FY17 Request for Application
21st Century Community Learning Center
No Child Left Behind (NCLB)
Title IV, Part B

Support Letters will not be accepted

Deadline: **4:00 P.M. (EST)** **November 17, 2016**	**Issued By:** **Office of Continous Improvement & Support** **Division of Consolidated Plans & Audits**
Email all Questions to: KDERFP@education.ky.gov **Questions will only be accepted via email.** **Deadline: 12:00 Noon (EST)** **October 20, 2016**	**Submit Applications to:** Kentucky Department of Education **Grants Management Branch 5th Floor, 300 Building** **Sower Boulevard,** Frankfort, KY 40601

Special Instructions

Plagiarism is strictly prohibited and may result in disqualification of the application. The application should be developed to meet the unique needs of the applying school and district.

- Current grantees found non-compliant for non-performance or whose grant has been terminated as outlined on page 43 are ineligible to apply for continuation and/or expansion funding.
- Only the **required** Co-Applicant Agreement and **required** Partner Agreements should be included. **Support letters will not be accepted.**
- Free/Reduced lunch information will be pulled from the following link: FY15 Qualifying Data http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx.

The applicant:

- **Shall** have an appropriate/allowable co-applicant identified and reflected on the a) cover sheet and b) accompanying Co-Applicant agreement (page 75). If a co-applicant is not identified on the cover sheet and co-applicant agreement is not attached, the application will be scored but not awarded.
- **Shall** meet the Absolute Priority as indicated on page 17. If the application does not meet the absolute priority, the application will be scored but not awarded.
- **Shall** meet the submission deadline.
- **Shall** submit application/copies as reflected on page 53.
- **Shall** use the correct cover page for the 2017-2018 competition on page 61.
- **Shall** follow formatting requirements as described on page 51.
- **Should** reflect the appropriate type of application being submitted as set forth in the guidelines on page 14. The applicant should check the appropriate Application Type on the cover page.
- **Shall** include all of the required and **applicable** attachments listed on page 50.
- **Shall** have a Data Universal Numbering System (DUNS) number.
- **Shall** be registered in the System for Award Management at https://www.sam.gov
- KDE reserves the right to waive minor technical issues.

Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.

2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 http://www.ed.gov/policy/elsec/leg/esea02/index.html)

3. The applicant must have a Data Universal Numbering System (DUNS) number.

4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.

5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.

6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.

7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.

8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.

9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.

10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
    - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
    - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
    - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be $95,000); and
    - Provide documentation of completed federal and state report as required.

12. Comply with provisions of Title IX of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.

13. Comply with the following acts of Congress:
    a. Single Audit Act of 1984
    b. Civil Rights Act of 1964
    c. Gun-Free Schools Act of 1994
    d. Americans with Disabilities Act 1990
    e. Pro-Children's Act of 1994

14. Comply with the Stevens Amendment.

15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

16. Not utilize any federal funds to lobby Congress or any federal agency.

17. Abide by and remain current on collection of and reporting of data.

18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.

19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

21. Meet the minimum number of hours and days as required under program operations.

22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.

23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.

24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.

25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.

26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.

27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.

28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.

29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**

31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:

    A. Provide a high quality program with evidence of academic progress;

    B. Implement the program as described in the application;

    C. Serve number of regular attendee students as stated in the application;

    D. Meet the minimum hours of operations (hrs/days/weeks/summer)

    E. Adhere to assigned assurances;

    F. Submit required reports and documentation in a timely manner;

    G. Use funds in a responsible and appropriate manner;

    H. Resolve a non-compliance audit/monitoring finding;

    I. Submit required data within the given timeframe;

    J. Implement a required Corrective Action Plan

32. **ASSURANCE REGARDING CONTINUATION OF FUNDING** - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**

33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

Assurances Signature Page

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

Fiscal Agent Signature and Title **Date**

_____ _____

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

Co-Applicant Signature and Title **Date**

_____ _____

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

School Principal (school being served) **Date**

_____ _____

School Principal (if more than one school being served) **Date**

_____ _____

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21st Century Community Learning Centers

Deadline: 4:00 P.M. (EST), November 17, 2016

Introduction

As authorized under the No Child Left Behind Act (NCLB), Title IV, Part B, 21st Century Community Learning Centers (CCLC), the Office of Continuous Improvement & Support is issuing a Request for Application (RFA) for local school districts, community and faith-based organizations, as well as other qualifying private and governmental organizations to design and implement effective out-of-school programs that improve student achievement and social development.

I. Purpose

The 21st Century Community Learning Centers (21st CCLC) program provides academic, artistic and cultural enrichment opportunities for children, particularly students who attend high poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, math and science. The purpose is to provide students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating children. Programs must ensure the academic services provided are aligned with the school's curriculum in the core subject areas. Based on this guidance, applicants must address, but are not limited to, the following goals for Kentucky's 21st CCLC programs:

#1 Increase academic achievement of regularly participating students.

#2 Improve non-cognitive indicators of success in regularly participating students.

#3 Increase the number of students attending the program 30 days or more during the academic year.

#4 Increase access to high-quality programming.

#5 Increase access to college/career preparation activities for middle and high school students.

#6 Increase educational opportunities for parents and families that support academic achievement.

The 21st CCLC program is committed to ensuring that students have access to high-quality and engaging enrichment activities that truly support their learning and development. The 21st CCLC initiative further stresses the importance of diverse groups and organizations working together to strengthen school and community networks to help students and families succeed.

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support. Kentucky's focus is to increase academic achievement. This should balance enrichment opportunities that include active, hands-on engagement with activities that address the needs of the whole-child and focus on Kentucky Academic Standards.

Associated needs include those related to socio-emotional, physical and non-cognitive domains. For this reason, the program offerings may not consist of only homework help/tutoring and credit recovery nor of enrichments only. A grant proposal may serve no more than two schools. Whereas the program may be open to participants who meet criteria for participation (including those from private, and home schools), priority is given to participants from the school(s) identified for service within the application.

Title I funds, in concert with the 21st CCLC program funds, can provide extended/expanded learning programs in schools to integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking additional academic assistance and supplemental educational services (such as tutoring and academic enrichment) for their children.

It is essential that each applicant addresses student achievement gaps identified in each school the grant is to serve. Additionally, 21st CCLC program plans within the application will adhere to the Kentucky Academic Standards and will be aligned to the school day. Applicants must address strategies that will be implemented to address student needs and student success.

K-3 Reading Initiative

Elementary and primary 21st CCLC sites will, in addition to meeting all other grant directives, partner with schools to provide reading intervention targeting K-3 students performing significantly below grade level, if served by the grant. The 21st CCLC program staff will consult with the school's reading interventionist or instructional lead to identify students and determine strategies to address proficiency during out-of-school time programming (before school, after school, summer). Grant funds **may not** be used to cover the training cost or a portion of the training cost for a reading interventionist or reading teacher. Grant funds may be used to pay a trained reading interventionist or reading teacher to work in the after school program with students.

"Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained instructor. This instruction may be conducted one-on-one or in small groups; shall be research-based, reliable, and replicable; and shall be based on the school's ongoing assessment of individual student needs. Grants serving K-3 must provide reading intervention daily.

The 21st CCLC program will inform parents of struggling readers of available family literacy services at the school and in the community. Again, only 21st CCLC programs that include students enrolled in grades K-3 are required to provide reading intervention targeting students performing significantly below grade level.

II. Eligible Entities and Co-Applicant Requirement

Eligible applicants may be:

- **Local education agencies (LEA)**
  For local education agencies, the school district must be the fiscal agent; an individual school may not serve as the applicant
- **Community–based organizations (CBO),**
- **Faith-based organizations (FBO),**
- **Institutions of higher education,**
- **City or County government agencies,**
- **For-profit corporations, and other public or private entities.**

A community–based organization is defined as a public or private for-profit or non-profit organization 501 (c) (3) that is representative of the community and that has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance the academic performance and positive youth development. Community/faith-based organizations and other local government and private institutions that do apply for funds are expected to meet all statutory and regulatory requirements of the program and are required to partner with a school.

All targeted schools served by grants must be eligible for 2015-16 Title I school wide programs or have at least 40 percent free and/or reduced lunch **for the December 1, 2015 count**. ***The deadline submission for the FY17 RFA is due before the 2016 free and reduced counts will be available so applicants must use the 2015 count.*** See page 1 for information on accessing FY15 Qualifying Data.

Private/non-public school students are eligible to participate in 21st CCLC activities carried out in public schools. Students, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A 21st CCLC grantee – whether a public school or other public or private organization must provide equitable services to private school students and their families if the students are part of the area to be served by the award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Proof of this consultation must be described in the application under the partnerships/ collaboration portion of the narrative.

An applicant is eligible to apply if it has no prior afterschool experience. An Organizational Capacity Statement Form provided in the RFA must be completed by all non-governmental agencies. Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for an award. However, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

An applicant is eligible to apply if already implementing before and/or afterschool activities. 21st CCLC funds may be used to expand and/or enhance current activities in the before and/or afterschool programs, whether supported by public or private funds. The applicant must demonstrate both the addition of services and increase the number of students to be served. Simply increasing the number of students to be served does not fulfill this requirement. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current afterschool program. Again, awardees must bear in mind that **21st CCLC funds can be used only to supplement and not supplant** any federal or non-federal funds used to support current programs.

Required Co-Applicant Agreement

A co-applicant is defined as the key partnering group or organization that receives (when the co-applicant is a school) or provides (when the co-applicant is a CBO or FBO) services/resources to the proposed project. This partnership does not imply the obligation of direct financial support to the co-applicant through grant funds. **The purpose of the co-applicant is to provide support to enhance delivery of program services and activities not to share jointly in grant funds. The co-applicant is the key partner who provides the greatest amount of in-kind or actual financial support to the program.**

The Co-Applicant Agreement outlines the partnership between the applicant and the co-applicant. Applicants not submitting a signed Co-Applicant Agreement will receive a reduction of points under Collaboration and Partnership Criteria. **Also note**, if a district is the applicant, a district administered program cannot be the co-applicant. This would include, for example, the Family Resource and Youth Services Centers, Community Education or any other program or entity administered or operated by the district or who draws either direct or in-kind financial support from the district.

Required Partner Agreements

A minimum of five signed Partner Agreements outlining support to enhance delivery of services and activities to be provided for the program must be attached. Applicants not submitting a minimum of five signed Parnter Agreements will receive a reduction of points under Collaboration and Partnership Criteria.

Build a Community Learning Center of Support Potential Partners Include but are not limited to:	
Arts & Science Community (eg. Museums, zoos, music ensembles theaters)	Civic Groups
Banks & Financial Institutions	Local Cultural Councils
Businesses & Corporations	Mayors/Municipal Departments
Colleges and Universities	Museums
Community Centers	Non-Profit Organizations
Community-Based Afterschool Programs	Local Parks and Recreation
County Extension Offices	Philanthropic Organizations (eg. Rotary, Kiawanas)
Faith-Based Organizations	Professional Organizations (eg. Realtors' Association)
Family Resource Youth Services Centers (Note: FRYSC cannot serve as your co-applicant)	School Committees
Housing Authorities	Scouting Organizations
Hospitals/Health Dept.	Local Schools & School Administrators
Law Enforcement Agencies	Regional STEM Networks
Local Juvenille Justice Stakeholders	Volunteer Organizations
Libraries	Workforce Investment Boards

III. Types of Applications

No single school shall be served by more than two 21st CCLC grants of any type (new, expansion, or continuation) at the same time.

New Applicants - A new applicant is defined as any group, agency, or organization that has never had a 21st CCLC program in the specific schools that are included under this grant application request. If a school has previously been served by a state 21st CCLC grant, it is not eligible to be served under a new grant application. This exclusion includes a school that may have been served by a state 21st CCLC grant many years ago but no longer operates a before/afterschool program. Only schools who have never been served by a 21st CCLC grant shall be deemed "new."

Continuation Applicants - 21st CCLC grantees that have previously received grant funds and need support to sustain the organization's afterschool program past the five consecutive years of the original grant award have the opportunity to apply for continuation funds. Applicants must use the same co-applicant as the original grant application. Only current grantees that are functioning in the fifth and final year of funds or grantees that have closed out their fifth and final year of 21st CCLC funds are eligible to apply for continued funding.

Expansion Applicants - Grantees are not eligible to apply for an expansion grant prior to the third year of programming. Current grantees may apply for an expansion of services to significantly increase the number of students served (e.g. expanding services to additional grades) or for expansion to additional sites to serve more students (e.g. serving two sites and/or schools instead of one). The application must clearly state how expansion funds will be used to serve more students and will not displace the school's current 21st CCLC funding. Expansion grants must increase the number of students served by a minimum of 50% above the number of students proposed in the original grant application. The applicant must demonstrate that the program has met and/or exceeded the number of participants to be served in the original RFA as demonstrated by the center's most recent APR data/Center Profile.

Continuation & Expansion applicants must also be in good standing and have no instances of non-compliance based on the Federal Annual Report information (Center Profile) and/or desk reviews or monitoring reports available to KDE in order to be eligible for continuation or expansion grants.

Note: A list of schools currently receiving services or that have previously been served by a grant is posted on the KDE website with the FY17 RFA under Competitive Grants at www.kde.ky.gov.

IV. Funding Allocations

- KDE anticipates new grantee awards ranging from $100,000 - $150,000 per year for three years. The number of awards and the award size will depend on the type of application selected. Continuation funding beyond the first year is contingent on the availability of funds and successful implementation of the program.

- No funds may be expended prior to KDE receiving a signed contract from the district.

- During year three, KDE will review all programs to determine eligibility for an additional two years of funding. If continued, programs must maintain the original level of programs and services to at least the same number of students.

- **KDE intends to make first year awards available July 1, 2017 through September 30, 2018**. Grantees may have the opportunity to provide services beyond the first year pending availability of funds, successful completion of all deliverables, attendance levels, and quality of program/program performance, submission of complete and accurate end of year reports, and submission of an approved renewal form.

- New, Continuation or Expansion applicants may not access Year 2 funds prior to July 1, 2018. All subsequent years of funding (Years 3-5) may not be accessed prior to July 1 of the following year.

- **Funding is provided on a quarterly reimbursement basis.** The grantee must possess sufficient fiscal resources to provide start-up funding for program implementation.

Timelines for operation shall be as follows:

1. Provided that a signed contract between the district & KDE is in place, FY17 Grantees may access awarded funds July 1, 2017.

2. FY17 New Grants and Continuation grants (that have not had programming for a period of six months or longer) will begin program implementation at the beginning of the 2017-2018 school year and summer programming requirements will begin in 2018.

3. Funds may be used to hire staff when the contract with KDE has been implemented. Grant positions may be posted up to 60 days prior to this time.

4. The Program Director and Site Coordinator for New, Continuation and Expansion grants should be in place prior to July 1, 2017 in order to attend required trainings and meet with the co-applicant and partners to discuss implementation prior to the program beginning.

5. All grantees must continue services for five academic school years if federal funding is available.

Kentucky FY17 21st CCLC Funding

Allocations for New Applicants

Allocations for Continuation or Expansion Applicants

New Applicant Funding:

The maximum grant amount will be $150,000 per year for the first three years with funding reductions in years four and five. Year four will reduce to $125,000 while year five will reduce to $100,000. The purpose of a new grant is to provide academic, artistic and cultural enrichment opportunities for children, particularly students who attend high poverty and low performing schools, to meet state and local standards in core academic subjects, such as reading, math and science. The purpose is to provide students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating children. Programs must ensure the academic services provided are aligned with the school's curriculum in the core subject areas.

Continuation/Expansion Applicant Funding:

KDE will allow existing 21st CCLC grantees that are nearing the end of or have completed their fifth year of funding to apply for **continuation funding**. The maximum grant amount will be $100,000 per year for the first three years with a 5% reduction in years four and five to $95,000 per year. The purpose of Continuation grants is to assist grantees with funds to continue successful 21st CCLC programming that had been funded in the past. Applicants will be screened on a pass/fail basis for capacity to administer the program as determined by successful implementation and participation levels of the current program. The application may be completed by using data and information of progress that you have accomplished per year in your project.

KDE will also allow existing grantees to apply for **Expansion grants** not to exceed $100,000 per year for the first three years with a 5% reduction in years four and five to $95,000 per year. Current grantees may apply for an expansion of services to increase the number of students served (e.g. expanding services to additional grades) or for expansion to additional sites (e.g. serving two sites and/or schools instead of one) **provided that criteria for applying for an Expansion grant has been met**. Applicants will be screened on a pass/fail basis for capacity to administer the program determined by successful implementation and **meeting or exceeding** participation levels of the current program. The application may be completed by using data and information of progress of the program goals that have been accomplished.

Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act of 2006 is designed to increase transparency and improve the public's access to federal government information. FFATA requires that sub-award data is reported for all federal grants funded at $25,000 or more. In order to comply with FFATA, any entity receiving federal funds MUST have Data Universal Numbering System (DUNS) number. A DUNS number is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. The DUNS number must be registered in the System for Award Management at https://www.sam.gov. The process for receiving a DUNS number may take up to 30 days. Applicants must plan accordingly.

Indirect Costs

Indirect costs are allowed but may not exceed 8% of the award and require prior approval by KDE. However, local education agencies are subject to the district's restricted indirect cost rate. The LEAs FY17 restricted indirect cost rate is available at Indirect Costs 2016-2017. Indirect costs are costs that have been incurred for common joint purposes. These costs may include but are not limited to: electricity, water, janitorial/custodial services, internal functions such as accounting, etc., and must be excluded from the direct costs charged to the award.

Funding Priorities

Absolute and Competitive are the two types of priorities for the competition. The absolute priority is a strict requirement to be met by all applicants, while applications that address competitive priorities will receive preference over applications that do not. Competitive Priority for funding will be reflected in additional points awarded for the competitive funding priorities.

Absolute Priority

Proposals will target students and family members of those students who attend schools that are eligible for 2015-2016 Title I school-wide programs or that served a high percentage of students from low-income families (at least 40 percent of the students qualified to receive free or reduced-cost meals). For proposals involving one or two school buildings, the school buildings to be served must have a 2015-2016 Title I school-wide program or at least 40 percent of the students from each participating building must be qualified to receive free and/or reduced-cost meals in 2015-2016. **Eligibility shall be based upon the school's 2015-2016 counts.** The deadline submission for the FY17 RFA is due before the 16-17 free and reduced counts will be available so applicants must use the 15-16 counts. If an applicant does not meet the absolute priority, the application will be reviewed and a score assigned, but funding will not be awarded.

1. **Competitive Priority – 10 Points - Priority Schools**
   Competitive priority is defined as additional points earned for items not explicitly required. KDE will give competitive priority points to applicants serving schools identified as **Priority Schools** for improvement under Title I, Part A, Section 1116, **and** submitting an application jointly with (1) one or more local school districts receiving funds under Title I, Part A **and** (2) one or more public, private, or community/faith-based organizations. **Schools identified for improvement are those that failed for two (2) or more consecutive years to make adequate yearly progress.** A list of schools identified for improvement is posted on the KDE website. Applicants should verify the status of schools they propose to serve. **Applicants will receive up to 10 additional points under this priority if identified on KDE's list of Priority Schools.**

2. **Competitive Priority – 10 Points - Focus Schools**
   Competitive priority is defined as additional points earned for items not explicitly required. KDE will give priority to applicants serving students in the schools that have been identified as **Focus Schools**. **Focus Schools mean schools that have a non-duplicate student gap group score in the bottom of non-duplicated student gap groups scores for all elementary, middle and high schools; schools with an individual student subgroup within assessment grades by level with a score in the (3rd) Standard Deviation below the state average for all students; or high schools that have a graduation rate that has been less than sixty (60) percent for two (2) consecutive years.** Applicants will receive up to 10 additional points under this priority if identified on KDE's list of Focus Schools.

3. **Additional Competitive Priority – 15 Points - Continuation Grants**
   Competitive priority is defined as additional points earned for items not explicitly required. KDE will give priority to **21st CCLC Continuation Grant** applicants who have shown significant improvement in student achievement. Continuation Grant applicants are grantees functioning in or have closed out their fifth and final year of 21st CCLC funds. **To receive 15 additional points, Continuation Grant applicants must show improved student achievement in math and reading scores** as demonstrated by their most recent APR Center Profile data indicating that 50% or more of regular center participants improved and/ or earned the highest grade possible in reading combined **and** 50% or more of regular center participants improved or earned the highest grade possible in math combined. KDE will use the official Center Profile maintained by the external evaluator to award these points.

   Note: Continuation Competitive Priority points will not be awarded if most recent profile is not attached to the application.

In addition to the absolute priority and competitive funding priorities noted above, KDE has the right to consider geographic and programmatic diversity as factors in the selection of funded applications. Regardless of geographic area, all applications must meet minimum score requirements in order to be funded. No score less than 120 points will be considered in making this determination.

V. Definitions of Key Terms and Concepts

The following guidance provides concepts, values, and terms associated with the 21st CCLC program. They are defined below to provide program guidance, clarification and establish a common understanding.

Academic Enrichment

Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills learned in school to real-life experiences.

Academic Improvement/Remediation

These activities specifically target students whose academic performance has been deemed to be in need of improvement given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.

Activities for Limited English Proficient Students

These activities specifically target students with limited English proficiency and are designed to further enhance students' ability to utilize the English language.

Activities Targeting Adult Family Members

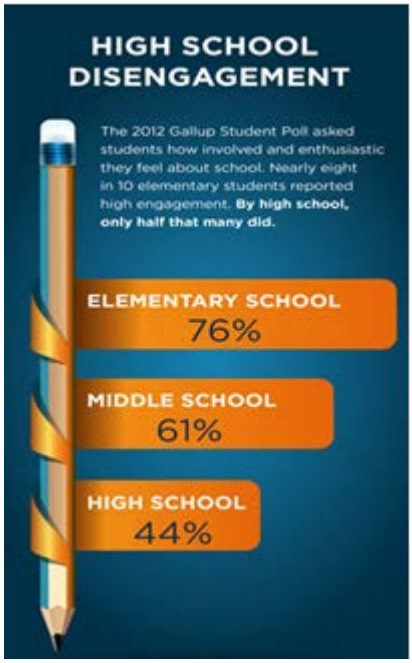
Activities targeting Adult Family Members must require ongoing and sustained participation by the adult family member in order to achieve the acquisition of knowledge or a skill that is meant to be imparted through participation in the service or activity. Examples of activities that conform to these requirements would include GED classes, classes on how to develop a resume, employment and interview support classes, effective parenting strategies, and interactive literacy activities between parents and their children.

Applicant Agency

The agency/organization that assumes fiduciary responsibility and oversight for the 21st CCLC program and who will serve as the fiscal agent is the Applicant Agency.

Career/Job Training

These activities may target either youth or adults participating in the 21st CCLC program and are designed to support the development of a defined skill set that is directly transferable to a specific vocation, industry, or career. For youth participating in center programming, activities that are designed to expose youth to various types of careers and which help inform youth of the skills needed to obtain a given career could also be considered in this activity category.



Co-Applicant

A co-applicant is defined as the key partnering group or organization that receives (when the co-applicant is a school) or provides (when the co-applicant is a CBO or FBO) services/resources to the proposed project. This partnership does not imply the obligation of direct financial support to the co-applicant through grant funds. Also note if a district is the applicant, then a district program such as the Family Resource and Youth Services Centers, Community Education or any other program administered or operated by the district or who draws either direct or in-kind financial support from the district cannot be the co-applicant.

College and Career Readiness

Community learning centers offer support in preparing students in core content areas through individual tutoring, core education offerings, remedial education activities and academic enrichment programs/opportunities. Through these services, each student participant has the opportunity to receive the assistance needed to prepare them with skills required to enter college and/or a career successfully. Other activities/opportunities offered through the 21st CCLC programs that support students in becoming college and career-ready are service learning, mentoring programs, telecommunication and technology programs, entrepreneurial education programs, and specific career experiential opportunities, to name a few.

Community-Based Organization (CBO)

Under the federal legislation, "community-based organization" (CBO) means a public or private non-profit organization of demonstrated effectiveness that: is a representative of the community or significant segments of the community and provides educational or related services to individuals in the community.

Community Learning Center

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, afterschool, during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting academic achievement standards in subjects, such as reading, mathematics, and science by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as STEM, college and career readiness, global learning, credit recovery, art, music, literacy intervention, recreation, technology, service learning, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy and other educational programs.

Community Service/Service Learning

These activities are characterized by defined service tasks performed by students that address a given community need and that provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating youth.

Drug and Violence Prevention, Counseling, and Character Education

These health-enhancing activities are designed to prevent, intervene, or stop youth from engaging in high-risk behaviors including the use of drugs and alcohol or intentional/unintentional violence or injury. These activities also reduce risk-taking behaviors by teaching and assessing the essential health skills, promoting positive youth development, resiliency, and social emotional learning, providing opportunities for counseling and support, and establishing a sense of connectedness by cultivating core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.

Eligible Entities

The term "eligible entity" means a local educational agency (LEA) designated as eligible for Title I school-wide programs (i.e., 40% or more of the student body is eligible for free and/or reduced-price lunch), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more of such agencies, organizations, or entities. All applicants who have held previous 21st CCLC programs must not have been deemed non-compliant as demonstrated by KDE. All entities applying for the 21st CCLC grant funds are expected to collaborate with LEAs. Organizations must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served and provide annual fiscal audits to KDE.

Enrichment

An activity that promotes cognitive, social, or physical health/wellness.

Family and Parent Engagement

For purposes of this program, the terms parent and families include caregivers, guardians, or others such as grandparents, who act in the stead of parents.

Effective family engagement is not a one-time program or the choice of a good school but, rather, a set of day-to-day practices, attitudes, beliefs and interactions that support learning at home, at school, afterschool, and during the summer. To ensure students of today are ready for the careers of tomorrow, families, schools, and community groups need to work together to promote engagement that is systemic, sustained, and integrated into school improvement efforts (National Parent Information and Resource Center – *Transforming Schools Through Family School and Community Engagement*). Adult family members of students participating in the program are encouraged to attend educational services or activities appropriate for adults, including parental involvement and family literacy. Family strategies must improve families' educational attainment and civic engagement and enhance students' development and academic success. Family strategies must be ongoing and sustained.

Focus Schools

Focus schools include those that have a non-duplicate student gap group score in the bottom of non-duplicated student gap groups scores for all elementary, middle and high schools; schools with an individual student subgroup within assessment grades by level with a score in the (3rd) Standard Deviation below the state average for all students; or high schools that have a graduation rate that has been less than sixty (60) percent for two (2) consecutive years.

Homework Help

Homework help refers to dedicated program time for students to work independently on homework, with or without assistance from staff, volunteers, or older peers.

The Dual Capacity-Building Framework for Family-School Partnerships

Learn more, visit http://www2.ed.gov/documents/family-community/partners-education.pdf

Research on promising practice in family engagement, as well as on adult learning and development, identifies a set of process conditions that are important to the success of capacity-building interventions. The term process here refers to the series of actions, operations, and procedures that are part of any activity or initiative. Process conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement.

Initiatives must be:

1. **Linked to Learning -** Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.
2. **Relational -** A major focus of the initiative is on building respectful and trusting relationships between home and school.
3. **Developmental -** The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.
4. **Collective/Collaborative -** Learning is conducted in group rather than individual settings and is focused on building learning communities and networks.
5. **Interactive -** Participants are given opportunities to test out and apply new skills.

Other Resources for Parent, Family and Community Involvement:

●**Beyond the Bell** at American Institutes for Research – 4th Edition – A TOOLKIT for Creating Effective Afterschool and Expanded Learning Programs. www.beyondthebell.org

●**Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success.** A compendium of studies, reports, and commentaries by 100+ professionals and policy leaders on best practices www.expandedlearning.org/expandingminds

Kentucky Academic Standards

The Kentucky Academic Standards (KAS) Grades Primary-12 help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. Applicants must assist students in meeting state academic achievement standards in core academic subjects with a focus on reading, math and science. Applicants must demonstrate linkages to these standards in the application. For more information please visit www.education.ky.gov.

Local Educational Agencies (LEAs)

Local educational agencies or LEAs are school districts with schools that qualify as eligible entities for the Kentucky 21st CCLC grant. Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

Non-cognitive Indicators of Success

Non-cognitive indicators of success may include, but not be limited to, school day attendance, disciplinary infractions/behavior, homework completion rates, classroom participation, and other measures not directly evidencing academic performance.

Objectives

Objectives are statements of intended outcomes that can be measured (Example: At least 50% of participating students will show improvement in Reading of 5% or more on the school's key academic assessment [i.e. MAP, K-PREP, ACT, etc.]). Objectives are reported on in the Continuation Progress Report. Grantee's ability to demonstrate substantial progress has been made toward meeting the goals/objectives, in measurable terms, as stated in the original grant application shall be basis for approved funding in years four and five.

Outcomes

The extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final or longer-term outcomes. Outcomes shall be written for attainment within the first three years of the grant cycle and shall serve as a basis for approved funding in years four and five.

Performance Indicators

Measures selected by the applicant agency that will be used to gauge the progress of the target population (student participants in the afterschool program) toward program goals and that will be expressed in the form of student outcomes.

Performance Measures

Required reporting includes performance measures and data that indicate how well the 21st CCLC program operates with the population of students the program serves. Examples of performance measures that reflect student outcomes include improved academic achievement in math and reading and improved attendance of youth participating in the afterschool program or high school graduation rates for program participants. These are reflected in the annual APR Center Profile and represent elements of mandatory data collection and reporting for grant compliance.

Principles of Effectiveness

The 21st CCLC program puts forth sound principles of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC programs must indicate how each program activity satisfies the Principles of Effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and afterschool programs (including summer school programs) and activities in schools and communities;

- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and

- Where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available.

Priority Schools

Schools for improvement under Title I, Part A, section 1116 are schools identified for improvement that failed for two (2) or more consecutive years to make adequate yearly progress/annual measureable objectives. http://education.ky.gov/school/prischedrecov/Pages/PS-ER.aspx. Priority schools in Kentucky are identified on KDE's list of Priority Schools.

Program Goals

The 21st Century Community Learning Centers (21st CCLC) program provides academic, artistic and cultural enrichment opportunities for children, particularly students who attend high poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, math and science. The purpose is to provide students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating children. Programs must ensure the academic services provided are aligned with the school's curriculum in the core subject areas. Based on this guidance, KDE has developed the following goals for Kentucky's 21st CCLC programs:

1) Increase academic achievement of regularly participating students.
2) Improve non-cognitive indicators of success.
3) Increase the number of students attending the program 30 days or more during the academic school year.
4) Increase access to high quality programming.
5) Increase access to college/career preparation activities for middle and high school students.
6) Increase educational opportunities for parents and familes that support academic achievement.

Program Site

The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school identified in the application. The program site selected must be safe and accessible.

Programs That Promote Parental Involvement and Family Literacy

These activities specifically target adult family members of youth participating in the 21st CCLC program and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Recreational Activities

These activities are not academic in nature, but rather allow students time to relax, play, or engage in health-enhancing fitness opportunities. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.

Scientifically-based Research

Scientifically-based research, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

School Readiness

The Governor's Task Force on Early Childhood Development and Education states that in Kentucky: **School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.** Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

In developing the above recommendation, the Task Force recognized the five developmental areas for school readiness as:

•Approaches to learning;

•Health and physical well-being;

•Language and communication development;

•Social and emotional development; and

•Cognitive and general knowledge.

Secular Programs

No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. While it is recognized that faith-based organizations (FBOs) do offer non-secular activities, funds under the 21st CCLC program may not be used for this purpose. In addition to religious instruction, worship, or prayer, the following types of religious activities are prohibited in 21st CCLC programs:

- Bible verses for handwriting;
- Memory exercises with religious verses;
- Bible trivia;
- Spelling religious words; and
- Additional activities that promote or reinforce religious practices.

2009 Senate Bill 1

The passage of Senate Bill 1 in the 2009 session of the Kentucky General Assembly placed the Commonwealth of Kentucky at the beginning of a new era in public school assessment and accountability. Senate Bill 1 addresses many areas, such as, what will be tested, how subjects will be tested, when tests are given, what should comprise the public school accountability system and more.

The vision for Kentucky's students is that every student is proficient and prepared for success. Students will not be prepared for college and careers or be effective in the 21st century unless they are proficient in reading, writing and mathematics. The skills, knowledge and expertise students must master to succeed in college, work and life should be the outcome of a 21st century education and supported through the programs offered by the 21st Century Community Learning Centers.

STEM (Science, Technology, Engineering and Mathematics)

Activities that inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice. All young people should be prepared to think deeply and to think well so that they have the chance to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow (USDOE 2015). Quality STEM learning opportunities should focus on the Kentucky Department of Education's Next Generation Science Standards.

The USDOE emphasizes the importance of focusing on STEM topics in educational programs to help our students be prepared to meet the national need for a STEM-educated workforce.

Supplanting

Grantees may NEVER use funds to pay for existing levels of service funded through any source (if something is currently funded from another source, you cannot "replace" that funding with 21st CCLC dollars).

Funds cannot be used to pay for school-related clubs/activities, athletics, organized sports, league fees, associated costs, salaries or district dues. School-related and schoolwide clubs include those such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, FCA, Gifted and Talented, FFA and other school clubs and/or activities traditionally offered as a school function are not allowable. Any associated costs would be supplanting (list not all-inclusive).

Supplementing

21st CCLC funds may enhance an existing club depending on "connection to grant goals and objectives"; alignment with academic standards; and, if services and activities provided by the club address the academic needs of students identified to be served in the application.

Tutoring

These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

The Arts

These activities may involve music, artwork (any medium available in which the students may be interested), applied arts (computer graphics and interactive design), drama, theater, storytelling and storyboarding, dance, the inclusion of STEM activities as they are related to the arts, and other activities that inspire creativity, inspiration, and innovation.

Youth Development

Positive youth development refers to a philosophy and approach to working with young people that recognizes: (1) multiple domains of young people's development—cognitive, social, emotional, physical and moral—are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development.

VI. Program Design Elements

High Quality Program Characteristics

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart II-Afterschool Programs*, there are ten components present in high-quality afterschool programs. These include:

1. Goal Setting, Strong Management, and Sustainability;
2. Quality Afterschool Staffing;
3. High Academic Standards;
4. Attention to Safety, Health, and Nutrition Issues;
5. Effective Partnerships with Community-Based Organizations, Juvenile Justice
6. Agencies, Law Enforcement, and Youth Groups;
7. Strong Involvement of Families;
8. Enriching Learning Opportunities;
9. Linkages between School-Day and Afterschool Personnel; and
10. Evaluation of Program Progress and Effectiveness.

Academic Achievement Requirements

Applicants must address the following in its proposal:

1) **In addition to homework help, a minimum of 50% of the program's hours must be dedicated toward providing academic assistance (remediation or acceleration) and 50% enrichment** (ex: program is 3 hours afterschool, 30 min for homework help, 1hr 15mins for remediation and/or acceleration and 1hr 15 mins for enrichments)**;**

2) **Provide a minimum of two certified teachers to serve in the program a minimum of 8 hours each** (a combination of teachers may be used to meet the 16 certified hours each week)**;**

3) **Provide a K-3 reading intervention program (if the grant serves K-3) and address how the K-3 Reading Initiative will be met;**

4) **Describe how the program will identify and target low-performing students;**

5) **Describe how the program activities are expected to improve student academic achievement and the connections between program offerings and the Kentucky Academic Standards in Math, Reading, Science and other core content areas;**

6) **Describe how students will have opportunities to explore and experience the Science, Technology, Engineering and Math (STEM) content areas in addition to literacy supports in before/afterschool and summer learning;**

7) **Address how the project aligns with the school/district learning objectives;**

8) **Demonstrate that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students; and**

9) **Describe how each student participant will have the opportunity to receive the assistance to prepare them with the skills required to enter college and/or a career successfully.**

Program Quality and Effectiveness

What evidence must programs provide to determine whether 21st CCLC programs are research-based and effective? Local programs must indicate how they meet the **Principles of Effectiveness** described in the law. See the definitions for further detail.

Scientifically-based research is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

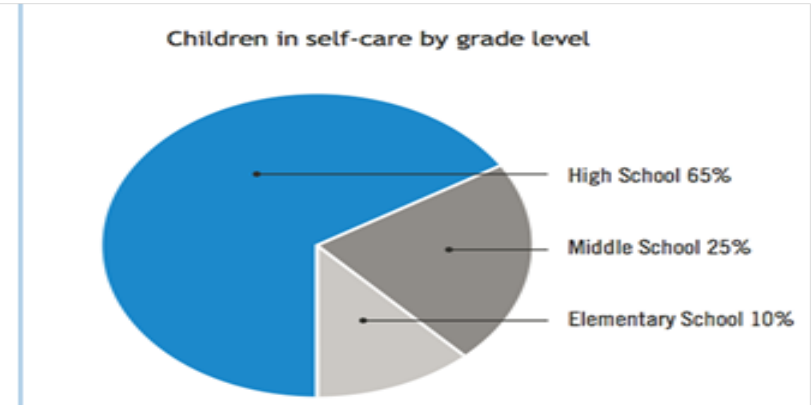
- Employs systematic, empirical methods that draw on observation and experiment;
- Involves rigorous data analyses that are adequate to test the stated hypothesis and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings;
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

AMERICA AFTER 3PM

Afterschool Alliance

The Number of Children Unsupervised After School Remains High.

While the number of children unsupervised in the hours after school has declined.
11.3 million children in self-care is still far too high. For more information www.afterschoolalliance.org



Summer Programming

KDE requires that all FY17 21st CCLC programs provide summer programming in addition to regular programming. However, 21st CCLC grant funds may not be used for the sole purpose to fund only summer school programs during the summer recess period. **New FY17 grants and Continuation FY17 grants that have not had a program in sixth months or longer will begin summer programming in 2018.**

Required Elementary Summer Programming Guidelines (min 120 hours)

Elementary applications **must include** summer learning programs for the target population in conjunction with other allowable activities. To achieve the greatest impact for elementary students, KDE requires that **no less than (4) four consecutive weeks** of summer learning programming be **provided for all students served by the grant**. Elementary applicants may select one of the following options for implementing summer programming and discuss implementation in the application:

Elementary Option I

4 consecutive weeks

- 6 hrs per day
- 5 days per week
- Minimum 2.5 hours academic support (remediation or acceleration in reading (1hr 15min) and math (1hr 15min) each day
- Available to all students served by the grant

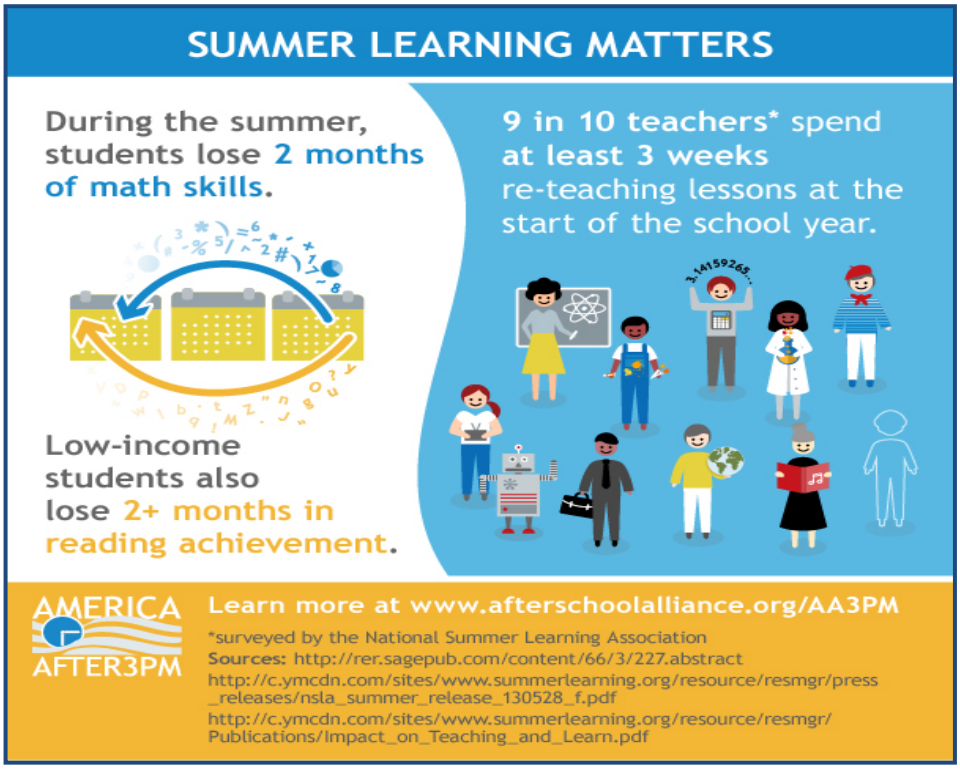
Elementary Option II

5 consecutive weeks

- 6 hrs per day
- 4 days per week
- Minimum 2.5 hours academic support (remediation and/or acceleration in reading (1hr 15min) and math (1hr 15 min) each day
- Available to all students served by the grant

Required Middle/High Summer Programming Guidelines (min 32 hours)

Weeks must be centered around a common purpose with emphasis on college and career readiness (examples: youth development, service learning, credit recovery/remediation, ACT/SAT prep, career readiness, STEM, life skills, etc.). KDE requires **a total of 2 weeks of summer**. Middle/High summer programming weeks are not required to run consecutively. Middle/High applicants may be more flexible in meeting the 32 hours and discuss implementation in the application. Thirty-two hours would equal two weeks, four hours per day, and four days per week.



NOTE: These are minimum requirements for summer programming.

VII. Program Operation

Minimum Operations

KDE **requires** that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of a minimum of four days per week, and three to four hours per day when school is in session. The program must be in operation beginning no less than three weeks after school starts and ending no sooner than two weeks prior to the final day of the school year. In addition to the school year, programs must meet required summer guidelines as well. An application that does not meet the minimum number of hours and days will be scored but not awarded. Services must meet the 12 hours per week as demonstrated within the guidelines below:

- Only after school (with services on at least four days for a total of 12 hours per week during the school week, Monday-Friday, beginning when school dismisses);
- Non-school weekdays during the typical school year and the summer break (at least four hours per day);
- In addition, services must begin no later than three weeks after the start of the school year and must conclude no sooner than two weeks prior to the last day of the school year.
- The minimum hours of operation excludes time for transportation and time during regular school hours**.**
- All targeted participants and grade levels served by the grant must have full access to services for the minimum number of days and hours per week (e.g, a program cannot serve boys on Monday and girls on Tuesday).
- KDE reserves the right to require a change in operation schedule based on data, quality, observation, compliance monitoring, and/or other state and federal requirements.

To ensure that children have ample extended learning time, the USDOE emphasize that, based on analyses of 21st CCLC and other after-school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation. States may offer guidelines for specific hours centers must operate. Programs are most effective when they target struggling students who attend regularly for significant periods of time.

Adult/Child Ratios

There must be appropriate staff/child ratios at all times in the program. Consideration must be given to the ages of the children being served. If children with disabilities are included in the program and require additional supervision or assistance, that center may need to alter the student/staff ratio. Special staffing arrangements may only be necessary during specific activities.

It is recommended that there is never a student ratio greater than 1:15 for ages five (5) and above. Staff are required to be CPR certified and trained in school/district emergency policies, procedures and guidelines. ***Any staff used in a supervisory role or to meet the 1:15 ratio must be 18 and hold a minimum of a GED or high school diploma.***

Facility

A 21st CCLC program must be located in the school(s) being served. The school must be:

- Available and accessible to the participants;
- Applicant must address how the students will travel safely from the school to home.

Health and Safety

Programs will be able to provide evidence of the following health and safety requirements:

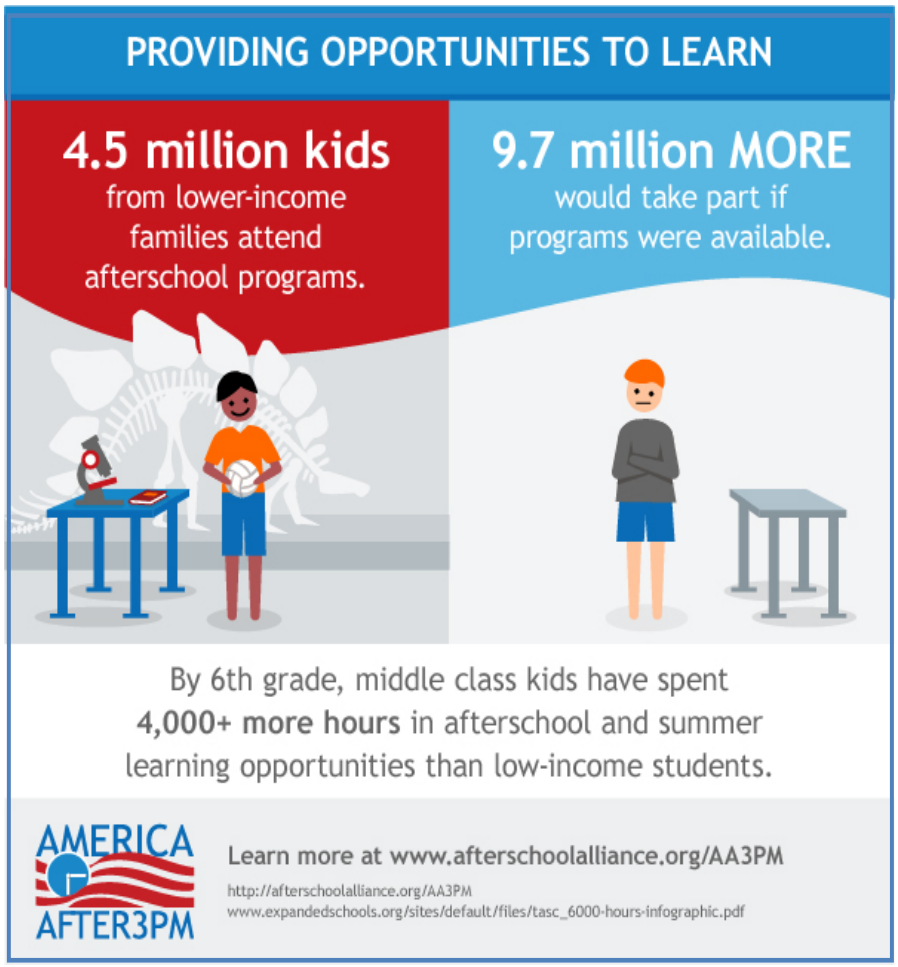
- Standard operating procedures (examples include, but are not limited to emergency response plans, bomb threats, fire, natural disasters, field trips, personnel policies, etc.);
- Posted copies of meal and snack menus, which meet USDA guidelines;
- Copies of fire and/or tornado drills and procedures;
- Posted evacuation routes; and,
- Copies of CPR and First Aid Training/Certification of staff upon request.

Program Fees

Programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any student/family from participating due to its financial situation.

The priority of the program to serve students and families from low-income homes could be compromised through high program fees. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Eligible students that cannot pay may not be denied services and will attend for free.

Income collected from fees must be used to fund program activities specified in the grant application during the fiscal year they are received.



All income resulting from the collection of fees is deemed program income and as such it must be managed in the same manner as the grant funds. Program income cannot be used for costs that are not allowable under the federal and state regulations governing the 21st CCLC awards. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, program registration fees, and/or penalties such as late pickup fees.

Any information/materials disseminated about the program or posted on a website must include the statement "Eligible students that cannot pay a program fee may receive a scholarship to attend the program."

Records

Records should be maintained on-site including: name, address, gender, and date of birth for each enrolled student; parent's or guardian's names, addresses and places at which parents or other person(s) responsible for the child can be reached in case of an emergency; a daily attendance record, immunization records, pertinent medical information, and emergency medical treatment plan for each student. This information must also be maintained in the APLUS data system used by all 21st CCLC grantees. No student under the age of 18 should be released from the program to any person other than the parent, guardian, lawful custodian, or person previously designated in writing. These records must be maintained under the record retention requirement outlined below.

Records Retention

It is the responsibility of the subgrantee to retain all financial and program records in an auditable manner. Records must be maintained for five (5) years from the last activity of the program or longer if there is an ongoing investigation or audit.

Services for Adults

Literacy and other educational opportunities must be provided to the parents and families of participating students. Services that are situational or non-recurring, such as family nights and special events, do not fulfill the mission of the program. While family nights and special events are allowed, **program must provide the following:**

1. **One percent of grant funds per year must be dedicated to providing required parent/family skill building activities and increasing engagement.**
2. **Learning opportunities should be of high-quality and support the needs of the parents and families of the students served in the program.**
3. **A minimum of six meaningful skill building activities for parents and families of participating students must occur each grant year.**

21st CCLC programs should be present during school-wide events, open houses and parent-teacher conference nights in order to share information about services and activities provided for students during the program, identify parent needs and to recruit students.

If the 21st CCLC program collaborates with other programs such as Community Education, Family Resource Youth Services Centers (FRYSC), Extended Learning Services (ELS), Migrant, Title I, etc. to host parent workshops/event nights – only the adults of students served in the 21st CCLC program may be counted in attendance for the 21st CCLC program.

Below are some examples of skill building activities that may be provided for parents and families. Through surveys and other communications, a program may find other needs not included below.

Active Skill Building Activities for Parents

Programs can support active skill building through the following activities:

- Classes that support and strengthen reading and writing skills of parents;
- English language literacy classes for parents;
- Activities parents can use to assist students with their homework;
- How to use technology;
- Financial planning;
- Communication (speaking and active listening); and,
- Adult education and/or GED completion classes

Snacks/Meals

If eligible, centers are **required** to participate in the USDA National School Breakfast/Lunch Program (including meal supplements) and offer a daily, nutritious meal or snack that meets the program's requirements based on their hours of operation. The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations, including faith-based organizations.

The Child and Adult Care Food Program (CACFP) supper/dinner may be provided in lieu of the USDA snack program, provided that it is offered to students each day the program is open. If a school is ineligible for the snack program, foods that are provided should be healthy, nutritious and meet USDA snack guidelines. Allowable expenditures include food used in instructional programs that students prepare and/or instructional materials. Unallowable expenditures include food for teachers or adults for any purpose, and miscellaneous items including pizza parties, celebrations, holidays, meetings, or open house events. In order to maximize the use of grant funds for direct services to students, it is recommended that the snack be prepared during regular school hours with an afterschool staff member trained to provide counts for snacks needed/served and serve the food to participants.

Allowable food expenditures only include food used in instructional programs that students prepare and/or instructional materials and require prior approval. **Purchasing food for instructional purposes requires prior approval and must include instructional lesson plan when submitting for approval and when submitting for reimbursement.** Unallowable expenditures include food for teachers or adults for any purpose, and miscellaneous items including pizza parties, celebrations, holidays, meetings, or open house events.

Recent compliance monitoring visits and observations have required KDE to set guidance on the amount of time that may be allotted for snacks and/or meals.

21st CCLC Program	Guidance	Program Time
Snack	Most programs provide at beginning of homework/tutoring time or immediately prior.	No more than 15 minutes.
Meal	Provided prior to end of program just before students leave.	20 minutes for programs in operation 3.5 hours or less in the afternoon; 30 minutes for programs in operation for 4 hours or more if also in operation at least four days per week.

Student Attendance

All participants must have access to a **minimum of 12 hours of programming on four (4) or more school days per week** in order to maximize the impact of the program on student achievement and behavior. Research consistently finds that more days of participation and more years of active participation in afterschool programming is related to better student outcomes. The latest 21st CCLC evaluation report published by Learning Point Associates indicates there is a meaningful jump in the positive impacts on student outcomes when participation increases from 30 days of participation to 90 days of participation.

21st CCLC programs are not drop-in programs. Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement in the program.

- **Programs are required to serve a minimum of 25% of the school's total enrollment or 50 or more students (whichever number is less) on a regular basis.** Students are considered to be regular attendees if they attend 30 days or more during the school year program. Federal guidelines measure the effectiveness of the grant program based upon the number and academic performance of regular attendees who participate for 30 days or more during the school year. For this, it is vital that grantees seek to promote regular student participation.

- **Grantees will be held accountable for meeting the proposed number of regular attendees in the application. KDE will monitor attendance monthly to ensure compliance. Failure to serve the number of regular attendees stated in the grant application each year may result in a reduction of funds.**

- **School day attendance and progam attendance must be kept for each student served in the program and reported on a weekly basis through the CAYEN APLUS Data Management System.** Training will be provided to all grantees to ensure appropriate use of the system.

- **Only students directly participating in 21st CCLC funded activities may be counted as present each day and a student must attend a 21st CCLC activity beyond snack in order to be counted present.** Presence in the facility or engagement in other school activities during program hours does not constitute participation and should not be recorded.

- **Any service offered to students must support a minimum number of regular attendees.** If a specific activity or service does not result in regular participation of at least 10 students, the grantee must explore other options and make adjustments to the activities and/or times offered in order to continue providing the activity through 21st CCLC and using 21st CCLC funds to support the activity. If minimum levels of participation for an activity are not met, the time spent in the activity may not be counted toward the minimum of 12 hours of service.

- **In addition to guidance governing specific activities, grant funds may not be used to continue to support operation of the program at times of day, such as morning tutoring or weekend options, when the average number of daily attendees is less than ten students.** In this situation, the grantee should first attempt to increase participation levels and then explore other options and times for providing services. The grantee should contact KDE for further guidance if this situation arises; a program amendment may be necessary.

Recruiting and Retaining Students

Successful 21st CCLC programs often work with the schools they serve to implement policies that facilitate student recruitment and retention. Examples of such policies may include:

1. Requiring students to make-up missed exams during the 21st Century program time.
2. Mandatory referral of students to attend the 21st Century program when course averages fall below an acceptable level.
3. Designating a specific area of the school solely for use of the 21st Century program during hours of operation.

Students with Special Needs

21st CCLC programs must be accessible to individuals with special needs regardless of disability. 21st CCLC programs are required to provide participants modifications that reflect the Individualized Education Plan (IEP) or Section 504 Plans for the regular school day. Districts are encouraged to rely on a variety of funding sources to ensure that individuals with special needs participate fully in the 21st CCLC programs. Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to students/families with disabilities. Applicants must describe how they will provide equitable access to and participation in this program for students, teachers and other program beneficiaries with special needs (GEPA –http://www.ed.gov/policy/elsec/leg/esea02/index.html).

Students with special needs include those who may be formally identified or informally known as limited-English proficient (LEP), homeless, migrant, or with a physical, developmental, psychological and sensory or learning disabilities, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Students with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can safely participate within the scope of program activities with reasonable accommodations.

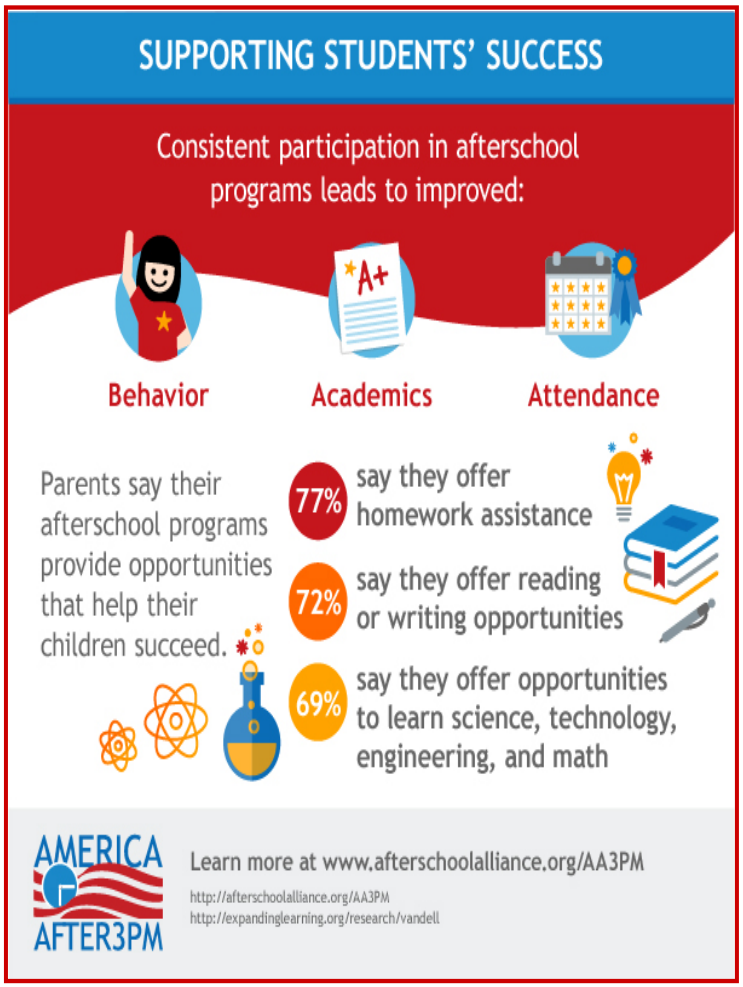
Supervision

Children must be under competent supervision at all times. The program director and/or appropriate designee, must be immediately available at all times. Staff used in a supervisory role must be eighteen and a high school graduate.

Transportation

All applicants must have a student transportation plan ensuring that all students eligible and/or interested in the 21st CCLC program are able to attend and participate. Transportation and access to the site cannot be a barrier for students participating in the 21st CCLC program. Your plan must indicate the options you will provide students to ensure access and transportation. Whether the program takes place in a school building or other facility, the applicant must address how students will travel safely to and from the center and home. Applicants must address the safety and maintenance for transportation of students at their district or organization. Safety/maintenance logs must be available for review upon request. If a program provides transportation, it may not be cut during decreased funding years.

VII. Program Development



Linking the Afterschool Program with the Regular School Day

When developing program activities and offerings, consideration should be given to school day content and student needs.

Effective integration of the 21st CCLC program with the regular school day, requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school day and 21st CCLC staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

The purpose of these communications is to align program activities to the curriculum map of the school and to cover topics as they are presented during the school day. Additionally, communication about student classroom performance is vital to provide needed support to students before or after school. Programs must ensure that the academic services they provide are aligned with the school's curriculum in the Kentucky Academic Standards in the subject areas of at least, but not limited to, math, reading/language arts and science. **The program should develop a plan to communicate with the principal, teachers and school support staff. Homework policies and practices, student referral process, use of space and other program arrangements should be included in the communication plan.**

Partnerships

Applicants are required to identify a co-applicant that will be a primary partner, and the co-applicant must be identified on the cover sheet of the application. Although, the co-applicant is the greatest contributor, a variety of diverse partnerships will foster an environment to best meet student needs, while also promoting sustainability. By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Collaborative partnerships can also ensure that the students attending a 21st CCLC program, benefit from the collective resources and expertise throughout the community. An example would be, if a school district is the applicant then the YMCA could be the co-applicant. Or if the YMCA is the applicant, then the school district could be the co-applicant. Note: If a district is the applicant, a district program such as the Family Resource and Youth Services Centers, Community Education or any other program or entity administered or operated by the district or who draws either direct or in-kind financial support from the district cannot be the co-applicant. It can, however, be a partner.

Advisory Council

Each Applicant Agency is **required** to convene an Advisory Council that is actively engaged in the development and implementation of the afterschool program(s) involved in the application. **The Advisory Council must meet a minimum of four times per year and maintain meeting minutes, agendas and attendance by signature. New grantees or continuation grants that have not been active for six months or longer** are required to have an advisory council meeting prior to the beginning of the program.

Council membership should include, but is not limited to: parents, students, educators, citizen-members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Junior League), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Advisory Committee, Title I Committee, Family Resource Youth Services Center Advisory Committee, Community Education Advisory Council, ecumenical council, community planning committee) as long as it has representation from the applicant agency and its partners. **Note: The school's SBDM Council may not serve as the 21st CCLC advisory Council.**

Staff Qualifications

Programs should aim for the highest level of education and training possible, specifically when looking at academic subjects to be taught. All programs are required to meet state laws regarding screening of school staff/volunteers. Therefore criminal records checks are required before the volunteer/staff begins working in the program.

All paid adult staff must hold a minimum of a GED or high school diploma; this does not apply to high school students used to support tutoring efforts. Volunteer staff must have passed a criminal background check. Each grant application may include but not limited to a program director and site coordinator. Grantees must notify KDE of any changes in key program staff (program director, site coordinator, or other such similar titles/responsibilities).

Staff are required to be CPR certified and trained in school/district emergency policies, procedures and guidelines. ***Any staff (paid or voluntary) used in a supervisory role or to meet the 15:1 ratio must be at least 18 and hold a minimum of a GED or high school diploma.***

To sustain a quality program, staff and volunteers who will be delivering academic support and enrichment services should be provided with ongoing training and learning opportunities, both to ensure that they interact appropriately with students, and also to prevent high rates of student turnover. Staff training should focus on how to work with children and how to address the needs of children of different ages, races, and cultures, and children with disabilities. Training can also give staff ideas for enrichment and hands-on activities, greater expertise in academic subject matter, knowledge in assessing student progress, and strategies for implementing the different program components of academics, enrichment, and recreation.

Best Practice: Program Staffing

Staffing of 21st CCLC programs can extend beyond the use of regular school day through certified and classified staffing. Successful programs seek options from the services of youth development workers and community partner/organizations who can assist in meeting the non-cognitive needs of participants and families. In addition, the use of classified personnel and volunteers in conjunction with certified teachers can conserve valuable grant dollars when funding moves to sustainability levels. **All must meet the background check requirements**. Examples of part-time staff who may work on a part-time paid or volunteer basis include:

Required Training

Training is an essential component for high quality afterschool programs. KDE works with multiple providers such as National Summer Learning Association, Foundations, Inc., Development Without Limits, 21st CCLC State Advisory Committee, KY Out-of-School Alliance, Family Resource Youth Services Centers, Community Education Association and many other state and national organizations to provide training and support. **All programs that are awarded grant funds will be required to attend (*at a minimum)***:

Required Annual Trainings for all grantees:

- State-wide or regional training as offered by KDE (2 days)
- Directors meeting annually (1 day)
- Multi-State Conference annually (2 days)

Required One-time Trainings:

(Required in the first year of the grant cycle or for new directors and/or site coordinators upon hire)

- Level I 21st CCLC (2 days)
- APLUS Data training
- KDE Logic Model Evaluation Training

Grantees should allocate funds to provide travel expenses for at least **two staff** to attend trainings listed above. Individuals who attend trainings should be those directly responsible for implementing services to youth. Trainings are typically held in Louisville, Frankfort or Richmond.

Staff Professional Development

In addition to required training for program leadership, grantees should offer opportunities for appropriate professional development for program staff and volunteers working directly with students on a daily basis. Describe the strategies that will be used to provide professional development to program staff throughout the grant period. Possible strategies include, but are not limited, to the following:

- Formal on-site workshops or training sessions;
- Off-site conferences or trainings;
- Professional development opportunities embedded within the afterschool program;
- Peer-to-Peer Mentoring through other center visits and networking;
- You4Youth (Y4Y) website at Y4Y@ed.gov; and
- District professional development offerings

The use of 21st CCLC funds for any training or conference other than those required by KDE requires pre-approval. This includes national conferences and/or in-state conferences that require use of 21st CCLC funds to attend.

Sustainability

It is required that grantees sustain the same level, frequency and duration of services (including hours and transportation) as during the initial three years of the grant. Applicants **must** develop a preliminary plan describing how to sustain the program beyond the award period. It is not adequate to say "our sustainability plan is to look for more funds." You must demonstrate a well thought out and systematic plan for sustainability. Descriptions should include plans for maintaining important components of a high quality program (such as transportation, staff retention including volunteer participation, resources, and academic enrichment activities, etc.). Plans must also address the roles of specified partners beyond the award period.

If awarded a 21st CCLC grant, failure to submit a well-developed plan for sustainability in the continuation progress report may result in grantees not being approved for fourth 4th and fifth 5th year of continuation funding.

VIII. Reporting Requirements

Mandated Reporting

1) Quarterly Reimbursement Requests
2) Continuation Progress Report
3) Annual Progress Report (APR) data
4) Reports for Supplemental/other funding (as required)

Quarterly Reimbursement Request (QRR)

Quarterly reports are the basis for requesting reimbursement of funds expended during a fiscal quarter and must be submitted quarterly to KDE. The QRR must describe expenditures in detail for staffing, supplies and materials, contractual, and travel. **Justification should include usage in program, as well as, program goals** and the expenditures being addressed. The request must contain:

- Quarterly Reimbursement Request; and
- Detailed MUNIS Report (including Quarter to Date column)

Data Review Report (DRR)

Grantees are required to submit a Data Review Report to KDE quarterly. Applicants must describe a plan that will be used to evaluate the program continuously and how results will be used to refine, improve, and strengthen the program. The evaluation plan should include assessment of grant goals and objectives, budget, activities, attendance, and review of APR and non-cognitive data. This process should include the 21st CCLC advisory council, school leadership, teachers and other stakeholders such as the co-applicant and grant partners.

Continuation Progress Report

Before the completion of third year funding, each grantee must submit a continuation progress report. Continued funding for years four and five will be based on (at a minimum) the:

- Grantee's ability to demonstrate substantial progress has been made toward meeting the goals/objectives, in measurable terms, as stated in the original grant application;
- Success in meeting all program requirements, including those for minimum levels of participation;
- Submission of data that demonstrates the successful impact that the 21st CCLC program toward increasing student achievement; and
- Submission of a sustainability plan.

Federal APR reporting

Individual program data collected in APLUS (federally required data elements) will be provided to KDE and the state external evaluator, the Center for Evaluation and Education Policy (CEEP). KDE will review the data, and Cayen Systems will upload the data from the grantees APLUS data profiles into the federal data system for the United States Department of Education's (USDOE) review. Data entry into APLUS must be on-going and accurate by the grantee. A timeline of required data is provided by KDE each year to the grantees to assist them in this process. **The following items at a minimum are required reporting elements for Annual Progress Report (APR): Grades and annual assessment scores** are required for students who attend 30 days or more; Program operation; attendance (including summer programs); activities and sessions offered; events (advisory councils, parent/family events, Lights On Afterschool); staff/personnel; feeder school; community partners; funding sources; status of goals/objectives; teacher and student surveys and participant demographics.

Evaluation of Program

Programs are required to conduct on-going assessments of goals and objectives. Grantees shall be required to submit a quarterly Data Review Report (DRR) on progress toward goals and objectives from their grant proposal. In addition to this data reporting, regular data collection and reporting via the state-approved electronic portal is mandated by state and federal requirements for the Annual Performance Report. Grantees will receive training and guidance on how to use the system upon funding. Grantees must also submit progress of individual goals and objectives from their grant proposal in the Continuation Progress Report (as described on page 41) completed during the third year of grant funding.

In addition, grantees are required to submit quarterly financial reports, participate in on-site and/or phone desk reviews, quality site visits, and on-site compliance monitoring visits during the school year and summer; and conduct self-assessments as required by KDE. Kentucky contracts with an external third party evaluator, the Center for Evaluation and Education Policy (CEEP), that annually provides individual profiles, outcome data and a statewide Evaluation Report.

Compliance Monitoring

Monitoring visits will cover state and federal requirements of 21st CCLC programs and verify compliance with items included within the approved application such as assurances and expenditures. Monitoring not only serves to ensure compliance, but also provides a means to identify areas that require additional support and technical assistance. 21st CCLC programs are monitored through on-site compliance visits, quality visits, desk reviews, financial documentation and Continuation Progress Reports. Reviews may be conducted as announced or unannounced visits.

GRANT	TIMELINE	KDE REVIEW PROCESS	INCLUDES
1st Year	3 Months	CEEP Quality Visit	▪On-site visit ▪Interviews ▪Program Observation
	6 Months	Desk Review	▪Telephone or ▪On-site w/observation
2nd Year	Fall	Compliance Monitoring	▪On-site ▪Program Observation
3rd Year	March	Continuation Progress Report due to KDE	▪Determines 4th & 5th year funding
4th & 5th Year	Quarterly	QRRs DRRs	▪Full MUNIS and QRR ▪Data Report Reviews
All Grants	Quarterly	QRRs DRRs	▪Full MUNIS and QRR ▪Data Report Reviews

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The department may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding or pending final report.

Compliance "Warning"

Grantees who continuously fail to comply with any term of the grant or failing to meet a single requirement of compliance will be subject to a "Warning" status and will have four months to become compliant. A "Warning" status letter will be issued to the fiscal agent. A Corrective Action Plan will be required. The department may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding or pending final report. Failure to become compliant for any issue in the allotted time will initiate the termination process.

Compliance "High Risk"

Grantees failing to meet more than one requirement of compliance will be subject to a "High Risk" status. Once a grantee enters the "High Risk" status, KDE may withhold funds until non-compliance areas become resolved. A "High Risk" grantee will have six months to get back into compliance. The department may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding or pending final report. Failure to become compliant for any issue in the allotted time will initiate the termination process.

The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include, but are not limited to, the failure to:

A. **Provide a high quality program with evidence of academic progress;**

B. **Implement the program as described in the application;**

C. **Serve the number of regular attendee students as stated in the application;**

D. **Meet the minimum hours of operations (hrs/days/weeks/summer);**

E. **Adhere to assigned assurances;**

F. **Submit required reports and documentation in a timely manner;**

G. **Use funds in a responsible and appropriate manner;**

H. **Resolve a non-compliance audit/monitoring finding;**

I. **Submit required data within the given timeframe; and,**

J. **Implement a required Corrective Action Plan**

The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding or pending final report.

ASSURANCE REGARDING CONTINUATION OF FUNDING

Pending adherence to state and federal guidelines of the grant, continued federal appropriations, and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, programs must maintain the original level of programs and services to the same number of students.

A grantee whose grant is terminated due to non-compliance or who withdraw from a successfully funded grant will be ineligible to re-apply for a future grant to serve the identified schools for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.

Federal Funding Accountability and Transparency Act (FFATA)

The Federal Funding Accountability and Transparency Act of 2006 is designed to increase transparency and improve the public's access to Federal government information. FFATA requires that sub-award data is reported for all federal grants funded at $25,000 or more. In order to comply with FFATA, any entity receiving federal funds MUST have Data Universal Numbering System (DUNS) number. A DUNS number is nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. The DUNS number must be registered in the System for Award Management at https://www.sam.gov.

Please note, if awarded this grant, submissions of the reports discussed are required and therefore, failure to submit required program or financial reports could jeopardize future funding.

IX. Financial Guidelines and Budget Preparation

The following information should be used for guidance in preparation of the budget portion of the grant proposal. **Receiving an award does not mean that everything in the budget is approved as written in the grant proposal. Grants are not scored solely on the budget.** Guidelines are subject to change in response to state and federal requirements. **Proposed budget amounts are subject to KDE review and approval. Modifications may be required and a budget amendment will be completed prior to programming if necessary.**

- **All expenditures, costs, and activities must be allowable, reasonable, allocable, and necessary. Grantees must be prudent in the use of funds.**
- **Let your plan "drive" your budget**. Develop your plan and identify partners and funding sources throughout the planning process for items and activities.
- **New, Continuation or Expansion applicants may not access Year 2 funds prior to July 1, 2018. All subsequent years of funding (Years 3-5) may not be accessed prior to July 1 of the following year, regardless of the programs cycle date.**
- **In developing an initial budget, use the guidelines for allowable uses of funds**.
- **A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week. Allot funds accordingly** (may use a combination of several teachers)**.**
- **All applicants should prepare the budget in consultation with the school principal and/or academic leader of the school and finance officer.**
- **Continuation and Expansion applicants and co-applicants should consult the current project director and/or site coordinator for feedback regarding budget.** Both parties can provide insight into needs and program design that are used to determine budget allocations.
- **Non-governmental agencies must follow the same procedures for model procurement in purchasing and the award of sub-contracts as those required by KDE and federal regulations.** This includes, but is not limited to: the provision of staff and related compensation, rates for travel reimbursement, and acquisition of goods and services.
- **The use of contract services requires prior approval.** The issuance of sub-grants or the transfer of funds to another entity or organization is not permitted.

21st CCLC funds cannot be used to compensate staff at rates higher than the hourly rate paid by the LEA for similar job duties. Payment of overtime rates to utilize staff on a regular basis is not permitted.
For clarification, this means school day staff (including custodians, bus drivers, aides, cafeteria staff, etc.) should not be used in the program on a regular basis if this results in payment of 1.5 times the hourly rate.

Allowable Use of 21st CCLC Funds

Note: Always seek prior approval for items not listed

●All purchases must be allowable, reasonable, allocable, and necessary.
●Grantees must be prudent in the use of funds.
●All purchases over $1,000 require prior authorization
●Just because an item may not cost $1,000 does not mean it is allowable. Always seek prior approval if an item is not listed.
●Grantees may NEVER use funds to pay for existing levels of service funded through any source (if something is currently funded from another source, you cannot "replace" that funding with 21st Century dollars).
●Allowable purchase amounts will be governed in proportion to the number of students served in the most recent APR year, regular attendees, daily attendance and grant compliance.
●Funds cannot be used for fundraising or to exclusively support planning.
●Funds cannot be used to support ANY school day activities.
●Funds cannot be used to pay for school related clubs/activities, athletics, organized sports, league fees, associated costs, salaries or district dues. School-related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, Gifted and Talented, FFA and other traditional school clubs and/or activities are not allowable and therefore paying any portion of these costs would be supplanting.

Core Education (i.e., Reading, Writing, Mathematics, Science, etc.)	Allowable
Academic Enrichment learning programs, including providing additional assistance to allow students to improve academic achievement	Allowable
Remedial Education Activities; Credit Recovery	Allowable
STEM; or STEAM	Allowable
Tutoring services	Allowable
Arts and Music Education	Allowable
Global Learning	Allowable
ACT Prep	Alllowable
Entrepreneurial Education Programs	Allowable
Telecommunications and Technology Education Programs	Allowable
Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement	Allowable
Mentoring Programs	Allowable
Recreational Activities	Allowable
Expanded Library service hours	Allowable
Programs that provide assistance to students who have been truant, suspended, or expelled, to improve their academic achievement	Allowable
Drug and Violence Prevention Programs	Allowable
Character Education Programs	Allowable
Health and Nutritional Services	Allowable
Programs that promote parental involvement and family literacy	Allowable
CCR programs to increase skills related to college and career readiness	Allowable
Food used in instructional programs that students prepare and/or instructional materials	Allowable

Unallowable Use of 21st CCLC Funds

Note: Always seek prior approval for items not listed

Any item that is necessary for a regular school day function/class or activity.	Unallowable
Classes previously offered and paid for by the district or other fund sources during the school year and/or summer.	Unallowable
Paying salaries (or portions of) for individuals performing regular school day activities	Unallowable
Salary for duties unrelated to 21st Century activities	Unallowable
Sick leave pay for school day staff/school day time	Unallowable
Student incentives/rewards/prizes	Unallowable
Gift Cards	Unallowable
Items to be used during the school day	Unallowable
Food for adults, volunteers, parents, etc. for any purpose	Unallowable
Food for pizza parties or other incentives for students	Unallowable
Materials to market products or services of the school	Unallowable
The purchase of souvenirs/memorabilia for students	Unallowable
Promotional items - caps, key chains, tote bags, etc.	Unallowable
Student attire, including T-shirts, hoodies, polo's, etc.	Unallowable
Custodial/janitorial supplies for operation of the program	Unallowable
Inflatables of any kind (rentals or access)	Unallowable
Outside camp fees/camp scholarships	Unallowable
Tuition and fees related to tuition to other camps, colleges, or activities	Unallowable
Public relation fees or services to promote the school or institution	Unallowable
Paid programs benefitting the regular school day	Unallowable
Payment to the grantee or co-applicant for use of facilities	Unallowable
Fees for preparation of the proposal	Unallowable
Public relations fees or services to promote the 21st CCLC	Unallowable
Screen printing machines	Unallowable
Embroidery machines	Unallowable
Purchase of land or facilities	Unallowable
Capital construction projects	Unallowable
Items to be used during the school day	Unallowable
Playground equipment	Unallowable
Electronic signs and marquees	Unallowable
Indoor/outdoor fitness or equipment (Ex: Treadmills, weight machines, elliptical, ball goals, disc Frisbee, permanent playground equipment)	Unallowable
Travel for student incentives/rewards	Unallowable
Out-of-state travel for students (non-field trip)	Unallowable
Overnight student travel	Unallowable
Gas cards	Unallowable
Camp fees to vendors or programs other than 21st CCLC	Unallowable
Tickets for sporting events	Unallowable
College sporting events and/or games	Unallowable
Fees for college tours	Unallowable
Payment of fines and penalties	Unallowable
Fundraising	Unallowable
Support of financial campaigns, solicitation of gifts, donations, contributions, etc.	Unallowable
Gifts or items that may be considered as gifts	Unallowable
Goods and services for personal use	Unallowable

Hospitality rooms	Unallowable
Entertainment, amusement, social activities and associated costs	Unallowable
Ovens, convection ovens, hotplates, refrigerators, microwaves, and other appliances.	Unallowable

Required Approval from KDE 21st CCLC SEA Coordinator

Note: Always seek prior approval for items not listed

All Field Trips	Required Approval
Payment of Stipends	Required Approval
Contract Services or fees to a single vendor or individual above $500/year (this would include stipends)	Required Approval
Curriculum	Required Approval
Software (including online subscriptions)	Required Approval
Items for distribution to individual students	Required Approval
Costumes, Drama Kits, backdrops, props, scenery for plays	Required Approval
Reference Materials, library books, etc. in excess of $1,000 per grant year	Required Approval
Programs $500 and above	Required Approval
Course Tuition fees (vendor other than LEA) ex: credit recovery, dual credit, credit acceleration courses on-site during afterschool program	Required Approval
Copier Rental	Required Approval
ACT/SAT other test services (including in-person an/or subscription)	Required Approval
Driving Programs	Required Approval
Payment for use of facilities	Required Approval
Auditing Services	Required Approval
Awards and Recognitions	Required Approval
Fees for the use of more than one personal communication device per site (ex: cell phone)	Required Approval
Costs of external evaluation services	Required Approval
Any technology equipment, devices or hardware	Required Approval
Indoor/Outdoor recreational/fitness & sporting goods	Required Approval
3-D Printers	Required Approval
Video Recording devices above $150 in cost and purchasing more than one	Required Approval
Cameras above $150 in cost and purchasing more than one	Required Approval
Television Projectors	Required Approval
Archery Equipment	Required Approval
Furniture	Required Approval
College Tours	Required Approval
College Challenge Courses	Required Approval
Employee Conference travel in-state and out-of-state (excluding KDE mandated training)	Required Approval

X. Technical Assistance

Sessions

To assist districts and other partners in preparing a quality application, KDE will offer three (3) technical assistance sessions for the purpose of application preparation. These sessions will address essential grant requirements, budget preparation and state and federal guidance. **Attendance at one of the sessions will be the only opportunity for oral questions**.

Attendance is highly recommended as the RFA will be discussed in detail. **PRE-REGISTRATION FOR THE TECHNICAL ASSISTANCE SESSIONS IS REQUIRED in order to guarantee sufficient numbers of materials and space.** An attendance log for these sessions will be maintained by KDE. **Applicants should advise KDE within two (2) working days of the scheduled technical assistance sessions of any special accommodations needed for disabled persons who will be attending the sessions so that these accommodations can be made.**

Technical Assistance Sessions: NEW KDE Facility

DATE	TIME	LOCATION
October 17, 2016	**8:30 AM-4:30 PM (EST)**	**300 Building, Sower Boulevard Frankfort, KY**
October 19, 2016	**8:30 AM-4:30 PM (EST)**	**300 Building, Sower Boulevard Frankfort, KY**

Register for a technical assistance session by October 12, 2016. **Each attendee will need to register.** Make sure you give a valid email address when registering. Please hit Ctrl + Click here on the date you would like to attend to follow link:

Click HERE for the 17th
Click HERE for the 19th

Directions for registration:

1. Click "Enroll Yourself".
2. If you do not have an account click "Add new account".
3. Enter all of your information then click "Add Account".
4. Click "Proceed to Checkout"
5. Click "Submit". You will receive an email confirming your registration. Please print.
6. For help with registration, please contact Caelin Scott at caelin.scott@eku.edu or 859-622-8405.

Submission of Written Questions

KDE will only accept written questions via email through 12:00 Noon (EST) on October 20, 2016. Questions will not be accepted after this date. Salient written questions and their responses will be posted as an addendum to the RFA on or around October 24, 2016. All questions should be submitted to KDERFP@education.ky.gov.

Contract Award

Upon award, KDE will enter into a memorandum of agreement with fiscal agents. No activities can be charged to the grant until this process is completed and KDE has received a signed agreement. KDE will reimburse fiscal agents quarterly based on receipt of an expenditure report.

Application Components

All applications require inclusion of the fiscal agent's DUNS number. Federal law states any recipient receiving federal funds MUST have a DUNS number. The district's DUNS number may be obtained from the district finance officer. Individual schools are not assigned DUNS numbers – these are assigned to districts.

Applications should be submitted in the order of checklist below:

- Cover Sheet with original signatures. Use the Cover Sheet provided on page 61.
- Assurance Documents (also signed)
- Table of Contents
- Project Summary (pages 62-63) (not to exceed 3 pages)
- Proposal Narrative - not to exceed **28** pages, additional pages exceeding this limit will not be reviewed
- Budget Summary (page 66) and Detailed Budget Narrative (pages 67-68).
- Attachments
  - List of consortium members or partners
  - Job description of key personnel
  - Equitable access and participation plan (not to exceed **1** page)
  - Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement form
  - Completed Organizational Capacity Statement Form if applicant is a non-governmental agency
  - Completed Prior Grantee History/Capacity Form if applicant is submitting a continuation or expansion grant application.
  - Copy of most recent U.S. Department of Education Annual Progress Report (APR) summary or APlus data Summary Report if applicant is a 21st CCLC grantee whose funds have recently expired or a current grantee requesting additional funding to expand program (not to exceed **1** page per site served). This is commonly called the Center Profile provided by CEEP.
  - Program Summary and Abstract (pages 71-72) (not to exceed **2** pages)
  - Site Summary and Abstract (pages 73-74) (not to exceed **3** pages)
  - Co-Applicant/Partner Agreements (sample on page 75-76)

    Documents exceeding the maximum page limits will not be reviewed.

Formatting Requirements

The Proposal Narrative should be organized in the order below and should use the following format:

- Double-spaced
- Letter size (8 1/2 by 11) settings
- Arial 12-point font
- 1 inch side margins and .5 inch top/bottom margins for narrative portions
- 28 page maximum for the narrative, additional pages exceeding this limit will not be reviewed
- Number pages consecutively starting with the first page of the Narrative.
- Texts within charts and graphs may be 10 point Arial or similar font and single spaced
- Bullets may be single spaced and should be 12 point Arial or similar font

Proposal Presentation

The 21st CCLC Proposal Narrative should be written and arranged in the order seen here. Only your direct responses to the Selection Criteria will be counted as part of the 28-page limit, as noted below. **Additional pages exceeding this limit will not be reviewed.**

Part One: Need

- ✓ Complete Project Summary Form (pages 62-63). Do not exceed the two pages provided. These two pages **do not** count against your 28-page limit.
- ✓ Respond to Selection Criteria for Part One found on page 54. This **is** included in the 28-page limit.

Part Two: Quality of Plan

- ✓ Respond to Selection Criteria for Part Two found on page 55. This **is** included in the 28-page limit.

Part Three: Project Design

- ✓ Respond to Selection Criteria for Part Three found on page 56. This **is** included in the 28-page limit.

Part Four: Collaboration and Partnership

- ✓ Respond to Selection Criteria for Part Four found on page 57. This **is** included in the 28-page limit.

Part Five: Evaluation

- ✓ Respond to Selection Criteria for Part Five found on page 58. This **is** included in the 28-page limit.

Part Six: Budget

- ✓ Respond to Selection Criteria for Part Six found on page 59. This **is** included in the 28-page limit.

- ✓ Complete the Budget Forms (pages 66-68). This **does not** count against your 28-page limit. This includes two sections.
  - The **Budget Summary** should be kept to a single page.
  - The **Budget Narrative** does not have a page limit. You may expand the cells and utilize the space needed to thoroughly explain your use of 21st CCLC funds. A narrative for each year of the project should be provided.

Part Seven: Required attachments

Only the following attachments may be included within your 21st CCLC proposal. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition.

The following attachments must be submitted with the grant application or points will be deducted. Documents exceeding the maximum page limits will not be reviewed:

1. List of consortium members or partners
2. Job description(s) of key personnel
3. Equitable access and participation plan (not to exceed 1 page)
4. Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requiremen form
5. Completed Organizational Capacity Statement Form if applicant is a non-governmental agency
6. Completed Prior Grantee History/Capacity Form if applicant is submitting a continuation or expansion grant application.
7. Copy of most recent U.S. Department of Education Annual Progress Report (APR) summary or APlus data Summary Report if applicant is a 21st CCLC grantee whose funds have recently expired or a current grantee requesting additional funding to expand program (not to exceed 1 page per site served). This is commonly called the Center Profile provided by CEEP. **Note:** Continuation Competitive Priority points will not be awarded if most recent profile is not attached.
8. Program Summary and Abstract (pages 71-72) (not to exceed 2 pages)
9. Site Summary and Abstract (pages 73-74) (not to exceed 3 pages)
10. Signed Co-Applicant Agreement Letter
11. Minimum of five signed Partner Agreement Letters

Submission of Application

KDE must receive the application by **4:00 P.M. (EST) Thursday, November 17, 2016.** Applications received after this time and date will be deemed non-responsive. Blind copies, as noted below, should not contain any identifying information (i.e., district name, school name, county, individual names, etc.). All applications must be mailed or hand delivered. Please label the original and each copy with 21st CCLC17. **Hand-delivered copies MUST be delivered to the Grants Management Branch, 300 Building, Sower Boulevard, Frankfort, KY 40601 – this is a new location for KDE.**

The following must be submitted to the Kentucky Department of Education:

1. One (1) original with original signatures in ink. **The signature of the superintendent and the signature of the principal must be notarized with a raised seal.** If a circumstance arises in which the superintendent is unavailable to sign, contact KDE for further instruction. A designee's signature will not be accepted without prior approval from KDE. **Label this copy as 21st CCLC17 original.**

2. One (1) exact copy of the original. Label this copy as 21st CCLC17 original copy.

3. Three (3) blind copies. Blind Copies must be completely blinded electronically. (Black boxes or X'd out if done electronically - ex: XXXXX), failure to do so may deem the application non-responsive. Please review blinded copies before submitting to ensure all identifying info is blinded. **Label blind copies as 21st CCLC17 blind copy.**

If you are hand-delivering your application, please allow 30 to 60 minutes for building security checks. You will need to present a photo ID in the visitors lobby for entrance. If you are mailing your application, please allow adequate time for the application to be received by KDE Grants Procurement Office by the deadline. Applications postmarked before the deadline, but not received will be deemed non-responsive.

The applicant is responsible for ensuring that ALL pages of the application submitted are in both the original application and the copies (including the blind copies). Applicants are responsible for contacting KDE to confirm receipt of their applications.

XI. Evaluation of Application

External reviewers will evaluate applications requesting initial funding for 21st CCLC based on the extent to which the application addresses the evaluation criteria specified in the RFA (pages 54-60). Applications from applicants whose 21st CCLC federally administered funds have expired or from an applicant requesting additional funds to expand a current program must undergo a preliminary pass/fail screening to determine progress toward attaining the goals and objectives from that grant. Any fiscal agent with a grant previously deemed non-compliant shall be ineligible to apply. The program's most recent Annual Progress Report or Summary report from the APlus data system will be reviewed during this screening. Noted history of grantee's failure to submit required data elements in either one of the reports such as student grades, teacher surveys, activities, etc. will be considered in the determination of granting a review.

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on information provided on the organization's Capacity Statement Form (page 69).

21st Century Community Learning Centers

Evaluation Criteria

The KDE reserves the right to consider geographic and programmatic diversity as factors in the selection of funded applications. **KDE requires applicants** to limit program involvement to **2 schools or fewer** in order to implement a successful program.

Criteria	Maximum Points
Part 1 Need	**15**
The application: (Bullets 3 pts each) ☐ **1. Establishes a compelling need for programs and services based on multiple sources of data.** ☐ **2. Describes participants to be served by the project.** ☐ **3. Describes how the proposed 21st CCLC program will address and remedy the risk factors for each targeted population. Please note: if you are a current grantee you should describe how you have addressed and remedied the risk factors and how you will enhance your efforts in this area.** ☐ **4. Establishes a clear link between identified needs and expected outcomes.** ☐ **5. If the fiscal agent is not a school district, describes the role of school personnel in the process of determining need.**	

Criteria	Maximum Points
Part 2 Quality of Plan	**50**
The application: (Bullets 5 pts each) ☐ **1. Sets clearly developed and measurable goals, objectives, and outcomes aligned to the goals of the KDE 21st CCLC program goals, but not limited to.** ☐ **2. Explains how the activities and services support the program's goals, objectives, and outcomes for the academic and non-cognitive success of participating students and participation levels of families.** ☐ **3. Describes connections between program offerings and the Kentucky Academic Standards in math, language arts, science and other core content areas.** ☐ **4. Describes how the program will improve K-3 reading proficiency (if served by the grant).** ☐ **5. Describes how the activities and services meet the "Principles of Effectiveness."** ☐ **6. Describes the process to be used for linking program activities and curriculum to school day learning.** ☐ **7. Describes the plan for communicating with school day teachers to monitor student needs and progress on a daily basis.** ☐ **8. Clearly connects proposed programs and services to the identified needs of students and families.** ☐ **9. Describes how the program will increase CCR awareness and the activities will support a college/career-ready culture and/or increase state benchmarks for readiness among participating students, depending on age of students in the program.** ☐ **10. Describes how program staff will be recruited, retained and included in professional development at the school/district level and provides a definite timeline for professional development.**	

Criteria	Maximum Points
Part 3 Project Design	**27**
The application: (Bullets 3pts each) ☐ **1. Describes experience with implementing an afterschool/out-of-school time program.** ☐ **2. Describes the extent to which programs and services will be provided for students.** ☐ **3. Provides definite timelines for implementing these services.** ☐ **4. Describes the process of identifying students to be served and prioritizing enrollment.** ☐ **5. Describes the method for including students who are enrolled in private schools.** ☐ **6. Describes the safety and accessibility of the program site.** ☐ **7. Provides timelines for practicing emergency drills in the afterschool program.** ☐ **8. Describes, in detail, the facility in which the program will be provided annually.** ☐ **9. Describes how the program will address transportation.**	

Criteria	Maximum Points
Part 4 Collaboration and Partnership	**30**
The application: (Bullets 3pts each) ☐ **1. Demonstrates coordination with existing federal, state, and local programs and describes the role of the partners in developing the plan and overseeing the implementation/review of progress.** ☐ **2. Describes a minimum of six meaningful skill building activities for parents and families of participating students to occur throughout the year.** ☐ **3. Demonstrates that a diversity of perspectives is represented in the development and implementation of the program.** ☐ **4. Demonstrates ongoing support and collaboration between the applicant and its identified partners (i.e., local school district and community/faith-based or other public or private organizations) in implementing the program.** ☐ **5. Demonstrates project partners have a plan for continuing the program beyond grant funding.** ☐ **6. Demonstrates plan for convening an Advisory Council and securing partners (parents, school staff, community and business partners, and possibly older students of program).** ☐ **7. Describes the plan for collaborating and communicating with families about individual student needs and progress.** ☐ **8. Describes the process for disseminating information about the program to the community in a manner that is understandable and accessible, including hours of operation, any associated fees (free for those than cannot pay), academic services provided, enrichments offered, educational opportunities for parents and families and contact information.** ☐ **9. Signed Co-Applicant Agreement Letter attached** ☐ **10. Minimum of five signed Partner Agreement Letters attached**	

Criteria	Maximum Points
Part 5 Program Evaluation	**15**
The application includes a comprehensive evaluation plan that: (Bullets 3pts each) ☐ **1. Has clearly established methods for measuring the goals, objectives, and outcomes for:** **▪Increasing academic achievement of regularly participating students.** **▪Improving non-cognitive indicators of success in regularly participating students.** **▪Increasing the number of students attending the program 30 days or more during the academic year.** **▪Increasing access to high-quality programming.** **▪Increase access to college/career activities for middle and high school students.** **▪Increasing educational opportunities for parents and families that support academic achievement.** ☐ **2. Uses a variety of data sources (informal and formal) to monitor and document ongoing (i.e., beginning, mid, and end-of year) program impact on individual student academic achievement and non-cognitive success.** ☐ **3. Describes how data will be used for whole-program improvement.** ☐ **4. Addresses what to do if adequate student progress is not made based on the mid-year measure.** ☐ **5. Identifies a lead person and system for collection of required data that supports evaluation of student progress, program implementation and to ensure compliance with data reporting.**	

Criteria	Maximum Points
Part 6 Budget	**15**
The budget: (Bullets 3pts each) ☐ **1. Reasonably reflects the cost of the proposed activities in relation to the number of students served.** ☐ **2. Describes the process for maintaining separate accounting of funds for 21st Century dollars and for tracking time and effort of employees.** ☐ **3. Demonstrates the applicant's administrative capacity to successfully manage a grant program and lists fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs or as may be necessary for program operation.** ☐ **4. Includes a detailed budget narrative that itemizes the specific uses of funds.** ☐ **5. Allocates sufficient fiscal resources and other funds needed to support implementation of the plan with a commitment to sustained use over time and ensures compliance with requirements for supplanting.**	

Criteria	Maximum Points
Part 7 Priorities	**35**
Absolute Priority (required) The application serves schools identified for improvement under Title I, Part A, Section 1116 and is submitted jointly with (1) one or more local school districts receiving funds under Title I, Part A and (2) one or more public, private, or community/faith-based organizations. **1. Competitive Priorities (10 Points)** Competitive priority is defined as additional points earned over an RFA for items not explicitly required. KDE will give competitive priority points to applicants serving schools identified as **Priority Schools** for improvement under Title I, Part A, Section 1116 , **and** submitting an application jointly with (1) one or more local school districts receiving funds under Title I, Part A **and** (2) one or more public, private, or community/faith-based organizations. **Schools identified for improvement are those that failed for two (2) or more consecutive years to make adequate yearly progress. Applicants will receive up to 10 additional points under this priority if identified on KDE's list of Priority Schools.** **2. Competitive Priorities (10 Points)** Competitive priority is defined as additional points earned for items not explicitly required. KDE will give priority to applicants serving students in the schools that have been identified as **Focus Schools**. Focus Schools mean schools that have a non-duplicate student gap group score in the bottom of non-duplicated student gap groups scores for all elementary, middle and high schools; schools with an individual student subgroup within assessment grades by level with a score in the (3rd) Standard Deviation below the state average for all students; or high schools that have a graduation rate that has been less than sixty (60) percent for two (2) consecutive years. **Applicants will receive up to 10 additional points under this priority if identified on KDE's list of Focus Schools.** **3. Additional Competitive Priorities (15 Points)** KDE will give priority to **Continuation Grant** applicants who have shown significant improvement in student achievement. **Continuation Grant** applicants are grantees functioning in their fifth and final year of 21st CCLC funds or grantees that have closed out their fifth and final year of 21st CCLC funds. To receive 10 additional points, **Continuation Grant** applicants must show improved student achievement in math and reading scores as demonstrated by APR Center Profile data indicating that 50% or more of regular center participants improved and/or earned the highest grade possible in reading combined and 50% or more of regular center participants improved or earned the highest grade possible in math combined. **In addition to the absolute priority and competitive funding priorities noted above, KDE has the right to consider geographic and programmatic diversity as factors in the selection of funded applications. Note:** Regardless of geographic area, all applications must meet minimum score requirements in order to be funded. No score less than 120 points will be considered in make this determination.	
Total Points Possible =	**187**

KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers FY17 RFA
Submission Deadline: November 17, 2016 4:00 EST

Check application type - **Must be indicated in order for application to be reviewed**

☐ **New Applicant ($150,000)**

☐ **Continuation Applicant ($100,000)**

☐ **Expansion Applicant ($100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1)_____ **DISTRICT DUNS #**_____

2)_____

Fiscal Agent	**Co-Applicant**
Mailing Address (street, city zip code)	**Mailing Address (street, city zip code)**
Superintendent/Chief Executive Officer Typed Name: _____	**Superintendent/Chief Executive Officer Typed Name:** _____
Project Contact_____ **Agency** _____**Telephone No.**_____ **Fax No.** _____ **Email** _____	

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

Fiscal Agent: Superintendent/Chief Executive Officer Date

_____ _____

Co-Applicant: Superintendent/Chief Executive Officer Date

_____ _____

Notary Public My commission expires:

_____ _____ (Notary Seal)

21st CCLC Project Summary

Not to exceed three pages (62-63)

List Program Goals:
List Program Objectives:

Describe the participants to be served by the program:					
Objectives	**Resources**	**Activities**	**Targeted Participants**	**Data Source to Document**	**Performance Measures**

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures

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

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

1. LOBBYING

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

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form–LLL, "Disclosure Form to Report Lobbying,", in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

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

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

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

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

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

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

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

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

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;
(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

_____

_____

_____

Check [ ] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

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

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conduction any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

21st Century Community Learning Centers
Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2017-2018 School Year)		Year Two (2018-2019 School Year)		Year Three (2019-2020 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer						
Fringe Benefits						
Travel (program staff)						
Equipment						
Supplies/Materials						
Parent/Family Engagement (1%)						
Contractual						
Indirect Cost (See page 17)						
Summer Programming						
Transportation (School Year, Summer, Field Trips)						
Other (specify)						
Volunteers ($8.00/hour – in-kind only)						
Yearly Totals Grant and In-Kind Funds						

Note: Grants funds cannot be used to purchase facilities or support new construction.

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer	**$**
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of 8 hours per week.**	
2. Fringe Benefits	**$**
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
3. Travel (Staff)	**$**
In state – You must allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at $115 per night and per diem at breakfast = $7, lunch=$8, and dinner=$15. **Out-of-State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.	
4. Equipment	**$**
Itemize items and cost of each.	
5. Supplies/Materials	**$**
Itemize items and cost of each.	
6.Parent/Family Engagement Activites	$
7. Contractual	**$**
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
8. Indirect (See page 17)	**$**
Itemize administrative expenses such as phones, postage, advertising, etc.	
9. Summer Programming (supplies/materials)	**$**
10. Transportation (School Year, Summer, Field Trips)	**$**

Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
11. Other (Specify and Itemize)	**$**
TOTAL REQUESTED =	**$**

BUDGET PAGE- New Applicants

PRICE FOR SERVICE:
The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. **Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.**

Original Award Period (Year One) 2017-2018 School Year $150,000 max	Original Award Period (Year Two) 2018-2019 School Year $150,000 max	Original Award Period (Year Three) 2019-2020 School Year $150,000 max	Continuation Funding (Year Four) 2020-2021 School Year $125,000 max	Continuation Funding (Year Five) 2021-2022 School Year $100,000 max
$_____	$_____	$_____	$_____	$_____

BUDGET PAGE- Continuation Applicant or Expansion Applicant

Original Award Period (Year One) 2017-2018 School Year $100,000 max.	Original Award Period (Year Two) – 2018-2019 School Year $100,000 max.	Original Award Period (Year Three) – 2019-2020 School Year $100,000 max.	Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year $95,000	Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year $95,000
$_____	$_____	$_____	$_____	$_____

Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21st CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of 21st CCLC grant funding:

Grade Level Served:
☐ **Elementary (K-5)** ☐ **Middle (6-8)** ☐ **High (9-12)** ☐ **Adult Family Members**

Year of Most Recent Center Profile: _____

Number of **Regular Participants** from most recent year's APR Center Profile:_____

No. of Students participating: ____ 30-59 days _____ 60-89 days _____ 90+ days _____
*Use data from the most recent CCLC Center Profile report

Must include a copy of the most recent Center Profile

Program Effectiveness: *Based on data available, describe the prior grant's success in the following areas:*

Student Improvement (academic, behavioral, social)

Program Improvement (objectives met)

21st CCLC Organizational Capacity Statement Form

Required only for non-governmental agencies

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. Please include a copy of the following attached immediately behind this page:

- **501 (c)(3) approval;**
- **Agency organizational chart; and**
- **Proven fiduciary responsibility as demonstrated through annual audits. Please attach a copy of most recent audit.**

2. Organizational history and structure including length of existence. Include general information about the governing body.

3. Previous experience with grant funding at the city, state, federal, or private/foundation level.

4. Previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school site.

Program Summary and Abstract Part 1

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds)	Applicant DUNS#
"Primary" Contact Person	Title
District or Organization Name (for contact person)	
Mailing Address (for contact person)	Phone
City, State, and Zip	Fax
E-mail (for contact person)	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name:	District Name:
Mailing Address	Phone
City, State, and Zip	Fax

Site Information: Complete one box for each site that will provide a 21st CCLC program. **No more than two sites**

Site Name	Site Name
Principal Name:	Principal Name:
Physical Site Address	Physical Site Address
City, State, and Zip	City, State, and Zip
Site Contact Person	Site Contact Person
Site Contact Phone	Site Contact Phone
Site Contact E-mail	Site Contact E-mail
Schools to be Served:	Schools to be Served:

Program Summary and Abstract Part 2

A. **List name of each school to be served** in table below. **For each school**, answer columns across the table. Font in this chart may be 8 pt.
B. **Proposed # of students to be served on a regular basis should not be entire school enrollment**.

Specify: • Name of each school • Urban (U), • Rural (R), or • Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					**Proposed # of students** to be served on a **regular basis** from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	***% Free or Reduced Cost Lunch**	***Total school wide enrollment**	
School: □ U □ R □ S				□ Public □ Private			
School: □ U □ R □ S				□ Public □ Private			

*** Must use lunch data as reported to KDE on December 1, 2015**
****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):
□ Public School
□ Non-Public School
□ Community Based Organization
□ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

_____

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? □ yes □ no

If yes: □ Federal □ State What date did (or will) award funding conclude: _____/_____ (month/year).

SITE SUMMARY AND ABSTRACT Part 1

Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.

Site Name: _____

A. Will site be located in an elementary or secondary school building? □ yes □ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?
_____

If no, why is this site not located in a school building?_____

If no, how will students be transported from school to site location?_____

B. The proposed number of students to be served daily at the site in a school year is:_____

C. The expected number of regular attendees (30 or more days) is:_____
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.

D. The number of adult family members (of students served) this site is proposing to serve:_____

E. Types of adult services to be provided:
□ activities promoting parental involvement
□ GED training
□ activities promoting family literacy
□ other, describe: _____

F. Complete the following table for school year program operations at this site:
KDE requires that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		**Afterschool (Times of Operation)**		**Grand Total #hours/day**
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day		
Total # days/week		
Total # of weeks		
First date of operation	_____/ _____/ _____	_____/ _____/ _____
Last date of operation	_____/ _____/ _____	_____/ _____/ _____

G. Specify beginning and ending time site is in operation other times of the year (When school is not in session):

	Summer		**Holidays**		**Breaks**		**Other, *Describe****	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Note: Remember identifying names in the Co-Applicant Agreement and all Partner Agreements must be blinded electronically. Applicants not submitting a signed Co-Applicant agreement will receive a reduction of points under Collaboration and Partnership Criteria. If a co-applicant is not identified on the cover sheet, and co-applicant agreement is not attached, the application will be scored but not awarded.

CO-APPLICANT AGREEMENT

ABC Elementary School

And

Community Agency for Lifelong Learning

Hereby enter into an agreement to enable the applicant, ABC Elementary, and co-applicant, Community Agency for Lifelong Learning, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Community Agency for Lifelong Learning thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:**

Sample

Co-Applicant Contribution Table

Contribution Description	Supports
Provide two skill-building activities for parents each year based on family surveys/needs.	Family Literacy
Promote program awareness during community events through organizations flyers, newspaper advertisements, radio announcements, etc.	Recruitment of students and families
Provide STEM enrichment activities twice per month for STEM Club. Materials included.	Academic Enrichment

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

_____ _____

Co-Applicant/Partner Signature Date

_____ _____

Applicant Signature Date

Note: Remember identifying names in all Partner Agreements must be blinded electronically. A minimum of five Partner Agreements must be included in application. Applicants not submitting a minimum of five signed Partner agreements will receive a reduction of points under Collaboration and Partnership Criteria.

PARTNER AGREEMENT
ABC Elementary School
And
ABC 4-H Extension Office

Hereby enter into an agreement to enable the applicant, ABC Elementary, and co-applicant, ABC County Extension Office, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The ABC County Extension Office thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Sample
Partner Agreement Contribution Table

Description of Contribution	Supports
Baby Sitting Certification quarterly during the school year	Youth development, life-skills
Vegetable & flower gardening, studying soil samples, building rain barrels & other enrichments	Life-skills, CCR, STEM
Parent/Family workshops, quarterly in the school library (receiving and sharing resources, homework help skills, communication skills, etc.).	Family educational opportunities supporting learning at home, skill-building, resouces
Health & Nutrition Activities	Non-cognitive

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

_____ _____
Co-Applicant/Partner Signature Date

_____ _____
Applicant Signature Date