**FY22 21st CCLC CYCLE 19 FAQ**

1. I am new to the director position for XXXXX Elementary School in XXXXX County and not sure if we qualify for this grant expansion. We are a Cycle 13 recipient and were granted a Cycle 17 expansion. Are we eligible?

Yes, the school is eligible to apply for a continuation grant for the Cycle 13 grant.

1. Where do the signatures go on the Private/Home School Consultation Form?

The fiscal agent completes the information by listing information regarding who they consulted and if they will participate. Signatures are not required.

1. Should Community Based Organizations (CBOs) blind their organization name?

The names of districts, schools, counties, or cities should be blinded. For example, if you are the Lovely County United Way, blind “Lovely County.”

1. How will you electronically blind a signed copy?

The simplest way is to have the superintendent et al. sign a blinded copy. Or, you can “blind” information in the PDF via the Acrobat DC (or higher versions) or other software capable of editing a PDF file.

1. Will electronic signatures be accepted?

Yes, KDE will continue to accept electronic signatures for FY22 for the partner letters. The Cover Page must include signatures in original ink.

1. What is the situation if a district wants to flip the applicant/co-applicant roles?

The co-applicant must agree. The district would need a notarized letter signed by the district and the co-applicant acknowledging the agreement. The letter must be sent to Brigette Stacy for review and approval via email.

1. Will you explain what an A5 school is?

An A5 school is a type of alternative program, that is a district-operated facility with no definable attendance boundaries that is designed to remediate academic performance, improved behavior or provide an enhanced learning opportunity.

1. On the competitive priority, we are a continuation grant that was not funded last year. Would we use the most current center profile data?

Yes.

1. Should every home school sign as well?

The applicant will complete the Private/Home Schools Form and will maintain documentation of the method of communication. Actual signatures are not required. Therefore, the form should be completed to demonstrate how private/homeschools were contacted.

1. If we contact them (homeschools) via email or mail, how do we go about getting signatures?  We have over 150 homeschool families.

The applicant will complete the Private/Home Schools Form and will maintain documentation of communication with private/home schools. Actual signatures are not required on the form.

1. If you receive an expansion grant, what is the funding amount on year 1?

$100,000

1. With the SMART part (specifically timeframe) should we state our indicators within a 1-year time frame. For example, should it state by June 2022” or would it be better to write it by the end of our grant period (by the end of 2026)?

This decision is made by the local applicant based upon individual discretion in relation to the nature of the indicator. For reference, programs complete a formal written continuation progress report at the end of the third year of programming to report on progress in meeting the indicators but also collect annual data that may support an annual evaluation.

1. We are doing internships in afterschool and this is part of our original grant. As a high school we provide internship opportunities. Do internships now need to be conducted at the school?

If you are an existing grantee and are providing internships through 21st CCLC, to continue, please seek prior approval through the KDE consultant.

1. If the site coordinator is out for an extended amount of time, what is the best way to cover the responsibilities?

Another program staff member, a qualified substitute, or a teacher that works in the program may fill in until the site coordinator returns. Per grant requirements, two individuals must be trained in data entry so that a backup is in place to fulfill reporting requirements.

1. We want to apply for a continuation grant to include our 8th graders. We are not in the same campus, but two different buildings. Middle and high school are different schools, but we would like the 8th graders to attend in the high school building. Do we need to hire two site directors for that since it is 2 different schools?

If the eighth graders will be participating at the high school program site, only one site coordinator is needed. Include the eighth grade in the grade levels to be served.

1. For a CBO, can one of the community partners be the FRC?

Per the Community Partner Agreement section of the RFA, the FRC should be included in the LEA’s Co-Applicant Agreement and will not count as a separate partner toward meeting the five Community Partner agreements.

1. How many grants will be awarded this year?

The number of grants awarded each year is dependent upon final federal allocations and varies from year to year. In the prior year, 18 grant awards were made.

1. On the assurances form does the Fiscal Agent and Co-applicant initial every assurance, or just he applicable ones (whatever is in bold). And does the principal need to initial the assurances or just sign on the signature line?

Applicants must read each assurance independently. The appropriate party (parties) referenced in each assurance must initial. All parties, including the co-applicant and the principal of the school(s) to be served must sign the appointed line at the end of the assurances.

1. KDE’s ESSER application was approved by the DOE and one of the first requests was funding all Cycle 18 21st CCLC applications that met the cut-off score but was not awarded the grant. Will those notifications come out soon so that we know if we need to submit a new grant or not? Based on our score from Cycle 18, we believe we would be funded by this state ESSER funding and would like to not do a new RFA if that is going to happen.

Cycle 13 grantees who did not receive a Cycle 18 continuation grant and wish to continue its programming are encouraged to reapply for funding through the 21st CCLC [Cycle 19 RFA](https://education.ky.gov/districts/business/Documents/21st%20CCLC%20Cycle%2019%20RFA%20%209%207%2021%20903AM.docx) which is currently posted under [Competitive Grants](https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) on KDE’s website. The portion of the KDE’s ESSER application related to continuation of prior grants was posted as part of the public comment period but did not receive approval or funding in KDE’s final ESSER application.

1. Can you apply for an expansion in year 4?

Yes, if all eligibility requirements are met.

1. If a school has not written a 21st Century grant for seven years, should they write a new grant?

If a school has never been served by a state 21st CCLC grant, yes. However, if the school(s) have been served before with a state 21st CCLC grant, the applicant would apply for a continuation grant, if all eligibility requirements are met.

1. I am going to apply for the grant cycle 19, but I am not sure if I select new or continuing. The middle school had one about four years ago, but the high school has not (according to the principal). If we are writing the grant for both schools and ONE application as a new or continuing application.

If a school has never been served by a state 21st CCLC grant, and meets all the eligibility requirements, the applicant may apply for a new grant. However, if the school(s) have been served before with a state 21st CCLC grant, the applicant would apply for a continuation grant. In this specific case, you may consider applying for a continuation grant for the middle school and a new grant for the high school.

1. Private/Home school consultation students enrolled in private/home schools, located in the geographic area served by the school, are eligible to participate. Is “geographic area” the same as attendance area?

Yes.

1. Do we leave the names of businesses that may be identifiable to the location?

You may leave the name of the business, but must blind any reference to the district name, school name, county name, or city name. Names of individuals and signatures should NOT be blinded/redacted.

1. Do we blind letterhead from partners and co-applicants?

For the letterhead, you may leave the name of the business but must remove any reference to the district name, school name, county name, or city name. Names of individuals and signatures should NOT be blinded/redacted.

1. Last year KDE awarded 7 new and 7 continuations. Was that typical? Can a similar number of awards be expected for this cycle? Or is funding from the ARP Act going to mean KDE can award more grants this year?

Last year, 18 awards were announced. The number of awards is based on the amount of federal 21st CCLC funding that is received. Once current grantees are funded, the remaining is used for the competitive process. ARP funds will not be used for awards.

1. If the default font on the form is different in size (or style) of the format, may we use the format embedded in the form?

Yes. You may choose to use the font embedded in the form OR follow the formatting requirements as described in the RFA.

1. Do Amish schools count as private or religious?

Any school that is included in the district’s annual Declaration of Participation for Home and Private Schools must be included. You may contact the district federal programs coordinator for assistance in identifying these schools.

1. For Form O, do we need to get signatures, or do we just list the names?

The form does not indicate that signatures are required.

1. If two schools were originally together in the grant, can I now reapply as continuation for the schools separately?

No. However, if either school has a new school identifying number, that school may apply as new. This may occur if a new school building is built or if two schools are merged and have a new identifying number. If both schools are still open and have the same identifying number, you would apply for a continuation to serve both schools with the one application.

1. What do you know about time and effort tracking?

This program follows the same time and effort tracking procedures mandated for all federally funded programs, such as those used for Title I. As such, time and effort tracking must align to existing procedures used in the local district, such as the use of timesheets, etc. Please consult the LEA’s district finance officer regarding local and federal procedures for tracking of time and effort. Additional guidance will be provided to grantees during training in July 2022.

1. Could FRC advisory council serve as the 21st century advisory council?

The 21st CCLC advisory council may join the Family Resource Youth Service Center council. However, the 21st CCLC program must have a separate agenda, and must include membership that represents the 21st CCLC program – teachers, co-applicant, grant partners, parents, etc.

1. What is the difference between a site coordinator and a program director?

The site coordinator is a required position that must be in place at the school site during the hours of program operation. The project director is usually a district-level administrator who provides project oversight and ensures alignment and fulfillment of project goals, objectives, and requirements across multiple sites/schools. However, each grantee may make a local decision regarding completion of related duties and responsibilities; the site coordinator may also serve as the project director and data entry person. Again, the site coordinator is a required position.

1. In addition to the co-applicant, what all from a previous grant do I need to retain in my application?

Per the RFA, a continuation applicant must report prior data and program success (or lessons learned) as requested in the application. Continuation applicants may amend prior programming (such as schedules, staffing, etc.) to align to the requirements of the most recent RFA when applying for continuation.

1. For border counties to TN, specifically Nashville, are we allowed to request travel to sites like the Hermitage if it support a history after-school club?

The program needs to be up and running prior to submitting a field trip request. Funds may be allocated in the application budget, but prior approval is required by KDE for all field trips. Several criteria are reviewed when determining approval.

1. How would you present the final five documents? Clipped, staples, etc.

Compiled as five separate documents using only a binder clip for each.

1. How should we package the application?

Each application should contain 5 copies: the original application, an original copy and three (3) blind copies. Each of those individual versions should be secured with a binder clip. If submitting multiple applications in the same package, the five copies should be packaged together using a rubber band. “Homemade” cover sheets should not be attached or included. Names of Individuals and Signatures should NOT be blinded/redacted. The first page of each copy should be the official cover page, Form A.

1. For the original copy requiring original ink signatures, can it just be the cover page or do the other forms that need signatures have to be with the original ink?

Original signatures are required on the cover page and assurance documents.

1. I just sent an email to Colleen Chestnut who sends us our CEEP’s. She said they will be sent to KDE by November 1st and then on to us so that we will have it before the deadline. This will be our new 2020-21 CEEP that is needed for Form F.

Form F will reflect the 20-21 Center Profile that is sent out by Center for Evaluation, Policy, and Research (CEPR) for grantees who were in operation during the 2020-21 school year. Grantees whose funding lapsed prior to 20-21 will use the most recently available center profile.

1. If we had a grant in the past that we did not get re-funded and we wish to re-apply, do we need to include the CEEP form? The last time we received a CEEP for this site was about four years ago (or more).

Yes, you must include the most recent center profile as requested in the grant application. This is both a requirement and serves as the basis for awarding of any related priority points. If you do not have access to the profile, please contact Colleen Chesnut at [cechesnu@indiana.edu](mailto:cechesnu@indiana.edu).

1. How do you blind if it is printed with signatures?

Per the RFA, blind copies should only blind the district name, school name, county name, and city name. Therefore, the signature should not be blinded.

1. For the 21st CCLC proposal, this year KDE is requiring that nonprofits submit proof of registration with the Kentucky Secretary of State. Is this a specific document? If so, how do we request that document

The document may be requested through the Kentucky Secretary of State at <https://www.sos.ky.gov/Pages/default.aspx>.

1. Is there any specific reason that none of the (Cycle 18) 21st CCLC grants awarded had the cooperative extension office has a co-applicant?

No.

1. What about Cycle 13/s that were not renewed? If we have funds that are extended per the waiver, can we use those funds in June 2022 and start using the renewal funds (if awarded) starting July 1, 2022?

Due to a lack of funding, those Cycle 13 grantees who did not receive a Cycle 18 continuation grant and wish to continue its programming are encouraged to reapply for funding through the 21st CCLC [Cycle 19 RFA](https://education.ky.gov/districts/business/Documents/21st%20CCLC%20Cycle%2019%20RFA%20%209%207%2021%20903AM.docx) which is currently posted under [Competitive Grants](https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) on KDE’s website. 550F funds may be used through June 30, 2022.

1. If a continuous applicant has been awarded in the distant past, do the years of funding/service pick up where they left off?

Continuation applicants may amend prior programming (such as schedules, staffing, etc…) to align to the requirements of the most recent RFA when applying for continuation.

1. Do we blind our co-applicant’s name if it has location specific identifying information?

Remove only identifying information indicating the district, school, county, or city name. For example, blinding “the Lovely County Farmer’s Market” would redact Lovely County, but leave Farmer’s Market, i.e., Lovely County Farmers Market.

1. is the reference page part of the narrative? Is it included in the 30 pages?

Per the RFA, the reference page may not exceed one page and does not count against the 30-page limit of the narrative. The reference page should follow the narrative.

1. I teach at a no homework school. Can we provide RTI and growth opportunities instead of homework help?

Yes. Appropriate activities would include one-to-one or small group tutoring, and other acceleration/remediation activities that support student achievement of challenging state academic standards.

1. What if the non-profit never has been a 21st century, but the co-applicant has?

If a school has been served with a 21st CCLC state grant, the application would be for a continuation grant, provided all eligibility requirements are met.

1. If our district is a continuation applicant, do we keep the same goals as the original application, or do we develop new goals for the new programming?

The RFA requires applicants to work toward – at a minimum – the six stated 21st CCLC goals. However, within those goals, the applicant should create objectives based on the needs of students and families at the school to be served. Some performance indicators may be the same if they are still a need that has not been met with the previous grant.

1. Are middle school programs required to have K-3 interventions?

If the applicant will serve any K-3 students, reading intervention must be provided.

1. If the district’s payroll system captures all the necessary information and approvals as required in uniform guidance, are separate staff sign-in sheets necessary?

This program follows the same time and effort tracking procedures mandated for all federally funded programs, such as those used for Title I. As such, time and effort tracking must align to existing procedures used in the local district, such as the use of timesheets, etc. Please consult the LEA’s district finance officer regarding local and federal procedures for tracking of time and effort. Additional guidance will also be provided in the July 2022 training session.

1. Can we have homework and SEL hubs at the school where the students get most of their services with the site coordinators at each, but keep a center off campus?

Programs must operate at the school to be served.

1. We have a 45-minute homeroom time in the morning. Can we use this time for a morning activity time?

A program would need to provide separate 21st CCLC sessions before school starts; no funds may be expended for activities during school hours.

1. So, we are not required to provide transportation? We have a school, where in years past parents have picked up their child. It is a small community.

The applicant must address transportation. How will the students travel safety to and from the program? The applicant must monitor the transportation needs of students and families to be served. Initially, the program registration form could ask – Will your child require transportation to participate in the program?

1. Can you give an example of program support?

Program supports directly address the six performance goals outlined in the Cycle 19 RFA and the performance indicators (objectives) identified by the local applicant. An example of program support could include a family skill-building activity that directly addresses Goal 6 and the locally identified performance indicators.

1. We have a KYA club that is run by a teacher, but she is not paid, and the kids pay their own way. Would this be an example of supplanting?

Yes. In addition, fees for participation are not allowed in the 21st CCLC program.

1. Can the data be inputted by a contractual worker, or does it need to be the site coordinator?

This is a decision made at the discretion of the applicant. The site coordinator is a required full-time position; therefore, the applicant or grantee must provide adequate justification for the rationale for an additional position.

1. Can one of the partnerships be a virtual partnership because of location?

This decision is made at the discretion of the applicant with consideration to the requirements and details of partnership contributions as outlined in the RFA.

1. I am a K-8 school should I write the grant to specific grades or to all?

This is a decision at the discretion of the local applicant. The description in the project narrative should provide adequate rationale if the full school is not served. The applicant should also consider whether the minimum number of regularly attending students can be met through a single or multiple grades.

1. When writing the narrative should we label each section?

The formatting requirements do not require the use of section labels. However, it does help reviewers follow the application when each section is labeled so they do not have to search for responses.

1. Can your site coordinator be a certified teacher that works at the school, or does it need to be a whole new person that is hired into the school?

The application states the site coordinator must work a minimum of 220 days and must be a full-time job with 100% of the duties dedicated to this project.

1. I am writing the grant would I be the fiscal agent?

To be clear, an individual cannot be the fiscal agent. Only an eligible applicant organization may serve that role. Therefore, the applicant (organization) is the fiscal agent who will administer and implement the project. Eligible applicants are noted in the RFA.

1. On form G, if we are a new applicant but not operating an after-school program do we fill out the form?

All applicants must submit Form G. In this instance, the applicant would select “NO” in response to the first question and would not complete the remainder of the form.

1. Can you have two people that share the site coordinator position?

Per the RFA, the site coordinator must be a full-time position (220 days). If the grant is written to serve two schools, each school must have a site coordinator and meet all RFA requirements.

1. Sometimes I get confused on the terms. Can the site coordinator be certified to teach, but not be currently working as a teacher in the school system, and therefore have the full-time position as site coordinator? Or does the certified teacher have to be working in the schools now.

The site coordinator may be certified to teach, but this is not a requirement. The site coordinator may NOT be employed as a certified teacher during the school day. The grantee must employee a minimum of two certified staff to provide direct services to students for a total of 16 hours of certified instruction per week or more. These two teachers may be regular school day teaching staff or any other individual who holds Kentucky Teacher certificate. Many programs use several teachers at the school to meet the 16-hour requirement.

1. In the TA meeting on Monday, someone mentioned in the chat that the grants from last year that meet scoring criteria but were not funded were now going to be funded with ESSER funds. Is this true?

No. Due to a lack of funding, those Cycle 13 grantees who did not receive a Cycle 18 continuation grant and wish to continue its programming are encouraged to reapply for funding through the 21st CCLC [Cycle 19 RFA](https://education.ky.gov/districts/business/Documents/21st%20CCLC%20Cycle%2019%20RFA%20%209%207%2021%20903AM.docx) which is currently posted under [Competitive Grants](https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) on KDE’s website.

1. Our school will be applying for a continuation grant. Our grant was written as the middle and high school and the grant expired June 2018. We would like to reapply for the middle school only. How will we address the competitive priority demonstrating improvement from prior CAYEN data. The last data was 2017-2018 and the data reports were combined data for the middle and high school.

The high school will not be able to rejoin the grant until the middle school grant ends - if it is awarded.  Reach out to Colleen Chesnut to see about the Center Profile at [cechesnu@indiana.edu](mailto:cechesnu@indiana.edu)

1. In Section A it says to receive priority continuation grant applicants must show significant improvement in student achievement which we have done but it also says to use the last Center Profile.

KDE will give priority to Continuation Grant applicants who have shown significant improvement in student achievement. Continuation Grant applicants are grantees functioning in their fifth and final year of 21st CCLC funds or grantees that have closed out their fifth and final year of 21st CCLC funds. To receive 10 additional points, Continuation Grant applicants must show improved student achievement in math and reading scores as demonstrated **by the latest 2020-2021 APR Center Profile data indicating** that 50% or more of regular attendees improved and/or earned the highest grade possible in reading combined and 50% or more of regular attendees improved or earned the highest grade possible in math combined.  If an applicant shows 50% improvement in either math or reading, the applicant will receive five points.

Our latest data center profile is from 2018, it doesn’t meet this criteria.  We have continued to run an afterschool program can we use ANY other data from this successful program. –KPREP, KAS, state or standardized test etc.  Is it feasible to apply for the grant when we are never going to get the bonus points if we are have to use 2018 data?

An applicant can describe previous success and lessons learned in the narrative.  However, the most recent Center Profile must be also be attached.  Applicants that do not meet the criteria for continuation priority points apply and awarded regularly.  Awards are not just based on the priority points.

1. We are writing for a 3rd-5th grade program. We realize we have to have a literacy program for 3rd grade. Do we need to have transition programs for 4th and 5th grade as part of goal 5?

Transition readiness could be students transitioning to the next level from elementary, middle.  Many schools already provide a transition day.  Some middle and high programs take students on college tours, discuss Free Application for Federal Student Aid (FAFSA), and bring in career speakers that talk about their jobs and the education that is required for their job.  Grantees may also bring in career speakers at the elementary level too.

1. Should we blind the DUNS number and SAMS Cage number?

No, they should not be blinded.

1. For the 21st CCLC grant, can we include preschool students as part of our target population?

Yes