Issue Paper

DATE:
10/19/2021

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 for Ryland Elementary and Woodland Middle School for the 2022-2023 school year.

APPLICABLE BOARD POLICY:
01.1 – Legal Status of the Board

HISTORY/BACKGROUND:
The 21st Century Community Learning Centers (21st CCLC) program provides academic, artistic and cultural enrichment opportunities for children, particularly students who attend high–poverty and low-performing schools, to meet state and local standards in core academic subjects, such as reading, math and science. The purpose is to provide students with homework assistance and a broad array of activities that can complement their regular academic programs while also promoting youth development; and to offer literacy and other educational services to the families of participating children. Programs must ensure the academic services they provide are aligned with the school's curriculum in the core subject areas.
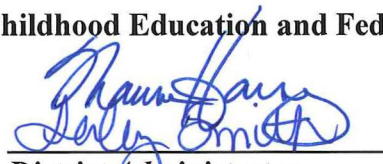
FISCAL/BUDGETARY IMPACT:
None

RECOMMENDATION:
Approval of the grant application and agreement with the Kentucky Department of Education for Ryland Elementary and Woodland Middle School to apply for the 21 Century Community Learning Center grant beginning the 2022-2023 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 19 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	November 16, 2021 4:00 PM (ET)
E-mail Salient Questions KDERFP@education.ky.gov Questions will only be accepted until: 12:00 PM (ET) Friday, October 15, 2021	**Submit Applications** KDE Procurement Branch - CCLC 300 Building Sower Blvd. 5 CSW 21 Frankfort, Kentucky 40601

Specific Instructions:
Failure to follow these specific instructions will deem an applicant's response non-reponsive and will not be scored.

- Plagiarism is strictly prohibited.
- Current grantees in non-compliance, or whose grant has been terminated, are ineligible to apply for a continuation or expansion grant.
- Must meet the absolute priority. KDE will check to see if applicants meet the absolute priority based on current KDE qualifying data. Free/Reduced lunch information can be pulled from the following link: 20-21 Qualifying Data.
- Must attach a completed and signed Co-Applicant Agreement Form M.
- Must meet the submission deadline.
- Must submit the correct application/copies. **The following should be submitted to KDE:**
  One (1) grant application with original signatures in ink. The signature of the superintendent and co-applicant must be notarized. **Circle "Original" on the cover page.**
  One (1) exact **copy** of the original. **Circle "Original Copy" on the cover page.**
  Three (3) blind copies. Please review blinded copies before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. **Circle "Blind Copy 1, 2, or 3" on the cover page.**
- 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.

KDE reserves the right to waive minor technical issues.

Applicants are responsible for monitoring KDE's Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials

TABLE OF CONTENTS

Equitable Access and Participation Form I	
Certifications Form J	
Program Summary Form K	
Program Schedule Form L	
Sample Co-applicant Agreement Form M	
Sample Community Partner Agreement Form N	
Private/Home School Consultation Form O	
501(c)(3) Non-profits must attach proof of registration with the Kentucky Secretary of State	

Application Guidance
21st CCLC Cycle 19 Application Timeline

Application Release	Tuesday September 7, 2021
Virtual RFA Technical Assistance Sessions	Monday September 27, 2021– Virtual Training Microsoft Teams Tuesday September 28, 2021 – Virtual Training Microsoft Teams Wednesday September 29, 2021 – Virtual Training Microsoft Teams All sessions will be from 9:00am – 4:30pm ET
Submission of Salient Questions must be submitted by	Friday October 15, 2021 12:00pm ET
Responses to Salient Questions will post on or around	Friday October 22, 2021 2:00pm ET
Application Due	Tuesday November 16, 2021 4:00pm ET
Peer Review Process	December 13-16, 2021
Announcement of Awards	March 2022

Technical Assistance

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

Cycle 19 RFA Virtual Technical Assistance Sessions

DATE	TIME	LOCATION
September 27, 2021	9:00AM - 4:30PM ET	Virtual Training
September 28, 2021	9:00AM – 4:30PM ET	Virtual Training
September 29, 2021	9:00AM – 4:30PM ET	Virtual Training

If attending a technical assistance session, please have a copy of the Cycle 19 RFA on hand. Attendance log for each virtual session will be maintained by KDE.

Technical Assistance Registration
Monday September 27, 2021 Click here to register
Tuesday September 28, 2021 Click here to register
Wednesday September 29, 2021 Click here to register

Submission of Written Questions
KDE will accept written questions via e-mail only through **12:00 PM (ET) on Friday, October 15, 2021.** Questions will not be accepted after this date. Salient written questions and their responses will be posted on or around **Friday, October 22, 2021.** All questions must be submitted to KDERFP@education.ky.gov. Questions sent to any place other than this inbox may not receive a response.

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.

Data Universal Numbering System (DUNS) Number
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: The Local Education Agency (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. Individual schools are not assigned DUNS number.

Cycle 19 Timeline for Program Operation

- Provided that a signed contract between the district and KDE is in place, Cycle 19 grantees may access year one funds July 1, 2022.

- Cycle 19 New, Continuation and Expansion applicants may not access Year 2 funds prior to July 1, 2023. 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 2022-2023 school year and summer programming requirements will begin in 2023.

- Nothing may be charged to the grant award until after the July 1, 2022 start date. Grant positions may be posted up to 60 days for an anticipated position by the fiscal agent, with a 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 prior to the required July 28-29, 2022 Level I training. The site coordinator will also need to 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.

Submission of Application

KDE must receive the application by **4:00 PM (ET) Tuesday, November 16, 2021.** Applications received after this time and date will be deemed non-responsive. The Procurement Branch will not accept mailed applications beyond 4:00 PM ET on Tuesday, November 16, 2021. Applications postmarked before the deadline, but not received by KDE staff before deadline, will be deemed non-responsive. Applicants should ensure that the proper address, as directed, is on any application submitted via mail. Mail routing inside the Sower Building takes 1-2 days. Please ship items to allow delivery within the building before the deadline. Timely mailed shall not be treated as timely filed. As such do not rely on overnight delivery to meet the application deadline. Being signed for in the Sower Building, does not verify delivery to KDE.

KDE Procurement Branch - CCLC
300 Building Sower Blvd.
5 CSW 21
Frankfort, Kentucky 40601

Hand delivered applications will ONLY be accepted on Monday, November 15th and Tuesday, December 16th between 8:30 am – 4:00 pm in the lobby of the 300 Sower Building. Hand delivered applications that do not contain the required copies will not be accepted.

The following should be submitted to KDE:
- One (1) grant application with original signatures in ink. The signature of the superintendent and co-applicant must be notarized. **Circle "Original" on the cover page.**
- One (1) exact **copy** of the original. **Circle "Original Copy" on the cover page.**
- Three (3) blind copies. Please review blinded copies before submitting to ensure all identifying information is blinded and all required pages and attachments are attached. **Circle "Blind Copy 1, 2, or 3" on the cover page.**

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).

Blinding Instructions

Blinding is the removal of identifying information from an application. Identifying information is **district name, school name, county name, and city name**. Names of Individuals and Signatures should <u>NOT</u> be blinded/redacted.

Blind copies should be completely redacted electronically using Black highlighting or X'd out - using the find and replace or replace feature - ex: XXX.

Please review blind copy before submitting to ensure all identifying information is redacted and all required pages and attachments are attached and redacted properly.

Blind copies will be scored as received.

Points may be deducted from your application score if application components are not blinded properly or are blinded so excessively that scoring is impossible.

Formatting Requirements

The Proposal must use the following format:

- Double-spaced

- Single-sided

- Letter size (8 ½ x 11)

- Arial 12-point font (no compressed fonts allowed)

- Margins for narrative portion should be 1 inch side margins and .5 inch top/bottom margins.

- 30 page maximum for the narrative – additional pages exceeding this limit will not be reviewed.

- Pages should be numbered consecutively starting with the first page of the narrative.

- Page numbers can be outside of the margin.

- Page numbers may not be hand-written.

- Texts within charts and graphs may be Arial 10 point font and single spaced.

- Bullets may be single spaced and must be Arial 12 point font.

- Charts may not comprise more than 50% of the total narrative.

- The reference page may be single spaced, Arial 10 point font.

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

Order of Application Submission
Documents exceeding the maximum page limits will not be reviewed. The 21st CCLC proposal needs to be written and arranged in the order as outlined below. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition.

Please identify and underline each part and section addressed throughout the application, in bold, as outlined in the scoring rubric pages 49-58.

FORMS & Other Documentation	INSTRUCTIONS & PAGE LIMITS
Application Cover Page Form A	One page
Assurances Form B	Signed by fiscal agent, co-applicant, and principal(s)
Table of Contents	Created by applicant
Logic Model Form C	Do not exceed four pages
Narrative	Created by the applicant – do not exceed 30 pages
Reference Page	Created by the applicant - do not exceed one page (does not count against the narrative)
Budget Summary Form D	Complete for years one through three as outlined on form
Budget Narrative Form E	Complete for years one through three as outlined on form
Prior Grantee History Capacity Form F	Do not exceed two pages & attach 20-21 Center Profile
New Applicant Form G	Do not exceed one page
Organizational Capacity Statement Form H	Do not exceed one page
List of Consortium Partners	Created by applicant - do not exceed one page
Chart listing positions, qualifications, and duties	Created by applicant – do not exceed two pages
Equitable Access and Participation Form I	Do not exceed one page
Certifications Form J	
Program Summary Form K	Do not exceed one page
Program Schedule Form L	Do not exceed two pages
Co-Applicant Agreement Form M	Do not exceed one page
Community Partner Agreement Form N	Minimum of five partner agreements
Private/Home School Consultation Form O	As needed
501(c)(3) Non-profits must attach proof of registration with the Kentucky Secretary of State	As needed

21st Century Community Learning Centers
Cycle 19 Application Due November 16, 2021 4:00PM ET

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 CCLC program provides academic, artistic, and cultural enrichment opportunities for students who attend high poverty and low-performing schools, to meet the challenging state academic standards. KDE's mission is to partner with districts, schools, families, students, businesses, industries, and communities to provide leadership and support to ensure success for 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 that are designed to reinforce and complement the regular academic program of participating students must be provided (e.g. youth development activities, service learning, nutrition education, drug and violence prevention programs, counseling programs, fitness, health and mental wellness programs, literacy programs, STEAM, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students).

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

A CBO is defined as a public or private for-profit or non-profit organization 501(c)(3) that is representative of the community and has demonstrated the capacity to provide educational and related activities. Activities must complement and enhance the academic performance and positive youth development of students served. CBOs and FBOs must meet all statutory and regulatory requirements of the program and are required to partner with the district of the school to be served. 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 2020-2021 Title I school wide programs or have at least 40% free and/or reduced lunch for the December 1, 2020 count. Applicants must use the 20-21 count. Data may be found here: 20-21 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 Form A of this application, during the design and development of the 21st CCLC program. Proof of this consultation must be described in the application under the needs assessment portion of the narrative.

No prior afterschool experience
An Organizational Capacity Statement Form H, provided in the RFA, must be completed by all non-governmental agencies. Organizations do not have to demonstrate prior experience in providing 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 and increase the numbers served. **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. **Continuation applicants must demonstrate progress toward meeting performance goals and performance indicators in the Prior Grantee Capacity Form F**. A continuation applicant must use the same co-applicant as identified in the original grant application for the proposal. However, specific criteria may warrant a co-applicant change request. The applicant must make this request prior to submitting a grant application. Please contact KDE for guidance and the change request form. The request must be reviewed and approved by KDE.

Expansion Applicants
Grantees are eligible to apply for an expansion grant the third year of programming.
In order to apply for an expansion grant, the applicant must demonstrate progress toward current program performance goals and indicators, and has met and/or exceeded the number of regular attendees identified in the original grant application, as demonstrated by the center's 2020-2021 Annual Progress Report (ARP) Data/Center Profile. The applicant must also 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 districts and schools currently receiving services or that have previously been served by a grant is posted on KDE website with the Cycle 19 RFA under Competitive Grants https://education.ky.gov/. No single school can be served, at the same time, by more than two 21st CCLC grants of any type (New, Continuation, or Expansion).

Application written to serve two schools
It is allowable to write one grant to serve two schools, but each school is required to have a full-time site coordinator. In addition, each school must meet all other requirements outlined in the RFA. Funding amounts are designed to support a high-quality program for one site. Serving two schools with one grant may hinder quality of staffing and program design. Also, if a school has never been served by a 21st CCLC state grant, the applicant could apply as a new applicant and receive more funds, if all eligibility requirements are met.

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 it meets all state and federal requirements outlined in the Cycle 19 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 the 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.

Funding Allocations

KDE anticipates new grantee awards ranging from $100,000 - $150,000 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 KDE receiving a signed contract from the district and KDE executing the contract for July 1, 2022 – September 30, 2023.

Kentucky Cycle 19 CCLC Funding

Allocations for New Applicants

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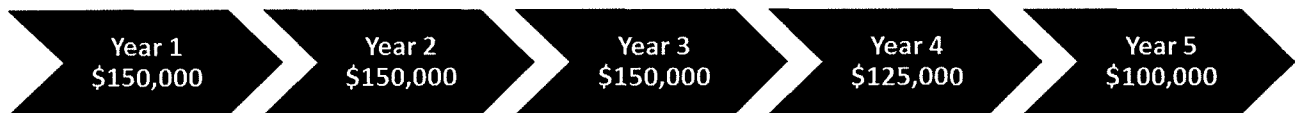
Allocations for Continuation or Expansion Applicants

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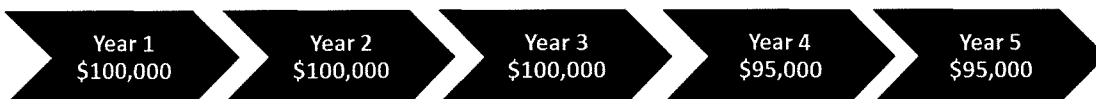
New Applicant Funding
The maximum grant amount will be $150,000 per year for the first three years with funding reductions in years four and five. Year four will reduce to $125,000 while year five will reduce to $100,000.

Continuation/Expansion Applicant Funding
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 CBOs and FBOs. 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 2021-2022. 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.

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 submission deadline for the Cycle 19 RFA is before the 2021 free and reduced counts will be available. Applicants must use the 2020 count. Data may be found here: 20-21 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.

Competitive Priorities for 21st CCLC Cycle 19

Competitive priority is defined as additional points earned for items not explicitly required.

A. **Continuation Grants - Competitive Priority (10 Points)**
KDE will give priority to 21st CCLC continuation applicants who have shown significant improvement in student achievement. Continuation applicants must show 50% improvement in both math and reading scores to receive 10 points. Continuation applicants must use the 20-21 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. If an applicant shows 50% improvement in either math or reading, the applicant will receive five points. Continuation competitive priority points will not be awarded if the 2020-2021 Center Profile is not attached to the application and the criteria above is not met.

B. **Additional Targeted Support and Improvement (ATSI) Schools - Competitive Priority (5 pts)**
Must be identified by KDE. Current ATSI schools were identified as Targeted Support and Improvement (TSI) 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 Cycle 19 RFA – points will be awarded based on the 19-20 list identified by KDE.

C. **Comprehensive Support and Improvement (CSI) Schools - Competitive Priority (10 pts)**
Must be identified by KDE. A school will be identified annually for Comprehensive Support and Improvement (CSI) if it meets any one of the following categories. For the purpose of the FY21 21st CCLC Cycle 19 RFA – points will be awarded based on the 19-20 list identified by KDE.

   - 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).

D. **Schools Never Served by a 21st CCLC State Grant – Competitive Priority (5 Points)**
A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 19 RFA, based on state and federal guidance, is eligible to apply.

KDE Renewability Policy
Due to the large volume of applications received each year, and in an effort to ensure geographical distribution of funds, Kentucky will not authorize a non-competitive renewal upon completion of the five-year grant cycle. Any grantee wishing to access funding beyond the five-year award must reapply through the competitive process. 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 or expansion.

Part I: Comprehensive 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 homework help only, nor enrichment only.

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

- The community risk factors identified below:

    - 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

- 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 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 KDE Private School Ombudsman.

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 O with required signatures, and include as an attachment in the proposal. **The applicant must address the following:**

- The consultation process with private/home school officials.

- Private/Home School Consultation Form O is signed as required and attached with the proposal.

Students with Special Needs
Programs must be accessible to individuals with special needs regardless of disability. Programs are required to provide participants modifications that reflect the Individualized Education Plan (IEP) or Section 504 Plans for the regular school day. Districts are encouraged to rely on a variety of funding sources to ensure that individuals with special needs participate fully in the 21st CCLC 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:**

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

Part II: Project Design

The project as a whole, including the selection of individual program offerings and activities, must be based upon and inclusive of evidence-based practices demonstrating likely success in achieving the applicant's targeted outcomes. The application will be evaluated for merit in development of a high quality plan that fully addresses and meets characteristics of high quality programs and incorporates the principles of effectiveness into the design.

High Quality Program Characteristics

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

1. Goal Setting, Strong Management, and Sustainability

2. Quality Afterschool Staffing

3. High Academic Standards

4. Attention to Safety, Health, and Nutrition Issues

5. Effective Partnerships with CBOs and FBOs

6. Strong Involvement of Families

7. Enriching Learning Opportunities

8. Linkages between School-Day and Afterschool Personnel

9. Evaluation of Program Progress and Effectiveness

Kentucky's 21st 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 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 Form C 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.

> Goal 1: Increase academic achievement of participating students in math, reading, and science.
>
> Goal 2: Improve non-cognitive indicators of success in participating students.
>
> Goal 3: Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year.
>
> Goal 4: Increase access to high-quality programming.
>
> Goal 5: Increase access to Transition Readiness activities for middle/high students and/or K-3 reading intervention for elementary students.
>
> Goal 6: 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, outlined in the Logic Model Form C, and included 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.

Academic Activities

Requirements encompass statewide performance goals and how the program will be embedded in the school's improvement plan.

The applicant must address the following:

- How participants will meet challenging state academic standards and local standards.

- How the program will dedicate 50% of program time toward academic remediation or acceleration, and 50% toward enrichment, in addition to homework help.

- How activities are research and/or evidence-based.

- How students will have opportunities to engage, explore, and experience Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities and enrichment during the program.

- How the program will align with the school's Comprehensive Improvement Plan.

- How the program will be designed – provide a detailed schedule reflecting days of week, hours per day, sample of activities, and snack/meal time.

Required Research and/or Evidence-Based Activities

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

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

Applicants must identify research and/or evidence-based activities, strategies, and interventions that will be used in the program. The applicant should include these on the reference page. Guidance is designed to help SEAs and LEAs, 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 KDE Evidence-based Practices page at https://education.ky.gov/school/evidence/Pages/default.aspx.

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

Student Attendance
Under new GPRA measures for the 2021-2022 school year, all programs 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.

KDE closely monitors the average daily attendance (ADA), and number of regular attendees, for all 21st CCLC programs during the regular school year and summer. 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.

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. 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 as such.

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.
- The grantee's 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 may not be eligible for any supplemental funds (e.g., summer programming).
- The grantee may be ineligible to re-apply for continuation or expansion funding.

Student Recruitment and Retention

Recruiting students for an academic program involves providing activities that are of interest to students, educating parents and students on program offerings, and removing obstacles to program enrollment. Effective recruitment strategies include being visible to students and creating an environment that fosters dialogue and the exchange of information.

Criteria must be developed to identify the target population to be served on a regular basis. 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:**

- Three student recruitment strategies.

- Three student 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 CCLC program time.

- Referring a student to attend the 21st CCLC program when course averages fall below an acceptable level.

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

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

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

Linking to the Regular School Day: Formal Communication Process

Applications should include a formal process to regularly communicate with the principal, teachers and school support staff. 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 an intentional effort to communicate with school day staff. Such efforts might include combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, planning with teachers, face-to-face meetings, e-mail), 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:

- How program staff and school day staff will communicate on a regular basis to discuss student progress (e.g. - assignments, grades, test scores, classroom participation, and homework completion).

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

- How key personnel will participate in teacher meetings and professional development opportunities offered by the school.

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 may include:

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

K-3 Reading Intervention (Early Learning)

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

"Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided 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 the Academic Activities section.**

Adult Skill Building

Literacy and other educational opportunities must be provided to the parents and families of participating students. The mission of the program is not fulfilled by providing services that are situational or non-recurring, such as family nights, open houses and special events. These events are not considered adult skill building and attendance may not be counted. Activities must connect to identified needs. Six adult skill-building activities are required each year of the grant. Funds must be included in the Budget Summary and Budget Narrative, for the first three years for adult skill-building activities. **The applicant must address the following:**

- How a minimum of one percent of grant funds per grant year will be used to provide adult skill-building activities for parents with children in the program or demonstrate same amount as in-kind.

- How a minimum of six adult skill-building activities for parents will be implemented during the first year of the program.

- How parent needs will be determined each year of the grant.

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, to identify parent needs, and to recruit students. 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 activities as well.

Examples of Adult Skill Building Activities for Parents (not all inclusive):

- Classes that support and strengthen reading and writing skills
- Use of technology
- English language literacy classes
- Adult Ed/GED
- Financial planning
- Activities to assist students with their homework
- How to communicate with teachers

Summer Programming

KDE requires consistency in attendance for summer, just as during the school year. For the selected programs/grades, applicants must complete the Program Schedule Form L and be sure to address the minimum summer programming requirements in the narrative and budget.

ELEMENTARY
Required Summer Programming Guidelines (minimum 120 hours)
Elementary applications must provide a summer program to all grade levels identified in the grant application each day the program is open. To achieve the greatest impact for elementary students, KDE requires 120 hours of summer programming, for all students served by the grant, as outlined below.

- No less than 4 consecutive weeks of summer programming
- No less than 5 days per week
- No less than 6 hours per day
Or
- No less than 5 consecutive weeks of summer programming
- No less than 4 days per week
- No less than 6 hours per day

All elementary programs must provide the following:
- A minimum of 16 hours of certified teacher time per week of progamming
- 75 minutes of remediation or acceleration in reading each day
- 75 minutes of remediation or acceleration in math each day
- Age-appropriate activities
- A detailed summer program schedule
- No more than four field trips

MIDDLE/HIGH
Required Summer Programming Guidelines (minimum 40 hours)
Middle/high applications should be centered around a common purpose with emphasis on transition readiness. KDE requires a total of two weeks of summer programming for middle/high school students. Middle/high summer programming weeks are not required to run consecutively. To achieve the greatest impact for middle high students, KDE requires, for all students served by the grant, the applicant will provide 40 hours of summer programming.

Minimum Summer Programming Requirements for middle/high programs only.
- No less than 2 weeks of summer programming (weeks are not required to be consecutive)
- No less than 4 days per week
- No less than 5 hours per day

All middle/high programs must provide the following:
- Minimum of 16 hours of certified teacher time per week of programming
- Describe activities and services
- Provides a detailed schedule for summer programming and a summer timeline that demonstrates operation requirements will be met
- No more than two field trips may be taken

Field Trips
Field trips must demonstrate an intentional connection to grant goals and objectives. Programs are encouraged to expose students to learning outside of the local community. If the primary purpose of the destination is entertainment, it is not allowable. If awarded, the applicant will be trained on field trip requirements and guidelines. All field trips require prior approval and a lesson plan. Destinations must provide an educational experience from which the students can grow academically or culturally. Trips are not allowed during the school day. Programs will be asked to consider what teaching will occur prior to, during, and after a trip. Programs can work with community, grant, and school partners to plan based on the needs of the target population.

Part III: Program Operations

KDE requires 21st CCLC programs to offer services a minimum of 12 hours per week on weekdays, that include a minimum of 4 days per week, and 3 hours per day. **The 21st CCLC program is not a drop-in, childcare, or a babysitting program.** Such programs are not permissible with 21st CCLC grant funds. Programs should limit disruptions during afterschool hours, just as during the school day. The 21st CCLC program must be structured based on the following:

- Must have full access to services for the minimum number of days and hours per week based on the grade levels when 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).

- Must be offered only after school with services on at least 4 days for a total of 12 hours per week during the school term, Monday-Thursday, beginning when school dismisses.

- Must begin no later than 3 weeks after the start of the school year and must conclude no sooner than 2 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.

- 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 be offered on weekends, school breaks, holidays, etc., in addition to the 12 hours required during weekdays. A minimum of four hours per day is required for weekends, breaks, and holidays, etc.

Optional morning activities:
- Option I: Programs may provide 30 minutes of morning activities. Each activity must maintain a daily average attendance of 10 participants.
- Option II: Programs may provide 60 minutes of morning activities. Each activity must maintain a daily average attendance of 15 participants.

If an applicant cannot meet morning participation requirements, the morning program must be eliminated and time added to the afterschool schedule.

Applicant must address the following:
- A timeline of minimum operations for the first year of programming must include:
    - Operations from July 1, 2022 – September 30, 2023
    - Program start/end times
    - School breaks
    - Program evaluation periods
    - Data collection and review periods
    - Advisory council meeting dates (minimum of 4)
    - Adult skill-building dates (minimum of 6)
    - Practice dates of emergency drills
    - Student recruitment
    - Summer program start/end times

Staffing

All programs are required to meet state laws regarding screening of program staff and volunteers. **The applicant must address the following staffing requirements:**

- Provide a minimum of 16 hours of certified teacher time per week of programming to be provided by two or more teachers.

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

- Provide a full-time site coordinator that must be employed a minimum of 220 days.

- Provide training in school/district emergency policies, procedures and guidelines for all program staff.

- Provide at least one CPR and First Aid certified staff member during programming at all times.

- Provide a description of how program staff and volunteers will be trained and vetted to work in the program.

Staffing of programs can extend beyond the regular school day through certified and classified staff. Site coordinator job duties include, but are not limited to: data entry reporting, required state and federal data, submitting reimbursement requests, overseeing program operations, working with families, ensuring schedule is implemented, working with community partners, meeting with teachers/school administrators, attending school meetings, and facilitating 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 tracking should be maintained for all grant positions.**

Program staff may not be paid with grant funds to complete work for the school. However, program staff can work on 21st CCLC job duties during the day (meeting with teachers during planning times to discuss student grades, progress, homework assignments, homework completion, connecting with community partners, the co-applicant, and other resources to support the program, entering data, completing required reporting, etc.). Successful programs collaborate with youth development workers and community 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 other 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

Staff to Student Ratio

Staff to student ratio consideration must be given to the ages and/or disabilities of the students being served. Following is more specific guidance for staff to 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 count toward the maximum ratio of 1:15.

- Staff between the ages of 18 - 20 who hold a high school diploma or equivalent may work in a group setting of <u>elementary</u> students as an assistant to a certified teacher. These staff count toward the maximum ratio of 1:15.

- Staff between the ages of 18-20 who hold a high school diploma may work in a group setting of <u>middle or high school</u> students as an assistant to a certified teacher. These staff count toward the maximum ratio of 2:25.

- Student workers between the ages of 16-18 who have not completed a high school diploma may only work in a group setting of <u>elementary</u> students as an assistant to a certified teacher. These staff count toward the maximum ratio of 1:15. 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.

- Students working in a program may not be counted as part of the program attendance.

Nepotism

The Kentucky 21st CCLC Program prohibits any 21st CCLC employee from directly supervising an immediate family member. A family member is defined to include spouses, parents, children, grandparents, grandchildren, brothers, sisters, brothers- and sisters-in law, 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, Teacher, any other program staff).

Professional Development

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

A. **Level I Part I Orientation** (2 days) - July
   Required Attendance - site coordinator and program director
   Highly Recommended - co-applicant representative

B. **Level I Part II** (2 days) - October
   Required Attendance - site coordinator and program director
   Highly Recommended – co-applicant representative

C. **APLUS Data Training On-line** (1 day) - August
   Required Attendance - two program staff

D. **Multi-State Conference** (days) – September/October
   Required Attendance -site coordinator and program director
   Highly Recommended – co-applicant representative, grant partners, other program staff

E. **Regional Training** (1 day) – February/March
   Required Attendance – site coordinator

F. **National Conference** (3-4 days) – February/March
   Required Attendance – site coordinator
   Highly Recommended – program director and other program administrators
   New and continuation awards must attend one of the national conferences below during year one or year two. If a virtual option is offered, this will meet the requirement. Applicants may choose between one the following national conventions:

   National Afterschool Association (NAA)

   Beyond School Hours (BSH)

The applicant must address the following:

- Provide a professional development chart that identifies which staff positions will attend required state-level trainings, national conferences, and how information will be shared with other program staff.

- Identify and describe a minimum of three additional professional development opportunities based on identified need that will be provided to support program staff.

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

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

- Meal and snack menus that meet USDA guidelines should be maintained by the program director or site coordinator.

- Emergency procedures, including evacuation routes, dates, and a log of when emergency drills take place must be maintained by the program director or site coordinator (as a best practice, emergency drills should occur after school on the same day as practiced during the school day).

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

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

- How children will be supervised at all times (the program site coordinator, and/or appropriate designee, must be immediately available at all times).

Transportation

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

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

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

- How the safety/maintenance of all vehicles used for any type of transportation will be assessed and documented.

31

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 and FBOs).

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

- How a snack and/or meal will be provided during programming.

USDA 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

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

- ADA compliance

- Dedicated space at the school served for a site coordinator to use daily in the program (i.e., not in a hallway, basement, locker room, closet or on a stage).

- Access to a variety of resources located in the school (e.g., media room, gymnasium, cafeteria, classrooms, technology, etc.).

Part IV: Co-Applicant, Partners, and Advisory Council

The purpose of having partnerships in a program, is to provide in-kind services, academic/enrichment activities, resources, volunteers, and other community resources. The 21st CCLC initiative stresses the importance of diverse groups and organizations working together to strengthen school and community networks to help students and families succeed. Partners will help sustain the program as funds are reduced. A high quality center should partner with districts, schools, families, students, business and industry, and community-based organizations to provide leadership and support to ensure success for each student. Collaborative partnerships can also ensure students attending a 21st CCLC program benefit from the expertise throughout the community.

Co-Applicant Agreement

The purpose of the 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.

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

- Identify the co-applicant on the Application Cover Page Form A.

- Include the signed Co-Applicant Agreement Form M that lists specific contributions, and frequency of services, the co-applicant will provide the program in the submitted proposal.

Community Partner Agreements

Partnerships are used to enhance the delivery of services and activities for the program. The proposal should include one Co-Applicant Agreement Form M, and five Community Partner Agreements, that are signed, and outline contributions, and frequency of services, each partner will provide the program. **One of the five partner agreements, if the applicant is an LEA, may** identify all school and district programs that will collaborate with the 21st CCLC program (FRYSC, ESS, Title I, Migrant, Food Services, Transportation, and ATCs). The remaining 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.

A common support among partners may include creating program awareness. Beyond awareness, other supports should be included in each letter so letters should not be identically worded. If more than one partner will be providing adult skill-building, please be specific. For example, the ABC Center for Families will provide two adult skill-building activities, one financial literacy, and another on accessing Infinite Campus. The local library will provide one adult skill-building activity on utilizing available resources at the library to support students and families. **The applicant must provide:**

- Five Community Partner Agreements Form N, that are signed, and outline contributions, and frequency of services each partner will provide the program.

Applicant (Fiscal Agent)	Co-Applicant	Five Community Partner Partner Agreements
LEA	1 CBO/FBO	One district & four community partners
CBO/FBO	1 LEA	Five community partners

Examples of community partners:

- Arts and Science Community

- Businesses and Corporations

- Colleges and Universities

- Community Centers

- County Extension Offices

- Faith-Based Organizations

- Hospitals/Health Department

- Libraries

- Local Parks and Recreation

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, Advisory Leadership Team (ALT), or PTA/PTO council may not serve as the 21st CCLC Advisory Council. **The applicant must address the following:**

- The make-up of membership that will serve on the advisory council.

- The role of the council.

Examples of Agenda Topics for Advisory Council Meetings:
- Results of the needs assessment

- Program goals, objectives, and student progress

- Develop sustainability plan and revisit on a regular basis

- Formative and summative data evaluations

- Basic information about target population, (number of students, grade levels, activities, etc.)

- How the program is different from the student's regular school day

- How the 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

- Discuss community issues, goals, and initiatives

Part V: 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 with prior approval from KDE. A copy of the evaluation must be sent to KDE Consultant within 30 days of receiving the report locally.

The evaluation plan must address the following:

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

- What performance measures will be used to determine progress in meeting the program's stated goals and indicators.

- How the 21st CCLC Advisory Council will be involved in the evaluation process.

- A timeline for data collection.

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

- How results will be disseminated to all stakeholders (parents, advisory council, school administrators, and the community).

- How data will be used to strengthen/revise the program.

Part VI: Budget & Sustainability

Financial guidelines and budget preparation

Guidelines are subject to change in response to state and federal requirements and a budget amendment may be necessary. Budget amendments must be approved by KDE. All budgeted expenditures including staffing, must be aligned with the Program Operation (Part III). All costs, and activities must be allowable, reasonable, allocable, and necessary. The budget must address school year and summer programming. Sufficient funds must be included to meet summer program requirements.

Funds for year two and subsequent years may not be accessed prior to July 1 of each grant year, regardless of the program cycle.

Guidelines for allowable use of funds:

- Provide a minimum of 16 hours of certified teacher time per week of programming. These hours are to be provided by two or more certified teachers.

- Prepare the budget in consultation with the school principal, the academic leads of the school, and the finance officer.

- Consult with the current site coordinator and the school principal, if applying for a continuation or expansion grant, for feedback regarding the budget. Both parties can provide insight into the needs and program design used to determine budget allocations.

- Follow procedures for model procurement in purchasing and the awarding of contracts, as required by KDE and federal regulations, whether the applicant is an LEA, CBO, or FBO. This includes the provision of staff and related compensation, rates for travel reimbursement, and acquisition of goods and services.

- Submit contractual agreements over $500 to KDE for prior approval before beginning any services. Grantee is not permitted to issue subgrants or transfer funds to another entity or organization.

- Compensating staff at rates higher than the hourly rate paid by the LEA for similar job duties, is not allowed. 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.

Carryover Funds

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. Grantees are encouraged to contact KDE if there are significant problems which might prohibit expenditure of available funds.

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

- Demonstrate the administrative capacity to manage a grant program, by providing evidence, such as experience with grants and general budgeting, and list the fiscal resources available to cover initial startup and operating costs.

- Complete the Budget Summary Form D for Years 1-3.

- Complete the Budget Narrative Form E for Years 1-3.

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

- Describe how it will maintain a separate accounting of funds for 21st CCLC.

- Describe its plan for tracking time and effort of staff.

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

Examples of school-related clubs or other activities 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 Club/Gifted and Talented

- STLP, FCA, FFA

Preliminary Sustainability Plan

The applicant and all stakeholders must develop a preliminary plan describing how the program will be sustained beyond the award period. The grantee is required to sustain the initial level, frequency, and duration of services (including hours and transportation) as during the first 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. **The grantee is** required to submit a long-term sustainability plan at the end of the second year of programming. Programs will be provided three, 90 minute sessions on sustainability by the Youth for Youth program sponsored by the USDOE. The applicant is not allowed to create any type of fee structure for sustainability.

The sustainability plan must address the following:

- How critical components of the program (such as staffing, transportation, volunteers, and resources) will be sustained when grant funds end.

- How collaboration and leveraging funds with other local, state, and federal programs will occur.

- 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:

- 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.

- Contracts require prior approval by KDE before any services occur. The fiscal agent should work with 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 KDE.

- Contractual agreements are written for no more than one year since federal funding is pending each year until an award notice is provided to KDE.

- The site coordinator must seek prior approval from KDE if a vendor will need to purchase any materials, supplies, etc. with contract funds. The site coordinator then will submit a Purchase Request form to KDE for review and prior approval.

- All contractual agreements must meet 21st CCLC requirements and spending guidelines.

Kentucky 21st CCLC Spending Guidelines

- All purchases must be allowable, reasonable, allocable, and necessary.

- Grantees should be sensible in the use of funds to support sustainability.

- All purchases over $500 require prior authorization.

- Grantees are not allowed to order items below $500 in increments to avoid receiving prior approval.

- Just because an item may not cost $500 does not mean it is allowable. For example: TVs require prior approval. If you find a TV under $500 you still need prior approval before purchasing.

- Always seek prior approval if an item is not identified on the allowable list.

- Grantees may NEVER use funds to pay for existing levels of service funded through any other source. If something is currently funded from another source, you cannot "replace" that funding with 21st CCLC dollars.

- Funds cannot be used for fundraising.

- Funds cannot be used to pay or reimburse a grant writer.

- Funds cannot be used to pay for evaluation services included in the budget by the grant writer if these services will be provided by the grant writer or any associated business.

- Funds cannot be used to support ANY school day activities.

- Stipends cannot be paid to club leaders for clubs that were in place prior to receiving a grant.

- Funds cannot be used to pay for school related clubs/activities, athletics, organized sports, league fees, associated costs, salaries, or district dues. School- related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, Gifted and Talented, FFA and other traditional school clubs and/or activities are not allowable and therefore paying any portion of these costs would be supplanting.

Require Prior Approval from KDE

ALL field trips and related lesson plans
Contract services, fees, or stipends to a single vendor or individual above $500/year.
Curriculum
Software (including online subscriptions)
Items for distribution to individual students
Allowable expenses related to drama productions include payment of a certified teacher or staff member to serve as club leader, and the cost of licensing fees. (No more than $2,500 annually may be spent on drama)
Credit recovery/ACT prep
Copier rental
Driving programs
All professional development for 21st CCLC staff beyond what KDE requires regardless of cost.
Any personal communication device per site (e.g., cell phone, hand-held radios)
Evaluation and cost of external evaluator services
Any technology equipment, devices, or hardware
Virtual reality headsets
3-D printers
Video recording devices above $150 in cost and purchasing more than one
Cameras above $150 in cost and purchasing more than one
Television projectors
Archery equipment
Recreational items (basketballs, volleyballs, jump ropes, hula hoops, etc.)
Any program marketing costs
Storage cabinet
College tours
College challenge courses
Any food items for instructional purposes (cooking lesson, STEM activity), cookware, and any cooking supplies.
National Afterschool Association (NAA) Membership

| **Unallowable Use of Funds** |
| Regardless of the price |
| Always seek prior approval for items not listed and avoid supplanting issues |
| Any item that is necessary for a regular school day function/class or activity |
| Classes or programs previously offered and paid for by the district or other funding sources during the school year and/or summer. |
| Paying salaries (or portions of) for individuals performing school-day activities. |
| Salary for duties unrelated to 21st CCLC activities |
| Sick leave pay for school day staff/school daytime |
| Student incentives/rewards/prizes/gift cards |
| Food for anyone for any purpose |
| Materials to market school products, school sporting events, or services/activities of the school |
| Souvenirs/memorabilia for students |
| Gift/Gas cards of any kind |
| Promotional items - caps, key chains, tote bags, any items with program name, etc. |
| Student attire, any clothing items, including T-shirts, hoodies, polos, etc. |
| Custodial/janitorial duties and supplies for operation of the program (should be in-kind). |
| Inflatables of any kind (rentals or access) |
| Tuition/fees/scholarships related to any camps, colleges, or other activities |
| ACT/SAT individual testing fees |
| Payment to the fiscal agent or co-applicant for use of their facilities |
| Fees for preparation of the grant proposal and/or auditing services |
| Screen printing machines, sewing machines, embroidery machines, cricut machines, and any supplies |
| Purchase of land or facilities |
| Capital construction projects |
| Electronic signs and marquees |
| Fitness equipment (treadmills, weight machines, free weights, ellipticals, ball goals, permanent playground equipment) |
| Permanent items in or outside of a school |
| Travel for student incentives/rewards |
| Any out-of-state travel for students |
| Travel for students overnight and/or out-of-state |
| Tickets for college sporting events and/or games |
| 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 |
| Amazon, Costco, Sam's Memberships |
| Entertainment, amusement parks, splash parks, and associated costs |
| Ovens, convection ovens, toaster ovens, hotplates, refrigerators, microwaves, waffle griddles, washers and dryers, blenders, and vegetable choppers, any other appliances. |
| Furniture |

Allowable Use of Funds

Always seek prior approval for items not listed.

Core education (i.e. reading, writing, mathematics, science)
Academic enrichment and remedial learning programs/activities
STEM / STEAM
Tutoring services
Arts and music education
Global learning
Entrepreneurial education programs
Telecommunications and technology education programs
Programs that provide after school activities for English learners and their families that emphasize language skills
Mentoring programs
Recreational activities
Expanded library service hours
Programs that address truancy, suspension, expulsion, and/or chronic absenteeism
Drug and violence prevention programs (State Police, UNITE, EMTs, etc.)
Character education programs
Health and nutritional services
Programs that promote parental involvement and family literacy
Transition readiness programs to increase skills related to college and career readiness
Social emotional learning
Life skills
Counseling

State and Federal Reporting Requirements

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

The following items must be submitted as **one** document when submitting for reimbursement:

- QRR must be detailed and complete

- 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 on the DRR. The form provides grantees a method for continuously tracking program attendance to meet the grant application's proposed number of regular attendees to be served. The state reviews DRRs based on attendance reported in Cayen and Center Profiles.

Progress Self-Assessment (PSA)
The PSA focuses on progress toward meeting performance goals and indicators, a review of state and federal requirements, and an on-site visit each year. On-site visits will be scheduled in the fall of years three through five.

Federal Annual Progress Report (APR)

Cayen Afterschool 21 is the online system utilized by subgrantees to enter and maintain required program data and information that is reported to USDOE. Grantees 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 KDE and the state external evaluator. Individual student data will not be identified. KDE will review the information and Cayen Systems will upload the data into the federal data system for the USDOE review. Data entry into Cayen 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 KDE each year to assist grantees in this process. The following data are required for the Annual Progress Report (APR):

- Grades and annual assessment scores for participants
- Program operations
- Levels of participation (including summer programs)
- Behavior incidents
- Activities and sessions offered
- Events (e.g., Advisory Council meetings, adult skill building activities, Lights on Afterschool)
- Staff/personnel
- Community partners
- Funding sources
- Status of goals/objectives
- Surveys
- Student demographics

Student Records

Records should be maintained on-site and include:

- Name, address, gender, and date of birth

- Parent's or guardian's names, addresses and places at which parents or other 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
The grantee must retain all financial and program records for three years beyond closeout, or longer if there is an ongoing investigation or audit. An inventory list of materials and supplies purchased through the award must be maintained annually and sent to KDE by Oct 15 each year.

Closeout Procedures
A grantee operating in its fifth year of funding that is not already receiving continuation funds is required to follow federal and state closeout procedures. Grantee must transfer equipment, supplies, materials, and technology purchased with 21st CCLC funds to another 21st CCLC program located within the district served or, if not available or declined, another federal program at the school in accordance with 2 200.313 and 200.314.

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 data released each October. To reapply in the future, data requirements must be met. Completed data will be required when applying for future grant applications. The final inventory list must include the following and encompass the entire five year grant period:

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

The applicant must maintain all grant documentation in a secure place for the three year retention period once the grant period is closed. This includes financial and programmatic records, supporting documentation, and data collection records. Grantees must submit an e-mail to KDE Consultant by August 15th of the fifth year, to inform of program closeout.

Attachments must include closeout inventory, including information above, and a statement confirming all the required data has been entered. Submit final reimbursement requests reflecting zero encumbrances and a zero balance. Funds must be spent or encumbered by September 30th of each grant year. The MUNIS report will reflect zero encumbrances and a zero balance if all funds 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.

Appeals Process
The 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. 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)).

KDE follows a two-step process for reviewing and awarding submitted proposals/applications:
- Employees of 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))
- KDE selects peer reviewers to review and rate the applications based on the 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 based on the scoring rubric and merit of each application based on the peer review scores, any competitive priority points, and overall eligibility and responsiveness of the proposals. KDE's Procurement 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 proposals instances when KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

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, include an original signature of the authorized representative, and be notarized.

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

Regardless of a change in leadership at the district level (Superintendent), district 21st CCLC program director, and/or at the school level (principal, or site coordinator), the district is responsible for immediately notifying KDE, and must continue to meet all state and federal requirements as outlined in the RFA.

KDE Compliance and Evaluation of Programs

The USDOE requires KDE to conduct an annual, comprehensive, statewide evaluation of Kentucky's 21st CCLC programs. 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, 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
Year 1	6 Months January February	Technical Assistance (TA)	• On-site visit • Interviews • Meet with program staff • Prior submission of documentation • Student progress • Data review • Program observation • Exit interview • Recommendations
Year 2	Fall October November	On-site Compliance	• On-site visit • Interviews • Meet with program staff • Prior submission of documentation • Student progress • Data review • Program observation • Exit interview • Findings with areas of non-compliance and corrective actions
Years 3-5	Annual	Progress Self-Assessment (PSA)	• On-site visit guided by PSA • Interviews • Student progress • Data review • Program observation • Exit interview • Findings

FY22 Cycle 19 RFA Scoring Rubric

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

Part I: Comprehensive Needs Assessment	Maximum Points: 30

Comprehensive Needs Assessment: 30 points (3 points each)
Address each of the following in the order shown:
 	
1.1.1 How the community was notified of an intent to apply and how the application will be available for public input
 	
1.1.2 How all stakeholders were included in the planning and development of the proposal
 	
1.1.3 The target population to be served by the program.
 	
1.1.4 Address all 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
 	
1.1.5 Address all 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
 	
1.1.6 Methods and/or instruments that were used to collect feedback from teachers, students, parents, and the community.
 	
1.1.7 Availability, or lack of, resources at the school to be served, and in the community.
 	
1.1.8 The consultation process with private/home school officials.
 	
1.1.9 Private/Home School Consultation Form O is signed as required and attached with the proposal.
 	
1.1.10 How students with special needs will have access and be served in the program.	

Part II: Project Design	Maximum Points: 88

Performance Goals: 18 points (3 points each)

Applicants must describe the activities and services to address the following six performance goals as written in the Logic Model Form C and in the program narrative.

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

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

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

    2.1.4   Increase access to high-quality programming.

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

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

SMART Performance Indicators (Objectives)
18 points (3 points each)

    2.2.1   Provides and addresses three SMART performance indicators for Goal #1 that are connected to identified needs.

    2.2.2   Provides and addresses three SMART performance indicators for Goal #2 that are connected to identified needs.

    2.2.3   Provides and addresses three SMART performance indicators for Goal #3 that are connected to identified needs.

    2.2.4   Provides and addresses three SMART performance indicators for Goal #4 that are connected to identified needs.

    2.2.5   Provides and addresses three SMART performance indicators for Goal #5 that are connected to identified needs.

    2.2.6   Provides and addresses three SMART performance indicators for Goal #6 that are connected to identified needs.

Academic Activities: 18 points (3 each)

    2.3.1   How participants will meet challenging State academic standards and local standards.

    2.3.2   How the program will dedicate 50% of program time toward academic remediation or acceleration, and 50% toward enrichment, in addition to homework help.

    2.3.3   How activities are research and/or evidence based.

    2.3.4   How students will have opportunities to engage, explore, and experience Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities and enrichment during the program.

    2.3.5   How the program will align with the school's Comprehensive Improvement Plan.

    2.3.6   How the program will be designed, including a detailed schedule reflecting days of week, hours per day, sample of activities, and snack/mealtime.

Student Recruitment and Retention: 6 points (3 each)

    2.4.1   List three student recruitment strategies and briefly describe each one.

    2.4.2   List three student retention strategies and briefly describe each one.

Linkage to the Regular School Day: 9 points (3 each)

    2.5.1   How and how often program staff and school day staff will communicate to discuss student progress (examples: assignments, grades, test scores, classroom participation, and homework completion).

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

    2.5.3   How key personnel will participate in teacher meetings and professional development opportunities offered by the school.

Adult Skill-Building: 9 points (3 each)	

Adult Skill-Building: 9 points (3 each)

    2.6.1   How parent needs will be determined each year of the grant.

    2.6.2   How a minimum of six adult skill-building activities for parents will be implemented during the first year of the program.

    2.6.3   How a minimum of one percent of grant funds, or more, per grant year will adult skill-building activities for parents with children in the program or demonstrate same amount as in-kind.

Summer Programming: 10 points (total)

    2.7.1   Applicants must address required summer program components, as outlined in Part II for elementary and/or middle/high summer programming, as applicable.

Part III: Program Operations	**Maximum Points: 72**

Minimum Operations: 10 points total

    3.1.1   A timeline of minimum operations for the first year of programming must include:

- Operations from July 1, 2022 – September 30, 2023
- Program start/end times
- School breaks
- Program evaluation periods
- Data collection and review periods
- Advisory council meeting dates (minimum of 4)
- Adult skill-building dates (minimum of 6)
- Practice dates of emergency drills
- Student recruitment
- Summer program start/end times

Staffing: 18 points (3 each)

    3.2.1   Provide a minimum of 16 hours of certified teacher time per week of programming to be provided by two or more teachers.

    3.2.2   Provide a staffing chart listing program positions, responsibilities, and qualifications.

    3.2.3   Provide a full-time site coordinator that must be employed a minimum of 220 days.

    3.2.4   Provide training in school/district emergency policies, procedures, and guidelines for all program staff.

    3.2.5   Provide at least one CPR and First Aid certified staff member during programming at all times.

    3.2.6   Provide a description of how program staff and volunteers will be trained and vetted to work in the program.

Professional Development: 6 points (3 each)

    3.3.1   Provide 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.

    3.3.2   Identify and describe a minimum of three additional professional development opportunities based on identified needs, that will be provided to support program staff.

Health and Safety Plan: 18 points (3 each)
Applicants must describe how 21st CCLC participants will be served safely, including through the following standards, policies, and activities:

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

    3.4.2   Meal and snack menus, that meet USDA guidelines should be maintained by the program director or site coordinator.

    3.4.3   Emergency procedures, including evacuation routes, dates, and a log of when emergency drills take place must be maintained by the program director or site coordinator. (as a best practice, emergency drills should occur after school on the same day practiced during the school day).

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

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

    3.4.6   How children will be supervised at all times (the program site coordinator, and/or appropriate designee must be immediately available at all times).

Transportation: 9 points (3 each)

    3.5.1   How students will travel safely to and from the program.

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

    3.5.2   How the safety/maintenance of all vehicles used for any type of transportation will be assessed and documented.

Snacks/Meals: 2 points total

    3.6.1   How a snack and/or meal will be provided during programming.

Facilities: 9 points (3 each)
 	
    3.7.1   ADA compliance
 	
    3.7.2   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).
 	
    3.7.2 Access to a variety of resources located in the school (media room, gymnasium, cafeteria, classrooms, technology, etc.).	

Part IV: Co-Applicant & Partners	**Maximum Points: 15**

Co-Applicant & Partners: 9 points (3 each)
The fiscal agent must include the following in the application:
 	
    4.1.1   Identify the co-applicant on the Application Cover Page Form A.
 	
    4.1.2   Co-Applicant Agreement Form M is signed and lists specific contributions, and frequency of services, that the co-applicant will provide the program.
 	
    4.1.3   Five Community Partner Agreements Form O, that are signed and outline contributions, and frequency of services each partner will provide the program.
 	
Advisory Council: 6 points (3 each)
 	
    4.2.1   The make-up of membership that will serve on the advisory council.
 	
    4.2.2 The role of the council in meeting program requirements.	

Part V: Program Evaluation	Maximum Points: 21

Program Evaluation: 21 points (3 each)

    5.1.1   A comprehensive plan to evaluate the program on a continuous basis, using multiple sources of data (MAPS, grades, state assessments, attendance, discipline, surveys, etc.).

    5.1.2   What performance measures will be used to determine progress in meeting the program's stated goals and indicators.

    5.1.3   How the 21st CCLC Advisory Council will be involved in the evaluation process.

    5.1.4   A timeline for data collection.

    5.1.5   How feedback will be collected from students, parents, teachers, and the community.

    5.1.6   How results will be disseminated to all stakeholders (parents, advisory council, school administrators, and the community).

    5.1.7   How data will be used to strengthen/revise the program.

Part VI: Budget & Sustainability	Maximum Points: 24

Budget: 18 points (3 each)

    6.1.1   Demonstrate the administrative capacity to manage a grant program, by providing evidence, such as experience with grants and general budgeting, and list the fiscal resources to cover initial startup and operating costs.

    6.1.2   Complete the Budget Summary Form D for Years 1-3 in a manner that reflects the program design and needs of the targeted students/families.

    6.1.3   Complete the Budget Narrative Form E for Years 1-3 in a manner that reflects the program design and needs of the targeted students/families, providing appropriate levels of detail for each line item.

    6.1.4   Explain how grant funds will be used to supplement and not supplant.

    6.1.5   Describe how a separate accounting of funds will be provided for 21st CCLC.

    6.1.6   Describe a plan for tracking time and effort of staff.

Preliminary Sustainability Plan: 6 points (2 each)

    6.2.1   Describe how critical components of the program (such as staffing, transportation, volunteers, and resources) will be sustained when grant funds end.

    6.2.2   Describe how collaboration and leveraging funds with other local, state, and federal programs will occur.

    6.2.3   Describe 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 Forms & Other Documentation	Maximum Points: 42

The forms and other documents listed should be included within your 21st CCLC proposal and in the order below.

Two points per form will be deducted if the forms are incorrect or not complete.

Two points per attachment will be deducted if page limits, formatting or other requirements are not adhered to.

Two points per attachment will be deducted if identifying information is not blinded properly (see blinding instructions, pg. 7) or if documents are blinded so excessively that accurate scoring is impossible.

A maximum of two points per form will be deducted with the above listed errors.

Forms & Other Documentation: 42 points (2 points each)

Application Cover Page Form A	One page
Assurances Form B	Signed by fiscal agent, co-applicant, and principal(s)
Table of Contents	Created by applicant
Logic Model Form C	Do not exceed four pages
Narrative	Do not exceed 30 pages
Reference Page	Created by the applicant - do not exceed one page (does not count against the narrative)
Budget Summary Form D	Complete for years one through three as outlined on form.
Budget Narrative Form E	Complete for years one through three as outlined on form.
Prior Grantee/History Capacity Form F	Do not exceed two pages & attach 20-21 Center Profile.
New Applicant Form G	Do not exceed one page
Organizational Capacity Statement Form H	Do not exceed one page
List of Consortium Partners	Created by applicant - do not exceed one page
Chart listing positions, qualifications, and duties	Created by applicant – do not exceed two pages
Equitable Access and Participation Form I	Do not exceed two pages
Certifications Form J	Do not exceed two pages
Program Summary Form K	Do not exceed one page
Program Schedule Form L	Do not exceed two pages
Co-Applicant Agreement Form M	Do not exceed one page
Community Partner Agreement Form N	Minimum of five partner agreements
Private/Home School Consultation Form O	As needed
501c3 Non-profits must attach proof of registration with the Kentucky Secretary of State	This attachment must be included in the proposal after the Private/Home School Consultation Form.

Competitive Priorities for 21st CCLC Cycle 19	
Absolute Priority (required) The application serves schools identified for improvement under Title I, Part A, Section 1116 and is submitted jointly with (1) one or more local school districts receiving funds under Title I, Part A and (2) one or more public, private, or community/faith-based organizations. **A. Continuation Grant 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 latest 2020-2021 APR Center Profile data indicating that 50% or more of regular attendees improved and/or earned the highest grade possible in reading combined and 50% or more of regular attendees improved or earned the highest grade possible in math combined. If an applicant shows 50% improvement in either math or reading, the applicant will receive five points. **B. Additional Targeted Support and Improvement (ATSI) Schools Competitive Priority (5 Points)** Must be identified by KDE. Current ATSI schools were identified in 2018-19 and did not meet exit criteria in 2019-20. Must be identified by KDE. 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 Cycle 19 RFA – points will be awarded based on the 19-20 list identified by KDE. **C. Comprehensive Support and Improvement (CSI) Schools Competitive Priority (10 Points)** Must be identified by KDE. A school will be identified annually for Comprehensive Support and Improvement (CSI) if it meets any one of the following categories. For the purpose of the FY21 21st CCLC Cycle 19 RFA – points will be awarded based on the 19-20 list identified by KDE. • 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). **D. 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 Cycle 19 RFA based on state and federal guidance.	

Note: Regardless of geographic area, all applications must meet a minimum score to be funded pending availability of federal funds. **No score less than 234 points will be considered in making this determination.**	
Total Points Possible (excluding competitive priority)	**292**

Application Cover Page Form A
KENTUCKY DEPARTMENT OF EDUCATION
21st Century Community Learning Centers Cycle 19 RFA
Submission Deadline: November 16, 2021 4:00PM ET
A response is required in each field or points will be deducted. (see scoring rubric, part VII)

Application type

☐**New Applicant ($150,000)**   ☐**Continuation Applicant ($100,000)**
                                                                        Last Cycle Awarded: Choose an item.

☐**Expansion Applicant ($100,000)**   ☐**Continuation of an Expansion ($100,000)**
                                                                        Last Cycle Awarded: Choose an item.

Fiscal Agent DUNS #:	Fiscal Agent SAM CAGE Code#:

School #1:
Physical Address:
Target Grades:

School #2 (optional):
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:
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:**

21st CCLC Assurances Form B

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

1. **The fiscal agent** must ensure the minimum number of hours and days as required under program operations are met._____

2. **The fiscal agent and LEA** must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks prior to school ending. _____

3. **The LEA** 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. A basement, gymnasium, stage, closet, or locker room are not sufficient space. _____

4. **The fiscal agent** must ensure a minimum of two certified teachers serve in the program a minimum of eight hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served. _____

5. **The fiscal agent** must utilize the federal USDA snack program or the Child and Adult Care Food Program (CACFP). If not eligible for the USDA snack program or CACFP, alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals.

   _____

6. **The fiscal agent** must immediately notify KDE of a change in site coordinator. The fiscal agent must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA.

   _____

   a. Prior to the departure of the site coordinator, the fiscal agent 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. **The fiscal agent** must provide equitable opportunities for the participation of both public and private school students served by the award. _____

8. **The fiscal agent** must assure it affords reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application. _____

9. **The fiscal agent** must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. _____

10. **The fiscal agent** must ensure 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 KDE. _____

11. **CBO/FBO applicants** must submit an annual external audit each year of the grant. _____

12. **The fiscal agent** must submit all required reports and documentation as required to KDE. _____

13. **The fiscal agent and LEA** must assure that supplies, materials, technology, or equipment will not be used during the school day. _____

14. **The fiscal agent and LEA** 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. _____

15. **The LEA** must comply with provisions of the Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) Section 427 Equitable Access and Participation, and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, and 82, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474.

16. **The fiscal agent and LEA** must comply with the following guidance. _____
    - Civil Rights Act of 1964
    - Gun-Free Schools Act of 1994
    - Americans with Disabilities Act of 1990
    - Pro-Children's Act of 1994
    - Stevens Amendment

17. **The fiscal agent** must assure grant funds are not used for lobbying purposes. _____

18. **The LEA** 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 (outlined on page 45). _____

19. **The fiscal agent** must comply with all applicable requirements of all state statues, federal laws, executive orders, regulations, policies, and award conditions governing this program. 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. KDE will provide additional technical assistance based on the area of compliance to support the grantee. _____

20. **The fiscal agent** must submit a continuation progress report during year three, 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.

_____

21. **The fiscal agent** understands that if the grant is withdrawn 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. _____

22. **The fiscal agent** understands that by written notice, KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:

- Provide a high quality program with evidence of academic progress_____

- Implement the program as described in the application_____

- Serve the number of regular attendee students as stated in the application_____

- Meet the minimum hours of operation (hours/days/weeks/summer) _____

- Submit required reports and documentation in a timely manner _____

- Use funds in a reasonable and appropriate manner_____

- Resolve a non-compliance audit/monitoring finding_____

- Submit required data on or before the due date_____

- Implement a required Corrective Action Plan_____

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 print name   **Signature**   **Date**

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

_____
Co-applicant print name   **Signature**   **Date**

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

School Name:_____

_____
School Principal print name   **Signature**   **Date**

School Name:_____

_____
School Principal print name   **Signature**   **Date**

21st CCLC Logic Model Form C

Not to exceed four pages

List Performance Goals:
List Performance Indicators:
Describe the participants to be served by the program:

List Performance Goals:

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)

BUDGET SUMMARY FORM D

- 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, KDE MAY REQUIRE A BUDGET AMENDMENT.

Budget Category	Year One (2022-2023) School Year		Year Two (2023-2024) School Year		Year Three (2024-2025) 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 may not exceed 8%)						
Summer Materials & Supplies						
Transportation (School Year, Summer, Field Trips)						
Other (specify)						
Volunteers	N/A		N/A		N/A	
Yearly Totals (Grant and In-Kind)						

BUDGET NARRATIVE FORM E

BUDGET NARRATIVE MUST BE COMPLETED FOR YEARS 1-3 AND SUBMITTED WITH THE APPLICATION.

Budget Category for Year _____ (specify)	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	$
LEAs must use district restricted rate, CBOs & FBOs may not exceed 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)	$

Budget Category for Year _____ (specify)	Amount Requested
Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.	
12. Other (Specify)	$
Itemize costs.	
TOTAL AMOUNT REQUESTED	$