

**FY25 Request for Application (RFA)**

**The Nita M. Lowey21st Century Community Learning Centers (CCLC) Grant**

**Every Student Succeeds Act (ESSA) Title IV, Part**

|  |  |
| --- | --- |
| **Deadline to Submit Applications**  **December 3, 2024**  **4 p.m. (ET)** | **Issued By**  Office of Continuous Improvement and Support  Division of School and Program Improvement |
| **E-mail Questions**  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  Questions will only be accepted until:  **4 p.m. (ET) Oct. 22, 2024** | **Submit Applications**  KDE Procurement Branch – 21st CCLC  300 Building Sower Blvd.  5 CSW 21  Frankfort, Kentucky 40601 |

**Specific Instructions:** Failure to follow these specific instructions will deem an application as non-responsive and will not be scored.

* Plagiarism is strictly prohibited.
* A current grantee in non-compliance is ineligible to apply for a continuation grant in this cycle.
* A current grantee, applying for a continuation grant, may not use grant funds to pay for travel or any other fees, to attend a Cycle 22 technical assistance session or deliver the application to Frankfort.
* A current grantee, applying for a continuation grant, may not use grant funds to pay for postage if mailing the Cycle 22 application to Frankfort.
* A grant that has been terminated is ineligible to apply for the remaining period of the current award or in accordance with information included in official communication from the Kentucky Department of Education (KDE).
* Must meet the absolute priority of 50% or more students receiving free or reduced lunch. KDE will check to see if applications meet the absolute priority based on current KDE qualifying data. For your reference, please consult the [Free/Reduced Lunch Qualifying Data Report](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/federal/SCN/Documents/2023-2024FinalQualifyingData.xlsx).
* Must attach a completed and signed Co-Applicant Agreement (Form M).
* Must be registered in the [Systems for Awards Management](https://sam.gov/content/home) (SAM) and have a Unique Entity Identifier (UEI) and a CAGE Code Number **(NOTE: Registration number under the district and not the school).**
* 501(c)(3) non-profits must be registered with the Kentucky Secretary of State and in good standing.
* KDE reserves the right to waive minor technical issues.
* Applicants are responsible for monitoring KDE’s Competitive Grants webpage for amendments and upgrades to the posted Cycle 22 RFA and supporting materials.

**October 1, 2024, Edits:**

Pages 1 and 5: The question deadline changed to October 22, 2024.

Page 5: The date and location of the Frankfort TA session changed.

Page 54: Word “not” added to 6.1.2.

Page 58: School number section added. Clarifying language added.

Pages 62 and 73: #’s added to the principal signature.

Page 63: Logic Model, 1st row deleted that repeated the goals. Clarifying language added. “Year 1 SMART” added to each performance indicator section.

**NOTE:** There could be additional edits after the October 21st Technical Assistance Training.

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**Solicitation Schedule**

**21st CCLC Cycle 22 Application Timeline**

|  |  |
| --- | --- |
| **Application Release** | **Thursday, Sept. 19, 2024** |
| **RFA Technical**  **Assistance Sessions**  Please bring a copy of the Cycle 22 RFA. | **Thursday, Sept. 26, 2024**  Holiday Inn  Sloan Convention Center  1021 Wilkinson Trace  Bowling Green, KY 42103 (off Scottsville Rd)  **Monday, Sept. 30, 2024**  Eastern Kentucky University (EKU)  Kit Carson Commons Building  EKU 4462 Kit Carson Drive  Richmond, KY 40475  **Monday, October 21, 2024**  Administrative Office of the Courts  1001 Vandalay Drive  Frankfort, KY 40601  All sessions will be from 9 a.m. – 3:30 p.m. local time. Registration will begin at 8:30 a.m. |
| **Questions Deadline** | **Oct 22, 2024, 4 p.m. ET** |
| **Responses to Salient Questions to Post** | **On or Around Friday, Oct. 25, 2024** |
| **Application Due** | **Tuesday, Dec. 3, 2024, 4 p.m. ET** |
| **Virtual Peer Review Process** | **Jan. 21-25, 2025** |
| **Announcement of Awards** | **On or around March 28, 2025** |
| **Competitive Priorities** | **Competitive priority points will be given for the following criteria:**   * **Continuation Grant Academic Improvement**   10 points.   * **Comprehensive Support and Improvement School (CSI)** – 10 points * **School never served by a 21st CCLC state grant** –   5 points.   * **Continuation program serving 50 students 90 hours or more –** 5 points. * **Transportation –** 3 points |

**Technical Assistance**

To assist applicants in preparing a quality application, KDE will host three technical assistance sessions. Sessions will address essential grant requirements, budget preparation, and state and federal guidance. Participation in a session will be the only opportunity for applicants to ask face-to-face questions. Participation is highly recommended as the Cycle 22 RFA will be discussed in detail. **Please bring a copy of the Cycle 22 RFA to the technical assistance session.**

**Cycle 22 RFA Technical Assistance Registration Links:** (To be held in person and all times noted are local times.) Pre-registration is not required to attend.

[Cycle 22 RFA Technical Assistance Session, Thursday, Sept. 26, Bowling Green](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Faceware.ceo.eku.edu%2Fwconnect%2FCourseStatus.awp%3F%26course%3D24CCLC008&data=05%7C02%7Cbrigette.stacy%40education.ky.gov%7C2f60193a095d454dba5808dc9b69a831%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638556125422535889%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=NLQl7gBbF84dOM2tzM59EhB4KljIohncDDQ7IHf5kp0%3D&reserved=0)

[Cycle 22 RFA Technical Assistance Session, Monday, Sept. 30, Richmond](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Faceware.ceo.eku.edu%2Fwconnect%2FCourseStatus.awp%3F%26course%3D24CCLC007&data=05%7C02%7Cbrigette.stacy%40education.ky.gov%7C2f60193a095d454dba5808dc9b69a831%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638556125422546015%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=ve%2BRcpu%2F%2FzdjzdK4irHQODVBM1m4vA0KPB%2FMn2JRdds%3D&reserved=0)

[Cycle 22 RFA Technical Assistance Session Monday, Oct 21 Frankfort](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Faceware.ceo.eku.edu%2Fwconnect%2FCourseStatus.awp%3F%26Course%3D24CCLC006%2520%2520%2520%26DirectFrom%3DSchedule&data=05%7C02%7Cjennifer.bryant%40education.ky.gov%7Ce56a66b9de6648c2b2b908dce3cf4c3e%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638635726678861949%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=9YbAe7HGhI7y7wKcOaktVRdedGl0GOxAX2%2BCcbSNIJk%3D&reserved=0)

**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 $30,000 or more.

**Systems for Award Management**

To comply with Federal Funding Accountability and Transparency Act (FFATA), entirely receiving federal funds MUST be registered in the Systems for Award Management at [Systems for Awards Management](https://www.sam.gov/SAM/) and obtain a **Unique Entity Identifier (UEI)**. The process may take up to 90 Hours. Applicants must plan accordingly. The Local Education Agency (LEA), not the individual school, must be registered. For LEAs, the school needs to contact the district finance officer for the UEI. Individual schools are not assigned a UEI.

**Cycle 22 Timeline for Program Operation**

* Provided that a signed contract between the fiscal agent and KDE is in place, Cycle 22 grantees may access year one funds on July 1, 2025.
* Program implementation will begin for the 2025-2026 school year.
* Nothing may be charged to the grant award until after July 1, 2025, and the contract process is approved by the state Finance Cabinet Office of Procurement and signed by all parties.
* The site coordinator must be in place before the required July Level 1 training to be held July 24 and 25, 2025. The site coordinator will also need to meet with the co-applicant and partners to discuss implementation before the program begins. All grantees must provide services for five academic school years and summers.

**Submission of Application**

KDE will accept application submission in three different formats: Mailed, Hand-delivered or electronic. Please follow the instructions below on how to properly submit for the selected delivery choice.

**Mailed Applications**

KDE must receive the application by 4 p.m. (ET) Tuesday, Dec. 3, 2024. Applications received after this time and date will be deemed non-responsive. Applicants should ensure that the proper address, provided below, is on any applications submitted via mail. Mail routing inside the Sower Building takes one to two days. Please ship items to allow delivery within the building before the deadline. Timely mailed shall not be treated as timely filed. As such do not rely on overnight delivery to meet the application deadline. Packages signed for at the 300 Sower Building does not constitute delivery to the procurement branch.

**The following should be mailed to KDE:**

One (1) grant application with original signatures in ink. The signature of the superintendent and co-applicant must be notarized. Circle “Original” on the cover page.

One (1) exact copy of the original. Circle “Original Copy” on the cover page.

One (1) blind copy. Please review blind copy before submitting to ensure all identifying information is redacted and all required pages and attachments are attached. This copy will be scanned and emailed to reviewers for scoring. Circle “Blind Copy” on the cover page.

**KDE Procurement Branch – CCLC**

**300 Building Sower Blvd.**

**5 CSW 21**

**Frankfort, Kentucky 40601**

**Hand-Delivery**

Hand-delivered applications will **ONLY** be accepted on **Tuesday, Dec. 3 between 8:30 a.m. – 12:00 p.m. (Noon) ET** in the lobby of the 300 Sower Building. Applications that do not include the three required copies detailed below will not be accepted. Applications will not be accepted for hand delivery after 12 p.m. ET.

**The following should be submitted to KDE:**

* One (1) grant application with original signatures in ink. The signature of the superintendent and co-applicant must be notarized. **Circle “Original” on the cover page**.
* One (1) exact **copy** of the original. **Circle “Original Copy” on the cover page**.
* One (1) blind copy. Please review blinded copies before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. This copy will be scanned and emailed to reviewers for scoring. Circle “Blind Copy” on the cover page.

**Electronic/Email submission**

The applicant is responsible for ensuring that ALL pages of the application submitted include the original application and the blinded copies. **The following should be submitted to KDE, if submitting applications electronically:**

* Scan or save the completed “Original” application in its entirety, including all signatures, to PDF format. Save the original application as ***25CCLC District School***. (For example: Southside Elementary School in Woodford County would save the original application as *25CCLC Woodford Southside*.)
* Scan or save a “blind copy” of the application in its entirety to PDF format. Save the redacted application as ***25CCLC District School*** ***B***. (For example: Southside Elementary School in Woodford County would save the redacted application as *25CCLC Woodford Southside B*.)
* Email the “Original” and the “Blind Copy” in one email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)

An “Original Copy” is NOT required when submitting the application electronically.

* In the subject line of the email, type ***25CCLC District School Name*** (For example: Southside Elementary School in Woodford County would type in the subject line 25CCLC Woodford Southside Elementary.
* If possible, **send both attachments in one email**. **ALL PARTS MUST BE RECEIVED BY THE DEADLINE of Dec. 3, 2024, by 4 p.m. ET.**
* Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applications received after the deadline will not be reviewed or considered for award.
* Applicants can request confirmation of receipt in their submission email. KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does not open attachments to check for accuracy.
* Do not add others to application submission emails.
* Do not send Google Docs or documents from Google Drive.
* Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

**Blinding Instructions**

* Blinding is the removal of identifying information from an application. Identifying information is **district name, school name, county name and city name**. Names of individuals and signatures should NOT be blinded/redacted.
* Blind copies should be completely redacted electronically using black highlighting or X’d out. Example: XXXX. ex: XXX
* Please review the blind copy before submitting it to ensure all identifying information is redacted and all required pages and attachments are attached and redacted properly.
* Blind copies will be scored as received.
* Points may be deducted from your application score if application components are not blinded properly or are blinded so excessively that scoring is impossible.

**Formatting Requirements**

The proposal must use the following format:

* Double-spaced
* Single-sided
* Letter-size (8 ½ x 11)
* Arial 12-point font (no compressed fonts allowed); however, the reference page may be single-spaced, Arial 10-point font.
* The margins for the narrative portion should be 1-inch side margins and 1-inch top/bottom margins.
* 30-page maximum for the narrative. Additional pages exceeding this limit will not be reviewed.
* Pages must be numbered consecutively starting with the first page of the narrative.
* Page numbers can be outside of the margin.
* Hand-written numbers are not allowed.
* Texts within charts and graphs may be Arial 10-font and single-spaced.
* Bullets may be single-spaced and must be Arial 12-font.
* Charts, graphs and bulleted sections may not comprise more than 20% of the total narrative.

**Reference Page – APA Format**

Cite sources of data in APA format and compare to local community, county and/or state data when available. References should be listed on a separate page at the end of the proposal narrative, not to exceed one page. The reference page will not count against the 30-page limit for the proposal narrative.

**Order of Application Submission**

Documents exceeding the maximum page limits will not be reviewed. The 21st CCLC proposal needs to be written and arranged in the order outlined on the next page. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition. **The application should identify and underline each section addressed throughout the application, in bold. Required forms and other documentation with instructions and page limits are outlined on the next page.**

|  |  |
| --- | --- |
| **FORMS AND OTHER DOCUMENTATION** | **INSTRUCTIONS AND PAGE LIMITS** |
| **Application Cover Page Form A** | One page |
| **Assurances Form B** | Signed by fiscal agent, co-applicant and principal(s) |
| **Table of Contents** | Created by applicant |
| **Logic Model Form C** | Do not exceed four pages |
| **Narrative** | Created by the applicant – do not exceed 30 pages |
| **Reference Page** | Created by the applicant- do not exceed one page (does not count against the narrative) |
| **Budget Summary Form D** | Complete for years one through three as outlined on the form |
| **Budget Narrative Form E** | Complete for years one through three as outlined on the form |
| **Prior Grantee History Capacity Form F** | Do not exceed two pages and attach 2023-2024 Center Profile or the most recent center profile (For Continuation Applicants only) |
| **Center Profile** | Most recent Center Profile |
| **New Applicant Form G** | Do not exceed one page (For New Applicants only) |
| **Organizational Capacity Statement Form H** | Do not exceed one page (For CBO/FBO/Private School applicants only) |
| **List of Consortium Partners** | Created by the applicant – do not exceed one page |
| **Chart Listing Positions, Qualifications and Duties** | Created by the applicant – do not exceed two pages |
| **Equitable Access and Participation Form I** | Do not exceed two pages |
| **Certifications Form J** | Required |
| **Program Summary Form K** | Do not exceed one page |
| **Program Schedule Form L** | Do not exceed two pages |
| **Co-Applicant Agreement Form M** | Do not exceed one page |
| **Community Partner Agreement Form N** | Minimum of five partner agreements |
| **Private/Home School Consultation Form O** | Required |
| **501 (C)(3) Proof of Registration - Non-profits must attach proof of registration with the Kentucky Secretary of State** | If applicable. |

**The Nita M. Lowey 21st Century Community Learning Centers Cycle 22 RFA**

**Introduction**

As authorized under the Every Student Succeeds Act (ESSA), 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.

**Purpose**

The 21st CCLC program provides academic, artistic and cultural enrichment opportunities for students who attend high poverty and low-performing schools to meet the challenging state academic standards. KDE’s mission is to partner with districts, schools, families, students, businesses, industries and communities to provide leadership and support to ensure success for every student. Programs must provide a balance of enrichment opportunities that include active, hands-on-engagement activities that address the needs of the whole child and help meet local and state academic standards.

**The program must provide students and families with the following:**

* **Homework assistance** must be offered each day the program is open during the academic school year. If homework assistance is offered in a morning session, the program must also offer homework assistance during after-school hours. If homework is not assigned, remediation and/or acceleration activities should be available.
* **Evidence-based activities** that offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students must be provided. Activities may include youth development, social-emotional learning, service learning, nutrition education, drug and violence prevention programs, character education, counseling, fitness, literacy, STEAM, career/technical, internships/apprenticeships and other ties to an in-demand industry sector or occupation.
* **Provide families of students served by the community learning center,** with opportunities for active and meaningful engagement in their children’s education through literacy and other educational opportunities, including a focus on the identified needs of parents and working families.

The 21st CCLC must support and reinforce what is happening during the school day and work collaboratively with school staff to better support youth and achieve student outcomes. By bringing together community organizations with public and private schools, youth and families can take advantage of multiple resources in the community. Community learning centers can offer residents an opportunity to volunteer their time and their expertise to help youth achieve academic standards and afterschool standards to master new skills. Collaboration can also ensure that the youth attending a program benefit from the collective resources throughout the community.

**Eligible Entitles**

* Local Educational Agencies (LEA) – For LEAs, the school district must be the fiscal agent, an individual school may not serve as the applicant.
* Community-Based Organizations (CBO)
* Faith-Based Organizations (FBO)
* Institutions of Higher Education
* City or County Government Agencies

A CBO 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. CBOs and FBOs must meet all statutory and regulatory requirements of the program and are required to partner with the district of the school to be served.

Private/Home school students are eligible to participate in 21st CCLC activities carried out in public schools. A 21st CCLC grantee, whether a public school or private school, must provide equitable services to private/home school students and their families if they wish to participate. Applicants must consult with private/home school officials for entities located within the geographic attendance area of the targeted school(s) listed on the cover page of Form A of this application, during the design and development of the 21st CCLC program. Proof of this consultation must be described in the application under the needs assessment section of the narrative. A5 schools are not eligible to apply. A5 schools are an alternative education program that is a district-operated and district-controlled facility with no definable attendance boundaries. The composition and characteristics of participants may change frequently, and these are controlled by the local school district student assignment practices and policies.

**No prior afterschool experience**

An Organizational Capacity Statement Form H, provided in the RFA, must be completed by all non-governmental agencies. Organizations do not have to demonstrate prior experience in providing after-school programs to be eligible to apply for an award. However, an organization that does not have such experience must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. **If the school currently has an afterschool program,** grant funds can only be used to supplement and not supplant.

**Types of Applications**

A list of districts and schools currently receiving services or that have previously been served by a state grant is posted on the [Kentucky Department of Education](http://www.education.ky.gov/) website with the Cycle 22 RFA under Competitive Grants.

**New Applicant**

A new applicant is defined as a school that has never been served by a 21st CCLC grant and meets all eligibility requirements.

**Continuation Applicant**

Current grantees that are functioning in the fifth year of funding, and past grantees that are not currently operating with continuation funds, are eligible to apply if all eligible criteria are met. **Continuation applicants must demonstrate progress toward meeting performance goals and indicators in the Prior Grantee Capacity Form F.**

A continuation applicant must use the same co-applicant as identified in the original grant application for the proposal. However, specific criteria may warrant a co-applicant change request. The applicant must make the request before submitting a grant application. Please contact KDE for guidance. The request must be reviewed and approved by KDE prior to submitting the application.

**Currently serving two schools with one grant**

An applicant currently serving two schools with one grant, and meets eligibility requirements to reapply, may now apply for a continuation grant for each individual school.

**An application that is written to serve two schools**

While not recommended, an applicant may write one grant to serve two schools. However, each school is required to have a full-time site coordinator. In addition, each school must meet all other requirements outlined in the RFA. Funding amounts are designed to support a high-quality program for one site. Serving two schools with one grant may hinder the quality of staffing and program design.

**Please note:** The expansion application option is no longer available.

**Funding Allocations**

New and continuation federal funding beyond the first year is contingent on the availability of funds and successful implementation of the program.

**Funding is provided on a quarterly reimbursement basis only.** The grantee must possess sufficient financial resources to provide start-up funding for program implementation. No funds may be expended before KDE receives a signed contract from the fiscal agent and it is approved by the Finance Cabinet. KDE anticipates the contract period will be July 2025 – September 30, 2026.

**Cycle 22 Funding**

|  |  |
| --- | --- |
| **New Applicant** | **Continuation** |
| Year 1 - $150,000 | Year 1 - $100,000 |
| Year 2 - $150,000 | Year 2 - $100,000 |
| Year 3 - $150,000 | Year 3 - $100,000 |
| Year 4 - $125,000 | Year 4 - $95,000 |
| Year 5 - $100,000 | Year 5 - $95,000 |

**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 Applicant 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.

**KDE Program Fee Policy**

Applicants may not charge any type of fee. This includes, but is not limited to, parent fees, registration fees, summer fees, field trip fees, semester fees, late pickup fees, etc. The priority of the program, to serve students and families from low-income homes, could be compromised through program fees.

**Indirect Costs**

Awards are subject to the non-supplanting and restricted rate requirements of 2 CFR 200. Indirect costs are allowed but may not exceed 8% of the award for CBO’s and FBO’s. 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 2024-2025](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/districts/FinRept/Documents/Indirect%20Costs%202024%20-%202025%20ADA.xlsx). Indirect costs are costs that have been incurred for common joint purposes and not direct grant costs. The fiscal agent provides many indirect costs as in-kind. This is determined by the fiscal agent.

If the fiscal agent is a school district, program staff must adhere to the district travel per diem. **Community and faith-based organizations must utilize the organization’s per diem or state per diem, whichever is less, when using grant funds.**

|  |  |  |  |
| --- | --- | --- | --- |
| If travel includes overnight lodging and at least these hours | 6:30 a.m. through 9 a.m. | 11 a.m. through 2 p.m. | 5 p.m. through 9 a.m. |
| For authorized travel in Kentucky listed by Secretary of Finance – you may claim | $12 | $15 | $23 |
| For authorized travel in Out of State “High-Rate” Areas listed by Secretary of Finance – you may claim. Refer to the following link at  [**High Rate Travel Areas**](https://finance.ky.gov/office-of-the-controller/office-of-statewide-accounting-services/Documents/High%20Rate%20Travel%20Areas.pdf)**.** | $14 | $18 | $28 |

Reimbursement cannot be claimed for meals included in registration fees.

**Absolute Priority**

Absolute Priority is given to proposals that are submitted jointly with another eligible entity to target students and their families that are primarily from schools that are eligible for Title I and other school-wide programs [Every Student Succeeds Act (ESSA) 4204(i)(1)(B) and ESSA 4204(b)(2)(F)].

A low-income school is defined as one that serves at least 50% or more economically disadvantaged students based upon the most recent qualifying data on KDE’s website. Data may be found here: [free/reduced qualifying lunch information](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/federal/SCN/Documents/2023-2024FinalQualifyingData.xlsx). 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.

**KDE Renewability Policy**

Due to the large volume of applications received each year, and to ensure geographical 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.

**Competitive Priorities for 21st CCLC Cycle 22**

1. **Continuation Grants – Academic Improvement Priority (10 Points)**

KDE will give priority to 21st CCLC continuation applicants who have shown significant improvement in student achievement. Continuation applicants are grantees functioning in their fifth and final year of 21st CCLC funds or a previous grant that has not received funding and meets eligibility requirements. Continuation applicants must use the **2023-2024 Center Profile data (these will be available around Nov. 1, 2024), and continuation applicants whose funding lapsed before the 2023-2024 school year, must use the most current profile available. To receive priority points, the Center Profile must** demonstrate that 50% or more of regular participants improved or maintained their proficiency levels in both reading and math. **If an applicant shows 50% improvement in either math or reading, the applicant will receive five points.**

1. **Comprehensive Support and Improvement (CSI) Schools – Competitive Priority (10 points)**

Must be identified by KDE. For the FY25 21st CCLC Cycle 22 RFA – points will be awarded based on the 2024-2025 list identified by KDE late October to mid-November ESSA 4204(i)(1)(A).

1. **Schools Never Served by a 21st CCLC State Grant – Competitive Priority (5 Points)**

A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 22 RFA, based on state and federal guidance, will receive five priority points.

1. **Programs serving 50 regular attendees – Competitive Priority (5 Points)**

Programs meeting the number of regular attendees as demonstrated on the most current Center Profile will receive five priority points. Regular attendees are those students that participate in the program for 90 hours or more.

1. **Transportation – Competitive Priority (3 Points)**

Applications that include transportation funds in the budget to take students home each day after the program will receive three priority points. **Note:** Applications that allocate funds in the budget for transportation cannot request to remove it from the budget once awarded. Funding may be rescinded by KDE if applications are not implemented as proposed.

**Part I: Comprehensive Needs Assessment**

To best serve the needs of students, families and communities, applicants must conduct a comprehensive local needs and resource assessment, before submitting the application. In addition to needs associated with identified risk factors, children and youth also have needs related to social-emotional, physical and non-cognitive domains. For this reason, program offerings may not consist of homework or enrichment only. **The applicant must describe the comprehensive needs assessment process used to develop the proposal based on the target population. The process must address the following:**

* How the community was notified of an intent to apply in a timely manner, how the application will be available for public input, and how the application and any waiver request will be available for the public to review after the submission of the application. ESSA 4204(b)(2)(L)
* How all stakeholders were included in the planning and development of the proposal.
* The target population to be served by the program.
* Community risks factors identified below for the target population to be served and how the program will address each:
  + Poverty
  + Percentage of growth of English learners
  + Needs of working families
  + Literacy rates
  + Juvenile criminal and delinquent rates
  + Education attainment in the community
  + Food insecurity
  + Median household income
* School risk factors identified below for the target population to be served and how the program will address each:
* Sub-population/groups
* At-risk of academic failure
* Behavior/discipline data
* Homelessness
* Drop-out rates
* Free and reduced lunch rates
* Chronic absenteeism
* Social-emotional
* Methods and/or instruments that were used to collect feedback from teachers, students, parents and the community.
* An evaluation of the availability of, or lack of, resources at the school to be served, and in the community, and how the program will address these needs (including the needs of working families) ESSA 4204(b)(2)(I).

**Private/Home School Annual Consultation**

Students enrolled in private/home schools, located in the geographic area served by the school, are eligible to participate. Applicants are required to consult with private/home school officials regarding the provision of equitable services, during the annual private school equitable services consultation process as defined by KDE. The consultation must be timely, meaningful and occur before the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. An offer of services by the fiscal agent, without an opportunity for timely and meaningful consultation with private/home school officials, does not meet the requirement.

**The applicant must address the following:**

* The consultation process with private/home school officials in the development of the proposal and the availability of equitable services for eligible private/home school students. ESSA Sec. 8501(c)(1)
  + Identify the communication method used to notify private/home schools during the planning process.
* How the private/home school consultation will occur and be documented on an annual basis to ensure the provision of equitable services is met each year of the grant.

**Students with Special Needs**

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

Students with special needs include those who are identified as English Learners (EL), homeless, migrant. physical or developmental, psychological, sensory or learning disabilities, which result in significant difficulties in areas such as communication, self-care, attention or behavior, and may require more structure or intense supervision. Students with special needs shall not be excluded from 21st CCLC programs, if they can safely participate within the scope of program activities with reasonable accommodations. **The applicant must address the following:**

* How students with special needs will have access to and be served in the program.

**Part II: Program Design**

The program must be based on evidence-based practices that demonstrate success in achieving the applicant’s targeted outcomes. The application will be evaluated for merit in the development of a plan that fully addresses and meets the characteristics of high-quality programs and incorporates the measures of effectiveness into the design.

**High-Quality Program Characteristics**

According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart Afterschool Programs,” there are nine components present in high-quality afterschool programs. Applicants should review these components when developing the program design. Components include:

* Goal Setting, Strong Management and Sustainability
* Quality Afterschool Standards
* Attention to Safety, Health and Nutrition Issues
* Effective Partnerships with CBO’s and FBO’s
* Strong Involvement of Families
* Enriching Learning Opportunities
* Linkages between School-Day and Afterschool Personnel
* Evaluation of Program Progress and Effectiveness

**Measures of Effectiveness**

The 21st CCLC program must put forth sound measures of effectiveness to identify and implement programs and activities that can directly enhance student learning. In order to meet the measures of effectiveness, programs must conduct a comprehensive needs assessment, establish performance measures and use evidence-based programming to address needs. Once activities are implemented, programs must conduct a thorough review of data to track performance and identify program areas in need of improvement. ESSA 4205(b)

* An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
* An established set of performance measures aimed at ensuring quality academic enrichment opportunities.
* The use of evidence-based activities to help students meet academic achievement standards.
* Periodic evaluation to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment and overall student success.

**Kentucky’s 21st CCLC Performance Goals**

Five state-wide performance goals have been developed for Kentucky’s 21st CCLC programs that focus on academic achievement, non-cognitive domains, high-quality programming and the needs of working families. Performance goals support the Revised Consolidated State Plan under ESSA and the new Government Performance Results Act (GPRA) measures.

**Applicants must describe the activities and services to address the following five 21st CCLC performance goals, as written, in the Logic Model Form C.** In addition, applicants must develop SMART performance indicators (objectives) and performance measures (outcomes) for each goal that will address local needs. These should also be identified in the Logic Model Form C.

Goal 1: Increase academic achievement of participating students in math, reading and science and daily K-3 grade reading interventions.

Goal 2: Improve non-cognitive indicators of success in participating students.

Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic school year.

Goal 4: Increase access to transition readiness activities for all students.

Goal 5: Increase literacy and other family engagement opportunities, which are meaningful and intentional, to support parents and working families.

**SMART Performance Indicators (Objectives)**

The Logic Model must also include measurable performance indicators to address each of the required performance goals. **A minimum of two performance indicators per goal** must be written in a SMART format and addressed in the Logic Model Form C. Indicators should be written to be evaluated on an annual basis.

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

A description of program activities to address each performance indicator must be included in this section. Activities must be hands-on, engaging and directly connect to the goals and identified needs.

**Required Research and/or Evidence-Based Activities**

The USDOE has issued non-regulatory guidance on Using Evidence to Strengthen Education Investments to provide state educational agencies (SEAs), LEAs, and partner organizations with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions.

**Applicants must identify research and/or evidence-based activities, strategies and interventions that will be used in the program and include these on the reference page.** Guidance is designed to assist SEAs and LEAs, partner organizations and other stakeholders to successfully choose and implement interventions that improve outcomes for students. Information regarding the use of evidence-based strategies, including the ESSA Evidence Levels can be found on KDE’s [Evidence Based Practices](https://www.education.ky.gov/school/evidence/Pages/default.aspx) page.

**STEAM (Science, Technology Engineering, Art and Math)**

Activities must inspire and encourage students by engaging them in hands-on, experiential, inquiry-based and learner-centered activities (including engineering design processes) that embrace each STEAM component. All young people must be prepared to think deeply so that they have the chance to become innovators, educators, researchers and leaders who can solve the most pressing challenges facing our nation and our world, both today and tomorrow (USDOE). Quality STEAM learning opportunities must focus on Kentucky’s Academic Standards. The USDOE emphasizes the importance of focusing on STEAM topics in educational programs to help students be prepared to meet the national needs for a STEAM-educated workforce.

**Academic and Enrichment Program Activities**

Program activities should connect to the 21st CCLC performance goals and must be aligned with and address the school’s improvement plan.

**The applicant must address the following:**

* How the proposal activities will be in alignment with challenging state academic standards and any local standards ESSA Sec. 4204(b)(2)(D)(ii).
* Describe how proposed activities are not currently accessible to the students who will be served by the program and how the program will meet this need, and how proposed activities will expand access to high-quality resources available in the community ESSA Sec. 4204(i)(1)(C)(i)(ii).
* How the program will dedicate 50% of program time toward academic remediation and/or acceleration, and 50% toward enrichment.
* The use of best practices, including research and evidence-based practices, to provide educational and related activities that will complement and enhance academic performance/achievement, postsecondary and workforce preparation, and positive youth development ESSA Sec. 4204(b)(2)(J).
* How students with activities have opportunities to engage, explore and experience Science, Technology, Engineering, Arts and Mathematics (STEAM) activities and enrichment during the program.
* How the program will align with the Comprehensive School Improvement Plan.
* How the program will meet the Measures of Effectiveness ESSA Sec. 4204(b).
* Describe activities to be funded and how activities will improve students’ academic achievement and overall success ESSA Sec. 4204(b)(2)(A)(B).
* How the program will be designed, including a detailed schedule reflecting days of the week, hours per day, a sample of program activities and allotted snack/mealtime.

**Student Attendance**

21st CCLC programs cannot build skills, behaviors and habits to help students be successful if students do not attend regularly. 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 on participation and academic performance of regular attendees. Grantees must seek to promote daily student engagement.

**Students are regular attendees if they attend 90 hours or more during the school year and summer program.** Only students directly participating in 21st CCLC funded activities may be counted in attendance each day. Also, students must attend a 21st CCLC activity beyond snack to be counted present. Presence in the facility or engagement in other school activities during program hours does not constitute participation and cannot be recorded as such.

**Programs must serve a minimum of 50 students 90 hours or more during the academic school year and summer program by the end of the first year of the grant.** Under GPRA measures for the 2025-2026 school year, all programs will be required to track student participation and Annual Progress Report (APR) data on every student that attends the program, not only regular attendees. The best practice is to record attendance weekly through the CAYEN/Transact Data Management System, training will be provided to all grantees.

Failure to serve the number of regular attendees stated in the grant application by the end of each year of programming, may result in the following:

* The grantee will be identified as high-risk.
* The grantee’s purchase requests may be denied.
* The grantee may receive additional on-site monitoring (announced or unannounced).
* The grantee may not be eligible for any supplemental funds (e.g., summer programming).
* The grantee may not be eligible to reapply.

**Student Recruitment and Retention**

Recruiting students for an academic program involves providing activities that are of interest to 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. Students should be recruited and provided with continuous services designed to encourage full participation in all activities and long-term engagement. **The applicant must address the following:**

* List three student recruitment strategies and briefly describe each one.
* List three student retention strategies and briefly describe each one.

Examples of Recruitment and Retention Strategies

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:

* Requiring students to make up missed exams during the 21st CCLC program time.
* Referring a student to the 21st CCLC program when course averages fall below an acceptable level.
* Contacting parents to provide program information and how services and activities can support their child’s academic achievement.

**Linking to the Regular School Day: Formal Communication Process**

Applications should include a formal process to regularly communicate with the principal, teachers and the school’s support staff. The process should address homework policies and practices, the referral process, participation in teacher meetings, and professional learning opportunities provided by the school. Effective integration of the 21st CCLC program with the regular school day requires an intentional effort to communicate with school-day 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 meetings, email), or case conferencing regarding individual students. The purpose of intentional communication is to align program activities to the curriculum map of the school and to supplement content presented during the school day. Regardless of a change in leadership at the district level (superintendent), district 21st CCLC program director, and/or at the school level (principal or site coordinator), the district is responsible for immediately notifying KDE, and must continue to meet all state and federal requirements as outlined in the RFA.

**The applicant must address the following:**

* How program staff and school day staff will communicate regularly to discuss student progress (e.g., assignments, grades, test scores, classroom participation and homework completion).
* How students will be referred to the program (will the program have its own referral form or use the school’s, who can make referrals, and how will the referral process be communicated to teachers, parents, students and other stakeholders) and a system for prioritizing student enrollment.
* How key 21st CCLC personnel will participate in teacher meetings and professional development opportunities offered by the school and district.

**Transition Readiness**

Transition Readiness activities demonstrate that the student has attained the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her educational career. Activities should be age-appropriate for the student. Effective programs include intentional strategies to build postsecondary and workforce preparation and are connected to the needs of the student. Grantees should include activities that address a variety of the options below. Strategies for middle/high school programs may include:

* Activities to support achieving established benchmarks for college and career readiness
* Leveraging community partnerships to increase access to college and career opportunities
* Workplace preparation readiness training
* Development of a post-secondary educational plan for each student
* Activities to identify student skills, needs, strengths and experience
* Student experience with workplace skills and attitudes
* Supporting transitions to high school or post-secondary opportunities
* Activities to support achieving academic benchmarks for each grade level
* Addressing soft skills necessary for future success
* College and post-secondary education awareness and exploration
* Building self-advocacy skills
* Increasing computer and internet skills
* Career Day/Guest speakers

**K-3 Reading Intervention (Early Learning)**

Elementary and primary 21st CCLC must, in addition to meeting all other grant directives, partner with schools to provide reading interventions, targeting K-3 students performing significantly below grade level. 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 and summer). Grant funds may not be used to cover any of the training costs for reading interventionist or reading teachers, however, 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 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 schools ongoing assessment of individual student needs. Grants serving K-3 must provide reading intervention daily to target identified students. While some students will receive reading interventions, the program is still required to address literacy with all students.

**Family Engagement Activities**

Literacy and other educational activities must be provided to the parents and families of participating students. Activities must connect to identified needs. Four activities are required each year of the grant. **The applicant must address the following:**

* How the needs of parents will be determined each year of the grant.
* How a minimum of four family engagement activities will be implemented during the first year of the program in collaboration with other federal, state and local programs (two in the fall and two in the spring).

Collaboration with other programs such as Community Education, Family Resource Youth Services Centers (FRYSC), Extended School Services (ESS), Migrant, Title I, faith-based or other community organizations is allowed to host family engagement activities. Only parents of students actively participating, not just enrolled, in the 21st CCLC program may be counted in attendance.

One family engagement activity can include the site coordinator attending a school-wide event, an open house, or a parent-teacher conference to share information about services and activities, identify the needs of parents, and recruit families and students to participate in the program.

**Summer Programming**

KDE requires consistency in attendance for summer, just as during the school year. The applicants must complete the Program Schedule Form L and the minimum summer programming requirements in the narrative and budget.

**Elementary School Required Summer Programming Guidance (minimum 120 hours)**

Elementary applicants must provide a summer program to all grade levels identified in the grant application each day the program is open. KDE requires 120 hours of summer programming to ensure the greatest impact for student achievement.

**Minimum Summer Programming Requirements for elementary program only:**

* Four consecutive weeks
* Five days per week
* Six hours per day

**All elementary programs must provide the following:**

* A minimum of 16 hours of certified instructional time per week of programming
* 75 minutes of remediation or acceleration in reading each day
* 75 minutes of remediation or acceleration in math each day
* Age-appropriate activities
* Provides a detailed schedule for summer programming and a timeline that demonstrates operational requirements will be met
* One full-day field trip allowed per week (this is optional)

**Middle School Required Summer Programming Guidance (minimum 40 hours)**

Middle school applications should be centered around a common purpose with an emphasis on transition readiness. KDE requires a total of two weeks of summer programming for middle school students.

**Minimum Summer Programming Requirements for middle programs only:**

* Two consecutive weeks of summer programming
* Four days per week
* Five hours per day

**All middle school programs must provide the following:**

* Minimum of 16 hours of certified instruction per week of programming
* Describe activities and services
* Provides a detailed schedule for summer programming and a summer timeline that demonstrates operational requirements will be met
* One full-day field trip allowed per week (this is optional)

**High School Required Summer Programming Guidance (minimum 40 hours)**

High school applications should be centered around a common purpose with an emphasis on transition readiness. KDE requires a total of two weeks of summer programming for high school students.

**Minimum Summer Programming Requirements for high only:**

* Two consecutive weeks of summer programming
* Four days per week
* Five hours per day

**All high school programs must provide the following:**

* Minimum of 16 hours of certified instruction per week of programming
* Describe activities and services
* Provides a detailed schedule for summer programming and a summer timeline that demonstrates operations requirements will be met
* One full-day field trip allowed per week (this is optional)

**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. If the primary purpose of the destination is entertainment, it is not allowable. If awarded, the applicant will be trained in field trip requirements and guidelines. All field trips require prior approval and a lesson plan. Destinations must provide an educational experience from which the students can grow academically, culturally, or socially. Trips are not allowed during the school day. Programs will be asked to consider what teaching will occur before, during and after a trip. Programs can work with members of the community, grant and school partners to plan the trip on the needs of the target population. Fees may not be charged to students for field trips, including any costs related to transportation or tickets.

**Part III: Program Operations**

KDE requires the 21st CCLC programs to offer services for a minimum of 120 days: four days per week, **two hours per day, for a total of eight hours per week.** The 21st CCLC program is not a drop-in, childcare or babysitting program. Such programs are not permissible with 21st CCLC grant funds. Programs should limit disruptions during after school hours, just as during the school day. The 21st CCLC program must be structured based on the following:

* All grade levels served by the grant must have full access to services and activities for the minimum number of days and hours per week (e.g., a program cannot serve boys on Monday and girls on Tuesday or 3rd grade on Monday and 4th grade on Tuesday).
* Programming must begin no later than three weeks after the first day of school for students and must conclude no sooner than two weeks before the last day of school.
* Hours of operation cannot include time for transportation and time during regular school hours.
* Must ensure students will be dismissed at designated pick-up times to avoid disruptions during programming. No more than two designated pick-up times can be included in the program schedule.
* May be offered on weekends, school breaks, holidays, etc., **in addition to the eight hours** required during the week. A minimum of two hours per day is required for weekends, breaks, holidays, etc. Programming during these times requires KDE approval.
* **Programs may continue to operate 12 hours per week, three hours per day, four days per week. The eight-hour option is the minimum requirement per week.**

**Optional morning activities (This time would be in addition to the two hours after school each day.):**

* Programs may provide 30 minutes of morning activities each day. Each activity must maintain a daily attendance of five participants.
* Programs may provide 60 minutes of morning activities each day. Each activity must maintain a daily attendance of 10 participants.
* If an applicant cannot meet morning participation requirements, a morning option may not be offered in the program.

**Applicant must address the following:**

* **A timeline of program operations** from July 1, 2025 – September 30, 2026
* Program start/end times.
* School breaks
* Program evaluation periods.
* Data collection and review periods
* Family engagement activity dates (minimum of four)
* Emergency drills
* Student recruitment and retention activities

**Staffing**

All programs are required to meet state laws regarding the screening of program staff and volunteers. Grant funds may not be used to compensate staff at rates higher than the hourly rate paid by the LEA for similar job duties. **Keep in mind, when budgeting for staff, salaries should not consume the majority of grant funds. Applicants must be able to meet other required state and federal components. Failure to do so may result in termination of the grant.** Payment of overtime is not permitted. For clarification, this includes any program staff, custodians, bus drivers, aides, cafeteria staff, etc. **The applicant must address the following staffing requirements:**

* Provide a staffing chart listing program positions, responsibilities, and qualifications.
* Provide a full-time site coordinator that must be employed for a minimum of 220 days (a minimum of six hours per day) and must be onsite each day the program is open for the required two hours each day after school. In addition to programming four days per week during the academic school year, the 220 days includes days for summer programming, data entry, state and federal required reporting, community engagement, meeting with teachers about student progress, reviewing academic and non-cognitive student data, communicating with families, and other relevant stakeholders.
* Describe how a minimum of 16 hours of certified teacher instruction will be provided each week of the program. This would be a minimum of two certified staff working two hours each day, for four days per week.
* Provide training on school/district emergency policies, procedures and guidelines for all program staff, including the vetting process.
* Describe how qualified people will be encouraged and used to serve as volunteers in program activities ESSA 4204(b)(2)(M).
* Identify who will supervise and evaluate each program staff – director, site coordinator, teachers, data entry staff and volunteers that will work in the program.

Staffing of programs can extend beyond the regular school day through certified and classified staff. Site coordinator job duties include, but are not limited to, data entry reporting, required state and federal data, submitting reimbursement requests, overseeing program operations, working with families, ensuring schedule is implemented, collaborating with community partners, meeting with teachers/school administrators, and attending school meetings. For districts with multiple grants, a program director can oversee all programs while receiving a small percentage from each grant, in addition to regular job duties. **Timesheets must be maintained for all grant positions. Time and effort must be maintained when applicable.**

Program staff may not be paid with grant funds to complete work for the school. However, program staff can work on 21st CCLC job duties during the day (meeting with teachers during planning times to discuss student grades, progress, homework assignments, homework completion, connecting with community partners, the co-applicant and other resources to support the program, entering data, completing required reporting, etc.). Successful programs collaborate with youth development workers and community partners/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 other part-time staff** who may work on a part-time paid or volunteer basis include college students, mentors, AmeriCorps, volunteers, retired teachers, community members and business leaders.

**Staff to Student Ratio**

Staff to student ratio consideration must be given to ages and/or disabilities of the students being served. All student workers must be vetted through the district policies and meet criteria set by the district for hiring student workers (i.e., attendance, grade point average, no discipline incidents). Following is more specific guidance for staff-to-student ratio:

* Any staff member working in a supervisory role AND those staff working with high school students must be 18+ years of age, hold a high school diploma or equivalent, or complete the para-educator test. These staff count towards the maximum ratio of 1:15.
* Staff between the ages 16-18 may work in a group setting of elementary students as an assistant to a certified teacher. These staff count toward the maximum ratio of 2:25.
* Staff between the ages 16-18 may work in a group setting of middle students as an assistant to a certified teacher. These staff count toward the maximum ratio of 2:25.
* Student-workers between the ages of 16-18 who have not graduated high school may not be left alone with students.
* All staff must meet requirements for background checks.
* Paid students working in a program may not be counted as part of the program attendance.

**Nepotism**

The Kentucky 21st CCLC program prohibits any 21st CCLC employee from directly supervising an immediate family member. A family member is defined to include spouses, parents, children, grandparents, grandchildren, brothers, sisters, brothers- and sisters-in-law, father and mothers-in-law, nieces, nephews, stepparents, stepbrothers, stepsisters, stepchildren and any relatives living in the residence of the employee. Hiring and promotional preferences cannot be given to immediate family members of the 21st CCLC program staff (e.g., director, site coordinator, teacher or any other program staff).

**Professional Development**

Training is an essential component of high-quality after-school programs. KDE works with multiple organizations to provide training and support for 21st CCLC grantees. Grantees should allocate funds to provide travel expenses for at least two staff to attend the training listed below. Budgeted travel expenses should include funds for lodging, meals and registration fees. Individuals who attend training must be directly responsible for implementing services to 21st CCLC students. In-person training is typically held in Louisville, Frankfort or Richmond. **Professional development outside of KDE requirements must receive prior approval for both in and out-of-state, before attending.**

**Cycle 22 Training Requirements for the 2025-2026 school year and summer are outlined below. A grant will be in non-compliance if training requirements are not met, and funds may be withheld.** The KDE reserves the right to add additional training as deemed necessary based on program data, statewide data trends, survey feedback, supplemental funds, etc. The KDE reserves the right to require program staff to attend trainings as needed.

1. **21st CCLC Level I Orientation (two days)** – EKU July TBD, 2025

**Required Attendance** – site coordinator and program director.

Highly Recommended– co-applicant representative, other school administrators

1. **APLUS Data Training online** (one day) – No cost to grantee. August TBD

**Required Attendance –** two program staff.

1. **2025 Multi-State Conference** (Three days) – West Virginia hosting – Dates TBD (fall of 2025)

**Required Attendance –** site coordinator.

Highly Recommended – program director, teachers, co-applicant representative, and grant partners.

**2025 Kentucky Statewide Site Coordinator/Director’s Meeting** at the Multi-State Conference in West Virginia - Date TBD. **Required Attendance –** site coordinator and director.

1. **2026 Spring Statewide Training (one day)** – EKU March 2026 TBD

**Required Attendance** – site coordinator.

1. 21st CCLC Power Hour of Learning – Variety of program topics throughout the year – Virtual – topics TBD.

**The applicant must address the following:**

* Provide a professional development chart that identifies which staff will attend state-level training, any school and district training, and how the information will be shared with other program staff.

**Snack and Meal Guidance**

Eligible centers are required to participate in the USDA National School Breakfast/Lunch Program and/or the Child and Adult Care Food Program (CACFP). The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations (CBOs and FBOs). **A program may serve either a snack or a meal during the minimum two hours of operation after school.** If a program serves both, additional time must be added to the schedule beyond the required two hours.

Purchasing food for instructional purposes requires a purchase request to be submitted to KDE for prior approval. The request must include an instructional lesson plan, assessment and food items being purchased. Unallowable food expenditures include pizza parties, celebrations, holidays, teacher meetings, parent meetings, retirement and open house events.

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| **USDA PROGRAM** | **GUIDANCE** | **PROGRAM TIME** |
| Snack or Meal | Most programs provide a snack or meal prior to or during homework/tutoring time. | No more than 15 minutes for a snack or meal during the required two hours of programming after school.  If a program is operating for three hours – 20 minutes is allowed for a meal. |

**Health and Safety Plan**

The applicant must describe how students will be supervised in a safe, secure and drug-free environment during programming. The program must provide evidence of the health and safety requirements during any visits conducted by KDE. Programs must follow the district/school policies and procedures during afterschool programming. **The health and safety plan must address the following:**

* Standard operating guidance must be based on district/school policies and procedures (emergency drills, field trips, discipline/behavior, sign-in/sign-out, administering medication, personnel policies, etc.).
* Meal and snack menus that meet USDA guidelines should be maintained by the program director or site coordinator.
* Emergency procedures, including evacuation routes, dates and a log of when emergency drills take place must be maintained by the program director or site coordinator (as a best practice, emergency drills should occur after school on the same day as practiced during the school day).
* CPR and First Aid Training/Certification documentation for a minimum of two staff must be maintained by the site coordinator.
* How parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, field trips, and behavioral policies, and other safety guidelines.
* How children will be supervised at all times in a safe, secure and drug-free environment during programming. The program site coordinator, and/or appropriate designee, must be immediately available at all times.

**Transportation**

Providing transportation for the program should be determined based on the needs of families and students. All applicants should have a transportation plan ensuring all students eligible or interested in the 21st CCLC program can attend and participate. Transportation cannot be a barrier to participation or counted in program hours. **The transportation plan should address the following:**

* How the transportation needs of participating students will be addressed ESSA 4203(a)(10) and ESSA 4204(b)(2)(A)(ii).
* How students will travel safely **to and from** the program. Please address busing home, sign-in/sign-out procedures, parent pick-up, permission slips for walkers and any other safety measures or policies and guidelines.
* How transportation to the site will not be a barrier for students to participate in the 21st CCLC program, and how often transportation needs will be assessed.
* What safety procedures will be in place for vehicles used for any type of transportation in the program.

**Facilities**

A 21st CCLC program must be implemented at the school(s) being served. **The applicant must describe how the program will address the following:**

* How the program will take place in a safe and easily accessible facility ESSA 4202(b)(2)(A)(i).
* Dedicated office and storage space at the school served for a site coordinator to use daily in the program (not in a hallway, basement, locker room, closet or on a stage). This should be determined in the development of the proposal and identified in the application.
* Access to a variety of resources located in the school (media room, gymnasium, cafeteria, classroom, technology, etc.).

**Part IV: Collaborative Partnerships**

The purpose of having partnerships in a program is to provide in-kind services, academic/enrichment activities, resources, volunteers and other community resources. The 21st CCLC initiative stresses the importance of diverse groups and organizations working together to strengthen school and community networks to help students and families succeed. Partners should help sustain the program as funds are reduced. A high-quality center should partner with districts, families, students, businesses and community organizations. Collaborative partnerships can also ensure students attending a 21st CCLC program benefit from the expertise throughout the community. **The applicant must address:**

* How program information about the center will be disseminated to the community in a manner that is understandable and accessible ESSA 4204(b)(2)(A)(iii).
* Describe partnerships between local agencies, community-based organizations, and other public or private entities ESSA 4204(b)(2)(H).
* How the program will be developed and implemented in collaboration with all participants and school(s), as well as in partnership with the eligible entities ESSA 4204(b)(2)(D)(i).
* How the program will coordinate with Federal, State, and local programs ESSA 4204(b)(2)(C).

**Co-Applicant Agreement**

**A co-applicant is defined as the key partnership or organization that provides services/resources for the program; it is not to share in grant funds.** The co-applicant is a resource to support sustainability when grant funds decrease or are no longer available.

Applications not identifying a co-applicant on the Application Cover Page Form A, with the co-applicant representative signature, will be deemed non-responsive and will not be scored. Also, if a completed and signed Co-Applicant Agreement Form M is not attached, the application will be deemed non-responsive and will not be scored. If a district is an applicant, a district-administered program that receives financial or in-kind support (FRYSC, Community Education, Career/Tech Centers, Adult Ed, etc.) may serve as a program partner but cannot be the co-applicant. **The applicant must address:**

* Identify the co-applicant, and signature, on the Application Cover Page Form A.
* Co-Applicant Agreement Form M is signed and lists specific contributions, and frequency of services that the co-applicant will provide the program.
* Describe how contributions, outlined in the co-applicant agreement, align with activities and services in the proposal, and identified needs for students and their families.

**Community Partner Agreements**

Partnerships are used to enhance the delivery of services and activities for the program. The proposal should include one Co-applicant Agreement Form M, and five Community Partner Agreements Form N, which are signed, identifying contributions, frequency of services that each partner will provide to the program. **If the applicant is an LEA, one of the five partner agreements may** list all school and district programs that will collaborate with the 21st CCLC program (FRYSC, ESS, Title I Migrant, Food Services, Transportation and ATCs). The remaining four partner agreements must be with community organizations (**not vendors**) outside of school/district programs. Each partnership should bring something to the table that is intentional for addressing the identified needs of students and their families. All agreements should not be identical. For example, the ABC Center for Families will provide family engagement activities, one on financial literacy, and another on accessing and using Infinite Campus through the parent portal. Another example, the local library will provide one family engagement activity on utilizing available literacy resources at the library to support students and families. **The applicant must provide:**

* Describe how contributions outlined in the five community partner agreements align with activities and services in the proposal and identified needs of students and their families.

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| **Applicant (Fiscal Agent)** | **Co-Applicant Agreement** | **Five Community Partnership Agreements** |
| LEA | 1 CBO/FBO | One district and four community partners |
| CBO/FBO | 1 LEA | Five community partners |

**Examples of community partners:**

* Arts and Science Community
* Businesses and Corporations
* College and Universities
* Community Centers
* County Extension Offices
* Faith-Based Organizations
* Hospitals/Health Department
* Libraries and Parks

## **Part V: Program Evaluation**

**Programs are required to conduct annual, ongoing assessments of performance goals and indicators each grant year.** Program staff should collaborate with school administrators and teachers to review and analyze academic and non-cognitive data, including assessments, each year of the program. Programs must also collect feedback from partners, parents and students that address program successes and areas for improvement.

Data collection, analysis and findings should be maintained and included in the Continuation Progress Report required in the third year of programming. This report determines eligibility for fourth and fifth-year funding.

#### The evaluation plan must address the following:

* Describe a comprehensive plan to evaluate the program continuously, using multiple sources of data (MAP, grades, state assessments, attendance, discipline, surveys, etc.).
* What performance measures will be used to determine progress in meeting the program’s stated goals and indicators.
* How the co-applicant and grant partners will be involved in the evaluation process.
* A timeline for data collection.
* How feedback will be collected from students, parents, teachers, and the community.
* How results will be disseminated to all stakeholders (parents, teachers, and the community).
* How data will be used to strengthen/revise the program.

**Part VI: Budget and Sustainability**

**Financial guidelines and budget preparation**

Guidelines are subject to change in response to state and federal requirements and a budget amendment may be necessary. All budget expenditures including staffing must be aligned with Program Operations (Part III). All costs and activities must be allowable, allocable, reasonable, and necessary. Sufficient funds must be included to meet summer program requirements. The fiscal agent must have the funds to meet requirements outlined in the RFA and awarded application, as funds are on a reimbursement basis only. Funds must extend for 15 months each grant year.

**Keep in mind, when budgeting for staff, salaries should not consume the majority of grant funds. Applicants must be able to meet other required state and federal components. Failure to do so may result in the fiscal agent having to find other funds to meet state and federal program requirements outlined in the Cycle 22 RFA or termination of the grant.** Funds for year two and subsequent years may not be accessed before July 1 of each grant year.

**Guidelines for allowable use of funds:**

* Provide a minimum of 16 hours of certified teacher instruction per week of programming. These hours are to be provided by two or more certified teachers.
* Prepare the budget in consultation with the school principal, the academic leads of the school and the finance officer.
* If applying for a continuation grant, consult with the current site coordinator and the school principal, for feedback regarding the budget. Both parties can provide insight into the needs and program design used to determine budget allocations.
* Follow procedures for model procurement in purchasing and the awarding of contracts, as required by KDE and federal regulations, whether the applicant is an LEA, CBO or FBO. This includes the provision of staff and related compensation, rates for travel reimbursement, and acquisitions of goods and services.
* Payment to a vendor over $500 requires prior approval from KDE. A grantee must submit a Purchase Request before beginning any services. The grantee is not permitted to issue subgrant or transfer funds to another entity or organization. Funds included in a contractual agreement must adhere to Kentucky’s 21st CCLC spending guidelines. Once KDE approval has been received, the fiscal agent is responsible for adhering to contractual policies and procedures at the local level and maintaining a contract with the vendor to ensure deliverables are met.
* Stipends require a description of services to be provided and prior approval from KDE. “Bonus” payments are not allowable.
* 21st CCLC 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 is not permitted for any program staff, custodians, bus drivers, aides, cafeteria staff, etc.

**Carryover Funds**

KDE does not allow grantees to carry over unused funds from year to year. Grantees are required to use funds in the year which they are awarded.

**Budget Criteria**

**The applicant must address the following budget criteria** based on financial guidelines and budget preparation:

* Demonstrate the administrative capacity to manage a grant program; by providing evidence, such as experience with grants and general budgeting, and list the fiscal resources available to cover initial startup and operating costs.
* Describe how funds will supplement and not supplant other federal, state, local and non-public funds to provide allowable programs and activities ESSA4203(a)(9) and ESSA 4204(b)(2)(G).
* Describe how it will maintain a separate accounting of funds for the 21st CCLC.
* Describe the plan for tracking staff timesheets.

**Supplanting**

Funds must be used to supplement not supplant. Grantees must **never** use funds to pay for existing levels of service funded through any source (if something is currently funded from another source, the grantee cannot “replace” that funding with 21st CCLC dollars). Funds cannot be used to pay for school-related clubs, classes or activities traditionally offered as a school function.

Examples of school-related clubs or other activities that grant funds cannot pay for include:

* Athletic Teams/Any KHSAA Sanctioned Sport
* Competitions or League Fees
* Associated costs (salaries or district dues)
* Childcare or other existing after-school programs
* Yearbook/newspaper
* School choir/Band
* Student government/KY/KUNA
* National Honor Society/BETA Club/Gifted and Talented, STLP, FCA, FFA
* Home Economics
* ROTC Color Guard

**Preliminary Sustainability Plan**

The applicant and all stakeholders must develop a preliminary plan describing how the program will be sustained beyond the award period. The grantee is required to sustain the initial level, frequency, duration of services (including hours and transportation) during the last two years of decreased funding and when the grant ends. It is not adequate to say, “Our sustainability plan is to look for more funds.” While seeking other funding sources can be a part of the plan, additional sustainability strategies should be included. The grantee will be required to have a long-term sustainability plan outlined in the Continuation Progress Report (CPR) six months from the end of year three in the grant. The applicant is not allowed to create any type of fee structure during the last years of decreased funding.

**The sustainability plan must address the following:**

* How the program will continue after the 21st CCLC grant funds end (such as staffing, transportation, volunteers and resources) ESSA 4203(a)(8)(B) and ESSA 4204(b)(2)(K).
* How collaboration and leveraging funds with other local, state, and federal programs will occur.
* How the 21st CCLC program staff, school leadership, teachers and other stakeholders, such as the co-applicant and grant partners will be included in the development of the plan.

**Kentucky 21st CCLC Spending Guidelines**

Guidelines are subject to change based on state and federal requirements. Items that may have been allowed in the past may no longer be allowable.

**Spending Priorities**

* All purchases must be allowable, reasonable, allocable and necessary.
* Grantees should be sensible in the use of funds to support sustainability.
* All purchases over $500 require prior authorization.
* Grantees are not allowed to order items over $500 in increments to avoid receiving prior approval.
* Just because an item may not cost $500 does not mean it is allowable. For example, TVs require prior approval. If you find a TV under $500 you still need prior approval from KDE before purchasing.
* Always seek prior approval if an item is not identified on the allowable or unallowable list.
* Grantees may NEVER use funds to pay for existing levels of service funded through any other source. If something is currently funded from another source, you cannot “replace” that funding with 21st Century dollars.
* Funds cannot be used for fundraising.
* If awarded, funds cannot be used to pay or reimburse a grant writer.
* Funds cannot be used to pay for any funds a grant writer may put in the budget to pay themselves to evaluate the program.
* Funds cannot be used to support ANY school day activities.
* Overtime is not allowable. For clarification, this means any program 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 overtime.
* Stipends cannot be paid to club leaders for clubs that were in place prior to receiving a grant.
* Funds cannot be used to pay for school-related clubs/activities, any Kentucky High School Athletic Association (KHSAA) sanctioned athletic program (including Esports), organized school sports, uniforms, registration fees, competition fees, league fees, associated costs, salaries or district dues. School-related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, academic team, National Honor Society, STLP, Gifted and Talented, FFA, pep club and other traditional school clubs and/or activities are not allowable, and therefore paying any portion of these cost would be supplanting.

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| **Requires Prior Approval from KDE**  **Regardless of Cost**  (Always seek prior approval for items not listed.) |
| ALL field trips and lesson plans |
| Payments of stipends |
| Payments to a single vendor or individual above $500/year. |
| Curriculum |
| Software (including online subscriptions) |
| Allowable expenses related to drama productions include payment of a certified teacher or staff member to serve as club leader, and the cost of licensing fees. No more than $2,500 annually may be spent on drama. |
| Credit recovery/ACT prep |
| Copier rental |
| Driving programs |
| All professional development (in/out of state including national conferences) for 21st CCLC staff beyond what the KDE requires regardless of cost. |
| Any personal communication device per site (e.g., cell phone, hand-held radios) |
| Storage cabinets |
| Any technology equipment, devices or hardware |
| Virtual reality headsets |
| 3-D Printers |
| Video recording devices about $150 in cost and purchasing more than one |
| Cameras above $150 in cost and purchasing more than one |
| Television projectors |
| Recreational items (basketballs, volleyballs, jump rope, hula hoops, etc.) |
| Any program marketing cost |
| College hours |
| Any out-of-state travel for students |
| College challenge courses |
| Any food items for instructional purposes (cooking lesson, STEAM activity). |
| National Afterschool Associated (NAA) Membership |

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| **Unallowable Use of Funds**  **Regardless of Cost**  (Always seek prior approval for items not listed.) |
| Any item that is necessary for a regular school day function/class or activity |
| Classes or programs previously offered and paid for by the district or other funding sources during the school year and/or summer. |
| Paying salaries (or portions of) for individuals performing school-day activities during the regular school day. |
| Salary for duties unrelated to 21st CCLC activities |
| Sick leave pay for school day staff/school daytime |
| Students incentives/rewards/prizes/gift cards |
| Food for adults, volunteers, parents, etc. for any purpose |
| Food for pizza parties or other incentives for students |
| Materials to market school products, school sporting events, or services/activities of the school |
| The purpose of souvenirs/memorabilia for students |
| Gift cards of any kind |
| Promotional items – caps, key chains, tote bags, any items with program name, etc. |
| Student attire, any clothing items, including t-shirts, hoodies, polos, etc. |
| Custodial/janitorial duties and supplies for the operation of the program (should be in-kind) |
| Inflatables of any kind (rentals or access) |
| Tuition/Fees/Scholarships related to any camps (indoor or outdoor), colleges, or other activities |
| Paid programs benefitting the regular school day |
| Payment to the fiscal agent or co-applicant for use of their facilities |
| Fees for preparation of the grant proposal |
| Screen printing machines or similar items |
| Cricut machines and any supplies |
| Sewing machines |
| Embroidery machines |
| Purchase of land or facilities |
| Capital construction projects |
| Electronic signs and marquees |
| Indoor/outdoor fitness or equipment (Ex: treadmills, weight machines, free weights, ellipticals, ball goals, permanent playground equipment) |
| Anything that would be permanent in a school or on the outside of a school including storage buildings, greenhouses, etc. |
| Travel for student incentives/rewards |
| Overnight student travel |
| Tickets for college sporting events and/or games |
| Payment of fines and penalties |
| Fundraising |
| Items that may be considered gifts |
| Goods and services for personal use |
| Hospitality rooms |
| Entertainment, amusement parks, splash parks and associated costs |
| Ovens, convection ovens, toaster ovens, hotplates, refrigerators, microwaves, waffle griddles, washers and dryers, blenders, and vegetable choppers, and any other appliances. |
| ACT/SAT individual testing fees |
| Auditing services |
| Amazon, Costco, Sam’s memberships |
| Pool tables, Arcade games |
| Overtime pay |
| A current grantee, applying for a continuation grant, may not use grant funds to pay for travel or any other fees, to attend a Cycle 22 technical session or deliver the application to Frankfort. |
| A current grantee, applying for a continuation grant, may not use grant funds to pay for postage if mailing the Cycle 22 application to Frankfort. |
| **Allowable Use of Funds**  Always seek prior approval for items not listed.  Remember, all items over $500 require prior approval.  Grantees are not allowed to order items over $500 in increments to avoid receiving prior approval. |
| Core education (i.e., reading, writing, mathematics, science, etc.) |
| Academic enrichment learning programs/activities |
| STEM/STEAM |
| Tutoring services |
| Arts and music education |
| Global learning |
| Entrepreneurial education programs |
| Telecommunications and technology education program |
| Programs that provide after school activities for English learners, and their families, that emphasizes language skills |
| Mentoring programs |
| Recreational activities |
| Expanded library service hours |
| Programs that help students who are truant, suspended or expelled, to improve their academic achievement |
| Drug and violence prevention programs (State Police, Operation UNITE, EMTs, etc.) |
| Character education programs |
| Health and nutritional services |
| Programs that promote parental involvement and family literacy |
| Transition readiness programs to increase skills related to college and career readiness |
| Social-emotional learning |
| Life skills/counseling |

**State and Federal Reporting Requirements**

**Quarterly Reimbursement Request (QRR)**

The QRR form is used to request reimbursement for services rendered during each quarter of operation. Submitted quarterly, the request must include financial spending on salary, travel, supplies, equipment, contractual, professional development, field trips and transportation. Reports are reviewed for correct spending codes, allowable expenditures, and required approvals. The QRR must describe all expenditures for each quarter. If the fiscal agent is a CBO or FBO, KDE will provide a financial form to submit for reimbursement in place of the MUNIS Report.

The following items must be submitted for reimbursement as one PDF:

* QRR must be detailed and complete
* Detailed MUNIS Report (including Quarter to Date columns)
* Purchase/Technology/Field Trip requests and e-mail approval(s) if applicable

**Program Inventory List**

Grantees are required to submit an inventory list on Oct. 15 each grant year identifying all non-perishable purchases. The list must include:

* Description of Equipment
* Quantity
* Serial Number
* Source of Funding
* Acquisition Date
* Cost
* Location of Equipment
* Condition of Equipment

### **Federal Annual Progress Report (APR)**

CAYEN/Transact is the online system utilized by subgrantees to enter and maintain required program data and information that is reported to the USDOE. Grantees must enter data regularly. Individual program data collected in CAYEN/Transact (federally required data elements) will be provided to KDE and the state external evaluator. Individual student data will not be identified. 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/Transact must be ongoing and accurate by the grantee. Failure to enter the required APR data on time will result in non-compliance. A timeline of required data is provided by KDE each year to assist grantees in this process. Grantees are required to get the parents of the students being served to sign a registration and data release form. These will be reviewed during compliance visits. Example forms will be shared during the Cycle 22 Level I training. The following data are required for the Annual Progress Report:

* Program operations
* Attendance levels of participation (including summer programs)
* Behavior incidents
* Activities and sessions offered
* Events (e.g., family engagement activities, Lights on Afterschool)
* Staff/personnel
* Community partners
* Funding sources
* Surveys
* Student demographics

**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 people (s) responsible for the student can be reached in case of an emergency.
* Name of person(s) allowed to sign out and pick the student up during and/or after programming
* Daily attendance records, pertinent medical information and an emergency medical treatment plan for each student, if required, should be maintained on-site and be available each day the program is operating.

### **Records Retention**

The grantee must retain all financial and program records for **three** years beyond closeout, or longer if there is an ongoing investigation or audit. An inventory list of materials and supplies purchased through the award must be maintained annually and sent to KDE by Oct 15 each year.

### **Closeout Procedures**

A grantee operating in its fifth year of funding that is not already receiving continuation funds is required to follow federal and state closeout procedures. The grantee 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 under 200.313 and 200.314.

**CFR 200.313 Equipment and CFR 200.314 Supplies**

If there is residual inventory of unused equipment and/or supplies exceeding $5,000 in total aggregate fair market value upon termination (close-out), the equipment/supplies should first be offered to another 21st CCLC program within the district/area. If items are not needed by another 21st CCLC program, the equipment/supplies may be offered to another federally sponsored program at the school. If no federal program accepts the property/equipment and supplies, disposition of the equipment and other purchased items must follow [CFR 200.313(e)](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=b6a8556f357dcf5aa767fda3e0b7b678&mc=true&r=SECTION&n=se2.1.200_1313) and [CFR 200.314](https://www.ecfr.gov/cgi-bin/text-idx?SID=3512e70c3397e221cad60cd502693b98&mc=true&node=se2.1.200_1314&rgn=div8). The applicant must enter program data as mandated by state and federal requirements, including summer and K-PREP data released each 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 retention period once the grant period is closed. This includes financial and programmatic records, supporting documentation and data collection records. Grantees must submit an e-mail to the KDE consultant by Aug. 15 of the fifth year, to inform them of the program closeout.

Attachments must include closeout inventory, including the 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 Sept. 30 of each grant year. The MUNIS report will reflect zero encumbrances and a zero balance if all funds are spent. A copy of the 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 years, the records must be retained until all litigation, claims or audit findings involving the records have been resolved and final action is taken. Once all closeout procedures are complete, the program will receive an email notification stating the grant has officially closed.

**Peer Review Process**

KDE will review all applications for completeness and applicant eligibility. The Grants Management Branch will select peer reviewers based on their expertise in providing effective academics, enrichment, youth development and related services to children. Peer reviewers will review and rate the applications to determine the extent to which the application meets the procedures and criteria outlined in the Cycle 22 RFA that determine if the proposal will help students meet local content and student academic achievement standards ESSA 4204(a)(4)

and ESSA 4204(b)(1). The grant writer cannot serve as a peer reviewer.

KDE seeks people 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 background as well as qualified people from the community who have experience implementing or working in an out-of-school program are sought. Review teams include three reviewers that assign scores and use a consensus process to determine final scores. In addition to the specified experience and background, reviewers must be available to attend the **entire** reviewer training and evaluation of applications. KDE will post the Call for Reviewers with the Cycle 22 RFA.

**Appeals Process**

The 21st CCLC program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESSA), as amended by Every Student Act (ESSA) of 2015. 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 entitles on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a) (4)).

KDE follows a two-step process for reviewing and awarding submitted proposals/applications:

* KDE’s Procurement Branch, familiar with the programs and activities under Title IV, Part B, review all applications upon submission for completeness and applicant eligibility [(ESSA, Sec. 4201 (b)(5)(A)].
* KDE selects peer reviewers to review and rate the applications based on the established scoring rubric outlined in the RFA to determine the extent to which an applicant meets the application requirements [ESSA, Sec. 4201 (b) (5) (C)].

Award decisions are made based on the scoring rubric and merit of each application determined by peer review scores, competitive priority points and overall eligibility and responsiveness of the proposals. The role of the Procurement Branch is to facilitate the review process per 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 proposal instances when the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Applications guidance and supporting documents.

**Letter to Appeal**

Eligible entities that wish to appeal a grant application decision, must submit a complete written appeal, including the issue(s) in dispute, or another basis for the appeal position, and the remedy sought. The letter must be on an applicant’s letterhead, include an original signature of the authorized representative, and be notarized.

An original letter and two copies of the appeal must be delivered or mailed to KDE. KDE must receive the letter of appeal within 30 calendar days of the award posting. Upon review of the appeal, a response will be provided to the applicant within 30 calendar days. KDE mailing address: ATTN: KDE Procurement Branch – CCLC, 300 Building Sower Blvd, 5CSW 21, Frankfort, Kentucky 40601.

**FY22 Cycle 22 RFA Scoring Rubric**

The numbers below should be identified and addressed in the application narrative as outlined in the scoring rubric.

|  |  |
| --- | --- |
| **Part I: Comprehensive Needs Assessment** | **Points 33** |
| **Comprehensive Needs Assessment – 21 points** (3 each)   * + 1. How the community was notified of an intent to apply in a timely manner, how the application will be available for public, input, and how the application and any waiver request will be available for public review after the submission of the application ESSA 4204(b)(2)(L).     2. How all stakeholders were included in the planning and development of the proposal.     3. The target population to be served by the program.     4. Community risk factors identified below for the target population to be served and how the program will address these areas: * Poverty * Percentage of growth of English learners * Needs of working families * Literacy rates * Juvenile criminal and delinquent rates * Education attainment in the community * Food insecurity * Median household income   + 1. Risk factors below for the school(s) and target population to be served and how the program will address these areas: * Sub-populations/groups * At-risk of academic failure * Behavior/discipline data * Homelessness * Drop-out rates * Free and reduced lunch rates * Chronic absenteeism * Social-emotional   + 1. Methods and/or instruments that were used to collect feedback from teachers, students, parents and the community.     2. An evaluation of the availability of, or lack of, resources at the school to be served, and in the community, and how the program will address these needs (including the needs of working families) ESSA 4204(b)(2)(I).   **Private/Home School Consultation – 9 Points** (3 each)   * + 1. The consultation process with private/home school officials in the development of the proposal and the availability of equitable services for eligible private school students ESSA 8501.     2. A minimum of two communication methods used to notify private and home schools during the planning process.     3. How the fiscal agent will consult annually with private/home schools to ensure the provision of equitable services is met each grant year.   **Students with Special Needs – 3 Points**   * + 1. How students with special needs will have access to and be served in the program. |  |
| **Part II: Program Design** | **Points: 88** |
| **Performance Goals: 15 points** (3 points each)  Applicants must describe the activities and services that will be provided to address the following five 21st CCLC performance goals as written in the Logic Model Form C.  2.1.1 Increase academic achievement of participating students in  math, reading and science, and K-3 grade reading interventions.   * + 1. Improve non-cognitive indicators of success in participating students.     2. Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic school year.     3. Increase access to transition readiness activities for all students.     4. Increase literacy and other family engagement opportunities which are meaningful and intentional, to support parents and working families.   **Annual SMART Performance Indicators** (Objectives) **15 points** (3 each)   * + 1. Provides and addresses two SMART performance indicators for Goal #1 that are connected to identified needs.     2. Provides and addresses two SMART performances indicators for Goal #2 that are connected to identified needs.     3. Provides and addresses two SMART performance indicators for Goal #3 that are connected to identified needs.     4. Provides and addresses two SMART performance indicators for Goal #4 that are connected to identified needs.     5. Provides and addresses two SMART performance indicators for Goal #5 that are connected to identified needs.   **Academic and Enrichment Program Activities: 27 points** (3 each)   * + 1. How the proposed activities will be in alignment with challenging state academic standards and any local standards ESSA 4204(b)(2)(D)(ii).     2. Describe how proposed activities are not currently accessible to the students who will be served by the program, and how the program will meet this need, and how proposed activities will expand access to high-quality resources available in the community ESSA 4204(i)(1)(C)(i)(ii).     3. How the program will dedicate 50% of program time toward academic remediation and/or acceleration, and 50% toward enrichment.     4. The use of best practices, including research and evidence-based practices, to provide educational and related activities that will complement and enhance academic performance/achievement, postsecondary and workforce preparation, and positive youth development ESSA 4204(b)(2)(J).     5. How students will have opportunities to engage, explore and experience science, technology, engineering, arts and mathematics (STEAM) activities and enrichment during the program.     6. How the program will align with the Comprehensive School Improvement Plan.     7. How the program activities will meet the Measures of Effectiveness ESSA 4204(b).     8. Describe activities to be funded and how activities will improve students’ academic achievement and overall success ESSA 4204(b)(2)(A)(B).     9. How the program will be designed, including a detailed schedule reflecting days of the week, hours per day, a sample of program activities and allotted snack/mealtime.   **Student Recruitment and Retention: 6 points** (3 each)   * + 1. List three student recruitment strategies and briefly describe each one.     2. List three student retention strategies and briefly describe each one.   **Linkage to the Regular School Day: 9 points** (3 each)   * + 1. How program staff and school day staff will communicate to discuss student progress (examples: assignments, grades, test scores, classroom participation and homework completion).     2. How students will be referred to the program (will the program have its own referral form or use the school’s, who can make referrals, and how will the referral process be communicated to teachers, parents, students and other stakeholders) and a system for prioritizing student enrollment.     3. How key personnel will participate in teacher meetings and professional development opportunities offered by the school.   **Family Engagement Activities: 6 points** (3 each)   * + 1. How the needs of parents will be determined each year of the grant.     2. How a minimum of four family engagement activities for parents will be implemented during the first year of the program in collaboration with other federal, state and local programs (two in the fall and two in the spring).   **Summer Programming Activities:** 10 points total   * + 1. Applicants must address the required summer program components, as outlined in Part II for elementary, middle or high summer programming, as applicable. |  |
| **Part III: Program Operations** | **Points 66** |
| **Program Timeline: 9 points total**   * + 1. A timeline of minimum operations for the first year of programming must include:     - Operations from July 1, 2025 – Sept. 30, 2026     - Program start/end time     - School breaks     - Program evaluation periods     - Data collections and review periods     - Family engagement activity dates (minimum of four)     - Emergency drills     - Student recruitment and retention activities   **Staffing: 15 points** (3 each)   * + 1. Provide a full-time site coordinator that must be employed for a minimum of 220 days (minimum of six hours per day) and must be onsite each day the program is open for the required two hours each day after school.     2. Describe how a minimum of 16 hours of certified teacher instruction will be provided each week of the program. This would be a minimum of two certified staff, working two hours each day, four days per week.     3. Provide training on school/district emergency policies, procedures and guidelines for all program staff, including the vetting process.     4. Describe how qualified people will be encouraged and used to serve as volunteers in program activities ESSA 4204(b)(2)(M).     5. Identify who will supervise and evaluate each program staff – director, site coordinator, teachers, data entry and volunteers that will work in the program.   **Professional Development: 3 points total**   * + 1. Provide a professional development chart that identifies which staff will attend required state-level training, any school and district training and how information will be shared with other program staff.   **Health and Safety Plan: 18 points (3 each)**   * + 1. Standard operating guidance based on district/school policies and procedures (emergency drills, field trips, discipline/behavior, sign-in/sign-out, administering medication, personnel policies, etc.).     2. Meal and snack menus that meet USDA guidelines should be maintained by the program director or site coordinator.     3. Emergency procedures, including evacuation routes, dates, and a log of when emergency drills take place must be maintained by the program director or site coordinator (as a best practice, emergency drills should occur after school on the same day practiced during the school day).     4. CPR and First Aid Training/Certification documentation for a minimum of two staff, must be maintained by the program site coordinator.     5. How parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, field trips and behavioral policies and other safety guidelines.     6. How children will be supervised at all times in a safe, secure, and drug-free environment during programming. The program site coordinator and/or appropriate designee must be immediately available at all times.   **Transportation: 12 points** (3 each)   * + 1. How the transportation needs of participating students will be addressed ESSA 4203(a)(10) and ESSA 4204(b)(2)(A)(ii).     2. How students will travel safely **to and from** the program. Please address busing home, sign-in/sign-out procedures, parent pick-up, permission slips for walkers, and any other safety measures or policies and guidelines.     3. How transportation to the site will not be a barrier for students to participate in the 21st CCLC program, and how often transportation needs will be assessed.     4. What safety procedures will be in place for vehicles used for any type of transportation in the program?   **Facilities: 9 points** (3 each)   * + 1. How the program will take place in a safe and easily accessible facility ESSA 4204(b)(2)(A)(i).     2. Dedicated office and storage space at the school served for a site coordinator to use daily in the program (not in a hallway, basement, locker room, closet or on a stage). This should be determined in the development of the proposal and identified in the application.     3. Access to a variety of resources located in the school (media room, gymnasium, cafeteria, classrooms, technology, etc.). |  |

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| **Part IV: Collaborative Partnerships, Co-Applicant and Partners** | **Points 24** |
| **Collaborative Partnerships: 16 points** (4 each)   * + 1. How program information about the center will be disseminated to the community in a manner that is understandable and accessible ESSA 4204(b)(2)(A)(iii).     2. Describe partnerships between local agencies, community-based organizations, and other public or private entities ESSA 4204(b)(2)(H).     3. How the program will be developed and implemented in collaboration with all participants and school(s), as well as in partnership with the eligible entities ESSA 4204(b)(2)(D)(i).     4. How the program will coordinate with federal, state and local programs ESSA 4204(b)(2)(C).   **Co-Applicant and Partnerships: 8 points (4 each)**   * + 1. Describe how contributions outlined in the co-applicant agreement align with activities and services in the proposal and identified needs for students and their families.     2. Describe how contributions outlined in the five community partnership agreements align with activities and services in the proposal and identified needs for students and their families. |  |
| **Part V: Program Evaluation** | **Points 21** |
| **Program Evaluation: 21 points** (3 each)   * + 1. Describe a comprehensive plan to evaluate the program continuously, using multiple sources of data (MAP, grades, state assessments, attendance, discipline, surveys, etc.).     2. What performance measures will be used to determine progress in meeting the program’s stated goals and indicators.     3. How the co-applicant and grant partners will be involved in the evaluation process.     4. A timeline for data collection.     5. How feedback will be collected from students, parents, teachers and the community.     6. How results will be disseminated to all stakeholders (parents, teachers and the community).     7. How data will be used to strengthen/revise the program. |  |
| **Part VI: Budget & Sustainability** | **Points 18** |
| **Preliminary Budget Plan: 12** **points** (3 each)   * + 1. Demonstrate the administrative capacity to manage a grant program, by providing evidence, such as experience with grants and general budgeting, and list the fiscal resources to cover initial startup and operating costs.     2. Describe how funds will supplement and not supplant other federal, state, local and non-public funds to provide allowable programs and activities ESSA 4203(a)(9) and ESSA 4204(b)(2)(G).     3. Describe how a separate accounting of funds will be maintained for the 21st CCLC.     4. Describe a plan for tracking staff timesheets.   **Preliminary Sustainability Plan: 6 points** (2 each)   * + 1. How the program will continue after the 21st CCLC grant funds end (such as staffing, transportation, teachers and resources) ESSA 4204(a)(8)(B) and ESSA 4204(b)(2)(K).     2. How collaboration and leveraging funds with other local, state and federal programs will occur.     3. How the 21st CCLC program staff, school leadership, teachers, and other stakeholders, such as the co-applicant and grant partners will be included in the development of the plan. |  |
| **Part VII: Required Forms and Other Documentation** | **Points 40** |
| The forms and other documents listed must be included within your 21st CCLC proposal and in the order below. Errors that may prevent points from being awarded:   1. Forms are not attached, are incorrect or not completed. 2. Page limits, formatting or other requirements are not adhered to. 3. Identifying information is not blinded properly.   **Forms 40 Points (2 each)**   |  |  | | --- | --- | | **Application Cover Page Form A** | One page | | **Assurances Form B** | Signed by fiscal agent, co-applicant and principal(s) | | **Table of Contents** | Created by applicant | | **Logic Model Form C** | Do not exceed four pages | | **Narrative** | Created by the applicant – do not exceed 30 pages | | **Reference Page** | Created by the applicant – do not exceed one page (does not count against the narrative) | | **Budget Summary Form D** | Complete for years 1-3 | | **Budget Narrative Form E** | Complete for years 1-3 | | **Prior Grantee/History Capacity Form F**  For Continuation Applicants only | Do not exceed two pages | | **Center Profile** | Most recent Center Profile | | **New Applicant Form G**  For New Applicants only | Do not exceed one page | | **Organizational Capacity Statement Form H –** For CBO/HBO/Private School applicants only. | Do not exceed one page | | **List of Consortium Partners** | Created by the applicant – do not exceed one page | | **Staffing chart listing program positions, responsibilities and qualifications.** | Created by applicant – do not exceed two pages | | **Equitable Access and Participation Form I** | Do not exceed two pages | | **Certifications Form J** | Do not exceed two pages | | **Program Summary Form K** | Do not exceed one page | | **Program Schedule Form L** | Do not exceed two pages | | **Co-Applicant Agreement Form M** | Do not exceed one page and must be signed | | **Community Partner Agreement Form N** | Five partner agreements | | **Private/Home School Consultation Form O** | Required | | **501 (C) (3) Proof of Registration – Non-profits must attach.** | If applicable | |  |
|  |  |
| **Absolute Priority (required**) The application serves schools identified for improvement under Title I, Part A, Section 1116 and is submitted jointly with a local district receiving funds under Title 1, Part A.   1. **Continuation Grant Competitive Priority (10 points)**   KDE will give priority to 21st CCLC continuation applicants who have shown significant improvement in student achievement. Continuation applicants are grantees functioning in their fifth and final year of 21st CCLC funds or a previous grant that has not received funding and meets eligibility requirements. Continuation applicants must use the **2023-2024 Center Profile data (these will be available around Nov. 1, 2024), and continuation applicants whose funding lapsed before the 2023-2024 school year, must use the most current profile available. To receive priority points, the Center Profile must** demonstrate that 50% or more of regular participants improved or maintained their proficiency levels in both reading and math. **If an applicant shows 50% improvement in either math or reading, the applicant will receive five points.**   1. **CSI Schools Competitive Priority (10 points)**   Must be identified by KDE. For the FY25 21st CCLC Cycle 22 RFA – points will be awarded based on the 2024-2025 list identified by KDE late October to mid-November ESSA 4204(i)(1)(A).   1. **Schools Never Served by a 21st CCLC Grant – Competitive Priority (5 points)**. A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 22 RFA, based on state and federal guidance, will receive 5 priority points. 2. **Programs serving 50 regular attendees – Competitive Priority (5 points)** Programs meeting the number of regular attendees as demonstrated on the most current Center Profile will receive five priority points. Regular attendees are those students participating in the program for 90 hours or more. 3. **Transportation – Competitive Priority (3 points)**   Applications that include transportation funds in the budget to take students home each day after the program will receive three priority points. Note: Applications that allocate funds in the budget for transportation cannot request to remove it from the budget once awarded. Funding may be rescinded by KDE if applications are not implemented as proposed. |  |
| **Total Points Possible** (excluding competitive priority) | **290** |

**\*Applications scoring less than 250 points will not be considered for an award.**

CIRCLE COPY TYPE: Original Original Copy Blind Copy

**Application Cover Page Form A**

**KENTUCKY DEPARTMENT OF EDUCATION**

**21st Century Community Learning Centers**

**Cycle 22 RFA Submission Deadline: Dec 3, 2024, 4 p.m. ET**

A response is required in each field, or points will be deducted. (See the scoring rubric, Part VII.)

**Application type**

**New Applicant ($150,000)**   **Continuation Applicant ($100,000)**

|  |  |  |
| --- | --- | --- |
| **Unique Entity Identifier #:** | **Fiscal Agent SAM CAGE Code#:** | |
| **School #1 Name:** | | **School number:** |
| Physical Address: | | |
| Target Grades: | | |

|  |  |
| --- | --- |
| **School #2 Name (optional):** | **School number:** |
| Physical Address: | |
| Target Grades: | |

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

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

|  |
| --- |
| **Grant Writer: Agency:** |
| Email: |
| **Additional Collaborators\*:** |
| *\*Please list all additional collaborators, whether individuals or agencies, as plagiarism rules will be strictly enforced. All applications containing identical information without denoting the connection to one another will be deemed non-responsive and ineligible for award.* |

**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 per current federal and state laws and regulations and the provisions of this application are approved.**

**Fiscal Agent: Superintendent/Chief Executive Office Date**

**Co-applicant: Superintendent/Chief Executive Office Date**

**Notary Public: Date: Notary Seal – My Commission Expire****s**

**21st CCLC ASSURANCES FORM B**

**The fiscal agent and co-applicant** must initial beside each required assurance as identified.

1. **The fiscal agent** must ensure the minimum number of 120 days and two hours per day after school are met as required under program operations. \_\_\_\_\_\_
2. **The fiscal agent and LEA** must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks before school ends. \_\_\_\_\_\_
3. **The LEA** must provide dedicated space in the school(s) served for the site coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. The programming space must be sufficient in size for the number of students to be served. A basement, gymnasium, stage, closet or locker room are not sufficient space. \_\_\_\_\_\_
4. **The fiscal agent** must ensure a minimum of two certified teachers serve in the program a minimum of eight 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. **The fiscal agent** and school principal must ensure overtime is not allowed for any staff. \_\_\_\_\_\_
6. **The fiscal agent** must ensure the program site coordinator is onsite each day the program is open for duties to be completed during the day, the required hours of operation after school and until all students have been picked up. \_\_\_\_\_\_
7. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds has a secure location at the school for storage and can be locked daily. The site coordinator must have a key (and not have to find a custodian to access). \_\_\_\_\_\_
8. **The fiscal agent and school principal** must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds are not used anytime during the school day. ­­­­­\_\_\_\_\_\_
9. **The fiscal agent** must utilize the federal snack program or the Child and Adult Care Food Program (CACFP). If not eligible for the USDA snack program or CACFP, alternative funding sources must be used to pay for program snacks and/or meals. Snacks or meals may not be paid for with 21st CCLC funds. \_\_\_\_\_\_
10. **The fiscal agent** must immediately notify the KDE of a change in the site coordinator. The fiscal agent 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.
    1. Before the departure of the site coordinator, the fiscal agent, the current site coordinator and program director (if applicable) must ensure all pertinent information is accessible to the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN/Transact access for data entry, list of all program staff, partners, information about the USDA snack program, and how snacks are distributed to participants. \_\_\_\_\_\_
11. **The fiscal agent** must provide equitable opportunities for the participation of both public and private/home school students served by the award. \_\_\_\_\_\_
12. **The fiscal agent** must assure it affords a reasonable opportunity for public comment on the application. Public feedback must be collected and considered before submitting the application. \_\_\_\_\_\_
13. **The fiscal agent** must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all state and federal applicable statutes, guidance, regulations, program plans and applications. \_\_\_\_\_\_
14. **The fiscal agent** must ensure appropriate program staff attend required trainings and the budget supports staff attendance at all required training outlined in the RFA and/or any other training required by the KDE. \_\_\_\_\_\_
15. **CBO/FBO applicants** must submit an annual external audit each year of the grant by Oct. 1 to the 21st CCLC programmatic office. The most current annual audit must be submitted with the Cycle 22 RFA application. \_\_\_\_\_\_
16. **The fiscal agent** must submit all required reports and documentation as required to the KDE. \_\_\_\_\_\_
17. **The fiscal agent and LEA** must submit the Continuation Progress Report to the KDE during the third year of programming (six month) 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 a reduced grant allocation in the fourth and fifth year.
* Meeting the number of regular attendees outlined in the application.
* Provide documentation of completed state reports as required.
* Include a plan for sustainability. \_\_\_\_\_\_

1. **The LEA** must comply with provisions of the Title IX of the Education Amendments of 1972, the General Education Provisions Act (GEPA) Section 427 Equitable Access and Participation, 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. \_\_\_\_\_\_
2. **The fiscal agent and LEA** must comply with the following guidance. \_\_\_\_\_\_

* Civil Rights Act of 1964
* Gun-Free Schools Act of 1994
* Americans with Disabilities Act of 1990
* Pro-Children’s Act of 1994
* Stevens Amendment

1. **The fiscal agent** must ensure grant funds are not used for lobbying purposes. \_\_\_\_\_\_
2. **The LEA** must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data following grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection. \_\_\_\_\_\_
3. **The fiscal agent** must comply with all applicable requirements of all state statutes, 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 findings, audit findings, failure to become compliant or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned required actions to implement and become compliant within 60 days from receipt of report. The KDE will provide additional technical assistance based on the area of non-compliance to support the grantee. \_\_\_\_\_\_
4. **The fiscal agent** understands that withdrawal at any time from a 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. If this occurs during the first or last year of the award, 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 (if all eligibility requirements are met). \_\_\_\_\_\_
5. **The fiscal agent** understands that by written notice, 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)
* 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 on or before the due date.
* Address and implement required actions. \_\_\_\_\_\_

**ASSURANCE 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 type name Signature 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 type name Signature Date**

**Principal(s)**

As an official representative of the school(s), 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 #1 Name:**

**School #1 Principal (Type name) Signature Date**

**School #2 Name (Optional):**

**School #2 Principal (Type name) Signature Date**

**21st CCLC Cycle 22 Logic Model Form C**

Not to exceed four pages – Applicants may add additional goals.

|  |
| --- |
| **Describe the targeted participants:** |
| **Goal 1: Increase academic achievement of participating students in math, reading, and science and daily K-3 grade reading interventions (if serving students in grades K-3).** |
| **Year 1 SMART Performance Indicators:** |
| **Resources:** |
| **Activities:** |
| **Data source used to document improvement:** |
| **Performance Measures (Outcome):** |

|  |
| --- |
| **Goal 2: Improve non-cognitive indicators of success in participating students.** |
| **Year 1 SMART Performance Indicators:** |
| **Resources:** |
| **Activities:** |
| **Data source used to document improvement:** |
| **Performance Measures (Outcomes):** |
| **Goal 3: Meet or increase the proposed number of students who will attend the program for 90 hours or more during the academic year.** |
| **Year 1 SMART Performance Indicators:** |
| **Resources:** |
| **Activities:** |
| **Data source used to document improvement**: |
| **Performance Measures (Outcomes):** |
| **Goal 4: Increase access to transition readiness activities for all students.** |
| **Year 1 SMART Performance Indicators:** |
| **Resources:** |
| **Activities:** |
| **Data source to document improvement:** |
| **Performance Measures (Outcomes):** |
| **Goal 5: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.** |
| **Year 1 SMART Performance Indicators:** |
| **Resources:** |
| **Activities:** |
| **Data source used to document improvement:** |
| **Performance Measures (Outcomes):** |

**Cycle 22 BUDGET SUMMARY FORM D**

* The budget summary form must be completed for years one through three as outlined below and submitted with the application.
* Just because the application is awarded does not mean everything in the budget is approved. Budgeted items are subject to final KDE review and approval. If awarded, KDE may require a budget amendment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Budget Category** | **Year One**  **(2025-2026)** | | **Year Two**  **(2026-2027)** | | **Year Three**  **(2027-2028)** | |
| **Amount Requested** | **In-Kind** | **Amount Requested** | **In-Kind** | **Amount Requested** | **In-Kind** |
| **School Personnel** |  |  |  |  |  |  |
| **Summer Personnel** |  |  |  |  |  |  |
| **Fringe Benefits** |  |  |  |  |  |  |
| **Travel (Program staff)** |  |  |  |  |  |  |
| **Equipment** |  |  |  |  |  |  |
| **Supplies and Materials** |  |  |  |  |  |  |
| **Family Engagement Activities (grant funds or in-kind)** |  |  |  |  |  |  |
| **Contractual** |  |  |  |  |  |  |
| **Indirect Cost (LEAs must use district restricted rate, CBOs and FBOs may not exceed 8%.** |  |  |  |  |  |  |
| **Summer Materials and Supplies** |  |  |  |  |  |  |
| **Transportation (School Year, Summer, Field Trips)** |  |  |  |  |  |  |
| **Other (specify)** |  |  |  |  |  |  |
| **Volunteers** | N/A |  | N/A |  | N/A |  |
| **Yearly Totals**  **(Grant and In-Kind)** |  |  |  |  |  |  |

**BUDGET NARRATIVE FORM E**

The budget narrative must be completed for years one through three and submitted with the application. Please make a copy of Form E to complete years two and three.

|  |  |
| --- | --- |
| **Budget Category for Year** (specify) | **Amount Requested** |
| **1. Personnel (School Year)** | **$** |
| Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week (to meet the required 16 certified instructional hours). If a grant is serving two schools, each site must meet staffing requirements.** | |
| **2. Personnel (Summer)** | **$** |
| Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). **A minimum of two school day certified teachers must work in the program a minimum of eight hours each per week. If a grant is serving two schools, each site must meet staffing requirements.** | |
| **3. Fringe Benefits** | **$** |
| List benefits and estimated cost or portion of the cost for each staff person employed through the grant. | |
| **4. Travel (Staff)** | **$** |
| **In-state** – You must allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current fiscal agent-approved mileage reimbursement rate, per mile, per staff person. If overnight lodging is required, itemize lodging at fiscal agent allowance per night, registration fee per person and per diem based on district rates. CBOs and FBOs must adhere to their travel per diem or the state travel per diem, whichever is less, when using grant funds.  **Out of State** – Itemize travel (airfare or mileage), per diem, lodging and registration costs. | |
| **5. Equipment** | **$** |
| Itemize items and the cost of each. | |
| **6. School Year Supplies and Materials** | **$** |
| Itemize items and the cost of each. | |
| **7. Family Engagement Activities** | **$** |
| Grant funds or in-kind. | |
| **8. Contractual** | **$** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. | |
| **9. Indirect Cost** | **$** |
| LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8%. Itemize administrative expenses such as phones, postage, advertising, etc. Please list each item that will be under indirect costs. | |
| **10. Summer Programming Supplies & Materials** | **$** |
| Itemize items and the cost of each. | |
| **11. Transportation (School Year, Summer, Field Trips)** | **$** |
| Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. | |
| **12. Other (Specify)** | **$** |
| Itemize costs. | |
| **TOTAL AMOUNT REQUESTED** | **$** |

**PRIOR GRANTEE HISTORY/CAPACITY FORM F**

Not to exceed two pages.

**This section must only be completed by agencies who have previously received 21st CCLC grant funding.** Data must reflect the 2023-2024 APR Center Profile (or most recent) provided by the Center for Evaluation, Policy and Research (CEPR). A copy of the 2023-2024 Center Profile (or most recent) must be attached. Continuation applicants whose funding lapsed before 2023-2024 must attach and use data from the most recent Center Profile.

|  |
| --- |
| **Most recent year of 21st CCLC grant funding:** |
| **Award Cycle:** |
| **Served:** Elementary (K-5)  Middle (6-8)  High (9-12)  Adult Family Members |
| **2023-2024 Center Profile or for those with a lapse in funding, the most recent Center Profile provided in year five of the grant.**  The number of **regular participants** from 2023-2024 Center Profile:  The number of students participating 90 hours or more: |

|  |
| --- |
| **Describe Program Effectiveness for Continuation Applications**  **Student Improvement: Program Improvement:** |
| **Number of Students Currently Being Served: Hours of Operation:**  **Current Sources of Funding:**  **Program at the School:**  **Program Successes and Lessons Learned:** |

**NEW APPLICANT FORM G**

**Are you a new applicant currently operating an afterschool program?  Yes  No**

If you answer no, you do not need to complete the remainder of this form, but it must be submitted.

If a new applicant is currently operating a morning, after-school or summer program, at the school identified to be served in the proposal, the following information must be addressed:

|  |
| --- |
| * **Current Goals for the Program:**   Click or tap here to enter text.   * **Student Improvement:**   Click or tap here to enter text.   * **Program Improvement:**   Click or tap here to enter text.   * **Number of Students Currently Being Served and Grade Levels:**   Click or tap here to enter text. |
| * **Hours of Operation:**   Click or tap here to enter text.   * **Current Sources of Funding:**   Click or tap here to enter text.   * **Where the program takes place at the school:**   Click or tap here to enter text.   * **Program Successes and Lessons Learned:**   Click or tap here to enter text. |

**ORGANIZATIONAL CAPACITY STATEMENT FORM H**

(Required for non-governmental agencies.)

Not to exceed one page.

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

|  |
| --- |
| 1. **The application must include a copy of the following, attached immediately behind this page:**  * 501(c)(3) IRS Verification Letter * Agency organizational chart * Proven fiduciary responsibilities as demonstrated through annual audits (attach a copy of the most recent audit – annual audits must be sent to KDE each year by Oct. 15) * 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 cost necessary for program operations. |
| 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.** |

**Equitable Access and Participation Form I**

NOTICE TO ALL APPLICATIONS

The purpose of this document is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION TO RECEIVE FUNDING UNDER THIS PROGRAM. (If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers and any other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that apply to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

**The following examples may help illustrate how an applicant may comply with Section 427.**

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address the concern of lesbian, gay, bisexual and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access, services and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Programs are required to submit equitable services data each year on Dec. 31 to the KDE regarding the number of private/home school students served in the current year, the types of services provided, and the per pupil spending.

Fiscal Agent/Applicant Signature:

Date

Principal #1 Signature:

Date

Principal #2 (Optional) Signature:

Date

Co-Applicant Signature:

Date

**Certifications Form J**

**CERTIFICATIONS REGARDING LOBBYING; DEPARTMENT, 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. The 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 (Non-procurement) 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,” per its instructions;
3. The undersigned shall require that the language of this certification is 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:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the 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.

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

1. Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

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

1. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

1. The applicant certifies that it will continue to provide a drug- free workplace by:
2. 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.
3. Establishing an ongoing drug-free awareness program to inform employees about:
4. The dangers of drug abuse in the workplace.
5. The grantee’s policy of maintaining a drug-free workplace.
6. Any available drug counseling, rehabilitation and employee assistance programs; and
7. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
8. Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
9. Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will.
10. Abide by the terms of the statement; and
11. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(E) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such convicted employees must provide notice, including position title to Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

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

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

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

**­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­**

**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, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in 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 fiscal agent, I hereby certify that the applicant will comply with the above certifications.**

|  |
| --- |
| **Fiscal Agent/Applicant:** |
| **Award Number or Project Name:** |
| **School Name and Address:** |
| **Printed Name:** |
| **Title:** |
| **Signature and Date:** |

**PROGRAM SUMMARY FORM K**

• Must use lunch data as reported to KDE for 2023-2024 count.

• Programs must serve a minimum of 50 students 90 hours or more.

|  |  |
| --- | --- |
| **School Name:** | |
| **District Name:** | |
| **Grade Levels to be Served:** | **Total Schoolwide Enrollment:** |
| **Urban Rural Suburban** | **# of students to be served 90 hours or more:** |
| **% Free or Reduced Lunch:** | |
| **School Eligible for USDA Snack Program:**  **School Eligible for Child and Adult Food Care Program (CAFCP):** | |

|  |  |
| --- | --- |
| **School Name:** | |
| **District Name:** | |
| **Grade Levels to be Served:** | **Total Schoolwide Enrollment** |
| **Urban Rural Suburban** | **# of students to be served 90 hours or more:** |
| **% Free or Reduced Lunch:** | |
| **School Eligible for USDA Snack Program:**  **School Eligible for Child and Adult Food Care Program (CAFCP):** | |

1. **The applicant is a (please check one):**

Public School

Community-Based Organization

Faith-Based Organization

1. **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

1. **Current or Previous Funding ended** (month/year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Schedule Form L**

**Complete the following table for school year program operations:** KDE requires that 21st CCLC programs offer services a minimum of eight hours per week. A required schedule of at least four days per week, two hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after the first day of school for students and end no sooner than two weeks before school ending with a total of 120 days during the school year. Elementary programs must provide four consecutive weeks in the summer and middle-high programs must provide two weeks in the summer. **Morning programming cannot be counted in the required two hours each day.**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Summer** | | **Breaks** | |
| **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 and last date operation** |  |  |

**Individual’s names and signatures should not be blinded. Although, any city, county, school, etc. named in the Co-Applicant Agreement must be blinded electronically except in the original application. This form must be completed and signed, or the application will be deemed non-responsive and will not be scored.**

**CO-APPLICANT AGREEMENT FORM M**

*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 the 21st Century Community Learning Centers Program (CCLC).

The Community Agency for Lifelong Learning hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant Co-applicant agrees to provide the following contributions to the 21st CCLC program:

**Co-Applicant Contribution Table**

|  |  |  |
| --- | --- | --- |
| **Description of Program Support** | **Frequency** | **Alignment to activities, services, and needs.** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

It is agreed by both parties that this Co-Applicant Agreement will focus on the 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 and Date**

**Applicant Signature and Date**

**COMMUNITY PARTNER AGREEMENT FORM N**

*ABC DISTRICT and 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 the 21st Century Community Learning Centers Program (CCLC).

The ABC County Extension Office hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

**Community Partner Contribution Table**

|  |  |  |
| --- | --- | --- |
| **Description of Program Support** | **Frequency** | **Alignment to activities, services, and needs.** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

It is agreed by both parties that this Community Partner Agreement will focus on the 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 collaboration of services.

**Partner Signature and Date**

**Applicant Signature and Date**

**PRIVATE/HOME SCHOOL CONSULTATION FORM O**

**Kentucky** **Nita M. Lowey 21st Century Community Learning Centers**

An LEA or any eligible applicant receiving financial assistance under the Nita M. Lowey 21st CCLC program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency makes any decision that affects the opportunity of eligible private school children, teachers and other educational personnel to participate, the applicant must engage in timely and meaningful consultation with private school officials.

The fiscal agent is responsible for consulting with private and home schools. Only the fiscal agent completes the form. No signatures are required on the document. Please maintain documentation of consultations.

|  |  |
| --- | --- |
| **Fiscal Agent:** |  |

Please complete the following form related to the involvement of eligible private schools in the Title IV, Part B, 21st CCLC grant application and subsequent activities.

**Private Schools**

There are no private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program (If there are no private schools in your attendance zone, no further information is required).

There are private schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 22 RFA 21st CCLC grant application.

**Home Schools**

There are no home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no home schools in the attendance zone, no further information is required.)

There are home schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 22 RFA 21st CCLC grant application.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Private/Home School Name | School Official | Title | Contact Method | Date of Contact | Participation Yes/No |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* You may add additional rows if necessary.