# FY19 21st Century Community Learning Centers FAQ

***Situation 1:*** *In Cycle 3, an award was made to XXXXXX Community College (now XXXXX Community Technical College) with the co-applicant XXXXXX Middle School. By the end of that grant, the College was no longer focused on that type of outreach project and the program ended.  In the ensuing years, there have been significant, if not complete, personnel changes at both the school and district levels.*

*XXXXXX Middle School is writing a continuation proposal for the FY19 competition and will have a different co-applicant.*

***Situation 2:*** *The district has a school that is applying for a new grant; its former incarnation was closed and a new school, with a new KDE school number was opened. With a nod to tradition, it was again named XXXXXXX Elementary.  A CBO formerly served the old school under a grant awarded to the CBO.  However, this CBO is not interested in continuing to work with the new school. The school wants a program onsite and the CBO is not able to provide that.*

My questions for both situations are:

1. Is there any paperwork that must be completed and sent to KDE for the school to have a different co-applicant?
2. A notarized letter, signed by all parties must be sent to Kentucky’s 21st CCLC SEA Administrator.  The letter must indicate that the college and CBO understand they will no longer be serving as the fiscal agent and/or co-applicant in the applications.  This should be completed prior to submitting the applications for review and approval**.**

1. Is any information regarding this change required for their proposal?
2. No.

*On page 31 of the RFA under Section IV. Program Operation it states that KDE requires 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.    In the first bullet on page 31 it states only afterschool with services on at least four days for a total of 12 hours per week during the school year – M-F, beginning when school dismisses.*

**Q.** Could a program operate 5 days a week for 2.5 hours per day and meet the minimum required 12 hours of operation during the school year?

**A.** The applicant needs to ensure budgeting would support operation five days per week, beginning no later than three weeks after school starts and ending no sooner than two weeks left in the school year.  At a minimum, a site coordinator works 220-240 days during the school year.  The applicant must meet other staffing requirements during the school year and summer programming.  Transportation must also be addressed.

**Q.** Our school district recently underwent a reconfiguration. We had two schools close and another was split into a primary and intermediate. Thus, the current 21st CCLC grant that we are operating under was stretched (with permission from KDE) to include three sites as our K-2nd grades are in one building, 3rd-6th is in another building and 7th and 8th in yet another. In applying for this continuation, we would like to obtain permission to write this grant congruent with the current grant that we are operating. What steps do we need to take to receive permission to write this grant as a three-site center and what documentation is required within the grant application to ensure reviewers understand that a three-site school is permissible?

**A.** Per the FY19 RFA, applicants may serve no more than two sites to ensure state and federal requirements are met and programming is high-quality.

**Q.** Referring to the Budget Narrative Format form on page 68 of the RFA:    Are the certified teachers providing the 8 hours of program instruction required to be school day certified teachers employed in the school during the regular school day where the afterschool program is located or can they be retired certified teachers not working in the school during the school day?

**A.** You may use retired, certified teachers to meet the requirement.  However, it is highly recommended to use current, school day teachers.

**Q.** I have a question regarding the SAMS CAGE Code on the 2019 21st CCLC RFA. Is this a new requirement this year? My school district is puzzled as to what the CAGE code is and we are having issues determining if the district even has one? Could someone please clarify this for us please?

**A.** The Commercial and Government Entity Code, or CAGE Code, is a unique identifier assigned to suppliers to various government or defense agencies, as well as to government agencies themselves and various organizations. CAGE codes provide a standardized method of identifying a given facility at a specific location.

Please reference the following website for additional information on obtaining a CAGE code:

[FSD.gov CAGE Code](https://www.fsd.gov/fsd-gov/answer.do?sysparm_number=kb0011119)

**Q.** On the RFA, on sections 4.8, 4.9, and 4.10, do these count on the page limit for the narrative?  I have it written down from the training to write "our signed co-applicant letter is attached".  Does the actual documents count in the 28 page limit, because it is listed separate on application components pg.67.

**A.** The required attachments do NOT count.

**Q.** Do retired Kentucky certified teachers qualify for the 16 required hours per week?

**A**. You may use retired, certified teachers to meet the requirement.  However, it is highly recommended to use current, school day teachers.

**Q**. If an organization receives 21CCLC funding from Indiana currently for an out of state school but neither the organization nor school served has ever received 21CCLC funding from KY, shall the organization apply as a new applicant, as the organization does not appear to be eligible as a continuation or expansion applicant?

**A.** The status of the grant as a new, continuation, or expansion grant is determined by the status of the school(s) targeted in the application, not by the status of the fiscal agent.  If a targeted school has never been previously served by a 21st Century grant, this would be considered a new application.

**Q**. Our organization received the RFA very recently and therefore was not aware of the out of area TA sessions until after they occurred. Are any of these sessions archived and available online or elsewhere, or is a summary of pre-application questions/guidance/content available?

**A.** Questions received for the FY19 RFA are posted to KDE’s website.

**Q.** The budget summary form lists an in-kind (optional) column with asterisks, but we do not see where the asterisks are referenced. Can you elaborate as to any required or recommended in-kind/match requirement?

**A.** In-kind may include transportation, staffing, phone, copy services, use of school equipment, computers, classrooms, gymnasium, etc.

**Q.** If the identified need indicates a compelling case for serving grades 4 and 5 in an elementary school, may the program exclude grades K-3, as long as a minimum of (the lesser of) 25% of the school enrollment or 50 students are regularly in attendance?

**A.** Grades served must meet participation requirements outlined in the RFA.

**Q.** If the applicant/fiscal agent is a nonprofit organization and not the school, do you want the District DUNS # & SAM Cage Code, or the nonprofit organization’s DUNS # and SAM Cage Code, on the cover sheet?

**A.** The fiscal agent.

**Q.** What exactly needs to be blinded in the finalized grant? Town names, school names, etc.?

**A.** Any identifying information.

**Q**. Is it necessary to include MS/HS CCR activities if the grant is only going to focus on elementary?

**A.** Applicants must increase awareness at the elementary level.  Please refer to required goals in the FY19 RFA.

**Q.** We are applying for continuation grant--- our question is:

Due to the change of the state testing system all new student data is baseline. How do  we show continued growth in the 5th  and final year using baseline data in order to  receive Competitive Priority Points (15)?

**A.** Competitive priority points are based upon data for improvement in student grades from the grantee’s most recent center profile.  This is not connected to the state testing system**.**

**Q.** The high school has never had a grant the Middle School was with two elementary schools in previous years. Due to grant requirements of no more than two sites can apply the High School is going to add the Middle School as they are on the same campus. The question is: Can the Middle School include their TSI status for Competitive Priority points (10)?

**A.** The application will receive competitive priority points if at least one of the schools served by an application qualify as a TSI or CSI school.

**Q**. Would a Cycle 10 program have a CEEP center profile for the last year of operation (2017-2018)? And if so, is this the profile that I use for the FY19 grant? How do I access that center profile?

**A.** Please contact Lee Ann Sell at [ljsell@indiana.edu](mailto:ljsell@indiana.edu).  You must use the most current Center Profile in your application.

**Q.** We discussed page 78-79 (private school) in the training; however, we still have questions.  What protocol do you suggest to satisfy this portion of the RFA?  Does this include homeschools?

**A.** Follow guidance in RFA and complete Private School Consultation Form.

**Q.** It seems that priority points for continuation are based solely upon the grade portion of the center profile.  With the subjective nature of grading, the transition from grades to standards based, will other documentation and factors be used to help determine progress of students and success of the program as it relates to priority points?  Every school is uses a universal screener, could/should this data be included?

**A.** The information for the assignment of continuation priority points is taken from the grantee's most recent Annual Performance Report summarized in the form of a Center Profile that is provided annually to grantees.   The collection of grade data is a required measurement and point of reporting as outlined in federal GPRA requirements for 21stCCLC grants, which is the reason this data point is used as the basis for assigning priority points for continuation grants.  The reported grade data indicates the percentage of students who improve classroom grades in reading and mathematics from fall to spring while participating in the program on a regular basis.

The grade data reflected in this center profile is derived from the annual data collection that has previously included adjustment and allowances for variances in grading systems and scales for individual schools.

**Q.** Can a co-applicant be the city through a local library? For example, The City of XXXXXX through the XXXXXX County Public Library?

**A**. The local library would be the co-applicant.

**Q.** 90% of the population served is K-5. It is harder to get 6-12 grades to stay after school. As a continuing applicant, can we change the population to K-5 or does it need to be K-12?

**A.** Applicants must serve the grade levels identified in the original application.

**Q.** Can we incentivize attendance by family members in the form of gas cards or grocery cards?

**A.** No.

**Q.** Can GED classes be offered to the community at large or is it limited to 21stC families only?

**A.** The local Adult Education program provides access to GED classes for the community.  An applicant could work with Adult Education as a partner, to ensure 21st CCLC families know this resource is available and how to access.

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**Q.** With the accountability system still in limbo and EOC field tests being used again this year, what should we use, in addition to ACT, as a tool for measurability of goals, objectives and outcomes for our high school grant?

**A.** As mentioned, primary focus should be upon the ACT.  Additional measures of accountability may include any norm-referenced assessment administered to the majority of students in the school.  An important element is that the measure allows some means to measure growth or improvement over more than one year in order to demonstrate the rate of success of the grant program over the period of time the grant is in place.  For example, a school that administers the MAP assessment could use this as a means of measurement.  Other acceptable means of measure could include data from the school report card, teacher surveys, student surveys, school day attendance and program participation rates in accordance to the appropriate data that would support a corresponding goal.

**Q.** How do we get the center profile for grants that have not been active in several years?  We lost paperwork due to a fire.

**A**. Please contact Lee Ann Sell at [ljsell@indiana.edu](mailto:ljsell@indiana.edu).

**Q.** As the proposal will not be reviewed if the wrong box for the type of grant is checked, we need an official response as to which category they should apply.

**A.** If a grantee is in the 5th and final year of the award, the applicant would apply for a continuation grant.

*In Cycle 13, a 21st CCLC grant was awarded to the CBO, RRRRRRRR with XXXX/CCCCCC Middle School serving as the co-applicant. Earlier this year, RRRRRRRR notified KDE that it was scaling back its operation and would no longer implement the grant.  At that time, KDE approached CCCCCC Middle School regarding assuming the grant and securing a new co-applicant.  The required paperwork was completed and now CCCCCC Middle School is considered the applicant.*

**Q.** We have another school (MMMMMM) that also received an award in Cycle 13; they are writing an expansion grant for the FY19 competition.  There is some confusion as to whether CCCCCC would write an expansion or a continuation grant for the FY19 competition?

**A.** 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.

*The local YMCA is serving as a co-applicant for one of our schools (JJJJJJJJJ), awarded in Cycle 12. JJJJJJJJJJ is writing an expansion grant for the FY19 proposal cycle.*

**Q**. Another one of our schools writing a new application also wants the YMCA to be their co-applicant.  We have learned that the YMCA is also planning to write a FY19 21st CCLC proposal in which they will be the applicant.  Can the YMCA be the co-applicant for the JJJJJJ original grant and their continuation grant, the co-applicant for a new school grant, and also be the applicant for a new grant?  Assuming that all proposals received awards.

**A.** Yes, pending all state and federal grant eligibility criteria and program requirements are met.

**Q.** One of our applying schools (new grant) also has their own after-school childcare program; it doesn’t focus on tutoring or enrichment. Their after-school program generates a profit used by the school to buy additional staff, needed resources, etc.  There is a concern that if a significant percentage of the 21st CCLC target group also attends the after-school program, they will lost that tuition and profit if the students cannot be concurrently enrolled in both programs.  Can they concurrently enroll students in the targeted population in both the after-school program and in the 21st CCLC program, while charging tuition for the after-school care program?

**A.** Students may not be counted in attendance for two programs at the same time.  However, students enrolled in the current afterschool program could attend 21st CCLC activities, but could only be counted in the 21st CCLC attendance for those activities.  Parents should determine which program could best support their needs and/or their child’s needs.

**Q.** Can a community based organization serve as an applicant for one submission and a co-applicant for a different submission?

**A**. Yes.

**Q.** Our school system has a high population of ELL students and we are planning a parent/student language activity weekly for our ELL students and their parents- as part of our after school program. Will that count toward our 12 hours of programming?

**A**. Programs must provide a minimum of twelve hours of programming per week, serving grade levels identified in the grant application.  This may be one of the activities provided during hours of programming.

**Q**. Our proposed 21st CCLC would serve English as a Second Language students. We are looking at partnering with a local nonprofit organization that hosts monthly community engagement events targeting ESL families who participate in that nonprofit’s afterschool programming. The organization has agreed to open their family engagement nights to our 21st CCLC students and their families if this grant is funded. We want to use 21st CCLC grant funds to pay for bilingual associate instructors to work during those family events (at the nonprofit organization’s site) to ensure our 21st CCLC families have the language assistance they need. Is this an allowable expense? We would include in the partnership agreement form that the number of bilingual associate instructors will be dependent on the number of 21st CCLC families who regularly attend.

**A.** Educational opportunities must be provided to the families of the students served in the program.  Budgeting for program staff must ensure all state and federal requirements will be met as outlined in the RFA.  Staffing is a local decision.

**Q.** On page one of the 21st Century FY 19 RFA, it states that Free/Reduced lunch information will be pulled from the following link, and then contains the appropriate link. On page 73 of the same RFA, it mentions that lunch data must be used as reported by December 1, 2017, to KDE. I just want to confirm that the data in the link on page 1 is data from the December 1 reporting date. Thank you for your time.

**A**. Applicants must use the most current free and reduced lunch counts available on KDE’s website.

**Q.** Our program is in the third year and at this time we are in the process of compiling documents and information for the expansion for TTTTTTTTTT 21st CCLC. After discussing this process with our grant writer, she did have a question and needed clarification before she began the process.  During our Desk Review we did have an item that we submitted a Corrective Action Plan for and Leslie Spears approved the CAP.

*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 grant.*

**A.** Eligibility under this criteria is based upon the standing of the grant at the time of the continuation application.  If any items on the corrective action plan have not been remedied or corrected by the date the grant is due, the applicant is ineligible to apply.  The applicant must have a verified statement from KDE that all items have been addressed and/or corrected.

*Both TTTTTTTTT-21st CCLC and XXXXXXXXX-21st CCLC (XXXXXXX County Middle School) share bus transportation for the students after our programs.  I did contact the Program Director for XXXX before the program began to find out what date she would begin her program and set the same date for TTTTTTTTTT 21st CCLC to begin.  However, our first day of school was August 8th and our before and after school program did not begin until September 4th. XXXXXXXX-21st CCLC is scheduled to be in session for 124 days*.

**Q**. Do you foresee an issue with TTTTTTT pursuing an expansion grant?

**A.** An applicant must meet the minimum number of days of operation as outlined in the RFA to remain in good standing.  Programs must operate no later than three weeks after school begins until two weeks before school ends.

**Q.** May schools “round up” their F/R meals percentages?  For example, our district has a school with 39.83% F/R meals. Is this school eligible to apply?

**A.** Applicants may not “round up” F/R percentages.

**Q.** Our district has a number of A-5 schools that in all practical purposes (except for official designation) operate as “regular” A-1 schools. Students typically attend these programs for a full school year and quite often for the entire grade span of the school. For example, students at approximately 3 of these programs attend there grades 9 – 12. One spans grades 6 – 12.  They serve students from all over the district, so selecting one “home school” to attach to in order to receive 21st CCLC services isn’t feasible.  Our district is able to track all of all of these students’ data, so reporting would not be an issue.  Are these A-5 schools eligible to apply directly?

**A.** Students in an A5 school may be served with students from the main school with which the A-4 or A-5 school is associated.  This means that the A1 school with which the A-4 or A-5 is associated must first be served by a grant.   An A-4 or A-5 school may not apply as a new grant, the A-4 or A-5 school may apply as an expansion applicant provided that it meets the requirements listed in the RFA.  Note that this includes increasing the number of regular attendees from the main school’s original application by 50% and meeting the minimum of serving 50 students or 25% of the main school’s population on a regular basis (30 or more days in a year).  In order to do this, the A-4 or A-5 school must have a sufficient number of same students enrolled on an extended basis who can attend the program for 30 days or more yearly.

The school's A-1 status is determined by the state.  In order to be eligible as a new grantee, the school must be an A-1 school as determined by state criteria for school classifications and never been served by a grant.

**Q.** Our grant ended June 30, 2018 and we didn't win funding for this year.  We wish to apply again.

Are we eligible to apply this round?

**A.** If an applicant meets the FY19 RFA criteria, they are eligible to apply.

**Q.** Do we apply as a New Applicant or a Continuation/Expansion Applicant?

**A.** Continuation

**Q.** We have several schools that have a health clinic on-site, which are operated by an outside entity (e.g., Health Department).  Are they eligible to serve as Co-applicants?

**A.** Provided that these entities are owned and operated by an outside entity (other than the school district), the organization may serve as the co-applicant.

**Q.** Can schools apply for the 21st CCLC grant or does it have to be at the district level?

**A.** The District will be the fiscal agent if a school wants to apply.

**Q.** Thank you for your insight and assistance at the recent 21st CCLC Grant award workshop. I am a parent volunteer working to coordinate an application from XXXXX Elementary School which is a part of JJJJJJJ County. There appear to be several portions of the grant application that will be very similar if not identical between the current elementary school request and the previously funded middle and high school proposal. In order to reduce confusion, potential loop holes and dispute about meaning, it seems like some of the structure and explanation should be identical between the proposals. Would it be acceptable to copy those components or would that put us at risk of plagiarism?

**A.** Specific district and community information requested could be the same.  Some data may have changed since applications were submitted.  However, student needs would be unique for each individual school to be served.

*I am a new principal at XXXXXX Elementary School in the XXXXXXXX School District.  I am interested in applying for the 21st Century Grant, and several times in the RFA it states “A school that has never been served by a 21st CCLC grant and meets all requirements in the FY19 RFA based on state and federal guidance is eligible to apply.  Applicant must score no less than required points to be awarded, pending availability of federal funds.”*

**Q.** We have new FRYSC directors and a fairly new superintendent, and neither of them are aware of our district receiving a 21st Century grant in the past.  Where can I check to see if we have received this grant in years past so I know if I qualify as a program that has never received funding?

**A.** Grant Cycles are posted with the FY19 RFA.  This list includes all schools/sites that have received an award to date.  Please refer to this list to identify if a school has been served.

*The RFP language on pages 4 and 32 indicates that program site(s) must be located in school buildings. (Page 32 includes a statement that if a current grantee has an offsite program, approval to continue will be considered by KDE.)  Language on pages 25, 38 and 74 seems to indicate, though, that a program can be located either in a school or in another facility.*

**Q.** Can an applicant propose programs that will be offered in sites that are not school buildings? Are there any specific guidelines as to when this is allowable?

**A.** New applicants must provide programming at the school site.  A Continuation or Expansion applicant that is currently meeting required participation numbers at an off-site location, may continue programming off-site.  If there has been a lapse in grant award, programming must take place at the school to be served.

**Q.** Can programming take place partially at a school site and partially at a non-school site, as long as transportation is arranged to the sites?  For example, could programming take place from 3:00 p.m. to 4:30 p.m. at a school location, then students would be transported to a non-school location for additional programming from 4:30 p.m. to 6:00 p.m., for example?

**A.** New applicants must provide programming at the school site.  A Continuation or Expansion applicant that is currently meeting required participation numbers at an off-site location, may continue programming off-site.  If there has been a lapse in grant award, programming must take place at the school to be served.

**Q.** I have a question regarding program operation guidelines on pg. 31. In terms of the required minimum 12 hours, the 1st bullet point says "Only After School." Then in parentheses stating with services 4 days per week...when school dismisses. Does this mean that morning programming, (for example 45 minutes per day, 5 days per week) does not count toward the minimum 12 hours requirement?

**A.** The examples in the FY19 RFA provide guidance on when programming may be provided.  Morning programming is allowed and may count toward the 12 hour minimum.  However, the applicant must meet specific numbers of regular participants during morning programming.

**Q.** The eligible applicant lists on p. 13 and p. 73 are different. The list on p. 73 implies that a school is an eligible applicant (as opposed to an LEA). Can a school be an Applicant or Co-Applicant, or does an LEA need to serve in these roles?

**A.** The district will be the fiscal agent.  Not the school.

**Q.** Does an LEA have to be either the Applicant or the Co-Applicant? Or can an LEA simply be a partner who provides a Partner Agreement, with two CBOs serving as the Applicant and Co-Applicant?

**A.** The district must either be the fiscal agent or the co-applicant.  Two CBO’s may not serve as both.

**Q.** I’m not sure I understand the language on p. 14 - can Co-Applicants receive some of the grant funding for services provided, or not? If yes, under what circumstances?

**A.** The co-applicant is considered the primary supporting partner for the program.  While it is allowable to pay a co-applicant for providing services, it is recommended that the co-applicant supports sustainability and provides more in-kind support than it receives in grant funds.

**Q.** Does any of the language in the required assurances that all applications must sign, pertain to FERPA?

We are trying to ascertain the level of data-sharing agreements needed between all stakeholders, including the evaluators and data systems operators/contractors.

**A.** 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 grades, attendance, demographic information, disciplinary infractions, and state assessments.  The federal 21APR system does not collect personally identifiable information on students – only aggregated information by center.

**Q.** On the application cover page we must include a CAGE code. Can you clarify if this should be the CAGE code for the school district or the applicant organization? In our case, a nonprofit is applying as the primary applicant. They have their own CAGE code, but the cover page reads like we must use the school site CAGE code.

**A.** The applicant must provide the CAGE Code for the fiscal agent.