KCSD

Kenton County School District | It's about ALL kids.

THE KENTON COUNTY BOARD OF EDUCATION
1055 EATON DRIVE, FORT WRIGHT, KENTUCKY 41017
TELEPHONE: (859) 344-8888 / FAX: (859) 344-1531
WEBSITE: www.kenton.kyschools.us
Dr. Henry Webb, Superintendent of Schools

KCSD ISSUE PAPER

DATE:
November 24, 2020

AGENDA ITEM (ACTION ITEM):
Consider/Approve the grant application and agreement with the Kentucky Department of Education to apply for the 21st Century Community Learning Center Grant beginning the 2021-2022 school year. Eligible schools include those with greater than 40% Free and Reduced income status: Fort Wright Elementary, Caywood Elementary, Ryland Elementary, River Ridge Elementary, White's Tower Elementary, Taylor Mill Elementary, Beechgrove Elementary, Piner Elementary, Summit View Academy, Twenhofel Middle School, Turkeyfoot Middle School, Woodland Middle School, Scott High School

APPLICABLE BOARD POLICY:
01.1 – Legal Status of the Board

HISTORY/BACKGROUND:
The 21st CCLC program provides academic, artistic and cultural enrichment opportunities for students to meet the challenging state academic standards. The program provides homework assistance, is evidence-based and offers families opportunities for active and meaningful engagement in their children's education. The KDE anticipates new grantee awards ranging from $150,000 - $100,000 per year for three years, with eligibility for an additional fourth and fifth year of funding based on program performance.

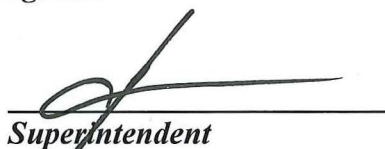**FISCAL/BUDGETARY IMPACT:**
None

RECOMMENDATION:
Approval of the grant application and agreement with the Kentucky Department of Education for eligible schools to apply for the 21st Century Community Learning Center Grant beginning the 2021-2022 school year.

CONTACT PERSON:
Ellen Zimmer, Director of Early Childhood Education and Federal Programs

_____   _____   _____
Principal/Administrator   *District Administrator*   *Superintendent*

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.
Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

CYCLE 18 REQUEST FOR APPLICATION
21st Century Community Learning Centers
Every Student Succeeds Act (ESSA)
Title IV, Part B

Issued By:	**Deadline to Submit Applications:**
Office of Continuous Improvement and Support Division of School and Program Improvement	December 16, 2020 4:00 PM (ET)
E-mail all Questions to: KDERFP@education.ky.gov Questions will only be accepted until: 12:00 PM (ET) Monday, November 16, 2020	**Submit Applications to:** Kentucky Department of Education Grants Management Branch 5th Floor 21st CCLC20 300 Building Sower Boulevard Frankfort, Kentucky 40601

Special Instructions:

- Plagiarism is strictly prohibited and will result in disqualification of the application
- Applications must be developed to meet the unique needs of the applying school and district
- Current grantees in non-compliance, or whose grant has been terminated, are ineligible to apply for Continuation or Expansion Grants
- **Support letters will not be accepted**
- Free/Reduced lunch information can be pulled from the following link: 19-20 Qualifying Data
- A Co-applicant must be identified on the Application Cover Page or points will be deducted.
- A Co-applicant Agreement must be attached to the proposal or points will be deducted.
- Must meet the Absolute Priority – If the application does not meet the absolute priority, the application will be scored, but not awarded. The KDE will check to see if applicants meet the Absolute Priority based on current KDE qualifying data.
- Must provide evidence that the community was notified of intent to apply and that the public will be allowed to have input after the application is submitted.
- Must meet the submission deadline
- Must submit the correct application/copies
- Must use the correct Application Cover Page for the Cycle 18 RFA.
- Must follow formatting requirements and include all required and applicable attachments
- Must check the appropriate Application Type on the Application Cover Page
- Must include required Community Partner Agreements or points will be deducted.
- Must have a Data Universal Numbering System (DUNS) number
- Must be registered in the System for Awards Management and have a Cage Code number
- 501(c)(3) non-profits must be registered with the Kentucky Secretary of State and in good standing
- The Kentucky Department of Education (KDE) reserves the right to waive minor technical issues.
- The Kentucky Department of Education (KDE) reserves the right to eliminate any proposal that the department deems abuses formatting and spacing provisions, to significantly increase the amount of information presented (e.g., bulleting or tabling nearly every page of the proposal).
- **Effective 10/01/2020, failure to completely and fully blind copies electronically, <u>WILL</u> deem the application non-responsive.**

*Please note amendments made on 11/19/2020. Amendments can be found below table of contents. Amendments made on 11/19/2020 can be found on pages 1, 4, 13, 42, 43, 44, 50, 52 and 65.

Contents

Amendments made 11/18/2020

1. **Several places reference the "most recent year" of the 21st CCLC Profile; we are amending to say, "Use the 2018-19 21st CCLC Profile."**
2. **Page 1 & 4 – the Deadline to Submit has been extended to December 16, 2020.**
3. **Pages 13 & 42 -- There was an error in which words were omitted from Part II: Project Design. The correct wording should be, "Applicants must describe the activities and services to address the following six performance goals…."**
4. **Page 43 – Under Part II: Project Design - Academic Activities should be 18 points – correcting language to reflect changes. Total points for Part II: Project Design has been changed to 85 points.**
5. **Page 44 – Summer programming - the word "Or" has been added in between elementary requirements and middle/high requirements.**
6. **Page 50 – Total Points Possible (excluding competitive priority) has been changed to 310 points.**
7. **Page 52 – New Due Date at the top of the Cover Page should be Dec. 16, 2020**
8. **Page 65 -- New Applicant Form will include a "Select" box at the top which asks: Are you a new applicant currently operating an afterschool program? Yes/No**

Application Timeline

Application Release	**Tuesday October 27, 2020**
Virtual RFA Technical Assistance Session	**Monday November 9, 2020** Registration Link Page 40
Salient Questions Due	**Monday November 16, 2020** **12:00pm ET**
Responses to Salient Questions will post	**Thursday November 19, 2020**
Application Due	**Thursday December 16, 2020** **4:00pm ET**
Peer Review Process	**Monday-Friday January 25-29, 2021**
Announcement of Awards	**March 2021**

21st Century Community Learning Centers
Deadline to Submit the FY21 Cycle 18 Application: 4:00 PM (ET) December 10, 2020

Introduction

As Authorized under the Every Student Succeeds Act, Title IV, Part B, 21st Century Community Learning Centers (CCLC) (ESSA S. 117-182), the Office of Continuous Improvement and Support is issuing a Request for Application (RFA) for local school districts, community and faith based organizations, as well as, other qualifying private and governmental agencies, to design and implement effective out-of-school programs that improve student achievement and social development. The Cycle 18 RFA guidance must be read in conjunction with the United States Department of Education (USDOE) Non-Regulatory Guidance for Title IV, Part B, the Education General Administrative Regulations (EDGAR), and the Uniform Grants Guidance (2 C.F.R.δ200).

Purpose

The 21st Century Community Learning Centers (21st CCLC) program provides academic, artistic, and cultural enrichment opportunities for students who attend high poverty and low-performing schools, to meet the challenging state academic standards. The Kentucky Department of Education's mission is to partner with districts, schools, families, students, business and industry, and communities to provide leadership and support to ensure success for each and every student. Programs must provide a balance of enrichment opportunities that include active, hands-on engagement, with activities that address the needs of the whole child, and to 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 afterschool program hours.

- **Evidence-based activities** that offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, STEM, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and,

- **Offer families of students served by the community learning center,** opportunities for active and meaningful engagement in their children's education, including a focus on the identified needs of parents and working families, through adult skill-building and family engagement.

The 21st Century Community Learning Centers must support and reinforce what is happening during the school day and work collaboratively with school staff in an effort 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 site benefit from the collective resources throughout the community.

Eligible Entities

- Local Educational Agencies (LEA) - For local education agencies, the school district must be the Fiscal Agent; an individual school may not serve as the applicant.
- Community-Based Organizations (CBO)
- Faith-Based Organizations (FBO)
- Institutions of Higher Education
- City or County Governmental Agencies
- For-Profit Corporations, and other public or private entities

A Community-Based Organization is defined as a public or private for-profit or non-profit organization 501(c)(3) that is representative of the community and has demonstrated the capacity to provide educational and related activities. Activities must complement and enhance the academic performance and positive youth development of students served. Community and Faith Based organizations must meet all statutory and regulatory requirements of the program and are required to partner with the district of the school to be served. This includes data collection requirements – specifically serving the number of identified regular attendees, thirty days or more during the academic school year.

All targeted schools served by grants must be eligible for 2019-2020 Title I school wide programs or have at least 40% free and/or reduced lunch for the December 1, 2019 count. The deadline submission for the Cycle 18 RFA is due before the 2020 free and reduced counts will be available. Applicants must use the 19-20 count. Data may be found here: 19-20 Qualifying Data.

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 other public or private organization must provide equitable services to private/home school students and their families. 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 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 portion of the narrative.

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

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

Types of Applications

New Applicant
A new applicant is defined as a school that has never had a 21st CCLC state grant. If a school has previously been served by a state 21st CCLC grant, it is not eligible to be served under a new application. If a school had a federal 21st CCLC grant in the past, they are eligible to apply as a new applicant for a state grant.

Continuation Applicant
Only current grantees that are functioning in the fifth year of funding, or past grantees that are not currently operating with continuation funds, are eligible to apply, if all eligibility criteria is met. 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 this request prior to submitting a grant application. Please contact the KDE for guidance and the change request form. The request must be reviewed and approved by the KDE.

Expansion Applicants
Grantees are not eligible to apply for an expansion grant prior to the third year of programming.
In order to apply for an expansion grant, the applicant must demonstrate that the current program has met and/or exceeded the number of regular attendees identified in the original grant application, as demonstrated by the center's 2018-2019APR data/Center Profile. In addition to meeting and/or exceeding the number of regular attendees with the current grant, to apply, the applicant must serve an additional fifty students on a regular basis with the five-year expansion grant. The application must clearly state how expansion funds will be used to serve more students and will not displace the school's current 21st CCLC funding.

A list of schools currently receiving services or that have previously been served by a grant is posted on the KDE website with the Cycle 18 RFA under Competitive Grants at https://education.ky.gov/. No single school can be served by more than two 21st CCLC grants of any type (New, Continuation, or Expansion) at the same time.

A5 Schools
Students in an A5 school may be served with students from the main school with which the A5 School is associated. An A5 school may not apply for a new grant. The A5 School may apply as an expansion applicant provided that it meets all state and federal requirements outlined in the FY21 Cycle 18 RFA, and has a school report card. Note that this includes increasing the number of regular attendees from the main school's original application by 50% and meeting the minimum of serving 50 students or 25% of the main school's population on a regular basis (30 or more days during the school year), in the A5 school. In order to do this, the A5 School must have a sufficient number of same students enrolled on an extended basis who can attend the program for 30 days or more during the academic school year. If the main school does not have a 21st CCLC program in place, the A5 school is not eligible to apply.

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

Funding Allocations

The KDE anticipates new grantee awards ranging from $150,000 - $100,000 per year for three years, with eligibility for an additional fourth and fifth year of funding based on program performance. The number of awards and the award size will depend on the type of applications selected. Continuation 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 fiscal resources to provide start-up funding for program implementation. No funds may be expended prior to the KDE receiving a signed contract from the district and KDE executing that contract.

Kentucky Cycle 18 CCLC Funding

Allocations for New Applicants

Year 1 $150,000	Year 2 $150,000	Year 3 $150,000	Year 4 $125,000	Year 5 $100,000
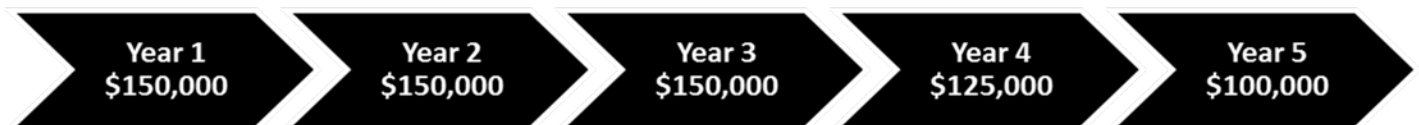
Allocations for Continuation or Expansion Applicants

Year 1 $100,000	Year 2 $100,000	Year 3 $100,000	Year 4 $95,000	Year 5 $95,000
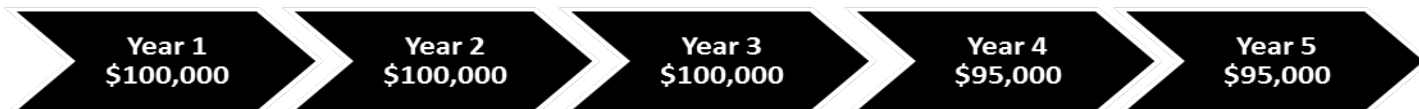
New Applicant Funding
The maximum grant amount will be $150,000 per year for the first three years with funding reductions in years four and five. Year four will reduce to $125,000 while year five will reduce to $100,000.

Continuation/Expansion Applicant Funding
The KDE will allow 21st CCLC grantees that are in the fifth year, or have completed the fifth year of funding, to apply for Continuation funding. The maximum grant amount will be $100,000 per year for the first three years with a 5% reduction in years four and five to $95,000 per year. Continuation applicants must demonstrate baseline data and percent of growth in academic achievement. The applicant must also provide successes and lessons learned.

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 pick-up 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 EDGAR at (34 CFR 76.563). Indirect costs are allowed, but may not exceed eight percent of the award for CBO's and FBO's. 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 2020-2021. 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.

Timeline for Operation
Provided that a signed contract between the district and the KDE is in place, Cycle 18 grantees may access awarded funds July 1, 2021.

Cycle 18 New, Continuation or Expansion applicants may not access Year 2 funds prior to July 1, 2022. All subsequent years of funding (Years 3-5) **may not be** accessed prior to July 1 of the following year.

New grants and continuation grants (that have not had programming for a period of six months or longer) will begin program implementation at the beginning of the 2021-2022 school year and summer programming requirements will begin in 2022.

While funds may be used to hire staff, nothing may be charged to the grant award until after the July 1, 2021 start date. Grant positions may be posted up to 60 days for an anticipated position by the fiscal agent, prior to the July 1 start date. However, nothing can be charged to the grant until 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 by July 16, 2021, in order to attend required trainings and meet with the co-applicant and partners to discuss implementation prior to the program beginning. All grantees must provide services for five academic school years if federal funding is available.

Federal Funding Accountability and Transparency Act (FFATA) (see assurances)
The Federal Funding Accountability and Transparency Act of 2006 is designed to increase transparency and improve the public's access to federal government information. FFATA requires that sub-award data is reported for all federal grants funded at $25,000 or more. In order to comply with FFATA, any entity receiving federal funds MUST have Data Universal Numbering System (DUNS) number. A DUNS number is a nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. The DUNS number must be registered in the System for Award Management at Systems for Awards Management. The process for receiving a DUNS number and SAM registration may take up to 30 days. Applicants must plan accordingly. **NOTE: For LEAs, the LEA, not the individual school, must be registered with SAM.gov . The school needs to contact the district finance officer to request the registration with SAM.gov.**

Fidelity to Grant Application: Grant Application Components
The grant application is your guide or roadmap for programming and operation. Keep it on hand, and be familiar with it. Share the grant with relevant staff, such as site coordinators, teachers, and school administrators. The goals, objectives, and activities should be understood by everyone involved in the program. Actual activities and programs must align with the proposal's objectives and description. Programs must operate for the total number of hours and days as described in the approved grant application as well as serve the targeted students and number of students identified, on a daily basis to ensure fidelity to the approved grant application. Failure to operate the 21st CCLC program as described in the approved grant application may result in high-risk designation, funds being withheld, reduction of funds, and termination of grant award or other sanctions.

Reference Page - APA Format
Cite sources of data in APA format and compare to local community, county and/or state figures 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. The reference page is included in the scoring criteria.

Absolute Priority

Absolute Priority is given to proposals targeting schools that are eligible for Title I school-wide programs or that serve a high percentage (at least 40%) of students from low-income families. Low-income is defined as those who receive free or reduced-cost meals based upon the most recently available December 1 counts. The deadline submission for the Cycle 18 RFA is due before the 2020 free and reduced counts will be available. Applicants must use the 2019 count. Data may be found here: 19-20 Qualifying Data. For proposals targeting two schools, at least one of the schools must meet the criteria above. If an applicant does not meet the absolute priority, the application will be reviewed and a score assigned, but funding will not be awarded.

Continuation Grants – Competitive Priority (10 Points)

Competitive priority is defined as additional points earned for items not explicitly required. The KDE will give priority to 21st CCLC continuation applicants who have shown significant improvement in student achievement. Continuation applicants are grantees functioning in, or who have closed out their fifth and final year of 21st CCLC funds. To receive 10 additional points, continuation applicants must show fifty-percent improvement in both math and reading scores. Continuation applicants must use the 18-19 Center Profile data, indicating that 50% or more of regular participants improved and/or earned the highest grade possible in reading combined, and 50% or more of regular participants improved or earned the highest grade possible in mathematics combined. The KDE will use the center profile maintained by the external evaluator to award these points. Continuation competitive priority points will not be awarded if the 2018-2019 center profile is not attached to the application and the criteria above is not met.

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

Current ATSI schools were identified in 2018-19 and did not meet exit criteria in 2019-20. These schools have one or more subgroups performing at or below the bottom 5% of all schools. For the purpose of the FY21 21st CCLC RFA – points will be awarded based on the 19-20 list identified by the KDE.

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

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

- CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2019-20); OR
- CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2019-2020); OR
- CSI III: Title I or non-Title I schools previously identified for Additional Targeted Support and Improvement for at least 3 years and have not exited (beginning 2021-2022).

Schools Never Served by a 21st CCLC State Grant – Competitive Priority (10 Points)

A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 18 RFA, based on state and federal guidance, is eligible to apply.

Geographic Diversity

In addition to the absolute priority and the competitive funding priorities noted above, the KDE Grants Management Branch has the right to consider geographic and programmatic diversity as factors in the selection of funded applications to the extent practicable. Regardless of geographic area, all applications must meet minimum score requirements in order to be funded. **No score less than 220 points will be considered in making this determination.**

Part I: Needs Assessment

To best serve the needs of students, families, and communities, applicants must conduct a comprehensive local needs and resources assessment, prior to 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 only homework help, nor of only enrichment.

The applicant must describe the comprehensive needs assessment process used to develop the proposal.
The process must address the following:

- How the community was notified of an intent to apply and how the application will be available for public input.

- How all stakeholders were included in the planning and development of the proposal.

- The target population to be served by the program.

- At a minimum, the applicant must address five of the risk factors identified below for the district or county:
    - Poverty
    - Percentage of growth of English learners
    - Needs of working families
    - Literacy rates
    - Juvenile crime rates
    - Education attainment in the community
    - Food insecurity
    - Median Household Income

- At a minimum, the applicant must address five of the risk factors identified below for the school(s) to be served:
    - Sub-populations/groups
    - 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.

- Availability, or lack of, resources at the school to be served, and in the community.

Private/Home School 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 the KDE. Consultation must occur during the design and development of the grant application. Consultation must occur before the fiscal agent makes any decision that affects the opportunity of eligible private school students and teachers to participate. Additional information and access to required forms may be obtained by contacting the KDE Private School Ombudsman.

Timely and Meaningful Consultation

Meaningful consultation provides a genuine opportunity for all parties to express their views, and to have their views seriously considered.

Timely consultation provides adequate notice to private school officials.

Successful consultation establishes positive, and productive working relationships.

An offer of services by the Fiscal Agent, without an opportunity for timely and meaningful consultation with private/home school officials, does not meet the requirement. Each applicant must complete the Private/Home School Consultation form with required signatures, and include as an attachment in the proposal. **The applicant must address the following:**

- Describe the consultation process with private/home school officials.
- Private/Home School Consultation form is signed as required and attached with the proposal.

Students with Special Needs

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

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

- Describe how students with special needs will have access and be served in the program.

Part II: Project Design

Kentucky's 21<u>st</u> CCLC Performance Goals

Six 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 the Every Student Succeeds Act (ESSA) and the associated Government Performance Results Act (GPRA) measures.

Applicants must describe the activities and services to address the following six performance goals, as written, **in the Logic Model attachment and in the program narrative.** In addition, applicants must develop SMART performance indicators (objectives) and performance measures (outcomes) for each goal that will address local needs.

- Increase academic achievement of participating students in math, reading, and science.

- Improve non-cognitive indicators of success in participating students.

- Meet or increase the proposed number of students who will attend the program 30 days or more
- during the academic year.

- Increase access to high-quality programming.

- Increase access to Transition Readiness activities for middle/high students and/or K-3 literacy activities for elementary students.

- Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families.

SMART Performance Indicators (Objectives)

The Logic Model must also include clearly developed and measurable performance indicators to address each of the required performance goals. **A minimum of three performance indicators per goal, should be written in SMART format, addressed in the Logic Model attachment, and addressed in the program narrative:**

- 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 developed that directly connect to the goals and identified needs. Activities must be hands-on, engaging and support student retention.

Reading Intervention for K-3 (Early Learning)

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

"Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained instructor. This instruction may be conducted one-on-one or in small groups; must be research-based, reliable, and replicable; and must be based on the school's ongoing assessment of individual student needs. Grants serving K-3 must provide reading intervention daily to targeted students (not all students). **The applicant must describe how the program will address reading interventions for K-3 under academic requirements.**

Transition Readiness

Transition Readiness demonstrates that the student has attained the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. Activities to develop transition readiness should be included in the plan and should address: 1) college and career readiness, and 2) next grade level readiness. Activities should be age-appropriate for the learner. Effective programs include intentional strategies to build transition readiness and are connected to the needs of the learner. Grantees should include transition readiness activities that address a variety of the options below.

Strategies for Middle/High School:

- Activities to support achieving established benchmarks for college and career readiness
- Leveraging community partnerships to increase access to college and career opportunities
- Workplace readiness training
- Development of a post-secondary educational plan
- Activities to identify student skills, needs, strengths, and experience
- 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.
- Career awareness and exploration
- College and post-secondary education awareness and exploration
- Building self-advocacy skills
- Increasing computer and internet skills
- Teaching habits of wellness
- Reinforcing skills for interacting with others
- Supporting transitions to high school
- Addressing soft-skills necessary for future success

Required Evidence-Based Activities

Applicants must identify research and/or evidence-based activities, strategies, and interventions that will be used in the program. These should be included on the reference page. Guidance is designed to help State Education Agencies (SEA), and Local Education Agencies (LEA), schools, educators, partner organizations, and other stakeholders successfully choose and implement interventions that improve outcomes for students. Information regarding the use of evidence-based strategies, including the ESSA Evidence Levels can be found at the KDE Evidence-based Practices page at https://education.ky.gov/school/evidence/Pages/default.aspx.

The USDOE has issued non-regulatory guidance on Using Evidence to Strengthen Education Investments to provide State Educational Agencies (SEAs), local educational agencies (LEAs), schools, educators, and partner organizations with information to assist them in selecting and using "evidence-based" activities, strategies, and interventions, as defined in Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning. ESSA emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as "interventions"). Applicants must use this guidance to assist them in selecting proper program curricula and strategies to build, implement, evaluate, and improve their 21st CCLC applications and programs.

Academic Requirements

Requirements encompass statewide performance goals and how the program will be embedded in the school's improvement plan. **The applicant must address the following:**

- Describe how participants will meet challenging State academic standards and local standards.

- In addition to homework help, 50% of the program must be dedicated toward providing academic remediation or acceleration and 50% must be dedicated toward providing enrichment.

- Describe how activities are evidence and/or research-based.

- Describe how students will have opportunities to engage, explore, and experience Science, Technology, Engineering and Mathematics (STEM) activities and enrichment during the program.

- Address how the program will be or is embedded in the school's Comprehensive Improvement Plan.

- Provides a detailed program schedule reflecting days of week, hours per day, sample of activities, and snack/meal time).

Student Attendance

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

Under new Government Performance Results Act (GPRA) measures for the 2021-2022 school year, all programs (Cycles 14-18) will be required to track student participation and APR data on every student that attends the program, not just regular attendees. Best practice is to record attendance on a weekly basis through the CAYEN APLUS Data Management System. Training will be provided to all grantees to ensure appropriate use of the system. Refresher courses will also be provided.

Programs are required to serve a minimum of 25% of the school's total enrollment or 50 or more students (whichever number is less) on a regular basis. Students are considered to be regular attendees if they attend 30 days or more during the school year program.

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

21st CCLC programs cannot build skills, behaviors, and habits to help students be successful if students do not attend on a regular basis. Research finds that more days and years of active participation in after-school programming leads to better student outcomes. Federal guidelines measure the effectiveness of the grant program, based upon the number and academic performance of regular attendees. It is vital that grantees seek to promote regular student participation.

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

- The grantee may be identified as a "High-Risk"

- Grantee purchase requests may be denied

- The grantee may receive additional on-site monitoring (announced or unannounced)

- The grantee may not be funded in years four or five

- The grantee will not be eligible for any supplemental funds (e.g., summer programming)

- The grantee will be ineligibility to re-apply for continuation or expansion funding

Student Recruitment and Retention

While the program must be available to all students, criteria to identify the target population, to be served on a regular basis, must be developed. Students should be recruited and provided continuous services designed to encourage full participation in all activities and long-term engagement. **The applicant must address the following:**

- Applicant must provide a minimum of three recruitment strategies.

- Applicant must provide a minimum of three retention strategies.

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 Century program time.

- Referral of students to attend the 21st Century program when course averages fall below an acceptable level.

- Designating a specific area of the school solely for use of the 21st Century program during hours of operation.

- Providing homework help to sports teams prior to practice after-school.

- Contacting parents to provide program information and how services and activities can support their child's academic achievement.

Recruiting students for an academic program involves 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.

Linking with the Regular School Day: Formal Communication Process

Applications should include a formal process to communicate with the principal, teachers and school support staff on a regular basis. The process should address homework policies and practices, student referral process, and 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 that there be 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, e-mail, etc.), or case conferencing regarding individual students. The purpose of these communications is to align program activities to the curriculum map of the school and to supplement content presented during the school day. **The applicant must address the following:**

- The applicant must provide a communication plan that addresses how program staff and school day staff will communicate on a regular basis to discuss student progress (examples: assignments, grades, test scores, classroom participation, and homework completion).

- The plan should address the program referral process (will the program have its own referral form or use the school's, who can make referrals, how will the referral process be communicated to teachers, parents, students and other stakeholders) and a system for prioritizing student enrollment.

- The plan should describe how key program personnel will participate in teacher meetings at the school.

Adult Skill Building

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

- Applicant must include a minimum of one percent of grant funds, or demonstrate same amount as in-kind, per grant year, dedicated to providing adult skill-building activities for parents with children in the program. Funds must be included in the Budget Summary, and Budget Narrative, for the first three years.

- Applicant must provide, in the proposal, a minimum of six adult skill-building activities for parents during the first year of the program. Applicant must describe how parent needs will be determined the remaining years. Activities must connect to identified needs. Six adult skill-building activities are required each year of the grant.

Examples of Adult Skill Building Activities for Parents:

Classes that support and strengthen reading and writing skills of parents

Use of technology

English language literacy classes for parents

Adult Ed/GED

Financial planning

Activities parents can use to assist students with their homework; and,

How to communicate w/teachers

21st CCLC program staff should be present during school-wide events, open houses and parent-teacher conference nights in order to share information about services and activities, identify parent needs and to recruit students. However, these events are not considered adult skill-building and attendance may not be counted as such.

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

Summer Programming

The KDE requires that all Cycle 18 21st CCLC programs provide summer programming. Continuation grants without a gap in service must continue to provide summer programming in 2021. However, New Cycle 18 Grants and Continuation Grants that have not had a program for six months or longer, will begin summer programming in 2022. Grant funds may not be used for the sole purpose to fund only summer school programs. Summer programs are expected to have consistency in attendance, just as they would during the school year. **Applicant must address the minimum summer programming requirements in the narrative and budget, based on grade levels being served, for a maximum total of ten points.**

ELEMENTARY
Required Summer Programming Guidelines (minimum 60 hours)
Elementary applications must include summer learning programs for the target population in conjunction with other allowable activities. In order to achieve the greatest impact for elementary students, the KDE requires that no less than three consecutive weeks of summer programming be provided for all students served by the grant.

NEW - Minimum Summer Programming Requirements for Elementary Programs Only:
- Describe activities and services that will be provided, including the means to extend or enhance school learning.
- Provides a detailed schedule for summer programming and a summer timeline that demonstrates operation requirements will be met.
- 3 consecutive weeks
- 5 hours per day
- 4 days per week
- 1 hour and 15 minutes of remediation or acceleration in reading, and, (only for elementary programs)
- 1 hour and 15 minutes of remediation or acceleration in mathematics (only for elementary programs)
- Open to all grade levels served by the grant and age-appropriate activities will be provided.

MIDDLE/HIGH
Required Summer Programming Guidelines (minimum 32 hours)
Weeks should be centered around a common purpose with emphasis on transition readiness (e.g., youth development, service learning, credit recovery/remediation, ACT/SAT prep, career readiness, STEM, life skills, etc.). The KDE requires a total of two weeks of summer for Middle/High programs. Middle/High summer programming weeks are not required to run consecutively. Thirty-two hours would equal two weeks, four hours per day, and four days per week. These are minimum requirements for summer programming at the middle/high level.

Minimum Summer Programming Requirements for Middle/High Programs Only:
- Describe activities and services that will be provided, including the means to extend or enhance school learning
- Provides a detailed schedule for summer programming and a summer timeline that demonstrates operation requirements will be met.
- 2 weeks (do not have to run consecutively but can)
- Provide a timeline for the program
- 4 hours per day
- 4 days per week
- Open to all grade levels served by the grant and age-appropriate activities will be provided.

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. The KDE will review all field trip requests. If the primary purpose of the destination is entertainment, it is not allowable. All field trips require prior approval from the KDE.

Part III. Program Operation

<u>Minimum Operations</u>

The KDE requires 21st CCLC programs to offer services a minimum of 12 hours per week on weekdays, that includes a minimum of four days per week, and three hours per day when school is in session. **The 21st CCLC program is not a drop-in, childcare, or a babysitting program.** These types of programs are not permissible with 21st CCLC grant funds. Rather, 21st CCLC programming may include the following:

- May be offered only after school (with services on at least four days for a total of 12 hours per week during the school week, Monday-Thursday, beginning when school dismisses);

- Must begin no later than three weeks after the start of the school year and must conclude no sooner than two weeks prior to the last day of the school year.

- Minimum hours of operation must exclude time for transportation and time during regular school hours.

- May be offered on weekends, school breaks, holidays, etc., in addition to the 12 hours required during weekdays (minimum of four hours).

- Must ensure students will be dismissed at designated pick-up times to avoid constant disruptions during programming. No more than two designated pick-up times can be included in the program schedule.

May include morning activities:
- Morning Program Option I: Programs may provide 30 minutes of morning activities. Each activity must maintain a daily average attendance of 10 participants.

- Morning Program Option II: Programs may provide 60 minutes of morning activities. Each activity must maintain a daily average attendance of 15 participants.

Applicant must address the following:
- Applicant must provide a timeline of minimum operations for the first year of programming.

- The timeline must run from July 1, 2021 – September 30, 2022.

- The 2021-2022 timeline must addresses:
    - Program start/end times
    - School breaks
    - Six adult skill-building activities
    - Evaluation process
    - Four advisory council meeting dates
    - Practice dates of emergency drills
    - Student recruitment; and,
    - Summer program start/end times

If an applicant cannot meet participation requirements, the morning program must be eliminated and time added to the afterschool schedule. All targeted participants and grade levels served by the grant must have full access to services for the minimum number of days and hours per week the program is open (e.g., a program cannot serve boys on Monday and girls on Tuesday or 3rd grade on Monday and 4th grade on Tuesday).

Staffing

All programs are required to meet state laws regarding screening of program staff and volunteers. Criminal background checks are required before staff can work in the program. The applicant must address the following staffing requirements:

- Provide a minimum of two certified teachers to serve in the program a minimum of eight hours each per site served. A combination of teachers may be used to meet the 16 certified hours each week.

- Include a staffing chart listing program positions, responsibilities, and qualifications.

- Programs are required to have a full-time Site Coordinator that must be employed a minimum of 220 days.

- A minimum of two staff are required to be CPR and First Aid certified.

- All program staff must be trained in school/district emergency policies, procedures and guidelines.

- At least one CPR and First Aid certified staff member must be present during programming at all times.

- The applicant should describe how program staff and volunteers will be trained and vetted/background check to work in the program.

Staffing of 21st CCLC 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, required state and federal data reporting, submitting reimbursement requests, on-site daily to oversee program operations, work with families, ensure schedule is implemented, work with community partners, meet with teachers/school administrators, attend school meetings, and facilitate the Advisory Council. 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. Time and effort should be maintained for all positions if 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 partners and other resources to support the program, entering data, completing 21st CCLC required reporting, etc.).

Successful programs collaborate with youth development workers and community partner/organizations, who can assist in meeting the non-cognitive needs of participants and families. In addition, the use of classified personnel and volunteers, in conjunction with certified teachers, can conserve valuable grant dollars when funding moves to sustainability levels.

Examples of part-time staff who may work on a part-time paid or volunteer basis include:
College students
AmeriCorps Volunteers
Retired teachers,
Community/businesses
Volunteers/mentors

Adult/Child Ratio

Staff/student ratio must not exceed 1:15 for K-12 at all times in the program. Consideration must be given to the ages of the students being served. If students with disabilities are included in the program and require additional supervision or assistance, the center may need to reduce the staff/student ratio.

- Any staff member working in a <u>supervisory</u> role AND those staff working with <u>middle or high school students</u> must be 21 years of age, hold a high school diploma, and meet minimum educational requirements established for instructional assistants in a public school district. These staff may work at a ratio of 1:15.
- Staff between the ages of 18 - 20 who hold a high school diploma may work with <u>elementary</u> students at a ratio of 1:15.
- Staff between the ages of 18-20 who hold a high school diploma may work with may work in a group setting of <u>middle or high school</u> students as an assistant to a certified teacher. In these instance, the ratio may not exceed 2:25.
- Students workers between the ages of 16-18, who have not completed a high school diploma, may only work in a group setting of <u>elementary</u> students as an assistant to a certified teacher. In these instances, the ratio may not exceed 2:25. Student workers may not work alone with students.
- All staff must meet federal and state requirements for background checks and physical examinations for individuals working in a public school.

Required Professional Development

Training is an essential component for high quality after-school programs. The KDE works with multiple organizations to provide training and support. Grantees should allocate funds to provide travel expenses for at least two staff to attend trainings listed below. Travel expenses should include funds for lodging, meals, and registration fees. Individuals who attend trainings must be directly responsible for implementing services to students. In-state trainings are typically held in Louisville, Frankfort or Richmond. All programs that are awarded grant funds will be required to attend the following trainings:

- **Level I Part I Orientation** (2 days) - July
  Required Attendance - Site Coordinator, Program Director, and Co-Applicant

- **Level I Part II** (2 days) - October
  Required Attendance - Site Coordinators and other key personnel

- **APLUS Data Training** (1 day offered on three different dates) - August
  Required Attendance - Two staff are required to attend

- **Multi-State Conference annually** (3 days) - October
  Required Attendance -Site Coordinators and Program Directors
  (Co-applicant, partners, and other district staff may attend)

- **Regional Spring Training** (1 day 4 locations) February/March

An applicant may spend no more than $2000 per grant year for professional development beyond required KDE trainings. **Professional development outside of KDE requirements, must receive prior approval, both in and out-of-state, prior to attending.**

The applicant must address the following:
- The applicant provides a professional development chart that identifies which staff positions will attend required state-level trainings and how information will be shared with other program staff.

- The chart identifies and describes, a minimum of three additional professional development opportunities, that will be provided to support program staff based on identified needs.

Health and Safety Plan

The applicant should 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 the KDE. Programs must use the district/school policies and procedures during afterschool. **The health and safety plan should address the following guidance:**

- Standard operating procedures based on district/school policies and procedures (emergency drills, field trips, discipline/behavior, sign-in/sign-out, administering medication, personnel policies, etc.).

- Copies of meal and snack menus, which meet USDA guidelines, should be maintained by the program director or site coordinator.

- Copies of emergency procedures, dates, and a log of when emergency drills take place should be maintained by the program director or site coordinator. Emergency drills should occur after school on the same day as practiced during the school day.

- Evacuation routes should be posted throughout the program space (gym, media center, classrooms, playground, etc.).

- Copies of CPR and First Aid Training/Certification**,** for a minimum of two staff, must be maintained by the program site coordinator.

- How parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, field trips, and behavioral policies.

- How children will be under supervision at all times. The program director and/or appropriate designee, must be immediately available at all times.

Transportation

Providing transportation for the program is a local decision; that is, transportation is not required. However, all applicants should have a transportation plan ensuring that all students eligible or interested in the 21st CCLC program are able to attend and participate. Transportation cannot be a barrier. Transportation may not be counted in program hours. **The transportation plan should address the following:**

- The applicant must address how students will travel safely **to and from** the program.

- Describe how transportation and access to the site will not be a barrier for students to participate in the 21st CCLC program.

- Applicants should address the safety/maintenance of all vehicles used for any type of transportation.

Snacks/Meals

Eligible centers are required to participate in the USDA National School Breakfast/Lunch Program. The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations (CBOs), including faith-based organizations (FBOs).

Purchasing food for instructional purposes requires a purchase request be submitted to the 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, advisory meetings, parent meetings, and open house events. **The applicant must address how a snack will be provided in the program.**

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

Facility

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

- The program must be available and accessible to all participants.

- The school must be ADA compliant.

- The program must have dedicated 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).

- The program should have access to a variety of resources located in the school (media room, gymnasium, cafeteria, classrooms, technology, etc.).

Part IV. Community Collaboration & Partnerships

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. **The purpose of having partnerships in a program, is to provide in-kind services, academic/enrichment activities, resources, volunteers, and other community resources, without being paid with grant funds.** Partners will help sustain the program as funds are reduced. A high quality center should partner with districts, schools, families, students, business and industry, and communities, to provide leadership and support to ensure success for each student. By bringing together community organizations with school districts, centers can take advantage of resources in the community. Collaborative partnerships can also ensure that students attending a 21st CCLC program, benefit from the expertise throughout the community.

Required Co-Applicant Agreement
The purpose of the co-applicant agreement is to provide support to enhance delivery of program services and activities, not to share jointly in grant funds. A co-applicant is defined as the key partner or organization that receives (when the co-applicant is a district) or provides services/resources to the program (when the co-applicant is a CBO or FBO). The co-applicant is the key partner for a program.

Applicants not identifying a co-applicant on the cover page and attaching a signed co-applicant agreement, will receive a reduction of points under Collaboration and Partnership Scoring Criteria. Also note, if a district is the applicant, a district administered program that receives financial or in-kind support (FRYSC, Community Education, Career/Tech Centers, Adult Ed., etc.) cannot be the Co-applicant. **The applicant must address:**

- Proposal includes a Co-applicant Agreement that is signed and lists specific contributions/support that the co-applicant will provide to the program.

- The applicant must identify the Co-applicant on the Cover Page.

Required Community Partner Agreements
A minimum of five **signed** Community Partner Agreements, outlining support to enhance the delivery of services and activities for the program, must be attached. **Only one letter from the district,** should identify all school and district programs that will collaborate with the 21st CCLC program (FRYSC, ESS, Title I, Migrant, Food Services, Transportation, and ATCs). **Four additional Community 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 identified needs.** Applicants who do not submit a minimum of five signed Partner Agreements will receive a reduction of points under the Collaboration and Partnership Criteria. A basic similarity may include creating program awareness. Beyond awareness, other supports should be included in each letter. If more than one partner will be providing adult skill-building, please be specific. For example, the ABC Center for Families will provide 2 adult skill-building activities, one financial literacy, and another on couponing. While the local library will provide 1 adult skill-building activity through a tour of the library and how to access local literacy events held at the library for both parents and children. A proposal must have a minimum of five partner agreements, in addition to the Co-applicant agreement. **The applicant must address:**

- **If the fiscal agent is an LEA** - Proposal includes one district partner agreement, and four community partner agreements, that are signed and outline contributions/support that each agreement will provide.

- **If the fiscal agent is a CBO or FBO** – Proposal includes five community partner agreements, that are signed and outline contributions/support that each agreement will provide.

Examples of potential partners may include:
Arts and Science Community
Banks and Financial Institutions
Businesses and Corporations
Colleges and Universities
Community Centers
County Extension Offices
Faith-Based Organizations
Hospitals/Health Department
Housing Authorities
Law Enforcement
Libraries
Local Parks and Recreation
Mayors/Municipal Departments

Advisory Council

Kentucky 21st CCLC guidance requires an applicant to develop a program advisory council. The role of the council is to review data, provide program feedback, develop the sustainability plan, and other items as determined by the applicant. The council may work with other community members to provide volunteers, seek new partnerships, and contribute resources to support the program. Council membership should include, but not be limited to parents, students (if middle/high), teachers, principal(s), co-applicant, and community partners. **The advisory council must meet a minimum of four times per year and maintain meeting minutes, agendas and attendance by signature.** The school's SBDM or PTA/PTO council may not serve as the 21st CCLC Advisory Council. **The applicant must address the following:**

- Applicant must describe the make-up of membership that will serve on the advisory council and the role of the council.

- Applicant must describe how individuals who will serve on the advisory council were involved in the planning and development of the proposal.

Examples of Agenda Topics for Advisory Council Meetings
Results of the needs assessment
Program goals and objectives, develop sustainability plan
Formative and summative data evaluations
Basic information about target population, (number of students, grade levels, activities, etc.)
How the 21st CCLC program is different from the student's regular school day
How the 21st CCLC program supports student achievement and aligns with the regular school day
Solicit input, perspectives, and questions from Advisory Council members
Purpose of 21st CCLC and how funding is obtained
Innovative practices and programs in other areas
Have instructional staff share their learning from professional learning opportunities
Invite students and parents to share their experiences and perspectives on the 21st CCLC program
Discuss community issues, goals, and initiatives
Conduct a panel discussion with program leaders, school, LEA, state leaders regarding pertinent issues
Program results and supporting data (not individual student data due to confidentiality issues)

Part V: Evaluation

Program Evaluation

Programs are required to conduct local, on-going assessments of goals and objectives each grant year. Applicants may use up to 1% per grant year to pay for a local evaluator. If grant funds are used for a local evaluation, the grantee must get prior approval from the KDE, and a copy of the evaluation must be sent to the KDE Consultant within 30 days of receiving the report locally. **Applicant must address the following:**

- Applicant must describe a comprehensive plan to evaluate the program on a continuous basis, using multiple sources of data (MAPS, grades, state assessments, attendance, discipline, Logic Model, surveys, etc.).

- The plan must address what performance measures, in meeting the program's stated goals and indicators, will be used to determine progress.

- Applicant must describe how the 21st CCLC Advisory Council will be involved in the evaluation process.

- Includes a timeline for data collection.

- Describes how feedback will be collected from students, parents, teachers, and the community.

- Describe how results will be disseminated to all stakeholders (parents, Advisory Council, school administrators, and the community).

- The applicant must describe how data will be used to strengthen/revise the program.

Part VI. Budget

Financial Guidelines and Budget Preparation

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

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

Year 2 funds may not be accessed prior to July 1, 2022. All subsequent years of funding (Years 3-5) may not be accessed prior to July 1 of the following year, regardless of the program cycle.

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

- A minimum of two certified teachers must serve in the program a minimum of eight hours each per week – allocate funds accordingly (may use a combination of several teachers).

- LEA Applicants should prepare the budget in consultation with the school principal, academic leads of the school, and finance officer.

- Continuation and Expansion applicants should consult with the current Site Coordinator and school principal for feedback regarding the budget. Both parties can provide insight into the needs and program design used to determine budget allocations.

- Non-governmental agencies must follow the same procedures for model procurement in purchasing and the award of contracts as those required by the KDE and federal regulations. This includes the provision of staff and related compensation, rates for travel reimbursement, and acquisition of goods and services.

- All contractual agreements over $500 must receive prior approval from the KDE Consultant. This approval must be sought prior to the beginning of any services being provided. The issuance of sub-grants or the transfer of funds to another entity or organization is not permitted.

- Summer supplemental funds, which may be available to support additional activities each summer, are contingent upon availability each year and should not be included in the application budget.

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

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

- Demonstrates the administrative capacity to manage a grant program and lists fiscal resources the fiscal agent has to cover initial startup and operating costs.

- Submit the Budget Summary Form with Years 1-3 addressed on the form.

- Complete the Budget Narrative for Year 1, Year 2, and, Year 3.

- Explains how grant funds will be used to supplement and not supplant.

- How finance will maintain a separate accounting of funds for 21st CCLC.

- Describes a plan for tracking staff time and effort.

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, you cannot "replace" that funding with 21st CCLC dollars). Funds cannot be used to pay for school related clubs or activities. These include:
- Athletics
- League fees
- Associated costs (salaries or district dues)
- **Childcare or other existing after-school programs**
- Yearbook/Newspaper
- School choir/band
- Student government/KYA/KUNA
- National Honor Society/BETA/Gifted and Talented
- STLP, FCA, FFA
- Other school clubs and/or activities traditionally offered as a school function are not allowable.

Preliminary Sustainability Plan
Applicants must develop a preliminary plan describing how the program will be sustained beyond the award period. The development of the plan must involve all stakeholders. It is required that grantees sustain the same level, frequency and duration of services (including hours and transportation) as during the initial three years of the grant. It is not adequate to say, "Our sustainability plan is to look for more funds." While seeking other funding sources can be a part of the plan, additional sustainability strategies should be included. **Beginning with the 2021-2022 school year, all grants will be required to submit a long-term sustainability plan at the end of the second year of programming on or before September 30. Programs will be provided training on developing a sustainability plan, in the fall, at the beginning of the second year. The proposal must include a preliminary sustainability plan that addresses the following:**

- The plan should address maintaining critical components of the program (such as transportation, staffing, volunteers, resources), seeking additional funding, and, in-kind.

- The plan should address how collaboration and leveraging funds with other local, state, and federal programs will occur. The applicant is not allowed to create any type of fee structure for sustainability.

- The plan should address how the 21st CCLC Advisory Council, school leadership, teachers and other stakeholders, such as the co-applicant and grant partners will be included in the development of the plan

Contractual Agreements
Vendors identified in the budget must sign a contractual agreement with the fiscal agent prior to offering any services. The following steps must be completed no later than July 15 each year:

- Contracts require prior approval by the KDE before any services occur. It is recommended that the fiscal agent work with the KDE to ensure all required and pertinent information is outlined in the agreement prior to getting signatures. Once the contract has been approved, the fiscal agent will acquire signatures and send an electronic copy to the KDE.

- Contracts can only be written for one year at a time. Each year, federal funding is pending until an award notice is provided to the KDE. For this reason, contracts must only be written on an annual basis.

- Contractual agreements must: identify vendor, vendor qualifications/experience, success working with afterschool programs, types of services to be provided, when and how often services will be provided, hourly rate, any materials/supplies that will be purchased with 21st CCLC funds by the vendor, and, begin date and end date of services.

- If a vendor will need to purchase any materials, supplies, etc. with contract funds, the site coordinator must seek prior approval from the KDE. The vendor would let the site coordinator know what needed to be purchased, the site coordinator would submit to the KDE on a Purchase Request form for review and approval.

- All funds, in a contractual agreement, must meet 21st CCLC requirements and spending guidelines.

Kentucky 21st CCLC Spending Guidance

- All purchases must be allowable, reasonable, allocable, and necessary.
- Grantees should be prudent in the use of funds.
- All purchases over $500 require prior authorization.
- Just because an item may not cost $500 does not mean it is allowable.
- Always seek prior approval if an item is not listed on spending guidelines.
- Grantees may NEVER use funds to pay for existing levels of service funded through any source (if something is currently funded from another source, you cannot "replace" that funding with 21st Century dollars).
- Allowable purchase amounts will be governed in proportion to the number of students served in the most recent APR year, regular attendees, average daily attendance, grant compliance, support of program goals and indicators, current inventory, and the identification of staff that will use the items purchased in the program.
- Funds cannot be used for fundraising or to plan the program.
- Funds cannot be used to support ANY school day activities.
- Funds cannot be used to pay for school related activities, athletics, organized sports, league fees, associated costs, athletic salaries or district/school competition dues.
- School-related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, FCA, Gifted and Talented, FFA and other traditional school clubs and/or activities are not allowable and therefore paying any portion of these costs would be supplanting.

Allowable Use of 21st CCLC Funds
(Always seek prior approval for items not listed)

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

Unallowable Use of 21st CCLC Funds

(Always seek prior approval for items not listed)

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

- Goods and services for personal use
- Hospitality rooms
- Entertainment, amusement, social activities and associated costs
- Ovens, convection ovens, hotplates, refrigerators, microwaves, and other appliances

Required Approval from the KDE
(Always seek prior approval for items not listed.)

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

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, THE KDE MAY REQUIRE A BUDGET AMENDMENT.

Part VII: State and Federal Reporting Requirements

- Quarterly Reimbursement Request (QRR)

- Data Review Reports (DRR)

- Progress Self-Assessment (PSA)

- Federal Annual Progress Report (APR)

- KDE Annual Risk Analysis (maintained in-house)

- Reports for supplemental or other funding (as required)

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, the KDE will provide a financial form to submit for reimbursement in place of the MUNIS Report.

The following items must be submitted as **one** document when submitting for reimbursement:
- QRR Narrative must be detailed and completed
- Detailed MUNIS Report (including Quarter to Date column)
- Purchase/field trip requests and e-mail approval(s) if applicable

Data Review Report (DRR)

Program attendance and parent/family skill-building and engagement activities are monitored on a quarterly basis. The form provides grantees a method for continuously tracking of program attendance in order to meet proposed number of regular attendees to be served in the grant application. The state reviews DRRs based on attendance reported in Cayen and Center Profiles.

Progress Self-Assessment (PSA)

The Progress Self-Assessment focuses on progress towards meeting performance goals and indicators, review of how other state and federal requirements are being met during years 3-5, and, an on-site visit each year. All programs, in grant years 3-5, will complete a comprehensive progress self-assessment twice per year, once in the fall and once in the spring. The PSA is replacing the Continuation Progress Report. **The PSA will be submitted to the KDE Consultant mid-January** for months August – December **and mid-June** for months January – May.

<u>**Federal APR**</u>

Cayen Afterschool 21 is the online system utilized by subgrantees to enter and maintain required program data and information that is reported to USDOE. Subgrantees must enter data in Cayen Afterschool 21 on a regular basis. Individual program data collected in Cayen Afterschool 21 (federally required data elements) will be provided to the KDE and the state external evaluator. Individual student data will not be identified. The KDE will review the information and Cayen Systems will upload the data into the federal data system for the USDOE review. Data entry into Cayen Afterschool 21 must be on-going and accurate by the grantee. Failure to enter required APR data in a timely manner will result in non-compliance. A timeline of required data is provided by the KDE each year to assist grantees in this process. The following data is required for the Annual Progress Report (APR):

- Grades and annual assessment scores for students who attend 30 days or more

- Program operation

- Attendance (including summer programs)

- Behavior

- Activities and sessions offered

- Events (e.g., Advisory Council meetings, adult skill building activities, Lights on Afterschool, etc.)

- Staff/personnel

- Community partners

- Funding sources

- Status of goals/objectives

- Surveys

- Student demographics

KDE Compliance and Evaluation of Programs

The USDOE requires the KDE to conduct an annual, comprehensive, statewide evaluation of Kentucky's 21st CCLC programs. The KDE contracts with an external organization to conduct this evaluation. Grantees are required to participate in the program evaluation and meet all state and federal reporting requirements. In addition to the statewide evaluation, the KDE implements individual grantee compliance monitoring processes as well.

Monitoring ensures compliance, and provides a means to identify areas requiring additional support and technical assistance. Visits may be conducted as announced or unannounced. Grantee monitoring processes are outlined below.

KENTUCKY 21st CCLC COMPLIANCE PROCESSES

Grant	Timeline	Review Process	Details
1st Year	6 Months January February	Technical Assistance Visit (TAV)	• On-site visit • Interviews • Meet with program staff • Prior submission of documentation • Prior Self-assessment • Performance Goals & Indicators • Program observation • Exit Interview • Final Report with Recommendations
2nd Year	Fall October November	On-site Compliance Visit (OCV)	• On-site visit • Interviews • Meet with program staff • Prior submission of documentation • Prior Self-assessment • Performance Goals & Indicators • Program observation • Exit Interview • Final Report with Areas of non-compliance • Corrective Action Plan (if applicable)
Years 3-5	Bi-Annual Mid-January Mid-June	Progress Self-Assessment (PSA)	• On-site Visit • Interviews • Meet with program staff • Focus on performance goals and indicators • Use of Program Data • State and Federal requirements • Program Observation • Exit Interview • Final Report

Grant	Timeline	Review Process	Details
Years 1-5	Annually Completed In-House by the KDE	Continuous Risk Analysis	- Training attendance - QRRs - DRRs - Student participation - Staff turnover - Center Profile review - Technical assistance - Finance/spending - Required reporting - Compliance findings - Corrective Action Plans - Progress Self-Assessment years 3-5

Special Instructions:

Applicants **must** ensure that blinded copies of applications include all pages and attachments. Blinded copies will be scored as received.

Effective 10/01/2020, failure to completely and fully blind copies electronically, WILL deem the application non-responsive. Review blind copies before submitting, to ensure all identifying information is completely redacted.

Key Terms and Definitions

Blinding: The process of removing any personal, identifying information from an application.
Non-Responsive: An application that is ineligible for funding due to an error in the application.

Submission of Proposal

Blind Copies must be completely blinded electronically using Black highlighting or X'd out - using the find and replace feature - ex: XXXXX. Failure to do so **WILL** deem the application **non-responsive**. Please review blind copy before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. Identifying information may include, but is not limited to: district name, school name, county, city, names of individuals, and name of co-applicant, grant partners, local businesses, or community organizations (library, hospital, health dept., police, fire dept., etc.).

Applications must be submitted in the order below:
Documents exceeding the maximum page limits will not be reviewed. The 21st CCLC Proposal Narrative needs to be written and arranged in the order stated below:

- **Application Cover Page** – one page
- **Assurances Documents** {signed by fiscal agent, co-applicant, and principal(s)}
- **Table of Contents**
- **Logic Model** – do not exceed 4 pages
- **Narrative** – not to exceed 30 pages
- **Reference Page** – do not exceed one page (the reference page does not count against the narrative's 30-page limit)
- **Budget Summary** for Years 1-3 as outlined on the attachment
- **Budget Narrative** for Year 1, Year 2, and Year 3
- **Budget Page** – one page
- **Prior Grantee/History Capacity** – do not exceed 2 pages & attach 2018-2019Center Profile
- **New Applicant Form currently Operating an Afterschool Program** – do not exceed one page
- **Organizational Capacity Statement Form** – do not exceed 2 pages
- **List of Consortium Partners** – do not exceed one page
- **Chart listing positions, qualifications, and program responsibilities**
    - do not exceed two pages
- **Equitable Access and Participation Plan** - do not exceed one page
- **Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement Form**
- **Program Schedule Form** – one page
- **Program Summary Page 1 & 2** (do not exceed two pages)
- **School Summary** – do not exceed one page
- **Signed Co-applicant Agreement**
- **1 District Partner Agreement signed**
- **Minimum of four Community Partner Agreements signed**
- **Private School Consultation**

Formatting Requirements
The Proposal Narrative should be organized using the following format:
- Double-spaced
- Letter size (8 ½ x 11) settings
- Arial 12-point font
- 1 inch side margins and .5 inch top/bottom margins for narrative portions
- 30 page maximum for the narrative – additional pages exceeding this limit will not be reviewed
- Number pages consecutively starting with the first page of the Narrative
- Texts within charts and graphs may be 10 point Arial font and single spaced
- Bullets may be single spaced and must be 12 point Arial font
- Charts may not comprise more than 50% of the total narrative
- The reference page may be single spaced, 10 point Arial font

Non-Governmental Agency and Continuation/Expansion Requirement Forms
- Completed Organizational Capacity Statement Form if applicant is a non-governmental agency.
- Completed Prior Grantee History/Capacity Form if applicant is submitting a Continuation or Expansion Grant application.
- Continuation and Expansion Grants must submit a copy of the 2018-2019 USDOE Annual Progress Report (APR) Summary (Center Profile).

Student Records
Records should be maintained on-site and include:

- Name, address, gender, and date of birth

- Parent's or guardian's names, addresses and places at which parents or other person(s) responsible for the student can be reached in case of an emergency

- 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 onsite and be available each day the program is operating

Records Retention
It is the responsibility of the sub-grantee to retain all financial and program records. Records must be maintained for three years beyond closeout, or longer if there is an ongoing investigation or audit. An inventory list must be maintained annually and sent to KDE on or before Oct 15 each year.

Carryover Funds
The KDE does not allow grantees to carryover unused funds from year to year. Grantees are required to use funds in the year in which they are awarded and encouraged to contact KDE if there are significant problems which might prohibit expenditure of available funds.

Nepotism
The Kentucky 21st CCLC Program prohibits any 21st CCLC employees from directly supervising his/her immediate family members. A family member is defined to include spouses, parents, children, grandparents, grandchildren, brothers, sisters, brothers- and sisters-in law, fathers-and mothers-in law, nieces, nephews, stepparents, step-brothers, step-sisters, step-children 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, Teachers, any other program staff).

Secular Programs
No funds provided pursuant to the 21st CCLC program may be expended to support religious practices, such as religious instruction, worship, or prayer. While it is recognized that faith-based organizations (FBO) do offer non-secular activities, funds under the 21st CCLC program may not be used for this purpose. In addition, the following types of religious activities are prohibited in 21st CCLC programs:
- Bible verses for handwriting;
- Memory exercises with religious verses;
- Bible trivia;
- Spelling religious words; and
- Additional activities that promote or reinforce religious practices

Closeout Procedures

Grantees operating in their fifth year of funding, and do not receive Continuation funds, are required to follow federal and state closeout procedures. Grantees must transfer equipment, supplies, materials, and technology purchased with 21st CCLC funds to another 21st CCLC program located within the district served or, if not available or declined, another federal program at the school.

CFR 200.313 Equipment and CFR 200.314 Supplies

If there is a 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) and CFR 200.314.

The applicant must enter program data as mandated by state and federal requirements, including summer and K-PREP 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 retaining period once the grant period ends. This includes financial and programmatic records, supporting documentation, and data collection records. Grantees must submit an e-mail to the KDE Consultant by August 15th of the fifth year, to inform of program closeout.

The applicant must enter program data as mandated by state and federal requirements, including summer (in August before closeout) and K-PREP (which is released in October). Completed data entry will be required when applying for another grant.

Attachments must include closeout inventory, including information above, and a statement confirming all the required data has been entered. Submit final reimbursement requests reflecting zero encumbrances and a zero balance. Funds must be spent or encumbered by September 30th of each grant year. The MUNIS report will reflect zero encumbrances and a zero balance if all funds are spent. A copy of closeout e-mail must be kept with the financial records/grant application on-site for the three year retention period. If any litigation claim, or audit is started before the expiration of the three year period, the records must be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken. Once all closeout procedures are complete, the program will receive an email notification stating the grant has officially closed.

Technical Assistance

To assist districts and other partners in preparing a quality application, the KDE will offer **a virtual technical assistance session** for the purpose of application preparation. The session will address essential grant requirements, budget preparation and state and federal guidance. The session will be recorded and posted to the KDE's website after completion. Participation in the virtual session will be the only opportunity for questions to receive an immediate response. Participation is highly recommended as the RFA will be discussed in detail.

Please hit Ctrl + Click to follow the registration link. Attendance log for this session will be maintained by the KDE.

Virtual Technical Assistance Sessions

DATE	TIME	LOCATION
November 9, 2020	9:00AM - 4:30PM ET	Virtual Session – Teams Meeting

Technical Assistance Registration link: Click here to register.
November 4, 2020 – Registration link closes at 4:00pm ET
November 5, 2020 – Teams calendar invites sent to registered participants for virtual training

Submission of Written Questions
The KDE will only accept written questions via e-mail through **12:00 PM (ET) on Monday, November 16, 2020.** Questions will not be accepted after this date. Salient written questions and their responses will be posted on or around **Thursday, November 19, 2020.** All questions must be submitted to KDERFP@education.ky.gov. Questions sent to any place other than the required inbox may deem your question non-responsive.

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

Fiscal Agent DUNS Number
All applications require inclusion of the Fiscal Agent's DUNS number and must be registered with System for Awards Management. Federal law states, any recipient receiving federal funds must have a DUNS number. The district's DUNS number may be obtained from the district finance officer. **Individual schools are not assigned DUNS numbers – these are assigned to districts.**

FY21 Cycle 18 RFA Evaluation Criteria
The application narrative should follow the order of the evaluation criteria.

Part I: Needs Assessment	Maximum Points: 30 (3 per bullet)
- Describes how the community was notified of an intent to apply and how the application will be available for public input. - Describes how all stakeholders were included in the planning and development of the proposal. - Describes the target population to be served by the program. - Addresses a minimum of five of the following eight risk factors for the community or county: - Poverty - Percentage of growth of English learners - Needs of working families - Literacy rates - Juvenile crime rates - Education attainment in the community - Food insecurity - Median Income - Addresses a minimum of five of the following seven data components for school(s) to be served: - Sub-populations/groups - Behavior/Discipline - Homelessness - Drop-out rates - Free and Reduced Lunch rates - Chronic Absenteeism - Social Emotional Indicators - Describes methods and/or instruments that were used to collect feedback from teachers, students, parents, and community. - Describes the availability, or lack of, resources at the school to be served, and in the community. - Describes the consultation process with private/home school officials. - Private/Home School Consultation form(s) are attached and signed with the proposal. - Describes how students with special needs will have access and be served in the program.	

Part II: Project Design	Maximum Points: 85
Applicants must describe the activities and services to address the following six performance goals, as written, in the Logic Model attachment and in the program narrative. **18 Points** (3 per bullet) • Increase academic achievement of participating students in math, reading, and science. • Improve non-cognitive indicators of success in participating students. • Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year. • Increase access to high-quality programming. • Increase access to Transition Readiness activities for middle/high students (if applicable), and/or K-3 literacy interventions and activities for elementary students (if applicable). • Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families. **SMART Performance Indicators** (Objectives) **18 Points** (3 per bullet) • Provides and addresses three SMART performance indicators for Goal #1 that are connected to identified needs. • Provides and addresses three SMART performance indicators for Goal #2 that are connected to identified needs. • Provides and addresses three SMART performance indicators for Goal #3 that are connected to identified needs. • Provides and addresses three SMART performance indicators for Goal #4 that are connected to identified needs. • Provides and addresses three SMART performance indicators for Goal #5 that are connected to identified needs • Provides and addresses three SMART performance indicators for Goal #6 that are connected to identified needs.	

Academic Activities:
18 Points (3 per bullet)

- Describes how participants will meet challenging State academic standards and local standards.

- Beyond homework help, the applicant describes how 50% of program activities will provide remediation and/or acceleration, and 50% will provide enrichment.

- Describes how activities are evidence or research-based.

- Describes opportunities for STEM/STEAM activities.

- Addresses how the program is or will be embedded in the school's comprehensive improvement plan.

- Provides a detailed program schedule reflecting days of week, hours per day, sample of activities, and snack/meal time).

Recruitment and Retention:
6 Points (3 per bullet)

- Describes a minimum of three recruitment strategies

- Describes a minimum of three retention strategies

Linkage to the Regular School Day:
9 Points (3 per bullet)

- Describes a formal process that addresses how program staff and school day staff will communicate on a regular basis and discuss student progress.

- Describes the program referral process and a system for prioritizing student enrollment.

- Describes how key program personnel will participate in teacher meetings, and professional learning opportunities offered by the school.

Adult Skill Building
6 Points (3 per bullet)

- Identifies one percent of grant funds, or an equivalent of in-kind funds, for adult skill-building in the Budget Summary and Budget Narrative for years 1-3.

- Describes a minimum of six adult skill-building activities for parents during the first year the grant; and, how needs will be determined the following years.

Summer Programming **10 points** (any combination of grades/schools) • Describes summer activities and services for **Elementary Programs** • Provides a detailed schedule for summer programming and a summer timeline that demonstrates operation requirements will be met. **OR** • Describes summer activities and services for **Middle/High Programs**. • Provides a detailed schedule for summer programming and a summer timeline to demonstrate operation requirements will be met.	

Part III: Program Operations	**Maximum Points: 83**

Minimum Operations
9 Points (3 per bullet)
 	
• Applicant provides a timeline of minimum operations for the first year of programming.
 	
• The timeline runs from July 1, 2021 – September 30, 2022.
 	
• The timeline addresses:
    ▪ Program start/end times
    ▪ School breaks
    ▪ Six adult skill-building activities
    ▪ Evaluation process
    ▪ Four advisory council meetings
    ▪ Practice of emergency drills
    ▪ Student recruitment; and,
    ▪ Summer program start/end times
 	
Staffing
24 Points (3 per bullet)
 	
• Describes how a minimum of two certified teachers will serve in the program a minimum of eight hours per teacher for each site served.
 	
• Provides a staffing chart listing positions, qualifications, and program responsibilities.
 	
• Describes how a minimum of two staff will be certified in CPR and First Aid.
 	
• Describes how all program staff will be trained in school/district emergency policies, procedures and guidelines.
 	
• Addresses that at least one CPR certified staff member must be present during programming at all times.	

- Addresses that the program will provide a full-time Site Coordinator that will be employed a minimum of 220 days.

- Describes how program staff and volunteers will be trained and vetted/background check to work in the program.

- Describes how the program will maintain a staff to student ratio of 1:15

Professional Development
6 Points (3 per bullet)

- The applicant provides a professional development chart that identifies which staff positions will attend required state-level trainings and how information will be shared with other program staff.

- The chart identifies and describes, a minimum of three additional professional development opportunities, that will be provided to support the program based on identified needs.

Health & Safety
21 Points (3 per bullet)

- Describes standard operating procedures must be based on the district/school policies and procedures.

- Will maintain copies of meal and snack menus, which meet USDA guidelines, should be maintained by the program site coordinator.

- Will maintain copies of emergency procedures, dates, and a log of when emergency drills take place should be maintained by the program director or site coordinator. Emergency drills should occur after school on the same day as practiced during the school day.

- Will post evacuation routes throughout the program space.

- Will maintain copies of CPR and First Aid Training/Certification for a minimum of two staff must be maintained by the program director or site coordinator.

- Describes how parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, fieldtrips, and behavioral policies.

- Describes how children will be supervised at all times.

Transportation
9 Points (3 per bullet)

- Describes how students will travel safely **to and from** the program.

- Describe how transportation and access to the site will not be a barrier for students to participate in the 21st CCLC program.

- The applicant addresses the safety/maintenance of all vehicles used for any type of transportation.

Snack/Meals
2 Points
- The applicant addresses how the program will provide participants a snack and/or meal during the program.

Facilities
12 Points (3 per bullet)

- Applicant describes how the program will be available and accessible to all participants.

- Applicant addresses if the school facility is ADA compliant.

- Applicant describes dedicated space at the school served for a Site Coordinator to use daily in the program.

- Applicant describes access to a variety of resources located in the school that can be accessed by the program.

Part IV: Collaboration and Partnerships	**Maximum Points: 18**
Collaboration and Partnerships **12 Points** (3 per bullet) - Proposal includes a Co-applicant agreement that is signed, and lists specific contributions/support that the co-applicant will provide to the program. - The Co-applicant is identified on the Cover Page. - **If the fiscal agent is an LEA** - Proposal includes one district partner agreement, and four community partner agreements, that are signed, and outline contributions/support that each agreement will provide. - **If the fiscal agent is a CBO or FBO** – Proposal includes five community partner agreements, that are signed, and outline contributions/support that each agreement will provide.	

Part IV: Collaboration and Partnerships	Maximum Points: 18
Advisory Council **6 Points** (2 per bullet) • Applicant describes the make-up of membership that will serve on the advisory council. • Applicant describes how individuals who will serve on the advisory council were involved in the planning and development of the proposal. • Applicant describes the role of the advisory council.	

Part V: Evaluation	Maximum Points: 21 (3 per bullet)
• Describes a comprehensive plan to evaluate the program on a continuous basis using multiple sources of data. • Describes how the plan will address progress in meeting the program's stated performance goals and indicators. • Describes how the 21st CCLC Advisory Council will be involved in the evaluation process. • Includes a timeline for data collection. • Describes how feedback will be collected from students, parents, teachers, and the community. • Describes how results will be disseminated to all stakeholders. • Describes how the data will be used to strengthen/revise the program.	

Part VI: Budget	**Maximum Points 27**
Budget **18 Points** (3 per bullet) - Demonstrates the administrative capacity to manage a grant program and lists fiscal resources the agency has to cover initial startup and operating costs. - Completes the Budget Summary Form with Years 1-3 addressed on the form. - Completes the Budget Narrative for Year 1, Year 2, and, Year 3. - Explains how grant funds will be used to supplement and not supplant. - Maintains a separate accounting of funds for 21st CCLC. - Describes a plan for tracking staff time and effort. **Preliminary Sustainability Plan** **9 points** (3 per bullet) - The plan addresses how the program will be sustained when grant funds end. - The plan addresses how collaborating and leveraging funds with other local, state, and federal programs will occur. - The plan addresses how the 21st CCLC Advisory Council, 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 Attachments	Maximum Points: 46 (2 per bullet)
The attachments and other documents listed should be included within your 21st CCLC proposal and in the order below. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition. • **Application Cover Page** – one page • **Assurances Documents** (signed by fiscal agent & notary) • **Table of Contents** • **Logic Model** – do not exceed 4 pages • **Narrative** – not to exceed 30 pages • **Reference Page** – do not exceed one page (after Program Narrative) • **Budget Summary** for Years 1, 2, and 3 as outlined the attachment • **Budget Narrative** for Year 1, Year 2, and Year 3 • **Budget Page** – one page • **Prior Grantee/History Capacity** – do not exceed 2 pages & attach 2018-2019 Center Profile • **New Applicant currently Operating an Afterschool Program** – do not exceed one page • **Organizational Capacity Statement Form** – do not exceed 2 pages • **List of Consortium Partners** – do not exceed one page • **Chart listing positions, qualifications, and program responsibilities** -do not exceed two pages • **Equitable Access and Participation Plan** - do not exceed one page • **Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement Form** • **Program Schedule Form** – one page • **Program Summary Page 1 & 2** (do not exceed two pages) • **School Summary** – do not exceed one page • **Signed Co-applicant Agreement** • **1 District Partner Agreement signed** • **Minimum of four Community Partner Agreements signed** • **Private School Consultation**	

Part VIII: Priorities	

• **Absolute Priority (required)** The application serves schools identified for improvement under Title I, Part A, <u>Section 1116</u> and is submitted jointly with (1) one or more local school districts receiving funds under Title I, Part A and (2) one or more public, private, or community/faith-based organizations.
 	
• **Continuation Grants Competitive Priority (10 Points)**
KDE will give priority to Continuation Grant applicants who have shown significant improvement in student achievement. Continuation Grant applicants are grantees functioning in their fifth and final year of 21st CCLC funds or grantees that have closed out their fifth and final year of 21st CCLC funds. To receive 10 additional points, Continuation Grant applicants must show improved student achievement in math and reading scores as demonstrated by the 2018-2019 APR Center Profile data indicating that 50% or more of regular attendees improved and/or earned the highest grade possible in reading combined and 50% or more of regular attendees improved or earned the highest grade possible in math combined.
 	
• **Targeted Support and Improvement Schools Competitive Priority (5 Points)**
TSI – Must be identified by the KDE. These schools have one or more subgroups performing at or below the bottom 5% of all schools for three consecutive years **and** are in the bottom 10% of all schools in the year of identification.
 	
ATSI schools are identified every three years beginning in 2020-2021. These are TSI schools that continue to meet the TSI criteria in the year of ATSI identification.
 	
• **Comprehensive Support and Improvement Schools Competitive Priority (10 Points)**
Must be identified by the KDE. A school will be identified annually for Comprehensive Support (CSI) if it meets any one of the following categories:
    o CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); OR
    o CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018- 2019); OR
    o CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).
 	
• **School Never Served by a 21st CCLC Grant Competitive Priority (10 Points)**
A school that has never been served by a 21st CCLC state grant and meets all requirements in FY21 RFA based on state and federal guidance.
 	
Note: Regardless of geographic area, all applications must meet minimum score requirements in order to be funded pending availability of federal funds. **No score less than 220 points will be considered in making this determination.**	

Total Points Possible (excluding competitive priority)	**310**

Special Instructions

Applicants **must** ensure that blinded copies of applications include all pages and attachments. Blinded copies will be scored as received. Applicants **must** ensure that blinded copies of applications are completely and fully blinded electronically.

The blind Copies must be completely blinded electronically using Black highlighting or X'd out - using the find and replace feature - ex: XXXXX. Failure to do so **WILL** deem the application **non-responsive**. The application will not be scored or funded. Please review blind copy before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. **Identifying information includes, but is not limited to,** district name, school name, county, city, names of individuals, co-applicant, grant partners, local businesses, and community organizations (library, hospital, health dept., police, fire dept., etc.).

Effective 10/01/2020, failure to do so WILL deem the application non-responsive.

Key Definitions
Blinding: The process of removing any personal, identifying information from an application.
Non-Responsive: An application that is ineligible for funding due to an error in the application.

Submission of Application

The KDE must receive the application by **4:00 PM (ET) Thursday, December 10, 2020.** Applications received after this time and date will be deemed non-responsive. **Grants Management will not accept mailed applications beyond 4:00 PM ET. Applications postmarked before the deadline, but not received before deadline, will be deemed non-responsive.**

Due to Covid-19, all applications must be mailed. It is highly suggested that applicates utilize the Next Day Delivery Option. Please label the original and each copy with "21ˢᵗ CCLC20." Applicants are responsible for contacting the KDE to confirm receipt of their applications.

Ensure that the proper address, as directed, is on any mailings to the KDE.

Kentucky Department of Education
Grants Management Branch
21ˢᵗ CCLC20
300 Building Sower Boulevard
Frankfort, Kentucky 40601

The following must be submitted to the KDE:
- One grant application with original signatures in ink. The signature of the superintendent and co-applicant must be notarized with a raised seal.
- One exact **copy** of the original. **Label this copy as "21ˢᵗ CCLC20 original copy."**
- Three blind copies. Please review blinded copies before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. **Label blind copies as "21ˢᵗ CCLC20" Blind Copy.**

Applicants must ensure the Co-applicant and Partner Agreements are signed well in advance of submitting the proposal. Please allow adequate time for the application to be received by the KDE Grants Procurement Office by the deadline. The applicant is responsible for ensuring that ALL pages of the application submitted are in both the original application and the copies (including the blind copies).

KENTUCKY DEPARTMENT OF EDUCATION

21st Century Community Learning Centers Cycle 18 RFA

Application Cover Page

Submission Deadline: December 10, 2020 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

☐ **New Applicant ($150,000)**

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

☐ **Continuation off of an Expansion ($100,000)**

☐ **Expansion Applicant ($100,000)**

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

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.
All information below, except signatures, must be typed.

School #1:	
Physical Address:	
Target Grades:	

School #2:	
Physical Address:	
Target Grades:	

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

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

Grant Writer:	
Agency:	
Phone #:	**Email:**

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

_____

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

_____

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

_____

Notary Public: **Date**   **Notary Seal (My Commission Expires:**

Assurances for Applicant and Co-applicant

The fiscal agent, co-applicant, and principal(s) of the school to be served, must initial on each assurance.

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

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

3. Must provide dedicated space in the school(s) served for Site Coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. Programming space must be sufficient in size for the number of students to be served. _____

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

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

6. Must immediately notify the KDE of a change in Site Coordinator. The district must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA. _____

    a. Prior to the departure of the Site Coordinator, the district must ensure all pertinent information is accessible for the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN access for data entry, list of all program staff, Advisory Council meeting schedule and minutes, partners, USDA snack program and distribution of snacks to participants. _____

7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. _____

8. Must provide equitable opportunities for the participation of both public and private school students served by the award. _____

9. The applicant must assure it afforded reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application. _____

10. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special need of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA), page 6 Section 427). _____

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

12. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE. _____

13. CBO or FBO applicants must submit an annual external audit each year of the grant. _____

14. Must submit all required reports as required to the KDE. _____

15. The Fiscal Agent and Co-applicant must assure that supplies, materials, technology, or equipment will not be used during the school day. _____

16. Must comply with the guidance in the Continuous Progress Report to receive funding in the fourth and fifth years of the grant:
    * Ability to demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application within the first three years; _____
    * Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth and fifth year; _____ and,
    * Provide documentation of completed state reports as required. _____

17. Must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA), and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474. _____

18. Must comply with the following Acts of Congress_____
    * Civil Rights Act of 1964
    * Gun-Free Schools Act of 1994
    * Americans with Disabilities Act of 1990
    * Pro-Children's Act of 1994

19. Must comply with Stevens Amendment._____
20. Must comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110). _____

21. The Fiscal Agent and Co-applicant must assure funds are not used for lobbying purposes._____

22. Must abide by and remain current on rules and regulations governing allowable and unallowable uses of funds. _____

23. **The school district, as a Fiscal Agent or Co-applicant, must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including mandatory information for completion of Annual Performance Report (APR) data collection**. (Examples of current requirements include: grades, attendance, demographic, information, disciplinary infractions, and state assessment scores). _____

24. **Assurance Regarding Compliance** – The grantee must comply with all applicable requirements of all state statues, federal laws, executive orders, regulations, policies, and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring finding, audit finding, 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 a corrective action plan to implement and become compliant within 60 days. The KDE will provide additional technical assistance based on the area of compliance to support the grantee. _____

25. **Assurance Regarding Continuation of Funding** – During year three, the KDE will review grantee continuation progress reports to determine eligibility for an additional two years of funding. Pending adherence to state and federal guidelines of the grant, continued federal appropriations, meeting number of regular attendees outlined in the application, and improved academic performance of the students, applicants will receive continuation funding for grant years four and five. If continued, in years four and five, programs must maintain the original level of programming and services to the same number of students. _____

26. **Assurance Regarding Applicant Ending Grant** – If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the

grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met), but will be ineligible for any priority points awarded to continuation applicants. _____

27. **Assurance Regarding Termination Process –** By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:
    - Provide a high quality program with evidence of academic progress_____
    - Implement the program as described in the application_____
    - Serve the number of regular attendee students as stated in the application_____
    - Meet the minimum hours of operation (hours/days/weeks/summer) _____
    - Adhere to assigned assurances_____
    - Submit required reports and documentation in a timely manner_____
    - Use funds in a reasonable and appropriate manner_____
    - Resolve a non-compliance audit/monitoring finding_____
    - Submit required data within the given timeframe_____
    - Implement a required Corrective Action Plan_____

28. Uphold these assurance regardless of change of individual's serving the in the role or capacity of representative signing the application (School District, CBO's, FBO's)._____

29. **Assurance Regarding Appeals Process –** The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The KDE is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a) (4))._____

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

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

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

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

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

31. 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 the KDE, and must continue to meet all state and federal requirements as outlined in the RFA._____

ASSURANCES SIGNATURE PAGE

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

_____

Fiscal Agent (Signature and Title):   **Date**

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

_____

Co-applicant (Signature and Title):   **Date**

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

_____

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

_____

School Principal (additional school served)**:**   **Date**

21st CCLC Logic Model
Not to exceed <u>four</u> pages

List Performance Goals:

List Performance Indicators:

Describe the participants to be served by the program:

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source used to Document improvement	Performance Measures (Outcomes)

Performance Indicators (objectives)	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures (outcomes)

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

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

1. LOBBYING

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

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

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

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

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

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

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

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

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

(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;

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

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

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

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

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

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

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

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

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

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

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

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

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

_____

_____

_____

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

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

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

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

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

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

Name of Applicant:
PR, Award # or Project Name:
Printed Name/Title of Authorized Representative:

_____

Signature   **Date**

BUDGET SUMMARY FORM

- **BUDGET SUMMARY FORM MUST BE COMPLETED FOR YEARS 1-3 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, THE KDE MAY REQUIRE A BUDGET AMENDMENT.**

Budget Category	Year One (2021-2022) School Year		Year Two (2022-2023) School Year		Year Three (2023-2024) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
School Personnel						
Summer Personnel						
Fringe Benefits						
Travel (program staff)						
Equipment						
Supplies & Materials						
Adult Skill Building (1% of grant funds yearly)						
Contractual						
Indirect Cost (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)						
Summer Materials & Supplies						
Transportation (School Year, Summer, Field Trips)						
Other (specify)						
Volunteers	N/A					
Yearly Totals (Grant and In-Kind Funds)						

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

BUDGET NARRATIVE

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

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

BUDGET PAGE
(New Applicants)

Year One 2021-2022 $150,000 max	Year Two 2022-2023 $150,000 max	Year Three 2023-2024 $150,000 max	Year Four 2024-2025 $125,000 max	Year Five 2025-2026 $100,000 max
$	$	$	$	$

BUDGET PAGE
(Continuation or Expansion Applicants)

Year One 2021-2022 $100,000 max.	Year Two 2022-2023 $100,000 max.	Year Three 2023-2024 $100,000 max.	Year Four 2024-2025 $95,000	Year Five 2025-2026 $95,000
$	$	$	$	$

PRIOR GRANTEE HISTORY/CAPACITY FORM

This section must only be completed by agencies who previously have received 21st CCLC grant funding. Must reflect data from the 2018-2019 APR Center Profile provided by the Center for Evaluation, Policy and Research (CEPR). Attach a copy of the 2018-2019 Center Profile.

Most recent year of 21st CCLC grant funding:
Grade Levels Served: ☐ Elementary (K-5) ☐ Middle (6-8) ☐ High (9-12) ☐ Adult Family Members
2018-2019 center profile (must include in application): Number of **regular participants** from 2018-2019 center profile: Number of students participating **30-59** days: Number of students participating **60-89** days: Number of students participating **90+** days:

Describe Program Effectiveness for Continuation and/or Expansion Applications
Using a variety of data, describe the prior program's success in the following areas:

Student Improvement:

Program Improvement:

Number of Students Currently Being Served:

Hours of Operation:

Current Sources of Funding:

Program at the School or Offsite:

Program Successes and Lessons Learned:

<u>NEW APPLICANT FORM</u>
Not to exceed 1 page

Are you a new applicant currently operating an afterschool program? ☐Yes ☐No
If you answered no, you do not need to complete this form.

<u>If a new applicant is currently operating an after school program</u>
If a new applicant is currently operating a morning, afterschool, or summer program, at the school identified to be served in the proposal, the following information must be addressed:

- **Current Goals for the Program:**

- **Student Improvement:**

- **Program Improvement:**

- **Number of Students Currently Being Served and Grade Levels:**

- **Hours of Operation:**

- **Current Sources of Funding:**

- **Where Program takes place at the school:**

- **Program Successes and Lessons Learned:**

ORGANIZATIONAL CAPACITY STATEMENT FORM

(Required for non-governmental agencies) Not to exceed 1 page

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

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

PROGRAM SUMMARY PART 1

Name of School or Organization Applying for Funds:	

FISCAL AGENT DUNS #:	**FISCAL AGENT SAMS CAGE CODE#:**

Primary Contact Person and Title:
District or Organization Name (for contact person)**:**
Mailing Address (for contact person)**:**
Phone #:
E-mail (for contact person)**:**

Superintendent Information
(Non-LEAs must provide information pertaining to the school the students served are attending.)

Superintendent Name:
District Name:
Mailing Address:
Phone #:

School Information
(Complete one box for each school providing a 21st CCLC program. No more than two schools.)

School Name:
Grades to be Served:
Principal Name:
Physical Address:
School Contact Person:
Contact Phone #:
Contact E-mail:

School Information
(Complete one box for each school providing a 21st CCLC program. No more than two schools.)

School Name:
Grades to be Served:
Principal Name:
Physical Address:
School Contact Person:
Contact Phone #:
Contact E-mail:

PROGRAM SUMMARY PART 2

- Proposed # of regular attendees must not be entire school enrollment
- Must use lunch data as reported to the KDE for 19-20
- Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

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

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

1. **Applicant is a** (please check one)**:**
   ☐ Public School
   ☐ Community Based Organization
   ☐ Faith Based Organization

2. **Who will serve as the Fiscal Agent?** (Specify the name of the school district or the agency/organization.)

3. **Is the applicant** (school district or agency/organization) **a previous recipient of other 21st CCLC funds?**
   ☐ Yes
   ☐ No

4. **If yes, were they:**
   ☐ Federal funds
   ☐ State funds

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

SCHOOL SUMMARY

1. **School Name:**

2. **Proposed # of students to be served daily during the school year:**

3. **Expected number of regular attendees (30 days or more):**

4. **Number of adult family members (of students served) applicant is proposing to serve:**

5. **Types of adult skill building to be provided**:
   - ☐ Computer usage
   - ☐ Accessing and using Infinite Campus
   - ☐ Financial Literacy
   - ☐ How to communicate with teachers
   - ☐ GED training
   - ☐ Completing the FASFA
   - ☐ Job Skills
   - ☐ Using Online Resources
   - ☐ School Safety Procedures
   - ☐ Time Management/Organization
   - ☐ Health and Nutrition
   - ☐ Resume building
   - ☐ Other, describe:

6. **Types of family engagement activities to be provided:**
   - ☐ Family Literacy Night
   - ☐ Family Mathematics Night
   - ☐ Student Showcase
   - ☐ Family Game Night
   - ☐ Light's On Afterschool Event
   - ☐ Serving as a chaperone
   - ☐ Student performances
   - ☐ Other, describe:

PROGRAM SCHEDULE

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

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

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

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

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

Identifying names in the Co-applicant Agreement must be blinded electronically except in the original application. Applicants not submitting a signed Co-applicant agreement and identifying the Co-applicant on the cover page, will receive a reduction of points under Collaboration and Partnerships Criteria.

SAMPLE CO-APPLICANT AGREEMENT

*ABC Elementary School
And
Community Agency for Lifelong Learning*

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

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

Co-applicant Contribution Table

Contribution Description	Supports

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

_____
Co-applicant Signature   **Date**

_____
Applicant Signature   **Date**

Identifying names in the District Partner Agreement must be blinded electronically except in the original application.

SAMPLE DISTRICT PARTNER AGREEMENT FORM

ABC DISTRICT PARTNER AGREEMENT
to support
ABC Elementary 21st CCLC Program

Hereby enter into an agreement to support the ABC Elementary 21st CCLC Program. The district will work to maximize resources to support and jointly coordinate services for students and families participating in the 21st Century Community Learning Centers Program (CCLC) at ABC Elementary.

The ABC District thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The district agrees to ensure the following district programs provide support to the 21st CCLC program:

District Programs
Title I
ESS
Migrant
Adult Education
Food Services
Technology
List others

It is agreed by both entities, that this District Agreement will focus on coordination of services to build local support for implementing and 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.

_____
Superintendent Signature   **Date**

_____
Principal Signature   **Date**

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

SAMPLE COMMUNITY PARTNER AGREEMENT

ABC DISTRICT & Elementary School
And
ABC 4-H Extension Office

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

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

Community Partner Agreement Contribution Table

Contribution Description	Supports

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

_____
Partner Signature   **Date**

_____
Applicant Signature   **Date**

PRIVATE/HOME SCHOOL CONSULTATION

Students who attend state recognized private schools or home schools, in the area to be served by the proposed program, are eligible to participate. If any state recognized private school or home school is located in the area to be served, the applicant is expected to consult with private/home school officials during the design and development of the program.

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

The applicant can duplicate this table to add more if needed.

Private/Home School Name:		Phone #:
School Official Signature:		E-mail:
Date of Consultation:		Type of Consultation:
☐ Participate ☐ Declined	Reason:	

Private/Home School Name:		Phone #:
School Official Signature:		E-mail:
Date of Consultation:		Type of Consultation:
☐ Participate ☐ Declined	Reason:	

Private/Home School Name:		Phone #:
School Official Signature:		E-mail:
Date of Consultation:		Type of Consultation:
☐ Participate ☐ Declined	Reason:	