be required for all virtual meetings and classes to prevent unauthorized access.

Only district-approved platforms (Google Classroom) will be used, and they will be regularly monitored for security compliance.

Parents will be provided with clear guidelines on how to securely log into virtual classes and how to monitor their child's participation.

Program Name: Trojan University

B. Quality Contact Time (5 Points)

Provide a brief narrative that expands on the before- and after-school, summer or other non-school time activities listed in the Table referenced above, focusing on the hours and days of service for students and families. Research has proven that brief periods of contact time in before- and after-school programs are not beneficial to students. The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities a **minimum of 12 hours each week** (occurring preferably between Monday-Friday) to provide a quality program to foster maximum positive impact on students' development and learning. Travel time does not count towards the 12 hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer) for each site.

During the school year, **129 at-risk 6 - 8 grade students at CMS and 25 at-risk 9 - 12 grade students at CHS** will receive 12 hours of academic instruction and enrichment activities per week, from 3:30 P.M. until 6:30 P.M., Monday through Thursday. Instruction will be individualized and activities will be based on student needs and interests. The school year program starts the second week of school and continues for **32 weeks or 131 days**.

A four-week summer program, 8:00 A.M. until 12 P.M., Monday through Thursday will occur during June. **115 at-risk students in grades 6-8+ from CMS and 20 at-risk students in grades 9-11+ from CHS will attend the summer sessions**. The contact time of the Trojan University summer program is **4 weeks or 16 days**.

Both the school year program and the summer program are comprehensive and provide high-quality opportunities for academic enrichment and activities based on scientific research. By providing a broad array of activities focused on academic enrichment in core subjects to complement the regular school day and opportunities for family engagement through literacy and related educational development, Trojan University will positively affect youth development and success.

Overall, the Trojan University 21st CCLC program will be an important component in Carrollton Middle and Carrollton High School's improvement plan, particularly as it offers extended learning time to help students meet state and local academic standards. By providing consistent and dependable hours of operations, Carrollton Middle and High School and 21st CCLC will work together to ensure that the academic services that are provided are aligned with the school's curriculum and school improvement plan.

(Word count is 277)

Download sample weekly schedule of activities for each program at each site

Carrollton High School

After School Program: [Carrollton High School as_program_100_42.pdf](#)

Summer Program: [Carrollton High School_sb_program_100_42.pdf](#)

Carrollton Middle School

After School Program: [Carrollton Middle School as_program_100_41.pdf](#)

Summer Program: [Carrollton Middle School_sb_program_100_41.pdf](#)

21st CCLC SITE PROFILE FORM (2025-2026)					
21st CCLC Site Name	Carrollton High School			County	Carroll
Physical Address	201 Trojan Drive			Zip Code	30117
City	Carrollton			Zip Code	30117
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>				
Before School		Before School			Student data is from Funding Request Worksheet
After School	9-12	After School	25		
Weekends/Holidays		Weekends/Holidays			
Summer	9-11+	Summer	20		
Enrichment Student to Staff Ratio	15:1		Academic Student to Staff Ratio		
			10:1		
SITE CONTACT INFORMATION					
Site Contact Name	Karen Wild	Phone	7708329633	Email	karen.wild@carrolltoncityschools.net
Regular School Year Program for Students					
AFTER SCHOOL PROGRAM Site Schedule					
After School Program Start Date	9/12/25				
After School Program End Date	5/14/26				
Total # Days After School	147				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	
Service End Time (e.g., 6:00 PM)	6:30 PM	6:30 PM	6:30 PM	6:30 PM	
					Total Weekly Hours After School 12.00 of 12.00 hours
Summer Programs for Students					
Summer Site Schedule for Typical Week					
Summer Program Start Date	June 1, 2026				
Summer Program End Date	June 25, 2026				
Total # Days Summer Program	16				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 9:00 AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM	
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM	
					Total Summer Hours per Week 16.00 of 16.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)					
Adult Education Site Program Schedule					
Dates Site Open (Adults)					
Dates Site Closed (Adults)					
Total # Days	0				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)					
Service End Time (e.g., 8:00 PM)					
					Total Adult Hours per Week 0.00

21st CCLC SITE PROFILE FORM (2025-2026)					
21st CCLC Site Name	Carrollton Middle School			County	Carroll
Physical Address	151 Tom Reeve Dr				
City	Carrollton	Zip Code	30117		
Grade Levels Receiving Services (e.g. K-12)	# of students participating in the 21st CCLC program <u>PER DAY</u>				
Before School	Before School	After School	129	Student data is from Funding Request Worksheet	
After School 6-8	After School				
Weekends/Holidays	Weekends/Holidays				
Summer 6-8+	Summer	115			
Enrichment Student to Staff Ratio	Academic Student to Staff Ratio				
15:1	10:1				
SITE CONTACT INFORMATION					
Site Contact Name	Karen C Wild	Phone	7708329633	Email	karen.wild@carrolltoncityschools.net
Regular School Year Program for Students					
AFTER SCHOOL PROGRAM Site Schedule					
After School Program Start Date	9/12/25				
After School Program End Date	5/14/26				
Total # Days After School	147				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 3:00 PM)	3:30 PM	3:30 PM	3:30 PM	3:30 PM	
Service End Time (e.g., 6:00 PM)	6:30 PM	6:30 PM	6:30 PM	6:30 PM	
					Total Weekly Hours After School 12.00 of 12.00 hours
Summer Programs for Students					
Summer Site Schedule for Typical Week					
Summer Program Start Date	June 1, 2026				
Summer Program End Date	June 25, 2026				
Total # Days Summer Program	16				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 9:00 AM)	8:00 AM	8:00 AM	8:00 AM	8:00 AM	
Service End Time (e.g., 4:00 PM)	12:00 PM	12:00 PM	12:00 PM	12:00 PM	
					Total Summer Hours per Week 16.00 of 16.00 hours
Ongoing Adult Education Program (NOT Periodic Adult Family Member Involvement Activities)					
Adult Education Site Program Schedule					
Dates Site Open (Adults)					
Dates Site Closed (Adults)					
Total # Days	0				
	MON	TUE	WED	THU	FRI
Service Begin Time (e.g., 6:00 PM)					
Service End Time (e.g., 8:00 PM)					
					Total Adult Hours per Week 0.00

Program Name: Trojan University

C. Recruitment and Retention (6 Points)

In this section, describe in detail the criteria for selecting 21st CCLC students. Describe the process and specific strategies that will be used to recruit targeted students for enrollment **and** retain them to achieve long term (i.e., at least 30 days or 90 hours) participation. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the total number of targeted students (public and private) that will be served by the proposed 21st CCLC program.

Trojan University will compile a list of CMS and CHS students who did not meet grade level standards on the state assessment and/or grade level benchmarks or earn course credits. The list of students who did not meet standards will be generated and provided to the 21st CCLC program. CMS will use EOG scores to generate a list of students. CHS will use both EOC and Infinite Campus for list generation. In addition, the site coordinator will receive a list of students from the curriculum Assistant Principals listing all students who were two or more grade levels below in reading and math based on the iReady and/or STAR diagnostics. Recruitment will be revisited each nine weeks at the grading period. This will ensure that targeted students in need of support are registered and attending. The identified students will be invited at the nine weeks; those who are failing one or more courses, those with high number of absences, social emotional factors, or referral from administrator/teacher, and those who are returning from the alternative school.

Students who did not meet grade level on state assessments and/or benchmarks (including EOG/EOC) will automatically be invited to the 21st CCLC program along with students with special needs including EL, migrant, homeless and special education students as well as students who attended a 21st CCLC program the previous year. Invitations and registration packets will be sent to eligible families.

School administrators and/or site coordinators will discuss the 21st CCLC program at Open House, Orientation, faculty and parent meetings. The 21st CCLC Site Coordinator will make parent contacts, through phone calls and home visits, to encourage participation and to answer parent questions. Information regarding the 21st CCLC program will be available on the school website and in the parent resource center. CCS will use internal digital communication with families as well as social media and website outlets regarding the 21st CCLC program in an effort to disseminate information to the community at large. The district's phone/email notification system will be used to contact eligible families to keep them informed and updated on 21st CCLC program initiatives and activities.

A consultation is held annually with all private schools within the district in which Carrollton City School students are enrolled regarding the private school's participation in the Title IV, Part B 21st Century community Learning Center(21st CCLC) Program. If a private school chooses to participate in the 21st CCLC program, eligible private school students will be identified and invited to enroll. To ensure that Carrollton Middle and High School students are properly informed of the Trojan University program, the school counselors will also be included in the recruitment efforts. To eliminate barriers which may prevent Carrollton Middle and High School students from attending, school administrators work with the Trojan University site coordinator to coordinate the 21st CCLC program with the co curricular offerings.

The following techniques and practices will be used to ensure consistent and long-term participation. If a student is absent two consecutive days, the Trojan University site coordinator or designee will contact the family to determine the reason for missing the program and to encourage participation. Documentation of these phone calls will be recorded in a parent contact log. Students absent ten or more consecutive days will be placed on the inactive roster. Students with Special Needs will be given individual consideration based on their disability. If program numbers are not in line with target number or not meeting 70% participation rate, TU program staff will need to evaluate effectiveness of program, identify partners to provide incentives, evaluate enrichment offerings, make frequent phone calls to notify parents of poor attendance. If attendance targets are not being met, the submission of a plan of action will be required.

(Word count is 630)

100

Program Name: Trojan University

D. Staffing and Professional Development (6 Points)

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the grant award period. Included in the hiring process description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, including contractors and subcontractors, and regular volunteers (adults who have contact with student more than one time).

This section narrative must include job descriptions of key personnel and their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately. Proposed program directors must hold a Bachelor's degree from an accredited university and have one year of successful program management experience **OR** have three years of successful grant management, including direct responsibility of budget implementation and staffing supervision. Applicants must attach a résumé for the program director.

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and have ratios that are no more than 10:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the course of the grant award period.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens.

Carrollton City Schools has a longstanding commitment to the 21st Century Community Learning Centers (21st CCLC) program, having successfully managed the grant since its initial award in 2011. Over the past thirteen years, our flagship initiative, Trojan University, has demonstrated significant growth and positive outcomes in student academics and overall development.

Program Overview:

Trojan University serves students in grades 6-8+ attending Carrollton Middle School and students in 9-11+ at Carrollton High School. The program operates Monday through Thursday from 3:30 PM to 6:30 PM for 32 weeks during the school year. Additionally, a four-week summer session is offered in June, running Monday through Thursday from 8:00 AM to 12:00 PM. The program is designed to support and enhance academics, enrichment opportunities, citizenship, service-based learning, and parent education. It provides opportunities that many students in our community might not experience without the 21st CCLC summer program.

Program Impact:

An annual evaluation of our current 21st CCLC program reveals that students who attended Trojan University for 30 days or more achieved the following outcomes:

87% of students passed their math course with a passing grade or higher for the school year.
 91% of students passed their English/Language Arts course with a passing grade or higher for the school year.
 82% of students passed their Science course with a passing grade of 75 or higher for the school year.
 89% of students passed their Social Studies course with a passing grade of 75 or higher for the school year.
 100% of students had four or fewer office referrals for the school year.
 Discipline records, lack of student grade-level retention, and homework completion reports further support the impact that Trojan University is having on both behavior and academics. Teacher, parent, and student surveys conducted in May/June 2024 indicated high levels of satisfaction:

Parents reported a satisfaction rating of 97% and felt that their students improved in homework completion and behavior (86% and 85%, respectively).
 84% of students strongly agreed or somewhat agreed that the program helped them complete their homework, and 84% also expressed satisfaction with the Trojan University program.
 90% of teachers reported that they had seen improvements in behaviors of students attending the program or that there was no improvement needed, and 85% reported improvement in timely homework completion (or no need to improve).
 As reported by one of the CMS teachers, "Many of my students who attend Trojan University are

becoming leaders in my classroom. Not only are their grades improving, but so is their confidence and their purpose as a learner."

A Trojan University student shared, "Being a part of Trojan U for the last two years has helped me get ready for high school. It has also helped me keep my grades up to run track. The teachers at Trojan University care about how we do. I have gotten a bunch of my friends to join too."

Overwhelmingly, parents reported that services provided through Trojan University were beneficial in that they keep kids safe and on track for success; improved classwork and behavior; provided supplies that they could not afford; provided help that no one in the home could give; and made the child feel better about himself/herself.

Carrollton Middle School principal, Mr. Eric Simmons, states that "the Trojan University program is vital to the success of many of our students. The 21st CCLC program provides one of the biggest services for our schools and community at large."

Through intentional recruitment efforts and strong site leadership, Trojan University has experienced tremendous growth during the 2024 school year, nearly doubling its average daily attendance from 39 students (November 2017) to 80 students (November 2024).

Program Management and Staffing:

Mrs. Karen Wild, the 21st CCLC Program Director, will be responsible for managing program implementation, including supervision of staff, organizing professional development, conducting performance assessments, managing the program budget, program reporting, staff meetings, publicity, volunteer and partner recruitment, and sustainability planning. Mrs. Wild is a veteran administrator with 37 years of experience at all grade levels. She holds an Ed.S in Educational Leadership and has worked as a teacher, assistant principal, principal, and district Director of School Improvement. Mrs. Wild ensures that we maintain a quality program with a clear mission and well-defined goals, sound fiscal management, and clear policies and procedures that support quality and sustainability.

As evidence of her organizational practices, she has redesigned our employee handbook to include internal policies and procedures, establishing clear attendance and participation expectations. She has implemented a disciplinary protocol and clarified expectations for youth behavior, maintains a sound budget that is reviewed and adjusted as necessary, and has established clear procedures to ensure that all required reports are completed and submitted in a timely manner.

The student-to-staff ratio for academic activities will not exceed 10:1, and Trojan University will adhere to a 15:1 ratio for all enrichment activities. Should daily attendance fluctuate staff will be reduced and student grouping will be shifted to follow the ratio expectations. The most highly qualified individuals will be recruited and hired to work in the 21st CCLC program. Carrollton City Schools' personnel department will advertise for positions and obtain applications from which the program coordinator, site coordinator, and principal will select the most qualified applicants.

Each program site will have a Site Coordinator responsible for the day-to-day operations, including scheduling, communication with parents and staff, and ensuring alignment with the school's academic and enrichment goals. Site Coordinators will report directly to the Program Director and will be required to have experience in education or youth development, as well as strong organizational and communication skills. A Data Entry Clerk will also be employed to handle data tracking, reporting, and maintaining compliance with grant requirements. This role requires attention to detail and proficiency in data systems. A split Parent coordinator and Instruction Coordinator will be responsible for organizing and facilitating family engagement activities, providing support to parents to enhance their children's academic and social development, and serving as a liaison between the program and families. Duties include planning parent education workshops, maintaining open communication with families, coordinating parent-teacher meetings, and promoting opportunities for family involvement in the program. The Parent Coordinator will also manage the distribution of program information through newsletters, social media, and other communication channels. will oversee the academic components of the TU 21st CCLC program, ensuring that curriculum and instruction are aligned with the Georgia Curriculum Standards and meet the needs of participating students. The Instruction Coordination role responsibilities include developing lesson plans, coordinating the delivery of academic instruction, and supporting staff in implementing effective teaching strategies. The Instructional Coordinator will analyze student data to identify areas of need, monitor academic progress, and adjust instructional practices accordingly. Additionally, this individual will provide mentorship to instructional staff and facilitate professional learning sessions to promote high-quality teaching practices.

Certified teachers will serve as instructional staff for the academic components of the program to ensure high-quality instruction. Instructional staff will meet qualifications set by the Georgia Professional Standards Commission and have expertise in the subjects they teach. The academic

portion of the program will maintain a 10:1 student-to-staff ratio, while the personal enrichment portion will have a maximum ratio of 15:1. Enrichment staff will include individuals with specialized skills in areas such as art, music, physical fitness, and technology to provide engaging, well-rounded programming.

The hiring process will include comprehensive procedures to ensure the safety and qualifications of all staff. Program management will conduct national criminal background checks for all grant-funded employees, contractors, subcontractors, and regular volunteers who have more than one-time contact with students. The results of these checks will be used to make fitness determinations for employment and service, with records maintained securely for audit purposes.

To ensure program quality and staff effectiveness, the TU program will provide ongoing professional learning opportunities. Staff will participate in regular training sessions focused on instructional strategies, behavior management, and integrating technology into lessons. Staff planning meetings will occur bi-weekly to allow for collaborative planning, reviewing student data, and addressing any challenges that arise. Professional development will also include access to external training sessions, workshops, and webinars aligned with the program's goals and state standards.

Volunteers, including senior citizens, will play an integral role in supporting the program. Recruitment efforts will include outreach to community organizations, senior centers, and local colleges. Volunteers will assist with enrichment activities, tutoring, and mentoring. All volunteers will undergo the same background check process as paid staff and will receive orientation and training to ensure they are equipped to support the program effectively.

National criminal background checks will be conducted on all program volunteers, employees, contractors, etc., prior to their employment date, whether or not they are in direct contact with students. Background checks will be conducted through the Carrollton City Schools' personnel office at no cost to the prospective employee. Results of the background check will be kept on file at the Carrollton City Schools' personnel department. The 21st CCLC program will follow the same guidelines and hiring procedures established by Carrollton City Schools.

Carrollton City Schools' employment policy prevents hiring individuals with specific crimes, including crimes against children, sex crimes, and violent crimes. Employment fitness determination will be established based on Carrollton City Schools' policies and procedures. All background checks that have questionable results will be reviewed and approved by the district school superintendent.

This organizational and staffing structure, coupled with robust professional development and volunteer involvement, will ensure the TU program operates efficiently and provides high-quality services to the students and families it serves.

(Word count is 1555)

Is the program director known at this time? ☒ Yes ☐ No

If so upload their résumé.

Download résumé for the program director

Download résumé: [Carrollt_resume_100_566079.pdf](#)

Partners Table

Program Name: Trojan University

Organization	Organization Type	Contribution Type	Contribution Amount	Align to Need/Goal
Carroll County Ag Center 4H Program	CNT	In-kind	\$1,000.00	Monthly program enrichment lessons focused on citizenship and leadership
Carrollton City Schools	LEA	Nutrition	\$0.00	Nutrition/Snacks throughout the school year and breakfast and lunch during the summer program- Restricted Indirect Cost Allocation- Nutrition- System
Carrollton City Schools	LEA	Facilities/facility operating cost	\$0.00	Facilities- Restricted Indirect Cost Allocation- Maintenance and Operation- System
Carrollton City Schools	LEA	Facilities/facility operating costs	\$87,529.00	Facilities- Restricted Indirect Cost Allocation- Maintenance and Operation- School

Carrollton Parks and Recreation	PRD	In-kind	\$4,000.00	Provide facilities, lifeguards and swim instructors for summer program
Georgia Youth Science and Technology Centers Inc GYSTC	CBO CU	Paid staffing, materials, supplies and facilitator	\$1,500.00	GYSTC will provide hands-on science and STEM activities for all students in the TU program throughout the school year and summer.
University of West Georgia	CU	Paid staffing	\$10,000.00	America Reads, America Counts Federal Grant funded student tutors

Program Name: Trojan University

E. Advisory Council and Operating Partnerships (5 Points)

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and the private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students from each target school.

In addition to the narrative, applicants must provide a description, through a signed Memorandum of Agreement (MOA) of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. Each identified partner, LEA, and school(s) served must sign its own MOA. For example, an LEA must submit a signed MOA between itself and the school(s) served.

Trojan University established a 21st CCLC Advisory Council in 2009 when Carrollton Middle School and High School initially received the first 21st CCLC grant. Members on the advisory council changed annually; however, the make-up of council members remains the same. The Advisory Council is composed of 10-15 members including school administrators, community partners, as well as two parents and two students enrolled in the program. The student and parent representatives will be nominated and selected at the orientation meeting held at the beginning of each year. The community partners, teachers, and school/system administrators selected to serve on the council will be those who have shown interest and/or have been actively involved in supporting the Trojan University program's goals and objectives. With the approval of this grant the inclusion of representatives for Carrollton High will be added.

The Advisory Council will meet a minimum of twice a year to set policy, monitor progress toward goals, offer feedback on ways to improve the program, address current or future program needs and concerns, and develop a sustainability plan. Council meeting minutes and attendance lists will be retained. The advisory council will work with the program coordinator to secure additional partners to support the program. The most current Trojan University Advisory Council members included Karen Wild, 21st CCLC program director; Keri Driver and Jan Davenport, Trojan University site coordinators; Lashenda Nash, teacher; Sara Sales, teacher; Seth Caldwell, Assistant Principal; Kristin Cochran, PASS; Christopher Redding, parent; Tiffany Redding, parent; Scarlett Redding, student; Eric Simmons, principal. Over the past thirteen years, Trojan University has developed strong partnerships with Carrollton City Schools, University of West Georgia, Tanner Health System, Carrollton Parks and Recreation Dept., and the 4-H Club of Carroll County.

Carrollton City Schools and Trojan University participates in the Seamless Summer Feeding Program. This program is under the leadership of Mrs. Laura Malmquist, CCS Director of School Nutrition. The purpose of this program is to feed children in low-income areas during the summer months (or during extended breaks of a year-round school schedule). This program will provide snacks and meals to our students during the summer schedule. Snacks will be prepared and distributed by Carrollton City Schools' Nutrition Department. In addition, Carrollton Middle has also applied and participated in the At Risk Free after school Snack Program through the United States Department of Agriculture (USDA) Food and Nutrition Services Department. The At Risk Free afterschool Snack Program serves snacks to children in after school activities aimed at promoting the health and well-being of children and youth in our communities. These resources, combined with local and partner contributions, will provide snacks for our after school and summer school program.

(Word count is 444)

Download a signed Memorandum of Agreement for each partner, as well as for each school and school system to be served.

Carroll County Ag Center 4H Program

MOA: [Carroll County Ag Center 4H Program_moa_100_236.pdf](#)

Carrollton City Schools

MOA: [Carrollton City Schools_moa_100_233.pdf](#)

Carrollton City Schools

MOA: [Carrollton City Schools_moa_100_234.pdf](#)

Carrollton City Schools

MOA: [Carrollton City Schools_moa_100_235.pdf](#)

Carrollton Parks and Recreation

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Georgia Youth Science and Technology Centers Inc GYSTC

MOA: [Georgia Youth Science and Technology Centers Inc GYSTC_moa_100_238.pdf](#)

University of West Georgia

MOA: [University of West Georgia_moa_100_239.pdf](#)

Carrollton High School

MOA: [Carrollton High School_moa_100_87.pdf](#)

Carrollton Middle School

MOA: [Carrollton Middle School_moa_100_86.pdf](#)

Program Name: Trojan University

F. Collaboration and Communication (6 Points)

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Georgia standards-based test results, short cycle assessment results, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

Multiple approaches will be used to disseminate information about Carrollton City Schools 21st CCLC Program. The 21st CCLC Program Coordinator will meet regularly with the Site Coordinators to provide technical assistance, monitor and ensure that all program requirements are followed. The program director and the site coordinator will meet and/or communicate regularly with the CMS principal, Mr. Eric Simmons and other administrators to coordinate resources, discuss program effectiveness, and use of facilities.

The Trojan University Communication Plan includes External Evaluations and Formative and Summative Assessment reports that will be posted on the school website and shared with stakeholders after release (responsible party- site coordinator). Student Progress Reports/Conferences will be conducted twice a year (once each semester) or more often as needed including IEP, SST and 504 meetings (responsible party- site coordinator).

We believe the collaboration between the Trojan University 21st CCLC Program and Carrollton City Schools is essential to the success of the program. The Trojan University staff will regularly communicate with school day instructional staff and administrators to monitor student progress and coordinate academic instructional components of the program. The program director and site coordinator will have access to all the necessary and vital school-generated student data needed to measure progress toward the state program objectives. This school-generated data includes student's report cards, progress reports, benchmark assessments, End of Course Tests, Georgia Milestones, Individual Education Plans, and other pertinent information.

In addition, the program director, site coordinator, and teachers are given school email addresses to facilitate communication between the school and Trojan University. Carrollton City Schools will be responsible for sharing the content area standards and curriculum with this 21st CCLC Program.

We believe the collaboration between the Trojan University and Carrollton Middle and High School will be essential to the success of the program. The decision to house Trojan University on the Carrollton City School campus at Carrollton Middle and Carrollton High was in part to encourage participation and remove any barriers that might be presented by being in a separate location. The Trojan University site coordinator will have access to all the necessary and vital school generated student data needed to measure progress toward the state program objectives. This school generated data includes student's report cards, progress reports, benchmark assessments, GMAS End of Grade and Course Assessments, Individual Education Plans, and other pertinent information. In addition, the site coordinator has a school email address to facilitate communication between the schools and Trojan University. Carrollton City Schools will be responsible for sharing the content area standards and curriculum with Trojan University.

(Word count is 426)

Program Name: Trojan University

G. Student Safety and Transportation (6 Points)

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer);
- b. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
 - i. Subgrantees are encouraged to use vehicles which meet school bus or multi-function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
 - ii. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets dark earlier during the fall and winter months.
- c. The maximum length of travel time students will travel either to or from the site(s);
- d. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
- e. How the facility will safely accommodate the proposed number of students.

Please note: Purchasing of vehicles of any kind using this funding is prohibited by the GaDOE. Also, the GaDOE will not allow the purchase of vouchers for public transportation (MARTA) due to the liability and risk associated with putting students on transportation without supervision.

The safety of students is our top priority. Trojan University has an emergency plan in place and has policies and procedures for school visitors. To this end, Trojan University will conduct a minimum of three emergency drills per semester. The school safety plan is designed to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for our students and all school personnel. Carrollton City Schools' safety plan is updated annually and addresses natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism.

The 21st CCLC Program staff will be provided training and will adhere to the policies and procedures outlined in the safety plan. All visitors to CMS and CHS must enter through a monitored electronic access front door. Upon entering any school building, each person who is not a student, employee of the school or school system or a school board member will check in at the designated location as stated on posted signs. All visitors will provide a reason for his or her presence at the school. All students arriving late or leaving early will be required to sign out through a centralized location. Parent permission is required as outlined in the school safety plan and school handbook.

Carrollton City Schools will provide bus transportation for students attending the 21st CCLC Program. Carrollton City School System has liability insurance through Selective Insurance Company of America. The liability insurance covers the 21st CCLC Program students being transported to and from school. This insurance also covers students being transported for related activities as required by the Georgia Department of Education. All vehicles undergo routine maintenance. Drivers adhere to the Carrollton City Schools policies and procedures for transportation safety which include licensure, background checks, training requirements, use of daily rider rosters, policies for emergencies, student discipline policies and documentation of parental

consents. Drivers are required to be trained and certified. Drivers are annually trained in safety, student discipline, and emergency procedures as required by state law. The director of Transportation provides bus driver training before the beginning of each school year. New drivers receive additional training. Bus transportation information will be discussed at the fall parent orientation meeting. During this orientation, parents and students will be made aware of behavior expectation and safety information and will complete a bus transportation form including emergency contact information. Any additional information for parents regarding transportation during the school year will be sent home through students. Transportation records will be kept on file at each site. Buses do not currently have bus monitors, with the exception of the special education bus; however, the 21st CCLC staff will serve as chaperones on the bus for field trips. Each bus has video cameras with audio and drivers have direct communication devices at all times. No student will be transported more than one hour between the school site and home with the goal to have students home sooner.

Section 504 and Title II of the ADA are broad civil rights statutes designed to promote equal access to and participation in programs and services. Trojan University is housed within Carrollton Middle and High School buildings which are easily accessible and can safely accommodate the projected population of the program. All buildings used by Trojan University are completely handicapped accessible. Trojan University will be equally accessible to all students targeted for service including transportation, program participation, and enrichment activities. All services will be at no cost to the students. The regulations implementing these laws require that students with disabilities receive benefits and services comparable to those given to their nondisabled peers. In meeting the responsibilities to students with disabilities under Section 504 of the Rehabilitation Act, the 21st CCLC Trojan University program will make accommodations and modifications to address the needs of students with disabilities. Handicapped accessible buses will be available as needed.

(Word count is 648)

Program Name: Trojan University

H. Sustainability Plan (6 Points)

A preliminary sustainability plan must be developed as part of the application to show how the community learning center will continue the same level of service once the funding has been reduced to 90% in year 4, 80% in year 5, and ultimately, after 21st CCLC funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support, and eventually sustain, the program after the five-year grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution. Please note that subgrantees are not allowed to reduce services in years 4 and 5 to accommodate the reduction in funding.

The Carrollton Board of Education is student focused and data driven and has agreed to sustain the program by providing adequate building space for the program, district administrative support, and use of school buses for transportation and technology hardware for instruction. As the program continues to demonstrate success in improving student achievement of the school's most at-risk students, the program will become invaluable to the local school system and community. Federal, state, and local programs will be combined and/or coordinated with the Trojan University funding to ensure the most effective use of resources.

The 21st CCLC program director will be responsible for ensuring that coordination occurs and that the 21st CCLC funds will be used only to supplement the level of federal, state, local, and non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available. State and federal funding has been negatively impacted due to the economic crisis; however, as the economic climate improves and state funding is restored, we believe that additional federal and local funds will be allocated to continue and to maintain this valued program. In addition, the Carrollton City Schools and our partners will aggressively seek additional competitive grants, identify and cultivate new business partners, and continue to pursue alternative funding through local, state, and federal grants to support this project.

Carrollton City Schools has participated in the Seamless Summer Feeding Program and the At Risk Free After school Snack Program through the United States Department of Agriculture (USDA) Food and Nutrition Services Department. These programs serve snacks to children in after school and create summer school activities aimed at promoting the health and well being of children and youth in our communities. These resources, combined with local and partner contributions, will provide snacks for our after school and summer school program.

(Word count is 311)

Program Name: Trojan University

IV. Evaluation (10 Total Points)

All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs. For this RFA, an external evaluator is an individual, agency, or organization, with **no** vested interest in the 21st CCLC program. This requirement excludes the original application writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant's partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. **The amount to be paid to the evaluator from grant funds cannot exceed 3% of the annual grant award amount.** If the amount to be paid exceeds 3% of the grant award, the outstanding balance must come from other non-21st CCLC sources.

The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator at this time, however, the applicant must address the qualifications it will seek in an evaluator. The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives and revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the *Goals, Objectives, Activities, and Timeframe* table. In addition, the evaluation plan should address the requirements detailed in the *GaDOE's expected reporting outcomes* section of this RFA. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

Trojan University maintains a quality program by having measurable program and outcome-based goals. A system and plan are in place for gathering data and engaging in data-driven decision making. It takes continual revisions and improvements to fully implement a successful program. Furthermore, programs with proven effectiveness are those most likely to be sustained after the federal funding ends. Therefore, the evaluation process is key to the success of our program. Data will be collected to help analyze, refine and strengthen the services that we provide.

Carrollton City Schools contracted with Melanie Brooks, program director for the University of West Georgia Early Learning Center to serve as our external evaluator for the Trojan University 21st CCLC Program previously. The contract is limited to one school year with a renewal option for each subsequent year of the grant term. The contractual fee for the external evaluation follows all state and federal guidelines in that it is less than 3% of the annual grant award amount. West Georgia RESA employs educational specialists and certified professionals to form a strong cohesive team to support comprehensive school improvement. Mrs. Brooks has served as a school assistant principal and principal for multiple years. Mrs. Brooks has a vested interest in this 21st CCLC Program and will provide quality evaluation services at a reasonable cost. The mission of Mrs. Brooks is to promote student achievement through collaboration, innovation, service and leadership. Serving as the external evaluator will be an ideal match for the agency's stated mission. Mrs. Brooks will provide objective data collection, analysis, and evaluation services. She is extremely knowledgeable of our school system and our community and will do an excellent job assisting our staff in continued improvement.

The external evaluator will make quarterly site visits and follow-up analysis of findings will be provided to the program director and district and school administrators. The evaluator will receive data as collected, conduct analysis, and provide quarterly monitoring reports presented to the program coordinator. A key responsibility of the external evaluator is to give the project staff the information and tools they need to best implement the project with fidelity. Therefore, the external evaluator will attend quarterly meetings with the program staff to ensure data is collected and maintained properly and to offer performance feedback to steer continuous program improvements and data-driven decision-making. In addition, the external auditor will verify alignment of instruction with the Georgia Curriculum Standards, utilization of appropriate curriculum materials, effectiveness of professional development and implementation of the proposed program. The external evaluator will be responsible for creating an annual report based on the data collected and stakeholder surveys (parent, Trojan University teacher, student surveys and classroom teacher.) The evaluation plan is based on established performance measures identified in the "Program Objectives and Measurement" table in the Appendix.

Program evaluations will address progress toward attaining goals and will be both formative and summative. Data collected will be both qualitative, including parent, student and teacher surveys, and quantitative including analysis of GMAS scores, grades, discipline data, and attendance records. Survey reports for the evaluation of homework completion, class participation, behavior, and stakeholder satisfaction will be completed annually. This data will be used to refine, improve, and

strengthen the program and/or to refine the performance measures. Data and evaluation results will be provided to the public, Georgia Department of Education, and the United States Department of Education upon request. The external evaluator, data coordinator, and program director will ensure that data is entered into the Transact data management system for the U.S. Department of Education 21st CCLC Profile and Performance Information Collection System.

Principles of Effectiveness: Our 21st CCLC Program will implement and provide activities that directly enhance students' learning and satisfy the Principles of Effectiveness. The Trojan University 21st CCLC program evaluation plan includes assessment of objective data, establishes performance measures aimed to ensure the quality academic enrichment opportunities and uses scientific-based research, evidencing how the program will help students meet the district's academic achievement standards. **Formative Evaluation:** Melanie Brooks will monitor implementation, develop necessary data collection instruments, consult with program director, site coordinator and data specialist on the collections of data and will provide ongoing operational feedback. This formative evaluation will result in a quarterly report.

The formative evaluation will include:

1. Student attendance: data on average daily attendance and enrollment
 2. Program Operation: Synopsis of current level of operation
 3. Objective Assessment: Data analysis as indication of progress toward achieving each goal
 4. Recommendations- Recommendations for programmatic refinement for all goals where progress is not being achieved and/or where the program is not likely to achieve the stated goal by year's end.
- Summative Evaluation:** The annual summative evaluation will be submitted by June 30, 2025 and upon request, the evaluation report will be available to the public, Georgia Department of Education and The United States Department of Education. The summative report will provide a detailed summary of the program's progress toward meeting each state objective. The summative report will include data collected during the 2024 - 2025 academic year.

The Summative Evaluation/ Annual Report will include:

1. Overview and History: A history of previous operations and a description of how the program has progressed and grown over the past year of operation
2. Student Attendance and Enrollment: Student attendance, enrollment, student demographics, and average daily attendance
3. Program Operation: Information on the operation of the program including days, hours and weeks of operation for each component
4. Quality of Staffing: Composition of staff including staff and student demographics, student: staff ratio; staff training, and use of certified teachers
5. Objective Assessment: Detailed information on each objective approved by GaDOE, including information on activities, data collected, timelines, analysis and results
6. Other Observations: Observations including quotes or statements from stakeholders, success stories of students, photographs or news articles demonstrating unique program activities or services
7. Progress toward Sustainability: Information about program partnerships (partnership development, partner maintenance and partner contributions)
8. Overall Recommendation: An overall assessment of the program as well as any program-wide recommendations to enhance the quality of the program.

The results from the formative and summative evaluations will be used to monitor progress of the program and will be shared with stakeholders (school administration, Trojan University staff, parents, advisory board, community partners, Georgia Department of Education, and the United States Department of Education. In addition, evaluation updates will be included in parent newsletters, distributed at stakeholder meetings, and posted on the school website. Data will be used to improve the effectiveness of the program. Continual revisions and improvements are necessary to fully implement a successful program. If goals are not being met in a timely manner, immediate steps will be taken to adjust the program. The program director, site coordinator, school administrator and external evaluator will implement research-based strategies to improve results. Changes may include modifying instructional methods, staff, allocation of funds, instructional schedule, etc. The evaluation process is key to the success of our program. Therefore, data will be collected continuously to help analyze, refine and strengthen the services that we provide.

(Word count is 1159)

21st CCLC Competitive Priority Worksheet FY26

EACH applicant MUST complete the Competitive Priority Worksheet FY26, regardless of whether they are claiming a priority or not. Please check each item that applies to this application.

Fiscal Agent's Name: Carrollton City Schools

[Co-Applicant Guidance](#)

[School Designations](#)

[List of Counties Eligible for Priority 4](#)

☐ No Priority Claimed (0 points)

Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 240.

☐ Priority 1: Proposal was submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to the FY26 RFA for more information regarding this criterion. (Maximum of 5 points)

☐ Priority 2: Program is proposing to serve participants that attend schools that have been designated as Comprehensive Support and Improvement (CSI) Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). (Maximum of 10 points). Please refer to GaDOE Website <https://www.gadoe.org/School-Improvement/Pages/CSI-Schools.aspx> for a complete list of CSI, TSI, and ATSI schools.

☒ Priority 3: Program is proposing to serve students in grades 9, 10, 11, and 12. (Maximum of 5 points)

☐ Priority 4: Program is proposing to serve participants in a county that is currently not receiving 21st CCLC funding. Please refer to the included Supplemental Form C, a listing of counties eligible for priority. (Maximum of 5 points)

☒ Priority 5: Program is proposing to operate a summer program, during each year of the award, for a total number of 60 hours for a minimum period of three consecutive weeks during each summer recess. (Maximum of 5 points)

**21st Century Community Learning Centers ("CCLC")
Specific Program Assurances for Subgrantees**

**** Please note: The Georgia Department of Education (GaDOE) considers the applicant to be the fiscal agent for the grant. Therefore, any grants awarded will be in the name of the fiscal agent.**

Official Entity Name for Fiscal Agent/Subgrant Award Recipient: Carrollton City Schools

Program Name: Trojan University
Funding Amount: \$349,789.00

Number	Initial Each Box Below	Assurances
1	MA	The Subgrantee assures that it has the necessary legal authority to apply for and receive the 21st CCLC subgrant(s).
2	MA	The signatory for these assurances certifies that he has the authority to bind the Subgrantee.
3	MA	Subgrantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
4	MA	The Subgrantee certifies that the community was given timely notice of its intent to submit its application(s) and that the application(s) and any waiver request(s) were available for public review and comment after submission.
5	MA	The 21st CCLC program(s) was developed, and will be carried out; in active collaboration with the schools the students attend.
6	MA	The Subgrantee engaged in timely and meaningful consultation with private school officials during the design and development of the 21st CCLC program(s).
7	MA	The 21st CCLC program will primarily target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
8	MA	The Subgrantee certifies the instruction and content offered are secular, neutral, and non-ideological.
9	MA	The 21st CCLC program will take place in a safe and easily accessible facility. It is the responsibility of the Subgrantee to ensure that it meets all requirements, including but not limited to, child-care licensing, occupancy, fire, water, and transportation of students.
10	MA	The 21st CCLC program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
11	MA	The 21st CCLC program will implement activities that are aligned with the challenging State academic standards and any local academic standards.
12	MA	The 21st CCLC instructional program offered to students will be carried out as proposed in the application.
13	MA	Funding for subsequent years are dependent upon successful program implementation and progress aligned with the components of the request for application submitted. The subgrantee understands that if any of the following requirements are not adhered to, the subgrantee may forfeit future funding or received reduced funding: • Attendance at orientation, training, and other required meetings • Proposed weekly number of hours of operations (minimum of 12 hours/week) • Program academic content aligned with stated goals, objectives, and the Georgia Standards of Excellence • Sound fiscal management including following reimbursement process requirements of the grant

14	MA	Prior to any material change affecting the purpose, administration, organization, budget, or operation of the 21st CCLC Program, the Subgrantee agrees to submit an appropriately amended application to GaDOE for approval.
15	MA	The Subgrantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.
16	MA	The activities and services described in the application shall be administered by or under the supervision and control of the Subgrantee. The Subgrantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.
17	MA	The Subgrantee agrees that its program will be fully operational within 60 days of the receipt of their award letter.
18	MA	The Subgrantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.
19	MA	Funds shall be used only for financial obligations incurred during the grant period.
20	MA	The Subgrantee will submit its annual budget within 30 days of the grant award.
21	MA	An annual, external audit should be submitted to GaDOE within 6 months of the end of the Subgrantee's fiscal year.
22	MA	The Subgrantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 2, Subpart F, "Audit Requirements".
23	MA	The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
24	MA	The Subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.
25	MA	The Subgrantee will submit reports to GaDOE and to the U.S. Department of Education as may reasonably be required. The Subgrantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.
26	MA	The Subgrantee will submit an annual summative evaluation report no later than June 30. If applicable, the Subgrantee will submit its summer session summative evaluation report no later than September 30.
27	MA	The Subgrantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Subgrantee related to the Subgrantee's charges and performance under the 21st CCLC subgrant.
28	MA	The Subgrantee understands that the control of 21st CCLC grant funds and title to property acquired with 21st CCLC grant funds will be in a public agency or in a nonprofit entity, institution, organization, or Indian tribe, if the law authorizing the 21st CCLC program provides for assistance to those entities; and the public agency, nonprofit entity, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes.
29	MA	The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the 21st CCLC grant funds must be managed in accordance with 2 C.F.R. § 200.310-316.

30	MA	The Subgrantee will submit proof of its Fidelity and Liability Insurance Policy and proof of minimum liability transportation insurance to the Georgia Department of Education within 60 days of the grant award. (Does not apply to school districts)
31	MA	The Subgrantee is responsible for ensuring that all applicable liability insurance requirements are met.
32	MA	All required documentation (e.g., reimbursement requests, attendance data, student grades, test scores, etc.) will be entered and updated in a timely manner as stipulated by GaDOE.
33	MA	The Subgrantee certifies that state and national criminal background checks will be conducted annually for any and all individuals acting on behalf of the Subgrantee including: regular volunteers, employees, contractors, relatives, etc. prior to their employment, whether or not they have direct contact with students. In addition, the Subgrantee agrees to develop and utilize written policies on how the criminal background check results will be used in hiring and volunteer practices.
34	MA	The Subgrantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.
35	MA	The Subgrantee understands that 21st CCLC grant funds will not be used for lobbying the executive or legislative branches of the Federal government in connection with contracts, grants, or loans and will report payments made with unappropriated funds for lobbying purposes.
36	MA	The Subgrantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).
37	MA	Subgrantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
38	MA	In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Subgrantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.
39	MA	The Subgrantee will establish and communicate to all students, parents, and staff its procedure whereby anyone suspecting fraud, waste, or abuse involving 21st CCLC funds shall call or write the appropriate authorities.
40	MA	The 21st CCLC grant has been accepted adapted by the local Board of Education (LEAs) or local Board of Directors (CBOs/Non-LEAs).

My electronic signature below certifies that I am the authorized signatory for the Fiscal Agent and official Subgrantee, and that I have read, understand, and agree to abide by all assurances. I also understand that failure to abide by all assurances may result in loss or reduction of grant funding.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required)

Dr. Mark Albertus

Typed Position Title of Fiscal Agency Head (required)

Superintendent

Date (required)

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Georgia Department of Education
Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.
- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full

description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two-year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, spouse of an in-law, or a member of his/her household.
- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. Annual Certification

The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period (**APPLICANT MUST CHECK AT LEAST ONE BOX BELOW**):

☐ A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

☒ No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. Disclosure of Conflict of Interest after Agreement Execution

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III. Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

Signature of Fiscal Agency Head (required) Certified by Electronic Signature

Typed Name of Fiscal Agency Head (required)

Dr. Mark Albertus

Typed Position Title of Fiscal Agency Head (required)

Superintendent

Date (required)

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