

**Cycle 17 Request for Application**

**21st Century Community Learning Centers**

**Every Student Succeeds Act (ESSA)**

**Title IV, Part B**

| **Issued By:**  Office of Continuous Improvement and Support  Division of School and Program Improvement | **Deadline to Submit Applications:**  November 18, 2019  4:00 PM (ET) |
| --- | --- |
| **E-mail all Questions to:**  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  Questions will only be accepted until:  12:00 PM (ET) October 23, 2019 | **Submit Applications to:**  Kentucky Department of Education  Grants Management Branch 5th Floor  300 Building Sower Boulevard  Frankfort, Kentucky 40601 |

**Special Instructions:**

* Plagiarism is strictly prohibited and will result in disqualification of the application
* Applications must be developed to meet the unique needs of the applying school and district
* Current grantees in non-compliance, or whose grant has been terminated, are ineligible to apply for Continuation or Expansion Grants
* Support letters will not be accepted
* Free/Reduced lunch information can be pulled from the following link: [18-19 Qualifying Data](http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx)
* A Co-Applicant must be identified on the Application Cover Page.
* A Co-Applicant Agreement must be attached. If not attached, the application will be scored but not awarded
* Must meet the Absolute Priority – If the application does not meet the absolute priority, the application will be scored, but not awarded
* Must meet the submission deadline
* Must submit the correct application/copies
* Must use the correct Application Cover Page for the Cycle 17 RFA.
* Should follow formatting requirements
* Should check the appropriate Application Type on the Application Cover Page
* Should include all required and applicable attachments
* Must have a Data Universal Numbering System (DUNS) number
* Must be registered in the [System for Awards Management](https://www.sam.gov/SAM/) and have a Cage Code number
* 501(c)(3) non-profits must be registered with the Kentucky Secerary of State and in good standing
* The Kentucky Department of Education (KDE) reserves the right to waive minor technical issues

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**21st Century Community Learning Centers**

**Deadline to Submit Application: 4:00 PM (ET) November 18, 2019**

### Introduction

As Authorized under the Every Student Succeeds Act, Title IV, Part B, 21st Century Community Learning Centers (CCLC) (ESSA S. 117-182), the Office of Continuous Improvement and 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 agencies, to design and implement effective out-of-school programs that improve student achievement and social development. The Cycle 17 RFA guidance must be read in conjunction with the United States Department of Education (USDOE) Non-Regulatory Guidance for Title IV, Part B, the Education General Administrative Regulations (EDGAR), and the Uniform Grants Guidance (2 C.F.R.δ200).

### Purpose

The 21st Century Community Learning Centers (21st CCLC) program provides academic, artistic, and cultural enrichment opportunities for students who attend high poverty and low-performing schools, to meet state and local standards in core academic subjects. Kentucky’s focus is to increase academic achievement. This must balance enrichment opportunities that include active, hands-on engagement with activities that address the needs of the whole child and focus on the Kentucky Academic Standards. The purpose is to provide students:

* Homework assistance
* Activities that complement regular academic programs
* Promote youth development, and
* Offer literacy and other educational opportunities to families of participating students

Based on this guidance, applicants must address the following six 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 Transition Readiness activities for middle/high students and increase awareness for elementary programs.
      6. Increase educational opportunities for parents and families that support academic achievement.

### Reading Intervention for K-3 (Early Learning)

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 afterschool 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; must be research-based, reliable, and replicable; and must be based on the school’s ongoing assessment of individual student needs. Grants serving K-3 must provide reading intervention daily.

### Eligible Entities

* Local Educational 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 Governmental Agencies
* For-Profit Corporations, and other public or private entities
* Kentucky School for the Blind & Kentucky School for the Deaf

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 has demonstrated the capacity to provide educational and related activities. Activities must complement and enhance the academic performance and positive youth development of students served. Community/Faith Based organizations must 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 2018-2019 Title I school wide programs or have at least 40% free and/or reduced lunch for the December 1, 2018 count. The deadline submission for the Cycle 17 RFA is due before the 2019 free and reduced counts will be available. Applicants must use the 2018 count. Data may be found here: [18-19 Qualifying Data](http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).

Private school students are eligible to participate in 21st CCLC activities implemented in public schools. Applicants must provide a meaningful consultation with private school officials during the design and implementation of the program. Proof of this consultation must be described in the application under the Collaborations & Partnerships portion of the narrative.

An applicant is eligible to apply if it has no prior afterschool experience. An Organizational Capacity Form provided in the RFA must be completed by all non-governmental agencies. An applicant is eligible to apply if already implementing before and after school activities. Grantees must bear in mind that 21st CCLC funds can only be used to supplement and not supplant any federal or non-federal funds used to support current programs. For example, a grantee may not replace a childcare program with a 21st CCLC program - this would be supplanting.

### Types of Applications

No single school can 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 a school that has never had a 21st CCLC state grant. 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 directly by a federal 21st CCLC grant many years ago, but no longer operates a before/after-school program.

**Continuation Applicants:** 21st CCLC grantees that have previously received grant funds 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 year of funds or grantees that have closed out their fifth year are eligible to apply. Continuation applicants must demonstrate baseline data and percent of growth in academic achievement. The applicant must provide successes and lessons learned.

**Expansion Applicants:** Grantees are not eligible to apply for an Expansion Grant prior to the third year of programming. 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 fifty students. The applicant must demonstrate that the program has met and/or exceeded the number of participants to be served in the original grant application, as demonstrated by the center’s most recent APR data/Center Profile.

**Continuation and 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 the KDE in order to be eligible for Continuation or Expansion Grants.

A list of schools currently receiving services or that have previously been served by a grant is posted on the KDE website with the Cycle 17 RFA under Competitive Grants at [www.kde.ky.gov.](http://www.kde.ky.gov/)

### Renewability Policy

Due to the historically large volume of applications received each year, and in an effort to ensure geographic distribution of funds, Kentucky will not authorize a non-competitive renewal upon completion of the five-year grant cycle. Any grantee wishing to access funding beyond the five-year award must reapply through the competitive process. Previously funded grantees will be required to show evidence of success, including having met performance measures during the previous grant cycle. Additionally, grantees failing to resolve monitoring compliance issues with state and/or federal policies or laws before the end of the previous grant cycle will not be considered for re-application.

**Fidelity to Grant Application: Grant Application Components**

The grant application is your guide or roadmap for programming and operation. Keep it on hand, and be familiar with it. Share the grant with relevant staff, such as site coordinators, teachers, and school administrators. The goals, objectives, and activities should be understood by everyone involved in the program. Actual activities and programs must align with the proposal's objectives and description.

Programs must operate for the total number of hours and days as described in the approved grant application as well as serve the targeted students and number of students identified, on a daily basis to ensure fidelity to the approved grant application. Failure to operate the 21st CCLC program as described in the approved grant application may result in high-risk designation, funds being withheld, reduction of funds, and termination of grant award or other sanctions.



**Kentucky Cycle 17 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.

### Continuation/Expansion Applicant Funding

The KDE will allow 21st CCLC grantees that are in their fifth year, 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. Continuation applicants must demonstrate baseline data and percent of growth in academic achievement. The applicant must also provide successes and lessons learned.

### Federal Funding Accountability and Transparency Act (FFATA) (see assurances)

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 [Systems for Awards Management](https://www.sam.gov/SAM/). The process for receiving a DUNS number and SAM registration may take up to 30 days. Applicants must plan accordingly.

### Funding Allocations

The KDE anticipates New Grant awards ranging from $100,000 - $150,000 per year for three years. The number of awards and the award amounts 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. The KDE intends to make the first year award available July 1, 2020 through September 30, 2021.

An award must be for a period of not less than three years, and not more than five years. Awards may not be made in an amount that is less than $50,000 {S.1177-190(g)(h)}. Reimbursement will be provided on a quarterly basis. The grantee must have sufficient fiscal resources to provide start-up funding for program implementation. No funds may be expended until the approved contract is approved by the state Finance Cabinet Office of Procurement and in some cases the Government Contract Review Committee. Grantee must demonstrate the applicant’s administrative capacity to successfully manage a grant program and list fiscal resources (cash, line of credit, etc.)

New, Continuation or Expansion applicants may not access Year 2 funds prior to July 1, 2021. All subsequent years of funding (Years 3-5) may not be accessed prior to July 1 of the following year.

### Timeline for Operation

Provided that a signed contract between the district and the KDE is in place, Cycle 17 grantees may access awarded funds July 1, 2020.

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 2020-2021 school year and summer programming requirements will begin in 2021.

Funds may be used to hire staff when the contract has been approved. Grant positions may be posted up to 60 days prior to the July 1 start date. However, no activities can be charged to the grant until the contract process is approved by the state Finance Cabinet Office of Procurement and in some cases the Government Contract Review Committee.

The Site Coordinator must be in place by July 1, 2020, in order to attend required trainings and meet with the Co-Applicant and partners to discuss implementation prior to the program beginning. All grantees must provide services for five academic school years if federal funding is available.

### Indirect Costs

Awards are subject to the non-supplanting and restricted rate requirements of EDGAR at (34 CFR 76.563). Indirect costs are allowed, but may not exceed eight percent of the award for CBO’s and FBO’s. However, if local education agencies are the Fiscal Agent, the LEA is subject to the district’s restricted indirect cost rate. The LEA's restricted indirect cost rate is available at [Indirect Costs 2019-2020](https://education.ky.gov/districts/FinRept/Documents/Indirect%20Costs%202019-2020.xlsx). Indirect costs are costs that have been incurred for common joint purposes and not direct grant costs.

### Program Fee Policy

Applicants may no longer charge any type of fee for the 21st CCLC program.  This includes, but is not limited to, parent fees, registration fees, summer fees, field trip fees, semester fees, late pick-up fees, etc.  The priority of the program, to serve students and families from low-income homes, could be compromised through program fees.

### Absolute Priority

Absolute Priority is given to proposals targeting schools that are eligible for Title I school-wide programs or that serve a high percentage (at least 40%) of students from low-income families. Low-income is defined as those who receive free or reduced-cost meals based upon the most recently available December 1 counts. The deadline submission for the Cycle 17 RFA is due before the 2019 free and reduced counts will be available. Applicants must use the 2018 count. Data may be found here: [18-19 Qualifying Data](http://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).

For proposals targeting two schools, at least one of the schools must meet the criteria above.  If an applicant does not meet the absolute priority, the application will be reviewed and a score assigned, but funding will not be awarded.

### Continuation Grants – Competitive Priority (10 Points)

Competitive priority is defined as additional points earned for items not explicitly required. The 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 who 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 mathematics and reading scores. The 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 mathematics combined. The KDE will use the Center Profile maintained by the external evaluator to award these points. Continuation Grant Competitive Priority points will not be awarded if most recent profile is not attached to the application and criteria above is not met.

### Targeted Support and Improvement Schools – Competitive Priority (5 Points)

**TSI** schools are identified annually. These schools have one or more subgroups performing at or below the bottom 5% of all schools for three consecutive years **and** are in the bottom 10% of all schools in the year of identification.

**ATSI** schools are identified every three years beginning in 2020-2021.These are TSI schools that continue to meet the TSI criteria in the year of ATSI identification.

### Comprehensive Support and Improvement Schools – Competitive Priority (10 Points)

Must be identified by the KDE. A school will be identified annually for Comprehensive Support (CSI) if it meets any one of the following categories:

CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2019-20); OR

CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2019-2020); OR

CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

### School Never Served by a 21st CCLC Grant – Competitive Priority (10 Points)

A school that has never been served by a 21st CCLC grant and meets all requirements in the Cycle 17 RFA, based on state and federal guidance, is eligible to apply.

## 

## Part I: Needs Assessment

The applicant must describe the process used to determine the needs of the school and community, and establish a compelling need for the proposed programs/services. The process must address how all stakeholders in the community were involved: district administrators, school staff, community partners, parents, and students.  If the Fiscal Agent is not a school district, describe the role of the school in the needs assessment process. Risk-factors that place students in jeopardy of academic failure or behavioral problems must be included in this section. Use specific and relevant data regarding students and community to be served by the program. Cite sources of data in APA format and compare to local county and/or state figures when possible.

For example:

* Poverty rate in the community served
* Percentage of growth of English learners
* High school dropout rate
* Needs of working families
* Literacy rates
* Juvenile crime rates
* Educational levels in the community
* Food insecure
* Lack of local resources

Include specific school data to describe the school and the target population to be served by the program.

For example:

* State assessment
* Interim assessments
* Sub-populations
* Discipline
* Homeless
* Drop-out rate
* Attendance

It should be evident from the data presented, that the current level of resources available are insufficient, and have prevented the community from addressing these specific needs. The target population (students and families) to be served by the program should directly link to the identified risk-factors and needs.

## Part II: Quality of the Plan

### Academic Achievement Requirements

Applicants must address the following in its proposal:

* 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 after school, 30 minutes for homework help, 1 hour and 15 minutes for remediation and/or acceleration and 1 hour and 15 minutes for enrichment).
* Provide a minimum of two certified teachers to serve in the program a minimum of eight hours each per site served (a combination of teachers may be used to meet the 16 certified hours each week).
* Provide a K-3 reading intervention program daily (if the grant serves K-3).
* Describe how the program will identify and target low-performing students.
* Describe how the program activities are expected to improve student academic achievement and the connections between program offerings and the Kentucky Academic Standards in mathematics, reading, science, and other core content areas.
* Describe how activities are evidence and/or research-based.
* Describe how students will have opportunities to explore and experience the Science, Technology, Engineering and Mathematics (STEM) content areas in addition to literacy supports in before/after-school and summer learning.
* Address how the project aligns with the school/district learning objectives.
* Activities to develop transition readiness must be included in the plan. Activities for middle/high schools must support achieving state benchmarks, college/career opportunities and support a post-secondary educational plan. Activities for elementary students must address achieving academic benchmarks, developing an awareness of college/career opportunities and support transition readiness to middle/high school.

### Required Evidence-Based Activities

**What evidence must programs provide to determine whether 21st CCLC activities are Research-based and/or Evidence-based?** Guidance is designed to help State Education Agencies (SEA), and Local Education Agencies (LEA), schools, educators, partner organizations, and other stakeholders successfully choose and implement interventions that improve outcomes for students.

* The USDOE has issued non-regulatory guidance on Using Evidence to Strengthen Education Investments to provide State Educational Agencies (SEAs), local educational agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions, as defined in Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).
* Using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning.
* ESSA emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as “interventions”).
* Applicants must use this guidance to assist them in selecting proper program curricula and strategies to build, implement, evaluate, and improve their 21st CCLC applications and programs.
* **Applicants must identify research and/or evidence-based activities, strategies, and interventions that will be used in the program.**

### Program Activities

A weekly schedule of proposed activities must be included in this section. **The Logic Model should include clearly developed and measurable objectives to address each of the required goals. A minimum of two objectives per goal should be written in SMART format:**

* S – Specific Outcomes
* M – Measurable
* A – Achievable
* R – Realistic
* T – Timeframe

### Required Goals

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 transition readiness activities for middle/high school students, and

increase transition readiness awareness for elementary students.

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

A description of program activities to address each goal/objective must be included in this section. Activities must be developed that directly connect to the goals/objectives and identified needs. Activities must be hands-on, engaging and relate to student interest. How the activities/services meet the “Principals of Effectiveness” (Definitions Document) and connect to Kentucky Academic Standards in mathematics, language arts, and science must be described.

### Transition Readiness Activities

Activities to develop transition readiness should be included in the plan. Activities for middle/high school should support achieving state benchmarks, college/career opportunities, and support a post-secondary educational plan. Activities for elementary students must address achieving academic benchmarks, developing an awareness of college/career opportunities and support transition readiness to middle/high school.

### Adult Skill Building

Literacy and other educational opportunities should be provided to the parents and families of participating students. Services that are situational or non-recurring, such as family nights, open houses and special events, do not fulfill the mission of the program. These events are not considered adult skill building and attendance may not be counted.

The program must provide the following:

* One percent of grant funds per year must be dedicated to providing adult skill building activities.
* Learning opportunities should be of high-quality and support the needs of the parents with students in the program.
* A minimum of six meaningful, skill building activities for parents must occur each grant year.

**Adult Skill Building Activities for Parents**

* 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)
* Adult education and/or GED completion class

### Student Recruitment and Retention

While the program must be available to all students, criteria to identify the target population must be developed. Students should be recruited and provided continuous services designed to encourage full participation in all the daily activities and long term engagement. **Applicants must provide a minimum of three student recruitment strategies and three retention strategies in the proposal.**

Successful 21st CCLC programs often work with the Site-Based Decision Making (SBDM) Council 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.
4. Providing homework help to sports teams prior to practice after-school.
5. Contacting parents to provide program information and how services and activities can support their child’s academic achievement.

Recruiting students for an academic program involves attracting the attention of students, educating parents and students on program offerings, and removing obstacles to program enrollment. Effective recruitment strategies include being visible to students and creating an environment that fosters dialogue and the exchange of information. Successful student recruitment requires organization, planning and effective communication skills.

### Staff/Student Ratio

Staff/student ratio must be 1:15 for K-12 at all times in the program. Consideration must be given to the ages of the students being served. If students with disabilities are included in the program and require additional supervision or assistance, the center may need to alter the staff/student ratio. Special staffing arrangements may only be necessary during specific activities. Any staff used in a supervisory role or to meet the 1:15 ratio must be 21 years of age, hold a high school diploma and complete the necessary requirements for a background check.

### Linking with the Regular School Day: Communication Plan

Applications should include a plan to communicate with the principal, teachers and school support staff on a regular basis. Homework policies and practices, student referral process, use of space and other program arrangements must be included in the communication plan. The plan should also address program staff participating in school/district wide professional development each year.

Effective integration of the 21st CCLC program with the regular school day, requires that there be an intentional effort to achieve ongoing communication between regular school day and 21st CCLC staff. Such efforts might include combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, planning with teachers, face-to-face, 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 address content presented during the school day. Additionally, communication about student classroom performance is vital to provide needed support to students before or after school. Programs should ensure that the academic services they provide are aligned with the school’s curriculum.

### Staff Qualifications

All programs are required to meet state laws regarding screening of school staff/volunteers. Criminal background checks are required before the volunteer/staff begins working in the program.

* The applicant should describe how volunteers will be trained and vetted to work in the program.
* A minimum of two staff are required to be CPR and First Aid certified and trained in school/district emergency policies, procedures and guidelines.
* At least one CPR certified staff member must be present during programming at all times.
* The applicant should describe how parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, and behavioral policies.
* Programs are required to have a full-time Site Coordinator that must be employed a minimum of 220 days.
* Grantees must notify the KDE of any changes in key program staff.

Staffing of 21st CCLC programs can extend beyond the regular school day through certified and classified staffing. Site Coordinator job duties include: data entry, required state and federal reporting, submitting reimbursement requests, being on-site daily to oversee program operations, and facilitating the Advisory Council.For districts with multiple grants, a Program Director can oversee all programs while receiving a small stipend from each grant, in addition to regular job duties.Time and effort should be maintained.

Successful programs collaborate with 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.

Examples of part-time staff who may work on a part-time paid or volunteer basis include:

* College students in teacher training programs
* Co-Applicant
* AmeriCorps Volunteers
* High School students for community service hours
* Retired teachers
* Community partners and businesses
* Grandparents

### Required Professional Development

Training is an essential component for high quality after-school programs. The KDE works with multiple organizations to provide training and support. All programs that are awarded grant funds will be required to attend the following trainings:

* Level I Orientation (2 days)

-Site Coordinator and Program Director.

* APLUS Data Training (1 day offered on three different dates)

-Two staff are required to attend

(Data entry and backup)

* Multi-State Conference annually (3 days)

-Site Coordinators and Program Directors required

(Co-Applicant, partners, and other district staff may attend)

* Level II (2 days)

-Site Coordinators and other key personnel.

* Extending Excellence for Continuous Improvement (2 days)

($150 per person) – Site Coordinator and other key personnel

* Regional Spring Training (1 day 4 locations)

Grantees should allocate funds to provide travel expenses for at least two staff to attend trainings listed above. Travel expenses should include funds for lodging, meals, and registration fees. Individuals who attend trainings must be directly responsible for implementing services to students. In-state trainings are typically held in Louisville, Frankfort or Richmond.

No more than 2.5 % total per grant year may be used toward professional development above and beyond what is required by the KDE. Professional Development requires prior approval if not provided by the KDE.

### Summer Programming

The KDE requires that all Cycle 17 21st CCLC programs provide summer programming. New Cycle 17 Grants and Continuation Grants that have not had a program for six months or longer will begin summer programming in 2021. Grant funds may not be used for the sole purpose to fund only summer school programs.

### Required Elementary Summer Programming Guidelines (minimum 120 hours)

Elementary applications must include summer learning programs for the target population in conjunction with other allowable activities. In order to achieve the greatest impact for elementary students, the KDE requires that no less than four consecutive weeks of summer learning programming be provided for all students served by the grant.

**Minimum Requirements for Elementary:**

* 4 consecutive weeks
* 6 hours per day
* 5 days per week
* Minimum 2.5 hours academic support - remediation or acceleration in reading (1 hour and 15 minutes) and mathematics (1 hour 15 minutes) each day
* Available to all students served by the grant

### Required Middle/High Summer Programming Guidelines (minimum 32 hours)

Weeks should be centered around a common purpose with emphasis on transition readiness (e.g., youth development, service learning, credit recovery/remediation, ACT/SAT prep, career readiness, STEM, life skills, etc.). The KDE requires a total of two weeks of summer for Middle/High programs. Middle/High summer programming weeks are not required to run consecutively. Thirty-two hours would equal two weeks, four hours per day, and four days per week. These are minimum requirements for summer programming. [The National Summer Learning Association](https://www.summerlearning.org/) is an excellent resource.

### Field Trips

Field trips must demonstrate an intentional connection to grant goals and objectives. Programs are encouraged to expose students to learning outside of the local community.

* Prior approval by the KDE is required for all field trips.
* Field trips must be linked to academic learning.
* Field trips must have district approval before submitting to the KDE.
* If the primary purpose of the destination is entertainment, it is not allowable.
* Trips to amusement parks, water parks, party centers, skating, bowling, baseball games, and similar places for recreational entertainment are not allowable.

## Part III. Management of the Plan

### Minimum Operations

The KDE requires 21st CCLC programs to offer services a minimum of 12 hours per week, with a minimum of four days per week, and three 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. Non-school weekdays during the academic school year must provide at least four hours per day.

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, or third graders on Monday and fourth graders on Tuesday).

The KDE reserves the right to require a change in operation schedule based on data, observation, compliance monitoring, or other state and federal requirements.

### Student Attendance

The KDE closely monitors the average daily attendance (ADA) for all 21st Century Community Learning Center programs during the regular school year through data review reports, site visits, as well as regular checks through Cayen Afterschool 21. Attendance data is a strong indicator of student interest in programs and activities.

21st CCLC programs cannot build skills, behaviors, and habits to help students be successful if students do not attend on a regular basis. Research finds that more days and years of active participation in after-school programming leads to better student outcomes. 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. It is vital that grantees seek to promote regular student participation.

* 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.
* Program attendance must be kept for each student served in the program and reported on a weekly basis through the CAYEN APLUS Data Management System.
* Only students directly participating in 21st CCLC funded activities may be counted as present each day.
* Students must attend a 21st CCLC activity beyond snack in order to be counted in attendance. Presence in the facility or engagement in other school activities during program hours does not constitute participation and must not be recorded.
* By the end of year one, (June 30th of the academic school year) the program must meet the projected number of regularly attending students stated in the approved application.

If any activity does not result in regular, daily participation, program adjustments must be made or the activity eliminated. Programs may provide 30 minutes of morning activities. However, each activity must maintain a **daily** average attendance of ten participants. Only 30 minutes of morning programming, per day, may be counted toward the 12 required hours per week. If an applicant cannot meet these requirements, the morning program must be eliminated and time added to the afterschool schedule.

The purpose of the program is to provide students access to high-quality academic support and enrichment activities. The 21st CCLC program is not a drop-in program. **To avoid constant disruptions during programming, students must be dismissed at designated pick-up times.** 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.

Failure to serve the number of regular attendees stated in the grant application may result in the following:

* Identified as a “High-Risk” grant
* Purchase requests will be denied
* Funding may be reduced
* Additional on-site monitoring, announced or unannounced
* Grantee will not be eligible for any supplemental funds

### Students with Special Needs

21st CCLC programs must be accessible to individuals with special needs, regardless of disability. Districts are required to provide modifications that reflect the Individualized Education Program (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 can fully participate in the 21st CCLC programs. Applicants are reminded of their obligation under [Section 504](https://www2.ed.gov/about/offices/list/ocr/504faq.html) 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 for students, teachers and other program beneficiaries with special needs.

Students with special needs include those who may be formally/informally identified as English learners, homeless, foster care, 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 must 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.

### Private School Students

Students enrolled in private schools located in the area served by the grant are eligible to participate. Applicants are required to consult with private school officials regarding the provision of equitable services. Consultation must occur during the design and development of the grant application. Consultation must occur before the Fiscal Agent makes any decision that affects the opportunity of eligible private school students and teachers to participate.

### Timely and Meaningful Consultation

* Meaningful consultation provides a genuine opportunity for all parties to express their views, and to have their views seriously considered.
* Timely consultation provides adequate notice to private school officials.
* Successful consultation establishes positive, and productive working relationships.

An offer of services by the Fiscal Agent, without an opportunity for timely and meaningful consultation with private school officials, does not meet the requirement of the law. **Each Fiscal Agent must complete the Private School Consultation form, have required signatures, and include in the proposal.**

The Fiscal Agent remains in control of the federal funds and maintains title to materials, equipment, and property purchased with such funds. If the fiscal agent is a CBO, FBO, or another non-governmental agency, the title to materials, equipment, and property purchased with such funds, will remain with the school being served.

### Health and Safety

The applicant should describe how students will be supervised in a safe, secure, and drug-free environment. Programs must be able to provide evidence of the following health and safety requirements:

* Standard operating procedures (e.g., emergency response plans, bomb threats, fire, natural disasters, field trips, personnel policies, etc.)
* Copies of meal and snack menus, which meet USDA guidelines
* Copies of emergency procedures, dates; and a log of when emergency drills take place
* Posted evacuation routes
* Copies of CPR and First Aid Training/Certification for a minimum of two staff
* The applicant should describe how parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, and behavioral policies

### Snacks/Meals

Eligible centers are required to participate in the USDA National School Breakfast/Lunch Program.

The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations (CBOs), including faith-based organizations (FBOs).

Purchasing food for instructional purposes requires prior approval by the KDE and must include an instructional lesson plan and food items being purchased. Unallowable expenditures include pizza parties, celebrations, holidays, teacher meetings, advisory, and open house events.

Recent compliance monitoring visits and observations have required the 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 a snack at the 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. |

### Transportation

Applicants should have a student transportation plan ensuring that all students eligible or interested in the 21st CCLC program are able to attend and participate.

* The applicant should address how students will travel safely to and from the program.
* Transportation and access to the site cannot be a barrier for students participating in the 21st CCLC program.
* Applicants should address the safety/maintenance of all vehicles used for transportation of students at their district or organization, and provide vehicle inspection logs upon request
* If a program provides transportation, it may not be cut during decreased funding years.
* Transportation may not be counted in program hours.

### Facility

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

* The school must be available and accessible to all participants
* The school must be ADA compliant
* The applicant must provide dedicated space at the school served for Site Coordinators to use daily in the program (not in a hallway, locker room, closet or on a stage)
* Program space must be sufficient in size for the number of students to be served
* Program space must be available during the school year and summer

### Student Records

Records should be maintained on-site and include:

* Name, address, gender, and date of birth
* Parent’s or guardian’s names, addresses and places at which parents or other person(s) responsible for the student can be reached in case of an emergency
* Daily attendance records, pertinent medical information, and an emergency medical treatment plan for each student, if required

### Records Retention

It is the responsibility of the sub-grantee to retain all financial and program records. Records must be maintained for three years from the last activity of the program, or longer if there is an ongoing investigation or audit. An inventory list must be maintained annually and sent to the KDE Consultant by October 15th.

### Closeout Procedures

Grantees operating in their fifth year of funding, and do not receive Continuation funds, are required to follow federal and state closeout procedures.

Grantees must transfer equipment, supplies, materials, and technology purchased with 21st CCLC funds to another 21st CCLC program located within the district served or, if not available or declined, another federal program at the school.

The applicant must enter program data as mandated by state and federal requirements, including summer and K-Prep (which is released in October). To reapply in the future, data requirements must be met. Completed data will be required when applying for future grant applications.

The final inventory list must include the following and encompass the entire five year grant period:

* Description of Equipment
* Quantity
* Serial Number
* Source of Funding
* Acquisition Date
* Cost
* Location of Equipment
* Closeout transfer location

The applicant must maintain all grant documentation in a secure place for the three year retaining period once the grant period ends. This includes financial and programmatic records, supporting documentation, and data collection records.

Grantees must submit an e-mail to the KDE Consultant by October 15th of the fifth year, to inform of program closeout. Attachments must include closeout inventory, including information above, and a statement confirming all the required data has been entered. Submit final reimbursement requests reflecting zero encumbrances and a zero balance. Funds must be spent or encumbered by September 30th of each grant year. The MUNIS report will reflect zero encumbrances and a zero balance if all funds were spent.

A copy of closeout e-mail must be kept with the financial records/grant application on-site for the three year retention period. If any litigation claim, or audit is started before the expiration of the three year period, the records must be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

## Part IV. Collaboration and Partnerships

### Required Co-Applicant Agreement

A Co-Applicant is defined as the key partner 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 program. 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 providing 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 that receives financial or in-kind support (FRYSC, Community Education, etc.) cannot be the Co-Applicant.

### Required Partner Agreements

A minimum of five **signed** Partner Agreements outlining support to enhance the delivery of services and activities for the program must be attached. Only one letter from the district, should identify all school or district programs that will collaborate with the 21st CCLC program (FRYSC, ESS, Title I, Migrant, Food Services, Transportation, and ATCs). Four Partner Agreements must be with organizations outside of school/district programs. Applicants who do not submit a minimum of five signed Partner Agreements will receive a reduction of points under Collaboration and Partnership Criteria. **Examples of potential**

**partners may include:**

* Arts and Science Community
* Banks and Financial Institutions
* Businesses and Corporations
* Colleges and Universities
* Community Centers
* County Extension Offices
* Faith-Based Organizations
* Hospitals/Health Dept.
* Housing Authorities
* Law Enforcement Agencies
* Libraries
* Local Cultural Councils
* Local Parks and Recreation
* Mayors/Municipal Departments
* Non-Profit Organizations
* Philanthropic Organizations
* Professional Organizations
* Regional STEM Networks
* Volunteer Organizations
* Workforce Investment Boards

### Advisory Council

Each applicant is required to form an Advisory Council prior to the beginning of the program. The council must be included in the planning and development of the application. The role of the council is to review data, provide program feedback, and review the sustainability plan on a regular basis. The council may work with other community members to provide volunteers, seek new partnerships and contribute resources to support the program. Council membership should include: parents, students (middle/high), teachers, principal(s), Co-Applicant, and community partners. The Advisory Council must meet a minimum of four times per year and maintain meeting minutes, agendas and attendance by signature. **The school’s SBDM Council may not serve as the 21st CCLC Advisory Council.**

**Suggested List of Agenda Topics for Advisory Council and/or Partner Meetings**

1. Results of the needs assessment
2. Program goals and objectives
3. Basic information about target population, (number of students, grade levels, activities, etc.)
4. How the 21st CCLC program is different from the student’s regular school day
5. How the 21st CCLC program supports student achievement and aligns with the regular school day
6. Solicit input, perspectives, and questions from Advisory Council members
7. Purpose of 21st CCLC and how funding is obtained
8. Innovative practices and programs in other areas
9. Have instructional staff share their learning from professional learning opportunities
10. Invite students and parents to share their experiences and perspectives on the 21st CCLC program
11. Invite students to share their work or projects
12. Discuss community issues, goals, and initiatives
13. Conduct a panel discussion with program leaders, school, LEA, state leaders regarding pertinent issues
14. Program results and supporting data (not individual student data due to confidentiality issues)
15. Conduct problem solving (brainstorming, setting priorities, planning) sessions regarding community issues and challenges
16. Sustainability Plan
17. Community resources
18. Have the evaluator discuss formative and summative evaluations
19. Examples of evidence-based activities
20. Parent or family engagement topics

## Part V. Evaluation

### Self-Assessment

Programs are required to conduct on-going assessments of goals and objectives. Applicants should describe a plan to continuously evaluate the program. The plan should:

* Include an assessment of grant goals and objectives, budget, activities, attendance, and review of APR and non-cognitive data
* Involve the 21st CCLC Advisory Council, school leadership, teachers and other stakeholders such as the Co-Applicant and grant partners
* Provide all stakeholders access to evaluation results (parents, Advisory Council, administrators, and community organizations)
* Describe how results will be disseminated

No more than 1% total per grant year may be used toward a local evaluation of the program, and requires approval from the KDE. If grant funds are used for a local evaluation, a copy of the final report must be sent to the KDE Consultant within 30 days. The grant writer cannot be paid with 21st CCLC funds for writing the grant and may not include funds in the grant budget to be paid for future work.

### Reporting Requirements

* Quarterly Reimbursement Request (QRR)
* Data Review Report (DRR)
* Continuation Progress Report (CPR)
* Annual Progress Report (APR)
* Reports for supplemental or other funding (as required)

**Quarterly Reimbursement Request (QRR)**

Quarterly reports are the basis for requesting reimbursement of funds expended during each fiscal quarter. The QRR must describe all expenditures for each quarter.

The following items must be submitted as **one** document:

* QRR and Detailed MUNIS Report (including Quarter to Date column)
* Purchase/field trip requests and e-mail approval(s)
* CBO’s and FBO’s will receive financial form to submit for reimbursement if awarded

Aa **Data Review Report (DRR)**

**Aa** Grantees are required to submit a Data Review Report to the KDE quarterly. Applicants must report

the attendance of all 21st CCLC students, the number of regular attendees, the list of adult skill

building activities, and number of parents that attend each session.

**Continuation Progress Report (CPR)**

**Aa** 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:

* Grantee’s ability to demonstrate substantial progress 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 of 21st CCLC program toward increasing student achievement
* Submission of a sustainability plan
* Current Inventory list for the first three years of the program

### Federal APR Reporting

Cayen Afterschool 21 is the online system utilized by subgrantees to enter and maintain required program data and information that is reported to USDOE. Subgrantees must enter data in Cayen Afterschool 21 on a regular basis. Individual program data collected in Cayen Afterschool 21 (federally required data elements) will be provided to the KDE and the state external evaluator. Individual student data will not be identified. The KDE will review the information and Cayen Systems will upload the data into the federal data system for the USDOE review.

Data entry into Cayen Afterschool 21 must be on-going and accurate by the grantee. Failure to enter required APR data in a timely manner will result in non-compliance. A timeline of required data is provided by the KDE each year to assist grantees in this process. The following data is required for the Annual Progress Report (APR):

* Grades and annual assessment scores for students who attend 30 days or more
* Program operation
* Attendance (including summer programs)
* Behavior
* Activities and sessions offered
* Events (e.g., Advisory Council meetings, adult skill building activities, Lights on Afterschool, etc.)
* Staff/personnel
* Community partners
* Funding sources
* Status of goals/objectives
* Surveys
* Student demographics

### The KDE Evaluation of Programs

The USDOE requires the KDE to conduct an annual, comprehensive, statewide evaluation of Kentucky’s 21st CCLC programs. The KDE contracts with an external organization to conduct this evaluation. Grantees will be required to participate in the program evaluation and meet all state and federal reporting requirements. In addition to auditing QRR’s and on-site program visits, monitoring may also include regular phone conferences, or technical assistance visits.

On-site visits will monitor state and federal requirements of 21st CCLC programs, and verify grant compliance – including assurances and expenditures. Monitoring ensures compliance, and provides a means to identify areas requiring additional support and technical assistance. Programs are monitored through on-site visits, QRRs, DRRs, technical assistance, Risk Assessment, and Continuation Progress Reports. Visits may be conducted as announced or unannounced.

| **GRANT** | **TIMELINE** | **REVIEW PROCESS** | **INCLUDES** |
| --- | --- | --- | --- |
| 1st Year | 6 Months | Technical Assistance Visit | * On-site visit * Meet with program staff * Program observation |
| 2nd Year | Fall | On-site Compliance Visit | * On-site visits * Interviews * Program observation |
| 3rd Year | March | Continuation Progress Report due to the KDE | * Determines 4th and 5th year funding |
| All Grants | Annual | Risk Assessment | * Required training attendance (program staff) * Staff turnover * Finance * Compliance findings * Required reporting * Regular attendees |

## Part VI. Budget

### Supplanting

Grantees must **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 or activities. These include:

* Athletics
* League fees
* Associated costs (salaries or district dues)
* Childcare/existing after-school programs
* Yearbook/Newspaper
* School choir/band
* Student government/KYA/KUNA
* National Honor Society/BETA/Gifted and Talented
* STLP
* FCA
* FFA
* Other school clubs and/or activities traditionally offered as a school function are not allowable.

### Sustainability

Applicants must develop a preliminary plan describing how to sustain the program beyond the award period. The development of the plan must involve all stakeholders. 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. It is not adequate to say, “Our sustainability plan is to look for more funds.” The description must include plans for maintaining important critical components of a high quality program (such as transportation, staff retention, volunteer participation, resources, and academic enrichment activities, seeking additional funding, roles of specified partners beyond the award period, in-kind, how volunteers will be involved and collaborating with other state and federal funding sources).

The applicant must address leveraging local, state, and other federal funds. The applicant is not allowed to create a fee structure for sustainability. Fees are no longer allowed.

The plan should address how an assessment of grant goals and objectives, budget, activities, attendance, and review of APR and non- cognitive data will be conducted. This process should include the 21st CCLC Advisory Council, school leadership, teachers and other stakeholders such as the Co-Applicant and grant partners. 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 and fifth year funding. The preliminary sustainability plan outlined in the application does not suffice for the final plan.

### Financial Guidelines and Budget Preparation

The following information should be used for guidance in developing the budget section of the grant proposal. Receiving an award does not mean that the budget is approved as written. Guidelines are subject to change in response to state and federal requirements and a budget amendment may be necessary. Budget amendments must be approved by the KDE.

All expenditures, costs, and activities must be allowable, reasonable, allocable, and necessary. Grantees should be prudent in the use of funds. The budget must address school year and summer programming. Sufficient funds to meet summer program requirements must be included.

Year 2 funds may not be accessed prior to July 1, 2021. All subsequent years of funding (Years 3-5) may not be accessed prior to July 1 of the following year, regardless of the program cycle.

When developing an initial budget, use the guidelines below for allowable use of funds.

* A minimum of two certified teachers must serve in the program a minimum of eight hours each per week – allocate funds accordingly (may use a combination of several teachers).
* Applicants must prepare the budget in consultation with the school principal, academic leads of the school, and finance officer.
* Continuation and Expansion applicants/Co-Applicants should consult with the current Site Coordinator and school principal for feedback regarding the budget. Both parties can provide insight into the needs and program design used to determine budget allocations.
* Non-governmental agencies must follow the same procedures for model procurement in purchasing and the award of contracts as those required by the KDE and federal regulations. This includes the provision of staff and related compensation, rates for travel reimbursement, and acquisition of goods and services.
* All contractual agreements over $500 must receive prior approval from the KDE Consultant. This approval must be sought prior to the beginning of the service. The issuance of sub-grants or the transfer of funds to another entity or organization is not permitted.
* Summer supplemental funds are contingent upon availability each year.
* 21st CCLC funds may not 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.) must not be used in the program on a regular basis if this results in payment of 1.5 times the hourly rate.

### Spending Guidance

* All purchases must be allowable, reasonable, allocable, and necessary.
* Grantees should be prudent in the use of funds.
* All purchases over $500 require prior authorization
* Just because an item may not cost $500 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, grant compliance, support of program goals and objectives, inventory, and identifying staff that will be using the items purchased in the program.
* Funds cannot be used for fundraising or to plan the program
* 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.

**Allowable Use of 21st CCLC Funds**

**(Always seek prior approval for items not listed.)**

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

**Unallowable Use of 21st CCLC Funds**

**(Always seek prior approval for items not listed.)**

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

**Required Approval from the KDE**

**(Always seek prior approval for items not listed.)**

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

### Technical Assistance

To assist districts and other partners in preparing a quality application, the KDE will offer four 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 face-to-face questions. Attendance is highly recommended as the RFA will be discussed in detail. **Copies of the Cycle 17 RFA will not be provided at the technical assistance sessions. Bring your own copy.**

Please hit Ctrl + Click on the date you would like to attend to follow the registration link. An attendance log for these sessions will be maintained by the KDE. Applicants must advise the KDE within two working days of the scheduled technical assistance sessions of any special accommodations needed.

**Technical Assistance Sessions**

| **Date** | **Time** | **Location** |
| --- | --- | --- |
| [September 23, 2019](https://www.surveymonkey.com/r/JRWZSSC) | 9:00 – 4:30 pm ET | 300 Building Sower Blvd – Frankfort, KY |
| [September 24, 2019](https://www.surveymonkey.com/r/J3RLBYJ) | 9:00 – 4:30 pm ET | Hazard Community College (1 Community Dr)– Hazard, KY |
| [September 26, 2019](https://www.surveymonkey.com/r/JX3ZM5X) | 9:00 – 4:30 pm CT | McCracken Co. Extension Office – Paducah, KY |
| [September 27, 2019](https://www.surveymonkey.com/r/JFTMJJ7) | 9:00 – 4:30 pm CT | Holiday Inn (Scottsville Rd.) – Bowling Green, KY |

One person being registered does not cover 2-3 individuals. Each attendee will need to register separately. Make sure you give a valid e-mail address when registering.

### Submission of Written Questions

The KDE will only accept written questions via e-mail through 12:00 PM (ET) on October 23, 2019. 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 30, 2019. All questions must be submitted to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov).

### Contract Award

Upon award, the KDE will enter into a memorandum of agreement with Fiscal Agents. No activities can be charged to the grant until the contract process is approved by the state Finance Cabinet Office of Procurement and in some cases the Government Contract Review Committee.

### Application Components

All applications require inclusion of the Fiscal Agent’s DUNS number and must be registered with [System for Awards Management](https://www.sam.gov/SAM/). 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 need to be submitted in the order below:**

Documents exceeding the maximum page limits will not be reviewed.

The 21st CCLC Proposal Narrative needs to be written and arranged in the order stated below:

* Application Cover Page with original signatures
* Assurance Documents (also signed)
* Table of Contents
* Logic Model – do not exceed three pages
* Proposal Narrative – do not exceed 30 pages
* Budget Summary and Detailed Budget Narrative
* Other attachments (see Part VII of the Evaluation Criteria)

### Formatting Requirements

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

* Double-spaced
* Letter size (8 ½ x 11) settings
* Arial 12-point font
* 1 inch side margins and .5 inch top/bottom margins for narrative portions
* 30 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 font and single spaced
* Bullets may be single spaced and must be 12 point Arial font

### Evaluation Criteria

| **Part I: Needs Assessment** | **Maximum Points:**  **18** (3 per bullet) |
| --- | --- |
| * The applicant must describe the needs assessment process * Includes involvement of all stakeholders (parents, school, students, community, partners etc.) * Describes availability and/or lack of resources * Identifies multiple sources of data to support needs (A minimum of five data sources must be identified – please refer to page 8) * Data sources are cited using APA style, and compared to state data * Identifies target population based on identified needs – includes students, parents, and community |  |

| **Part II: Quality of Plan** | **Maximum Points:**  **78** |
| --- | --- |
| **Academic Requirements: 18 points** (3 per bullet)   * Minimum of two certified teachers must work in the program eight hours each per school served (or a combination of teachers may be used to meet the required 16 hours per week) * If applicable, address K-3 reading intervention daily * Describe how activities are evidence and/or research-based. * How will activities address and target low-performing students * Connect program offerings to Kentucky Academic Standards (mathematics, reading, and science) * Address how the program will be embedded in the school’s Comprehensive Improvement Plan   **Objectives: 6 points** (2 per bullet)   * Identifies at least two objectives for each of the six goals * Objectives are in SMART format (specific outcomes, measurable, achievable, realistic, and time bound) * Objectives connect to the identified needs   **Program Activities: 14 points** (2 per bullet)   * Describes how activities connect to the goals and objectives * Describes how activities are evidence or research-based * Describes how activities will address and target low-performing students * Describes opportunities for STEM/STEAM activities * Addresses transition readiness * Includes a weekly program schedule * Describes six meaningful skill building activities for 21st CCLC parents   **Recruitment and Retention: 6 points** (2 per bullet)   * Clearly describes the target population to be recruited * List a minimum of three intentional recruitment strategies * List a minimum of three intentional retention strategies   **Links to Regular School Day: 10 points** (2 per bullet)   * Includes a clear communication plan for program and school day staff to meet on a regular basis to review student progress * Identifies preferred methods of communication with school day staff, and school administrators * Describes how the program aligns with the school day curriculum * Connects to the Comprehensive Improvement Plan * The applicant must address how program staff will attend and participate in school and district professional development   **Staffing: 16 Points** (2 per bullet)   * A full time Site Coordinator will be hired at a minimum of 220 days * Maintains a staff to student ratio of 1:15 * Staffing chart listing position, responsibilities, and qualifications * At least two staff trained in CPR/first aid and at least one available each day of the program * Vetting process for staff and volunteers * Professional Development Plan includes description of topics and timeline * Describes how joint planning PD between program and school staff will occur * Program staff will attend all required state-level trainings (see page 13)   **Summer Programming: 8 points** (2 per bullet)   * Describes summer program activities that are age-appropriate * Meets the required weeks of summer programming * Meets the required days and hours per week * Includes a schedule that reflects 1.25 hours of reading and 1.25 of math instruction |  |

| **Part III: Management of the Plan** | **Maximum Points:**  **20** (2 per bullet) |
| --- | --- |
| * Demonstrates the capacity and experience operating an out of school time program * Describes available resources * Describes process to include students in private schools * Describes the process to include students with disabilities * Describes the facilities to ensure space is sufficient to implement the proposed program * Facility is safe, accessible, and meets ADA requirements * Safety procedures and emergency readiness plan is developed and shared with all stakeholders * Timeline for practicing drills (fire, tornado, lock-down, earthquake etc.) is provided * Snacks/meals provided through USDA National School Breakfast/Lunch Program is described * Describe how students will travel to/from the program.  If transportation is not being provided, the applicant must state the basis for this decision and how transportation is not a barrier for students to attend the program |  |

| **Part IV: Collaboration and Partnerships** | **Maximum Points:**  **8** (2 per bullet) |
| --- | --- |
| * Co-applicant agreement is signed and outlines the partnership and list specific contributions/support * Five signed partnerships agreements are attached and list specific contributions/support to be provided – one must be from the school district and four from community agencies/organizations * Membership and role of the Advisory Council is described * Evidence that the Advisory Council was actively involved in the development of the grant application |  |

| **Part V: Evaluation** | **Maximum Points:**  **12** (2 per bullet) |
| --- | --- |
| **Describes a comprehensive evaluation plan that includes:**   * A lead person responsible for data collection * Multiple sources of data (MAPS, grades, state assessments, attendance, discipline, surveys, etc.) * Timeline for data collection * How the data will be used to strengthen/refine/revise the program * How the results will be disseminated to all stakeholders including parents * Strategies in place to address students not making adequate progress |  |

| **Part VI: Budget** | **Maximum Points:**   1. (3 per bullet) |
| --- | --- |
| * Explains how grant funds will be used to supplement the program and not supplant * Maintains a separate accounting of funds for 21st CCLC * Describes a plan for tracking staff time and effort * Demonstrates the financial capacity to manage a grant program and secure funding for startup costs necessary to implement the proposed program * Includes a preliminary sustainability plan to sustain the current program (e.g., leveraging additional local, state and federal funding, ongoing partnerships, development of new partnerships, volunteers, in-cash contributions/donations etc.) |  |

| Part VII: Required attachments | Maximum Points:12 (1 per bullet) |
| --- | --- |
| **The attachments listed should be included within your 21st CCLC proposal. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition.**   * List of consortium members or partners * Job description of key personnel * Equitable access and participation plan (do not exceed one 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. * Continuation and Expansion Grants must submit a copy of the most recent USDOE Annual Progress Report (APR) Summary or Center Profile (do not exceed one page per site served). * Program Schedule Form * Program Summary – do not exceed two pages * School Summary – do not exceed one page * Signed Co-Applicant Agreement * Minimum of five signed Partner Agreement * Private School Consultation |  |

| Part VIII: Priorities |  |
| --- | --- |
| * **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. * **Continuation Grants Competitive Priority (10 Points)**   KDE will give priority to Continuation Grantapplicants who have shown significant improvement in student achievement. Continuation Grantapplicants 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 15 additional points, Continuation Grantapplicants 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.   * **Targeted Support and Improvement Schools Competitive Priority (5 Points)**   **TSI** schools are identified annually. These schools have one or more subgroups performing at or below the bottom 5% of all schools for three consecutive years **and** are in the bottom 10% of all schools in the year of identification.  **ATSI** schools are identified every three years beginning in 2020-2021.These are TSI schools that continue to meet the TSI criteria in the year of ATSI identification.   * **Comprehensive Support and Improvement Schools Competitive Priority**   **(10 Points)**  Must be identified by KDE. A school will be identified annually for Comprehensive Support (CSI) if it meets any one of the following categories:   * CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); OR * CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018- 2019); OR CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022). * **School Never Served by a 21st CCLC Grant Competitive Priority (10 Points)**   A school that has never been served by a 21st CCLC grant and meets all requirements in FY19 RFA based on state and federal guidance. Applicant must score no less than required points pending availability of federal funds.  **Note:** Regardless of geographic area, all applications must meet minimum score requirements in order to be funded pending availability of federal funds. **No score less than 100 points will be considered in make this determination.** |  |
| **Total Points Possible (excluding competitive priority)** | 163 |

### Submission of Application

The KDE must receive the application by 4:00 PM (ET) Monday, November 18, 2019. Applications received after this time and date will be deemed non-responsive. Blind copies, as noted below, must 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 CCLC20.” Hand-delivered copies must be delivered to the Grants Management Branch, 300 Building, Sower Boulevard, Frankfort, KY 40601. Applicants are responsible for contacting the KDE to confirm receipt of their applications.

**The following must be submitted to the KDE:**

* One grant application with original signatures in ink. The signature of the superintendent and the principal must be notarized with a raised seal.
* One exact **copy** of the original. **Label this copy as “21st CCLC20 original copy.”**
* Three 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 information is blinded. **Label blind copies as “21st CCLC20 blind copy.**

Applicants must ensure the Co-Applicant and Partner Agreements are signed well in advance of submitting the proposal. **If you are hand-delivering your application, please allow time for building security checks. A photo ID is required in the visitors’ lobby.** If you are mailing your application, please allow adequate time for the application to be received by the KDE Grants Procurement Office by the deadline. Applications postmarked before the deadline, but not received, will be deemed non-responsive. **Grants Management will not accept applications beyond 4:00 PM ET.** 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).

### Geographic Diversity

In addition to the absolute priority and the competitive funding priorities noted above, the KDE has the right to consider geographic and programmatic diversity as factors in the selection of funded applications to the extent practicable.  Regardless of geographic area, all applications must meet minimum score requirements in order to be funded. No score less than 100 points will be considered in making this determination.

### Peer Review Process

The KDE seeks reviewers with a deep understanding of effective out-of-school programs and/or experience implementing out-of-school programs.  Representation from educators with teaching, administrative or higher education backgrounds, as well as, qualified people from the community who have experience implementing or working in an out-of-school program are sought.  In addition to the specified experience and background, reviewers must be available to attend the entire reviewer training and on-site evaluation of applications.  The KDE will post the Call for Reviewers with the Cycle 17 RFA.

The KDE will review all applications for completeness and applicant eligibility.  The KDE Grants Management Branch will select peer reviewers based on their expertise in providing effective academic, enrichment, youth development, and related services to students.  Peer reviewers will review and score the applications.

**KENTUCKY DEPARTMENT OF EDUCATION**

**21st Century Community Learning Centers Cycle 17 RFA**

# Application Cover Page

**Submission Deadline: November 18, 2019 4:00 ET**

**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)

| **Fiscal Agent DUNS #:** | **Fiscal Agent SAMS CAGE Code#:** |
| --- | --- |

**One grant may serve a maximum of two schools. Each site must meet all RFA requirements.**

**All information below, except signatures, must be typed.**

| **School #1:** |
| --- |
| **Physical Address:** |
| **Target Grades:** |

| **School #2:** |
| --- |
| **Physical Address:** |
| **Target Grades:** |

| **Fiscal Agent:** |
| --- |
| **Superintendent/Chief Executive Officer:** |
| **Physical Address:** |
| **E-mail:** |

| **Co-Applicant:** |
| --- |
| **Superintendent/Chief Executive Officer:** |
| **Physical Address:** |
| **E-mail:** |

| **Grant Writer:** |
| --- |
| **Agency:** |
| **Phone #:** |
| **E-mail:** |

**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:** **Date**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notary Seal** (My Commission Expires)**:**

### Assurances for Applicant and Co-Applicant

1. Meet the minimum number of hours and days as required under program operations.
2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
3. Must provide dedicated space in the school(s) served for Site Coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. Programming space must be sufficient in size for the number of students to be served.
4. 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 per site served.
5. 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.
6. Must immediately notify the KDE of a change in Site Coordinator. The district must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA.
7. Prior to the departure of the Site Coordinator, the district must ensure all pertinent information is accessible for the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN access for data entry, list of all program staff, Advisory Council meeting schedule and minutes, partners, USDA snack program and distribution of snacks to participants.
8. Must uphold the parameters of the agreement with the Co-Applicant as outlined in the original application.
9. Must provide equitable opportunities for the participation of both public and private school students served by the award.
10. The applicant must assure it afforded reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application.
11. 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 need 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 Section 427](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf)).
12. Must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications.
13. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE. aa
14. CBO or FBO applicants must submit an annual external audit each year of the grant.
15. Must submit all required reports as required to the KDE.
16. The Fiscal Agent and Co-Applicant must assure that supplies, materials, technology, or equipment will not be used during the school day.
17. Must comply with the guidance in the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
    * Ability to demonstrate substantial progress has been made toward meeting the program 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 and fifth year; and,
    * Provide documentation of completed state reports as required.
18. Must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474.
19. Must comply with the following Acts of Congress
    * Civil Rights Act of 1964
    * Gun-Free Schools Act of 1994
    * Americans with Disabilities Act of 1990
    * Pro-Children’s Act of 1994
20. Must comply with Stevens Amendment.
21. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
22. The Fiscal Agent and Co-Applicant must assure funds are not used for lobbying purposes.
23. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
24. **The school district, as a Fiscal Agent or Co-Applicant, 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 mandatory information for completion of Annual Performance Report (APR) data collection**. (Examples of current requirements include: grades, attendance, demographic, information, disciplinary infractions, and state assessment scores).
25. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statues, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, or pending final report. **Grantees failing to meet one or more of the grant requirements will be considered “High Risk”. Once a grantee becomes non-compliant, it may become necessary to withhold funds until any critical issues have been resolved. A non-compliant grantee will have thirty days to submit a “Corrective Action Plan” to the KDE for approval and two months to become compliant. Failure to become compliant past the timeline will initiate the termination process.**
26. **Assurance Regarding Continuation of Funding –** During year three, the KDE will review programs to determine eligibility for an additional two years of funding. Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of the students, applicants will receive Continuation funding for grant years four and five. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students.
27. **Assurance Regarding Applicant Ending Grant –** If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a Continuation applicant but will be ineligible for any priority points awarded to Continuation applicants.
28. **Assurance Regarding Termination Process –** By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:
    * Provide a high quality program with evidence of academic progress
    * Implement the program as described in the application
    * Serve the number of regular attendee students as stated in the application
    * Meet the minimum hours of operation (hours/days/weeks/summer)
    * Adhere to assigned assurances
    * Submit required reports and documentation in a timely manner
    * Use funds in a reasonable and appropriate manner
    * Resolve a non-compliance audit/monitoring finding
    * Submit required data within the given timeframe
    * Implement a required Corrective Action Plan
29. Uphold these assurance regardless of change of individual’s serving the in the role or capacity of representative signing the application (School District, CBO’s, FBO’s).
30. 29. **Assurance Regarding Appeals Process –** The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The KDE is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a) (4)).

The KDE follows a two-step process for reviewing and awarding application:

* Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201 (b)(5)(A) )
* The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201 (b) (5) (C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE’s Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgement of the peer reviewers will not be considered. Peer reviewers are non-KDE employees and are recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children (ESSA, Sect. 4201 (b)(5)(B(i)).

Appeals are limited to the grants that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

1. **Assurance regarding Letter to Appeal –** Eligible entities that wish to appeal a grant application decision must submit a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must be on an applicant’s letterhead and include an original signature of the authorized applicant representative.

An original letter and two copies of the appeal must be delivered or mailed to the KDE. The KDE must receive the letter of appeal within 30 calendar days of the written notification of decision. Upon review of the appeal, a response will be provided to applicant within 30 calendar days. The KDE mailing address: ATTN: Grants Management Branch, 21st CCLC RFA, Kentucky Department of Education, 5th Floor 300 Sower Boulevard, Frankfort, KY 40601.

1. In the event there is a change in leadership at the district level (Superintendent), the district is responsible for meeting all state and federal requirements as outlined in the RFA.A

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# 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 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 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 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** (additional school served)**:** **Date**

# Logic Model

**(Not to exceed three pages)**

| **Program Goals:** |
| --- |
| **Program Objectives:** |
| **Describe the targeted participants to be served by the program:** |
| **Activities:** |
| **Resources to Address Objectives:** |
| **Data Sources:** |
| **Outcomes:** |

# 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:

1. 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;
2. 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;
3. 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.
4. **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:

* 1. The applicant certifies that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within 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;
2. 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
3. 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
   1. 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.
4. **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:

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

1. 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;
2. 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;
3. 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);
4. 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;
5. 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:

1. 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:
2. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
   1. 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:

1. 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
2. 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 # or Project Name:** |
| **Printed Name/Title of Authorized Representative:** |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature Date**

# Budget Summary

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

| **Budget Category** | **Year One**  **(2020-2021)**  **School Year** | | **Year Two**  **(2021-2022)**  **School Year** | | **Year Three**  **(2022-2023)**  **School Year** | |
| --- | --- | --- | --- | --- | --- | --- |
| **Amount Requested** | **\*\*In-Kind** | **Amount Requested** | **\*\*In-Kind** | **Amount Requested** | **\*\*In-Kind** |
| **School**  **Personnel** |  |  |  |  |  |  |
| **Summer**  **Personnel** |  |  |  |  |  |  |
| **Fringe**  **Benefits** |  |  |  |  |  |  |
| **Travel**  **(program staff)** |  |  |  |  |  |  |
| **Equipment** |  |  |  |  |  |  |
| **Supplies & Materials** |  |  |  |  |  |  |
| **Adult Skill Building**  **(1% of grant funds yearly)** |  |  |  |  |  |  |
| **Contractual** |  |  |  |  |  |  |
| **Indirect Cost**  **(LEAs must use district restricted rate, CBOs & FBOs use 8% or less)** |  |  |  |  |  |  |
| **Summer Materials & Supplies** |  |  |  |  |  |  |
| **Transportation**  **(School Year, Summer, Field Trips)** |  |  |  |  |  |  |
| **Other**  **(specify)** |  |  |  |  |  |  |
| **Volunteers** | N/A |  |  |  |  |  |
| **Yearly Totals**  **(Grant and In-Kind Funds)** |  |  |  |  |  |  |

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

# Budget Narrative Format

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

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

| **Budget Category** | **Amount Requested** |
| --- | --- |
| 1. **Personnel (School Year)** | **$** |
| Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.** | |
| 1. **Personnel (Summer)** | **$** |
| Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer 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 each per week. If grant is serving two schools, each site must meet staffing requirements.** | |
| 1. **Fringe Benefits** | **$** |
| List benefit and estimated cost or portion of cost for each staff person employed through the grant. | |
| 1. **Travel (Staff)** | **$** |
| **In state** – You must allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.  **Out of State** – Itemize travel (air fare or mileage), per diem, lodging, and registration costs. | |
| 1. **Equipment** | **$** |
| Itemize items and cost of each. | |
| 1. **School Year Supplies & Materials** | **$** |
| Itemize items and cost of each. | |
| 1. **Adult Skill Building** | **$** |
| 1% of grant funds, yearly. | |
| 1. **Contractual** | **$** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. | |
| 1. **Indirect Cost** | **$** |
| LEA’s must use the district rate. CBO/FBO use no more than 8%.  Itemize administrative expenses such as phones, postage, advertising, etc. | |
| 1. **Summer Programming Supplies & Materials** | **$** |
| Itemize items and cost of each. | |
| 1. **Transportation (School Year, Summer, Field Trips)** | **$** |
| Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. | |
| 1. **Other (Specify)** | **$** |
| Itemize costs. | |
| **Total Amount Requested** | **$** |

# BUDGET PAGE (New Applicants)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year One**  2020-2021  $150,000 max | **Year Two**  2021-2022  $150,000 max | **Year Three** 2022-2023  $150,000 max | **Year Four**  2023-2024  $125,000 max | **Year Five**  2024-2025  $100,000 max |
| $ | $ | $ | $ | $ |

# BUDGET PAGE (Continuation or Expansion Applicants)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year One**  2020-2021  $100,000 max. | **Year Two**  2021-2022  $100,000 max. | **Year Three**  2022-2023  $100,000 max. | **Year Four**  2023-2024  $95,000 | **Year Five**  2024-2025  $95,000 |
| $ | $ | $ | $ | $ |

# Prior Grantee History/Capacity Form

This section must only be completed by agencies who previously have received 21st CCLC grant funding.

The form must reflect data from the most recent APR Center Profile provided by the Center for Evaluation, Policy and Research (CEPR).

| **Most recent year of 21st CCLC grant funding:** |
| --- |
| **Grade Levels Served:**  Elementary (K-5)  Middle (6-8)  High (9-12)  Adult Family Members |
| **Year of most recent center profile (must include in application):**  Number of **regular participants** from most recent center profile:  Number of students participating **30-59** days:  Number of students participating **60-89** days:  Number of students participating **90+** days: |

| **Program Effectiveness**  Using a variety of data, describe the prior program’s success in the following areas:  **Student Improvement** (Academic, behavioral, social)**:**  **Program Improvement** (Objectives met)**:** |
| --- |

# Organizational Capacity Statement Form

**(Required 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. **The applicant must include a copy of the following, attached immediately behind this page:**  * 501(c)(3) IRS Verification Letter * Agency organizational chart * Proven fiduciary responsibility as demonstrated through annual audits (attach copy of the most recent audit – annual audits must be sent to the KDE each year between June – August) * Demonstrate administrative capacity to successfully manage a program and list fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs necessary for program operation. |
| --- |
| 1. **Describe the organizational history and structure, including length of existence. Include general information on governing body.** |
| 1. **List previous experience with grant funding at the city, state, federal or private/foundation level.** |
| 1. **List previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school.** |

# Program Summary (pART 1)

| **Name of School or Organization Applying for Funds:** | |
| --- | --- |
| **FISCAL AGENT DUNS #:** | **FISCAL AGENT SAMS CAGE CODE#:** |
| **Primary Contact Person and Title:** | |
| **District or Organization Name** (for contact person)**:** | |
| **Mailing Address** (for contact person)**:** | |
| **Phone #:** | |
| **E-mail** (for contact person)**:** | |

| **Superintendent Information**  (Non-LEAs must provide information pertaining to the school the students served are attending.) |
| --- |
| **Superintendent Name:** |
| **District Name:** |
| **Mailing Address:** |
| **Phone #:** |

| **School Information**  (Complete one box for each school providing a 21st CCLC program. No more than two schools.) |
| --- |
| **School Name:** |
| **Grades to be Served:** |
| **Principal Name:** |
| **Physical Address:** |
| **School Contact Person:** |
| **Contact Phone #:** |
| **Contact E-mail:** |

| **School Information**  (Complete one box for each school providing a 21st CCLC program. No more than two schools.) |
| --- |
| **School Name:** |
| **Grades to be Served:** |
| **Principal Name:** |
| **Physical Address:** |
| **School Contact Person:** |
| **Contact Phone #:** |
| **Contact E-mail:** |

# Program Summary (Part 2)

* Proposed # of regular attendees must not be entire school enrollment
* Must use lunch data as reported to the KDE as of December 1, 2018
* Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

| **School Name:** | |
| --- | --- |
| **District Name:** | |
| **Grade Levels to be Served:** | **Total Schoolwide Enrollment:** |
| **Urban  Rural  Suburban** | **Proposed # of Regular Attendees:** |
| **% Free or Reduced Lunch:** | |

| **School Name:** | |
| --- | --- |
| **District Name:** | |
| **Grade Levels to be Served:** | **Total Schoolwide Enrollment:** |
| **Urban  Rural  Suburban** | **Proposed # of Regular Attendees:** |
| **% Free or Reduced Lunch:** | |

1. **Applicant is a** (please check one)**:**

Public School

Community Based Organization

Faith Based Organization

1. **Who will serve as the Fiscal Agent?** (Specify the name of the school district or the agency/organization.)
2. **Is the applicant** (school district or agency/organization) **a previous recipient of other 21st CCLC funds?**

Yes

No

1. **If yes, were they:**

Federal funds

State funds

**Award funding ended** (month/year)**:**

# School SUMMARY

1. **School Name:**
2. **Proposed # of students to be served daily during the school year:**
3. **Expected number of regular attendees (30 days or more):**
4. **Number of adult family members (of students served) applicant is proposing to serve:**
5. **Types of adult skill building to be provided**:

Computer usage

Accessing and using Infinite Campus

Financial Literacy

How to communicate with teachers

GED training

Completing the FASFA

Job Skills

Using Online Resources

School Safety Procedures

Time Management/Organization

Health and Nutrition

Resume building

Other, describe:

1. **Types of family engagement activities to be provided:**

Family Literacy Night

Family Mathematics Night

Student Showcase

Family Game Night

Light’s On Afterschool Event

Serving as a chaperone

Student performances

Other, describe:

# PROGRAM SCHEDULE

**Complete the following table for school year program operations:**

The KDE requires that 21st CCLC programs offer services a minimum of 12 hours per week, with

a required schedule of at least four days per week, three to 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.

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

|  | **Regular School Year** | **Summer** |
| --- | --- | --- |
| **Total # of hours per day** |  |  |
| **Total # of days per week** |  |  |
| **Total # of weeks** |  |  |
| **First date of operation** |  |  |
| **Last date of operation** |  |  |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Weekday** | **Summer** | | **Holidays** | | **Breaks** | |
| **Beginning Time** | **Ending Time** | **Beginning Time** | **Ending Time** | **Beginning Time** | **Ending Time** |
| **Monday** |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |
| **Saturday** |  |  |  |  |  |  |
| **Sunday** |  |  |  |  |  |  |

**Identifying names in the Co-Applicant Agreement must be blinded electronically except in the original application.** Applicants not submitting a signed Co-Applicant agreement will receive a reduction of points under Collaboration and Partnerships Criteria. If a Co-Applicant is not identified on the Application Cover Page, and Co-Applicant agreement is not attached, the application will be scored but not awarded.

# SAMPLE 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 students 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:

**Co-Applicant Contribution Table**

| **Contribution Description** | **Supports** |
| --- | --- |
|  |  |
|  |  |
|  |  |

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 Signature Date**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Applicant Signature Date**

**Identifying names in all Partner Agreements must be blinded electronically except in the original application.** 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.

# SAMPLE 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 students 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:

**Partner Agreement Contribution Table**

| **Contribution Description** | **Supports** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

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.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Partner Signature Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Applicant Signature Date**

# Private School Consultation

Students who attend state recognized private schools in the area to be served by the proposed program are eligible to participate. If any state recognized private schools are located in the area to be served, the applicant is expected to consult with the state recognized private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to state recognized private school students.

List all private schools that were consulted regarding the opportunity to have their students participate. Print the name, title and phone number of the school that was consulted. Provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone call, letter and videoconference). Indicate whether the school accepted or declined. If declined, indicate the reason(s). Private schools whose students will participate in the program must be listed on the Grant Proposal Abstract Page – Principals/Administrators of Participating Schools section.

| **Private School Name:** | | **Phone #:** |
| --- | --- | --- |
| **School Official Signature:** | | **E-mail:** |
| **Date of Consultation:** | | **Type of Consultation:** |
| **Participate  Declined** | **Reason:** | |

| **Private School Name:** | | **Phone #:** |
| --- | --- | --- |
| **School Official Signature:** | | **E-mail:** |
| **Date of Consultation:** | | **Type of Consultation:** |
| **Participate  Declined** | **Reason:** | |

| **Private School Name:** | | **Phone #:** |
| --- | --- | --- |
| **School Official Signature:** | | **E-mail:** |
| **Date of Consultation:** | | **Type of Consultation:** |
| **Participate  Declined** | **Reason:** | |