



**WEST VIRGINIA'S 21st CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations

West Virginia Nita M. Lowey **21st Century Community Learning Center Program Request for Proposals**

Anticipated funding: July 2026
*provided by the West Virginia Department of Education
with funding from the U.S. Department of Education*

Minimum Funding: \$50,000
Maximum Funding: \$250,000 + transportation award of \$10,000

Intent to Apply Form is due Friday, March 20, 2026
Application due date is Friday, April 17, 2026

**Applications must be submitted online through
the Grants and Planning System (GPS).**



**West Virginia Board of Education
2025-2026**

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Introduction

Legislative Authority and Purpose

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015.

The purpose of 21st CCLC is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development (§4201(a)(1)-(3))

Allocations for each state are based upon a portion of a state's Title I population ages 5-17, as well as census information. Current guidelines for the administration of this program were transferred to state education agencies under the Elementary and Secondary Education Act (formerly NCLB Act of 2001) and may be found under Title IV Part B—Nita M. Lowey 21st Century Community Learning Centers of Every Student Succeeds Act (ESSA) {[20 U.S.C.7171-7176]}.

Funding Amount

Approximately \$7.3 million annually is provided to the West Virginia Department of Education (WVDE).

Annual grant awards will range from a minimum of \$50,000 to a maximum of \$250,000 with an option for an additional \$10,000 transportation award, if funding is available, for grantees providing regular transportation from the afterschool program to student residences or nearby bus stop at the end of the program day.

The WVDE reserves the right not to award all requested grant funds and/or to negotiate specific grant amounts. All awards are subject to the availability of federal funds, and grants are not final until the WVDE grant award is fully executed.

Authorized Activities

Each eligible organization that receives an award may use the funds to conduct a broad array of before- and/or after-school activities (including weekends and summer recess periods) to improve student academic achievement as well as overall student success. Authorized activities include

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, which are aligned with—
 - the challenging State academic standards and any local academic standards; and
 - local curricula that are designed to improve student academic achievement
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- Literacy education programs, including financial literacy programs and environmental literacy programs
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- Services for individuals with disabilities
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness (§4205(a)(1)-(14))

Expanded Learning Program (ELP):

Currently, the state of West Virginia does not have a waiver to allow use of 21st CCLC funds for expanded learning programs.

Award Timeline

RFP Public Release	February 9, 2026
Bidders' Conferences *Participation in a Bidders' Conference is strongly recommended but not required for submission of an application.	Online <ul style="list-style-type: none"> February 18, 2026, 1 p.m. – 3 p.m.
Intent to Apply Due	March 20, 2026
Virtual Technical Assistance Sessions are located on the Application Resources webpage (https://wvde.us/21st-cclc/application-resources/).	<ul style="list-style-type: none"> March 18, 2026, at 2 p.m. April 1, 2026, at 2 p.m. April 8, 2026, at 2 p.m. April 15, 2026, at 2 p.m.
Application Due Date	April 17, 2026
Peer Review with application and competition feedback	June 2026
Award Decision Process	June 2026 and July 2026
Grant Award Announcements	July 2026
Program Begins	July 1, 2026, with sites operational on or before October 15, 2026

Eligibility

Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. An “eligible entity” refers to

- A local educational agency (LEA)
- A community-based organization (CBO)
- An Indian tribe or tribal organization (25 U.S.C. Section 5130)
- Another public or private entity
- A consortium of two or more such agencies, organizations, or entities (20 U.S.C. Section 7171[b][3]). This includes public school districts, Board of Cooperative Educational Services (BOCES), charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations (§4201(b)(3))

An applicant for a 21st CCLC subgrant must target students who primarily attend schools eligible for schoolwide programs under section 1114 of the ESEA and their families (Section 4204(b)(2)(F); see D-4). Under section 1114(a)(1) of the ESEA, a Title I school is eligible to operate a schoolwide program if 40% or more of its students are living in poverty or, if the school has a poverty rate of less than 40%, it received a waiver from the West Virginia Department of Education to operate a schoolwide program.

Statutory and Competitive Priorities

Federal statute (ESEA) requires that states give priority to applications

- Targeting services
 - Students who primarily attend to are
 - implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes
 - enrolling students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models
 - families of students described above
- Submitting jointly by eligible entities consisting of not less than
 - one local educational agency receiving funds under Part A of Title I
 - another eligible entity
- Demonstrating that the activities proposed
 - are, as of the date of the submission of the application, not accessible to students who would be served; or
 - would expand accessibility to high-quality services that may be available in the community (§4204(i)).

The WVDE gives priority to applications that propose

- Provide substantial opportunities for participants in Science, Technology, Engineering, and Math (STEM) activities; or
- Serve students in counties that have not recently operated a 21st CCLC grant program; or
- Serve only middle and/or high school students.

Applications that meet some or all these criteria may be eligible to receive competitive priority points during the peer review scoring process. Please see the [Review Process](#) section for more information.

General Application Guidelines

Grant Awards and Renewability

Competitive grants are awarded for a five-year period, contingent upon demonstrated student outcomes, compliance with federal and state requirements, and availability of funds. Grantees that fail to meet performance goals or compliance standards may have funding reduced or terminated.

Fiscal agents may submit a maximum of two applications. If more than two are submitted, only the first two listed in the online Grants and Planning System (GPS) will be reviewed; any additional applications will be rejected and not scored. A fiscal agent may hold up to five

active 21st CCLC grants at one time, provided the grants collectively serve at least three counties.

Grant funding is based on proposed average daily attendance (ADA), with a maximum award of \$3,050 per filled afterschool slot per year. For example, serving 50 students daily would allow a request of up to \$152,500 annually. Programs providing daily transportation may receive an additional \$10,000 transportation award. Administrative costs may not exceed 30% of the total budget.

Applicants reapplying for previously funded sites must base funding requests on the cumulative ADA from years three through five of the prior grant(s). WVDE 21st CCLC staff will notify applicants of the maximum allowable funding shortly after receiving a completed Intent to Apply form.

Due to limited funding, grant renewals are not offered. Although ESSA permits renewal based on prior performance, the WVDE does not exercise this option for 21st CCLC grants awarded beginning in the 2017–2018 school year.

Disposition of Proposals

All proposals become the property of the State of West Virginia.

Applicant's Experience

Applicants are eligible to apply if they currently operate afterschool programs or activities. 21st CCLC funds may be used to support these programs but may not supplant existing federal, state, or local funding. Applicants must demonstrate sustainability by expanding services or hours or increasing the number of students served.

Applicants with prior 21st CCLC funding must provide detailed information on past performance, program outcomes, and fiscal management. Proposals may not duplicate previously funded projects and must include new strategies informed by a current needs assessment. The WVDE may share documentation of prior performance and compliance with peer reviewers.

Applicants without prior 21st CCLC or WVDE grant funding are also eligible but must demonstrate the capacity to manage complex grants and show potential for success in delivering activities that enhance academic achievement and positive youth development.

Program Requirements

Statutory Requirements

According to statutory requirements outlined in ESEA Title IV, Part B, applicants must assure that

- The program will take place in a safe and easily accessible facility (§4204(b)(2)(A)(i));
- The proposed program was developed and will be conducted—
 - In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality
 - In alignment with the challenging State academic standards and any local academic standards (§4204(b)(2)(D))
- The program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students (§4204(b)(2)(F));
- Grant funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under ESEA Title IV, Part B, be made available for programs and activities authorized under ESEA Title IV, Part B, and in no case supplant Federal, State, local, or non-Federal funds (§4204(b)(2)(G));
- The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application (§4204(b)(2)(L));
- The 21st CCLC programs must be operated in a manner that follows the Measures of Effectiveness as described in section 4205(b) of ESEA. These principles include the expectation that programs:
 - Be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities
 - Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
 - Be based, if appropriate, upon evidence-based research that the program or activity will help students meet the State and local student academic achievement standards
 - Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A)
 - Collect the data necessary for the measures of student success described in subparagraph (D)

Private School Consultation

Grantees must, after timely and meaningful consultation with appropriate officials of private schools located in the area served by the grant, provide to eligible private school children and educators, educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators (§8501(a)(1), (3)(A)). The requirement to provide for the equitable participation of private school children and educators applies regardless of whether a grantee is an LEA, CBO, or other eligible entity.

Applicants must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the 21st CCLC program, as required under section 8501(c)(1), including identifying student needs and proposed services. Services provided to private school students must be secular, neutral, and non-ideological. Consultation must be documented by completing and uploading the required Appendix I form in the “Related Documents” section of GPS; this form must be completed and signed even if no private schools are located in the service area. An LEA may submit the WVDE Affirmation of Consultation with Private School Officials Form in lieu of Appendix I, provided that timely and meaningful consultation occurred during the 21st CCLC grant application process.

Comprehensive guidance on meeting this requirement is included in the Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance (July 17, 2023) available at:

<https://www.ed.gov/sites/ed/files/about/inits/ed/non-public-education/files/esea-titleviii-guidance-2023.pdf> (In particular, see Section K).

WVDE Requirements

All programs must meet the following WVDE requirements:

- **Schedule** — All programs must operate a minimum of 10 hours a week for 25 weeks during the regular school year or its equivalent. Summer programs are optional and not included in the 250-hour count.
- **Start date** — All programs must be fully operational and serving students by October 15 of each year.
- **Student attendance** — Programs are strongly encouraged to ensure that enrolled students attend a minimum of 90 hours each year. An attendance policy that supports consistent attendance is to be implemented.
- **Average daily attendance** — Programs must meet at least 85% of their approved school year average daily attendance (ADA) in year one and 90% in years two through five. After year one, grantees meeting 50%–85% of ADA may request a voluntary funding reduction or submit an action plan to achieve compliance. Grantees serving less than 50% of ADA will have funding reductions determined by the WVDE. In years two through four, failure to meet the 90% ADA requirement will result in a proportional funding reduction for the following year. For example,

a program proposing 50 ADA but averaging 35 students (70%) would receive a 20% funding reduction the next year.

- **Family engagement** – Programs must provide families with active and meaningful engagement in their child’s education, including parent or guardian education that supports academic learning. Each site must offer at least three parent engagement activities or practices annually, with additional activities encouraged. Activities may be shared across sites, offered virtually, or implemented through staff practices. All parent engagement efforts must be aligned with the needs identified in the application’s Statement of Needs.
- **Staffing** – Staffing must be structured with clearly defined roles and sufficient capacity to operate the program effectively. Staff and service providers must be selected based on experience, qualifications, and required training or certification. All staff and regular volunteers must undergo a vetting process, including criminal background checks, to ensure participant’s safety. Each site must have at least one staff member with current CPR and First Aid certification, and grantees must provide ongoing annual professional development for staff.
- **Staff to student ratio** – Staff to student ratios are to be at a level that assures participant safety, as well as the highest quality of program delivery based on the type of activity, programmatic level, and the number of participants. 21st CCLC programs are to follow the West Virginia Department of Human Services ratio guidance: <https://dhhr.wv.gov/bcf/ece/Documents/78CSR%2021%20OST.pdf>. School-age children will have at least one staff member for every sixteen children. With water activities such as swimming, canoeing, and fishing, the staff to child ratio shall be one adult for every eight children. Staff to student ratio is always based on the youngest child in the group.

Evaluation Requirements

Local Evaluation

Funded applicants must conduct a periodic local evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success for each funded proposal (§4205(b)(2)(A)). The funded applicant must use the results of its evaluation(s) to refine, improve, and strengthen the program or activity as well as review and refine the performance measures (§4205(b)(2)(B)). The funded applicant must provide public notice of the availability of its evaluation and make the evaluations available upon request (§4205(b)(2) (B)(ii)).

A completed evaluation report must be submitted annually to the WVDE, along with documentation showing how the report was shared with the community and stakeholders. Up to five percent of 21st CCLC funds may be used for evaluation activities. While an independent evaluator is not required, the WVDE may require the use of an external evaluator if the evaluation is deemed unsatisfactory.

State Evaluation

All applicants must guarantee that they will participate meaningfully in required WVDE state evaluation activities consisting of the following

- Up-to-date submission of performance data through a WVDE data web-application
- Completion of Grantee Profile information and data in U.S. Department of Education 21 APR System
- Completion of the annual Teacher Survey by the regular classroom teacher of students in grades 1 – 5 participating in 21st CCLC programming
- Submission of a completed annual Program Director Survey
- Submission of annual continuation, financial, and local evaluation reports through the WVDE

GPS Monitoring Requirements

Applicants must also assure that they will participate in program monitoring conducted by WVDE 21st CCLC staff. Program monitoring consists of, but is not limited to, the following:

- Pre-operational program Safety Review and site visits for all sites in year one of a new award. All successful applicants must submit a completed Pre-operational Program Safety Review to the WVDE seven (7) days prior to the first day of afterschool programming
- Annual site visits conducted by WVDE Coordinators
- Compliance monitoring and site visits with focus group interviews with key stakeholders at least once during the five-year grant period. If the annual Risk Management evaluation deems a grantee at higher risk, the grantee could be monitored for compliance annually
- Meetings to discuss compliance monitoring results and site visits
- Desk review of finances

Professional Development Requirements

The budget must include funding for the following required professional development:

- The program director to attend the New Grant Cohort Training in year one. Include travel, meals and incidentals, and lodging.
- The program director to attend the Multi-State Conference or its equivalent annually. Include registration, travel, meals and incidentals, and lodging.
- The program director and one program staff member who is responsible for planning and implementing daily programming to attend the WVDE-sponsored 21st CCLC conference annually. Include travel, meals and incidentals, and lodging.

The WVDE 21st CCLC program offers a variety of training and technical assistance annually to support program implementation. The U.S. Department of Education 21st CCLC office offers a 21st CCLC Nita M. Lowey National Summer Symposium for 21st CCLC grantees annually. Other organizations conduct national afterschool conferences annually.

Fiscal Requirements

ESEA requires that grant funds supplement and not supplant other Federal, State, local, and non-public funds to provide allowable programs and activities (§4203(a)(9); §4204(b)(2)(G)).

Budget

Applicants must submit a first-year budget as part of the application using the appropriate function and object codes from the WVDE LEA Chart of Accounts. Indirect costs may be charged using a restricted indirect cost rate in accordance with 34 CFR §76.563. Grantees must have a federally negotiated restricted indirect cost rate agreement or may elect to use the federal de minimis restricted rate of eight percent of modified total direct costs (MTDC) under 34 CFR §76.564(c)(2).

Administrative costs may not exceed 30% of the total grant award in any funded year, regardless of funding reductions, and include both indirect costs (subject to applicable rate limits) and direct administrative or management costs.

Grantees that successfully implement the program in year one must submit an annual continuation report and budget for each of the remaining four years, contingent upon continued federal funding. Grantees may request a reduction in funding at any time.

Program Income

Program income is gross income earned by a non-Federal entity that is directly generated by a federally supported activity during the period of performance (2 CFR §200.80). In 21st CCLC programs, program income most commonly results from the sale of student products through training or entrepreneurial activities and, in rare cases, from program fees. Under 2 CFR §200.307, any program income earned must be deducted from the 21st CCLC grant unless the grantee receives prior written approval from the U.S. Department of Education.

Allowable Expenses

The general principles to be used in determining costs applicable to the 21st CCLC grant are specified at 2 CFR part 200, subpart E—Cost Principles (34 C.F.R. §76.530).

Below is a list of common allowable and non-allowable expenses with 21st CCLC grant funds.

Expenditure	Status	Citation	Notes
Advertising and Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.

Advisory Councils	Allowable	2 C.F.R. §200.422	
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	
Audit Services	Allowable with Restriction	2 C.F.R. §200.425	Entity must receive \$1,000,000 of federal funds or more before 21st CCLC funding may be used to pay for audit services.
Conferences	Allowable	2 C.F.R. §200.432	
Contributions and Donations	Unallowable	2 C.F.R. §200.434	
Curriculum	Allowable		
Entertainment and prizes	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.
Equipment and other capital expenditures	Allowable	2 C.F.R. §200.439	Items with a per unit cost of \$10,000 or more require prior written approval from the WVDE.
Field Trips	Allowable with Restriction		Educational in nature, no overnight stays.
Food	Allowable with Restriction		Only food used in instructional programs that students prepare, and/or instructional materials are allowable expenditures.
Incentives	Allowable with Restriction		Educational in nature, \$25 maximum per student.
General Costs of Government	Unallowable	2 C.F.R. §200.444	
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	
Grant Writing Services	Unallowable		
Indirect Costs	Allowable with Restrictions	2 C.F.R. §200.414, 34 C.F.R. §76.563	Based on the approved restricted indirect cost rate or 8% de minimis rate.
Lobbying	Unallowable	2 C.F.R. §200.450	

Materials, supplies, computer cost	Allowable	2 C.F.R. §200.453	
Sub-granting of funds	Unallowable		

Application Submission Procedures

Applicants must email a completed WVDE 21st CCLC Intent to Apply form (Appendix K) to Carrie Reeves at cbreeves@k12.wv.us by Friday, March 20, 2026. Applicants will not receive access to the WVDE Grants and Planning System (GPS) until the Intent to Apply form is received. Any applicant that does not submit the form by March 20, 2026, will be disqualified from the 2026 grant competition.

Technical assistance calls will be offered via Microsoft Teams to support proposal development and ensure consistent information is provided to all applicants. Three calls will be held, with dates, times, access links, and recordings posted on the WVDE 21st CCLC webpage.

Applications must be submitted entirely through GPS. Completed applications must be fully submitted by Friday, April 17, 2026. Late submissions will not be accepted.

Application format must comply with the following

- Complete application in GPS using a font size of 12 or greater
- Chart formats are encouraged to be used in appropriate sections
- Citations must be in the correct Modern Language Association of America (MLA) format with a works cited page uploaded into the “Related Documents” section of GPS. Citations regarding student data must be current

Steps for applying:

1. Submit the Intent to Apply form by the deadline to obtain access to the GPS platform
2. Participate in a Bidders’ Conference and/or technical assistance conference calls
3. Enter information for all sections of the application into GPS
4. Upload all requested/related documents (see “Related Documents” section for details)
5. Complete the “Assurances” section of the application
6. Submit the application for approval within the applicant’s agency (see below)
7. Fully submit the application to the WVDE by the deadline of Friday, April 17, 2026

An application is considered fully submitted when approved in GPS by the LEA 21st CCLC Director, LEA Fiscal Representative, and LEA Superintendent. Applications not receiving all required approvals by the deadline will be disqualified. Applicants are encouraged to allow sufficient time for internal review and approval.

Review Process

All applications received by the due date will be reviewed for completeness and applicant eligibility prior to peer review. Information requested in the RFP must be included in the designated sections of the grant proposal. The WVDE appoints peer reviewers who evaluate and score eligible applications using the established rubric (Appendix C) to assess compliance with requirements and the likelihood of successful implementation.

To be eligible for review, proposals must meet all submission requirements outlined in this document. Applications must be complete and include all required documents and signatures, as applicable. Proposals deemed ineligible will be rejected and will not be scored.

A proposal is determined to be ineligible if:

- The proposal is submitted in excess of two proposals received from the same fiscal agent.
- The applicant has five 21st CCLC grants which will be operating in the new fiscal year.
- The proposal is submitted by a previously funded applicant that has outstanding reports of any kind.
- The applicant has previously been cited with major and/or significant deficiencies by the WVDE.
- The applicant is included on the State or Federal Debarred or Suspended Vendor lists.
- Unique Entity Identifier (UEI) number is not accessible.
- The proposal was not received by the deadline.
- The proposal is incomplete and/or missing required documents with signatures.
- The proposal indicates that 21st CCLC funds would supplant and not supplement other federal, state, local, and non-public funds to provide allowable programs and activities.
- The proposal budget exceeds the allowable award amount based on funding limits and the proposed average daily attendance.
- The proposal budget includes administrative costs that exceed 30% of the budget.
- The applicant proposes to expand services at currently operating 21st CCLC sites or provide services at a location that already houses a 21st CCLC program, regardless of the entity operating the site.
- The proposal contains plagiarism, false or misleading statements, or false or misleading references.
- The proposal is a duplicate of a previously funded grant proposal and does not contain new strategies based on a recent needs assessment.

Priority points will be added to scored proposals by the WVDE if a proposal scores a minimum of 75% of the possible points. These priority points are listed below:

- Applications submitted jointly by school districts receiving Title I funds and community-based organizations or other public or private organizations will be awarded **two** priority points.

The following clarification comes from the U.S. Department of Education’s 21st CCLC:

Non-regulatory Guidance (2024) determining whether an application has been “submitted jointly:” States should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program; each has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in integrating the after-school program activities with the regular school day program. Letters of endorsement alone are not sufficient enough evidence that organizations or school districts have substantially been involved in the design of a program.

- Applicants that propose to serve **only** schools identified by the WVDE as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools designated as needing improvement under section 1116 of ESEA will be awarded **two** priority points.
- Applicants that propose to serve schools in the following counties will be awarded **one** priority point: Barbour, Braxton, Brooke, Doddridge, Grant, Hampshire, Hancock, Jackson, Jefferson, Lewis, Marshall, Mason, McDowell, Mercer, Mineral, Mingo, Monongalia, Monroe, Ohio, Pendleton, Pleasants, Putnam, Randolph, Ritchie, Tyler, Wetzel, and/or Wyoming.
- Applicants proposing substantial STEM or STEAM opportunities will receive **one** priority point. To qualify, a distinct STEM/STEAM objective must be included in the Action Plan and described in the Afterschool Program Implementation section.
- Applicants that propose to provide afterschool programs to only middle school and/or high school students will be awarded **one** priority point.

The WVDE may consider geographic and programmatic diversity in funding decisions, to an extent practicable. Regardless of such considerations, applicants must meet the minimum funding threshold of 75% or higher, excluding priority points.

Award Process

Award Notification: July 2026

Application results will be emailed in July to the contacts listed in GPS. Grant awards will be announced in July, with funding anticipated to begin that month, subject to the availability of federal funds. Awards are not final until the grant agreement is fully executed.

Upon request, the WVDE will provide access to the two highest-scoring applications for review. If an agency is awarded funding and its application ranks among the top two, the application will be made available for this purpose.

Appeal Process

Applicants wishing to appeal a grant award decision must submit a written appeal to the WVDE. Appeals are limited to claims that the WVDE did not properly apply the application review standards outlined in this RFP. Appeals based on disagreement with the professional judgment of peer reviewers will not be considered.

The appeal must include the specific issue(s) in dispute, the legal or other basis for the appeal, and the remedy sought, and must bear the original signature of the authorized agent who signed the application. An original and two copies must be delivered or mailed to:

Margaret Williamson
Assistant Superintendent
Office of Federal Programs
West Virginia Department of Education
Building 6, Room 700
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

The WVDE must receive the appeal within 30 calendar days of the Grant Award Notification. A written response will be provided within 30 calendar days of receipt. If the decision is upheld, the applicant may appeal to the U.S. Secretary of Education within 20 calendar days of receiving the WVDE's written determination. Upon request, the WVDE will make available records related to the review or appeal, including records of other applicants.

Application Sections

A 21st CCLC application must be completed in GPS. The application consists of the following sections

- Cover Sheet
- Assurances (See [Appendix A](#))
- Program Summary
- Application Narrative
- Budget
- Related Documents

Cover Sheet

The applicant must provide the following information in the “Cover Sheet” section of the application

- Lead Agency Contact
- Fiscal Agency Contact
- Co-Applicant Partner Contact, if applicable
- Other Collaborating Partners
- Schools Served
- Number of Sites
- Funds Requested
- Federal Employees Identification Number (FEIN)
- Unique Entity ID (UEI)
- West Virginia Vendor Number

Additionally, the applicant must provide a detailed description explaining matching (local) funds and in-kind support provided by the applicant, co-applicant partner (as applicable), and other collaborating partners for the proposed 21st CCLC program. If an applicant requests a \$10,000 transportation award, it must be included under “Funding Type”, “Other.” Do **not** include the transportation award as part of the Funds Request amount.

Program Summary

The applicant must provide the following information in the “Program Summary” section for the school year and for the summer, if applicable:

- Name and Location of each site (include physical address)
- Days and Times of Program Operation
- Program Start Date
- Program End Date
- Estimated Average Daily Attendance
- Federal Direct Certified Student Percentage of Low SES at the school or site (for locations that are not a school or that serve multiple schools, use the Federal Direct Certified Student Percentage of the school(s) served at the site). This data is available in the Table of [School Attributes for 21st CCLC Grant Applicants on the 21st CCLC Application Resources webpage](#) under the Data Sources section.

- Estimated Adults/Family Members Served

Application Narrative (123 points)

Statement of Need (9 points):

In this section, applicants must assess community needs and available resources relevant to the proposed 21st CCLC program and describe how the program will address those needs, including the needs of working families. Applicants must also explain how information about the program will be disseminated to the community in an understandable and accessible manner. The narrative must:

- Identify student needs and risk factors, including those of student subgroups, using current, specific, and properly cited data, at a minimum addressing academic and social-emotional learning needs.
- Identify current, data-based needs of parents and families to be served by the program.
- Describe existing afterschool services in the community and explain how the grant will expand services or serve additional students.
- Describe stakeholder involvement in the needs assessment process, including consultation with private schools.

Needs data must be less than three years old and drawn from multiple sources, including a community needs assessment. All data must be properly cited, and a works cited page must be uploaded in the Related Documents section of GPS.

Action Plan (30 points)

In this section, the applicant establishes specific, measurable, attainable, realistic, and time-bound (SMART) objectives to meet the following statewide goals for all regular 21st CCLC program participants:

- Increase academic achievement
- Improve family engagement

Applicants are required to write a minimum of two (maximum of three) SMART objectives for each goal. For the goal, “Increase academic achievement,” one objective should focus on increasing achievement in mathematics, and another should focus on increasing achievement in English/Language Arts (ELA).

All objectives should be designed to meet the data-based needs of the students and families to be served by the 21st CCLC program as identified in the “Statement of Need” section of the application.

For each objective, the applicant will provide strategies, outcomes, progress indicators, and an evaluation plan related to the objective.

Action Plan Definitions

- **Goal** – a broad statement of intended long-term outcomes for the program.
- **Objective** – a specific, measurable, attainable, realistic, and time-bound (SMART)

statement of intended **annual** outcomes that support the achievement of the goal. Objectives should measure a change in knowledge, skills, or behaviors, as opposed to outputs, which are tangible or the direct result (i.e., attendance) of a process, task, or activity such as products, goods, or services.

- **Strategies** – specific actions or interventions that the program will undertake to meet the objective. Strategies should include specific grade-level audiences and frequency of actions or interventions.
- **Outcomes** – short-term, specific, measurable, attainable, and realistic changes that will likely occur as a direct result of the listed strategies, and that will be used to demonstrate progress toward the objective. Outcomes should be used to determine if strategy revisions are necessary to stay on track toward meeting the objective.
- **Progress Indicators** – data sources and evaluation methods used to measure **short-term outcomes** such as students’ individual, small group, or whole group progress toward the objective.
- **Evaluation Plan** – the steps to be taken to collect evidence of implementing program strategies and measure progress toward achieving the short-term outcomes and annual objectives. The plan should include the process of analyzing this information, and how the information will drive changes in program decision-making as part of a continuous quality improvement process. The plan should also include a timeline that clearly aligns with all components of the Action Plan.

Afterschool Program Implementation (24 points)

In this section, the applicant describes the activities to be implemented and how the identified activities will improve student academic achievement and overall success. The applicant must also describe how the high-quality afterschool program will meet the Measures of Effectiveness listed in [Appendix B](#).

Recruitment and Retention should:

- Explain strategies for recruiting and retaining at-risk students and maximizing these students’ participation, including a description of how practices will be equitable and inclusive.
- Explain how the program will ensure equitable access to, and participation by students and program personnel with special needs.

Program Design should:

- Provide a program implementation plan that includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year that meets or exceeds the minimum requirement of 250 hours of programming during the school year. Assure that the program will begin by October 15 of each year.
- Include a tentative schedule with time allotted to program components and activities for each site. Ensure separate times for meals, homework assistance/tutoring, and enrichment activities.
- If applicable, describe strategies for implementing optional summer programs including operation schedule and duration (i.e., number of weeks, days of the week,

and hours-per-day).

- Describe the use of evidence-based practices or curriculum for ELA that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- Describe the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- Describe the use of evidence-based practices or curriculum for enrichment that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- Describe a continuous quality improvement (CQI) process that provides details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards.)
- Describe plans to provide supper for participating students each day the program meets. A snack may also be offered. Food must meet U.S. Department of Agriculture (USDA) guidelines.
- Explain how your program will ensure that U.S. Department of Education 21st CCLC program will receive recognition.

Parent and Family Engagement (12 points)

In this section, the applicant describes the family engagement plan, which is aimed at improving parents'/guardians' involvement in their children's learning either at home, at 21st CCLC sponsored programs, at school, or elsewhere. Include how:

- The 21st CCLC program will involve parents, families, and community members.
- The family engagement plan is linked to the needs identified in the "Statement of Need" and "Action Plan" sections of the application.
- The family engagement plan uses evidence-based practices and/or curriculum.
- The 21st CCLC program will ensure equitable access to, and participation by, family members, including those with special needs.

Facility Plan (9 points)

In this section, the applicant describes how the program will take place in a safe and easily accessible facility. If a program is located in a facility other than an elementary or secondary school, the applicant must describe how the program will be at least as available and accessible to students to be served as if the program were located in an elementary or secondary school. Provide a facility plan that describes

- How the program provides a safe environment for all participants. Include specific information about the interior/exterior of each facility to be used. Describe what rooms and outside areas will be available to the afterschool program and how it is sufficient for all activities and number of anticipated students. Describe how the facility is accessible to individuals with disabilities.
- How the transportation needs of participating students will be addressed including how students travel (e.g., dismissal procedures, busing) to and from the 21st CCLC site will be safe and, if applicable, include a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.
- The emergency exit plan and emergency readiness plan (as created or modified for the

afterschool program), how it will be communicated to the staff, students, and parents, and how drills will be conducted.

Program Personnel (9 points)

In this section, the applicant describes the use of appropriately qualified personnel, including the recruitment and use of volunteers, if applicable.

- Use a chart to describe all staff roles and responsibilities including, but not limited to
 - A Program Director for a minimum of 10 hours per week to carry out grant responsibilities
 - A Collaborative Liaison between the school(s) and afterschool sites to ensure active communication between school personnel and site personnel
 - An Evaluator who will collect, monitor, and analyze data to produce an annual local report evaluating the effectiveness of the program in meeting its objectives and providing grant programs and services
 - Staff responsible for collecting, maintaining, and entering data into the required state and federal data collection systems
 - At least one staff member per site to be certified in both CPR and first aid within one month of employment
 - If applicable, describe the role of volunteers in supporting the afterschool program and implementing activities
- Describe the process to improve staff competencies that includes
 - Assessment of staff knowledge and expertise
 - Targeted professional development based on staff assessment and/or performance evaluations
 - Annual staff performance evaluation and feedback
 - Attendance at required WVDE 21st CCLC professional development offerings as described in the [Professional Development Requirements](#) section of this RFP
- Describe the hiring processes, including how appropriately qualified persons will be encouraged and used to serve as volunteers if the applicant plans to use volunteers, and how the staff-to-student ratio assures participants' safety as well as the highest quality of program delivery. The West Virginia Department of Human Services offers these regulations: <https://dhhr.wv.gov/bcf/ece/Documents/78CSR%2021%20ST.pdf>
- Describe the screening procedures for all staff and regular volunteers to ensure the safety of children, including required state-level background checks.
- Include funds in the budget and budget narrative for this vetting expense (i.e., background checks) West Virginia Department of Human Services offers these guidelines: [http://www.dhhr.wv.gov/bcf/ Providers/Documents/CIB%20Policy.pdf](http://www.dhhr.wv.gov/bcf/Providers/Documents/CIB%20Policy.pdf)

Collaboration (9 points)

In this section, the applicant describes its partnerships between local education agencies, community-based organizations, and other public and private entities, as appropriate. The applicant should also demonstrate how the proposed program will coordinate with other federal, state, and local programs. In the proposal

- Describe how the applicant will actively collaborate with the attending students' schools to develop and implement the program. **Signed Memorandum of Understanding and Commitment by the principal of each school must be included in**

the “Related Documents” section of GPS.

- Describe consultation with appropriate officials of private schools located in the area to be served by the grant. This communication must be verified by completing the appropriate form that comprises [Appendix I](#) and uploading it into the “Related Documents” section of GPS. **This form MUST be completed and signed, even if there are no private schools in the service area.**
- Explain the data-sharing process for
 - Accessing student records for use in program planning, implementation, and evaluation (data sharing agreement is part of the Memorandum of Understanding (MOU) signed by the principal of the school(s) where students are served and is uploaded in the “Related Documents” section)
 - Sharing program data and local evaluation results with stakeholders and use in the continuous quality improvement process
 - Gaining parent consent to access and use student data, if applicable
- Use the following template, describe the support provided by three main partner organizations detailing their summary of services and connection to the Action Plan objectives. Signed MOUs should be included for main partners in the “Related Documents” section of GPS. Additional partners and their contributions may be mentioned in the narrative of this section.
 - If there is a co-applicant applicant partner identified on the Cover Sheet
 - Include the co-applicant partner in the partner chart
 - Explain how the proposal has been submitted jointly
 - Describe the capacity of co-applicant partner to provide out-of-school activities that will complement and enhance academic performance, achievement, and positive youth development

Partnership Support		
Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership

- Upload all Memoranda of Understanding (MOU) in the “Related Documents” section of GPS. MOUs should clearly indicate the role, capacity, tangible contributions, and in-kind value of **each partnering organization.**

Sustainability (6 points)

In this section, the applicant submits a plan describing how the 21st CCLC program will continue after 21st CCLC funding ends. The sustainability plan should describe

- The Advisory Council including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program
- How other sources of funding will be leveraged to supplement the grant award and to support services, including coordination with other federal, state, and local programs with compatible/complementary services (i.e., Title I, Adult Basic Education)
- How the applicant will continue an afterschool program after the 21st CCLC grant funding cycle ends, and how partnerships will support the afterschool program after the 21st CCLC grant funding cycle ends

Organizational Capacity (6 points)

New Applicants

In this section, new applicants describe their capabilities and any experience implementing successful, high-quality afterschool programs. Include in the narrative how the applicant's past experiences supported students' academic achievement and positive youth development. Applicants should also explain their ability to evaluate and measure program effectiveness.

The applicant should describe the capacity of their organization to implement a 21st CCLC grant successfully. Specifically, applicants should describe their ability and any prior experience effectively managing federal funds. (Applicants receiving federal funds are required to have policies and procedures regarding cash management, time and effort, procurement, travel, property management, contracts, records retention, and conflict of interest.)

The applicant is to state whether they have or have not had any audit findings over the last two fiscal years. If there were findings, they must describe the finding(s) and measures taken to remedy the findings.

Prior History – Previously Funded Applicants

In this section, previously funded applicants must describe their experience and success in implementing a 21st CCLC grant, including improvements in student academic achievement, overall student success, and family engagement. Applicants must also report the number of program operating hours during the most recent grant year and the average daily attendance.

Applicants must explain how program sustainability has increased since receiving 21st CCLC funding and how a new award would further enhance impact on students, families, and communities served.

Applicants must indicate whether any audit findings have occurred during the past two fiscal years. If applicable, applicants must describe the finding(s) and the corrective actions taken.

Budget (9 Points)

In this section, the applicant provides a detailed budget and budget narrative for year one of the grant. Budget Detail and Narrative descriptions for year one that clearly explain the mathematical basis for estimating the costs of personnel salaries, fringe benefits, professional development, program staff travel, student transportation, materials and supplies, consultant and subcontract fees, indirect costs, and other program expenditures. Additionally, the applicant is to

- Limit administrative costs to 30% of the requested grant award. For example, administrative costs for a total grant request of \$250,000 would be limited to \$75,000. Administrative costs include administrative personnel salaries and fringe benefits, restricted indirect costs, and any other expenses incurred by the grant recipient in support of day-to-day operations of their organization that are not directly tied to a specific program purpose. Applicants must complete the “Administrative Costs Worksheet” found in [Appendix G](#) to calculate their Administrative Costs and upload the document in the “Related Documents” section of GPS.
- Separate all administrative costs from programmatic costs. Use the following GPS budget function codes for administrative costs:
 - 12211 Supervision of Improvement of Instruction Services
 - 12317 Audit Services
 - 12510 Fiscal Services-General
 - 12570 Personnel Services-General
- Name each staff position included in the “Program Personnel” section of the application and provide the formula for rate of pay and the duration of services. The full-time equivalent (FTE) percentage to be charged to 21st CCLC should be included for all full-time personnel budgeted in the grant.

The budget is to utilize identified function and object codes from the WVDE LEA Chart of Accounts. A chart of codes available in the 21st CCLC Application “Budget” section can be found on the 21st CCLC Application Resources webpage (<https://wvde.us/student-support-wellness/21st-century-community-learning-centers/application-resources>) under the “Template and Worksheet” section. The applicant’s approved restricted indirect cost rate will already be placed in the “Budget” section of GPS. The applicant is to provide information related to matching and in-kind funding resources is to be identified in the “Cover Sheet” section of GPS and not in the “Budget” section.

Application Appendices:

[A: Assurances](#)

[B: Afterschool Resources](#)

[C: Scoring Rubric](#)

[D: Example of Program Summary](#)

[E: Sample Action Plan](#)

[F: Sample Budget](#)

[G: Administrative Costs Worksheet](#)

[H: Example Evidence of Joint Planning and Partnership Document](#)

[K: Intent to Apply Form](#)

Appendix A: Assurances

The applicant or grant recipient will assure the State Education Agency that they will follow all regulations applicable for the 21st Century Community Learning Centers (CCLC) program listed by selecting the appropriate check box in the “Assurances” section of GPS.

1. The applicant or grant recipient must have a Unique Entity Number and provide it to the West Virginia Department of Education. No entity may receive a federal sub-award without one.
2. The applicant or grant recipient agrees to administer the 21st CCLC project under all applicable statutes, regulations, program plans, and approved applications, including:
 - Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
 - Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 82, 85, and 99
 - 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
 - Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act (GEPA)
3. The applicant or grant recipient will comply with the following acts of Congress:
 - Single Audit Act of 1984
 - Civil Rights Act of 1964
 - Gun-Free Schools Act of 1994
 - Americans with Disabilities Act, 1990
 - Pro-Children’s Act of 1994
 - Stevens Amendment, 1991
 - Bipartisan Safer Communities Act, 2022
4. The applicant or grant recipient will adopt and use proper methods of administering the 21st CCLC program, including the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
5. The applicant or grant recipient agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The applicant or grant recipient understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the West Virginia Department of Education may withhold funds otherwise due to the grant recipient from this grant program until the grant recipient comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited).

6. The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-applicant or grant recipient at any time during the term of the award. Examples of non-performance/non-compliance include, but are not limited to, the failure to:
 - Provide a high-quality program with evidence of academic progress
 - Implement the program as described in the application
 - Serve students as stated in the application
 - Adhere to the signed assurances
 - Limit administrative costs to 30% of the budget
 - Submit required reports and documentation in a timely manner
 - Use funds responsibly and appropriately
 - Resolve a non-compliance audit/monitoring finding in a timely manner (four months)
 - Submit required data within the given timeframe
 - Implement a required Corrective Action Plan
7. The applicant or grant recipient will comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
8. The applicant or grant recipient will use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices.
9. The applicant or grant recipient will not use these funds to supplant other federal, or state, or local, or non-public funds to provide allowable programs and activities. §4203(a)(9) and §4204(b)(2)(G)
10. The applicant or grant recipient assures it has described steps to make equitable access and equitable participation in the programs/activities to be conducted with such assistance as addressing the needs of students, staff, and other program beneficiaries to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age (Per the General Education Provision Act (GEPA) page 6 in Section 427 - <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>).
11. The applicant or grant recipient assures it will serve students who primarily attend schools eligible for schoolwide program under Section 6314 of Title 20 or schools that serve a high percentage of students from low-income families. Additionally, the applicant or grant recipient will serve the families of the students described. §4204(b)(2)(F)
12. The applicant or grant recipient assures that the proposed program will be developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities. §4204(b)(2)(D)(i)
13. To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), the community must be given public notice of an organization's intent to submit an application. The application and any waiver request must be available for public review after

submission.

14. The applicant or grant recipient assures there is an established process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501
15. The applicant or grant recipient assures that the proposed program will be in alignment with the challenging State academic standards and any local standards. §4204(b)(2)(D)(ii)
16. The applicant or grant recipient assures that it prohibits text messaging and emailing while driving during an official grant business. Federal grant recipients, sub-recipients, and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their privately-owned vehicle during official grant business, or from using government-supplied electronic equipment to a text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
17. The applicant or grant recipient will make reports to the WVDE and the U.S. Secretary of Education as may be necessary to enable such agency and the U.S. Secretary of Education to perform their duties and maintain such records, provide such information, and afford access to the records as the WVDE, and the Secretary may find necessary to carry out their responsibilities.
18. The applicant or grant recipient will cooperate in carrying out any evaluation of 21st CCLC conducted by or for the West Virginia Department of Education (WVDE), the U.S. Secretary of Education, or other federal officials.
19. The applicant or grant recipient will permit and mandate appropriate program staff to attend the required trainings specified in the Request for Proposal and will budget funds for such participation each budget year of the grant.
20. The applicant or grant recipient assures us that it will uphold the agreement's parameters with the co-applicant or partners as outlined in the original application for the duration of the grant cycle.
21. The school district, as fiscal agent or co-applicant or grant recipient, agrees to 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 but not limited to mandatory information for completion of Annual Performance Report (21APR) data collection.
22. If a non-local education agency serves as the fiscal agent, the school district/school 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 but not limited to mandatory information for completion of data collection and the local evaluation report.

23. When implementing the grant funded program, the applicant or grant recipient will:
- Begin serving students with the 21st CCLC Program by October 15
 - Meet the minimum number of operational hours as required
 - Provide dedicated program space in a safe and easily accessible facility during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities §4204(b)(2)(A)(i)
 - Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations may be secured to provide for the program
 - Immediately notify the WVDE of a change of director or site coordinator
 - Allow site coordinators and directors access to 21st CCLC guidelines, approved proposal, and required WVDE trainings
24. In order to receive the fourth and fifth years of the grant funding cycle, the grant recipient must
- Demonstrate that substantial progress has been made toward meeting the stated 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 student average daily attendance (ADA) during the first three years
 - Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) including at reduced grant allocation in the fourth year
 - Have complied with federal and state requirements and not be a high-risk grantee
 - Abide by and remain current on the required reports including the collection of and reporting of data
25. The applicant or grant recipient must uphold these assurances regardless of a change in individuals serving in the role or capacity of representative signing the application.

Appendix B: Afterschool Resources

Measures of Effectiveness

- IN GENERAL- For a program or activity developed under this part to meet the principles of effectiveness, such program or activity shall
 - Be based upon an assessment of objective data regarding the need for before and afterschool programs (including during summer recess periods) and activities in the schools and communities
 - Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
 - If appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards
 - Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in §4203(a)(14)(A)
 - Collect the data necessary for the measures of student success described in subparagraph (D)

High-Quality Program Characteristics

According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart II—Afterschool Programs” the following components are present in high-quality afterschool programs.

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- High Academic Standards
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth- Serving Organizations
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Evidence-Based Programs

The U.S. Department of Education has issued non-regulatory guidance on using Evidence to Strengthen Education Investments to provide State Educational Agencies (SEAs), local educational agencies (LEAs), schools, evaluators, and partner organization with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions, as defined in Title VII 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 give stakeholders an important tool to accelerate student learning. ESSA emphasizes using evidence-based activities, strategies, and interventions (collectively referred to as “interventions”).

Applicants are strongly encouraged to study and use this guide to assist them in selecting appropriate program curricula and strategies to build, implement, evaluate, and improve their 21st CCLC applications and programs. The document may be found at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>.

Appendix C: Scoring Rubric

Evaluative Guidelines for Score Point Descriptors

POINTS			
Zero	One	Two	Three
Information not provided, does not meet criteria, or is inaccurate.	Met some but not all identified criteria. Requires substantial clarification or corrections.	Address criteria but did not provide thorough detail. Adequate response but could benefit from additional clarification.	Met all criteria with high quality. Clear, concise, and well thought-out.

Scoring Rubric

SECTION 1. STATEMENT OF NEED		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
1.	The narrative defines the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs.	Relevant data are missing or not connected to needs and risk factors. Citations are not provided or are incorrect	Relevant data are partially provided for academic or social-emotional student needs, but substantial clarification is needed. Data are supported by some citations, or some citations are lacking, or older than three years.	Relevant data are sufficiently provided for both academic and social-emotional student needs but is not thoroughly developed. Data are supported by citations that are current (less than three years).	Relevant data are provided for both academic and social-emotional needs, and the data are clearly connected to the identified needs and risk factors. Data are supported by citations that are current.
2.	The narrative defines the current local, data-based needs of parents and families to be served by the grant program.	Relevant data are missing or not connected to needs.	Relevant data are partially provided, but substantial clarification is needed.	Relevant data are sufficiently provided but could benefit from additional clarification.	Relevant data are provided, and the data are clearly connected to the identified needs.
3.	The narrative describes current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students.	Rationale is missing, or existing and new services are not listed.	Rationale as well as current and new services are listed, but substantial clarification is needed.	Rationale as well as current and new services are listed but could benefit from additional clarification.	Rationale as well as current and new services are listed, with clear connections to existing community needs.

SECTION 2. ACTION PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
4.	Goal 1: Objectives Goal 1 includes a minimum of two objectives to meet the statewide goal of increasing academic achievement. Program objectives are Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).	No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 1.	Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.	Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.	All S.M.A.R.T. attributes are present across the objectives.
5.	Goal 1: Strategies Goal 1 strategies describe actions needed to meet annual objectives.	Strategies are missing or do not include any details regarding specific grade-level audiences (K-2, Middle School), and frequency of interventions/actions.	Strategies include some details regarding specific grade-level audiences, and frequency of interventions/actions, but the strategies do not support attainment of the objectives.	Strategies include most details regarding specific grade-level audiences, frequency of interventions/actions, and support the attainment of the objectives, but the details are not fully clear.	Strategies include all details regarding specific grade-level audiences, frequency of interventions/actions, and details are clear and likely to lead to meeting the objectives.
6.	Goal 1: Outcomes Goal 1 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be	Short-term changes are missing or do not demonstrate progress toward Goal 1 objectives.	Short-term changes mostly demonstrate progress toward Goal 1 objectives, but are not specific, attainable, and/or measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and most are specific, attainable, and measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and all are specific, attainable, and measurable.

SECTION 2. ACTION PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
	used to demonstrate progress toward annual objectives.				
7.	Goal 1: Progress Indicator(s) Goal 1 progress indicators include data sources and evaluation methods used to measure short-term outcomes.	Data sources and evaluation methods are not listed or are not connected with the short-term outcomes.	Data sources and evaluation methods are listed, but do not adequately measure the short-term outcomes.	Data sources and evaluation methods are listed and connected with the short-term outcomes, but not all may be feasible.	Data sources and evaluation methods are listed, clearly connected with the short-term outcomes, and are feasible.
8.	Goal 1: Evaluation Plan Goal 1 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.
9.	Goal 2: Objectives Goal 2 includes a minimum of two	No objectives are described as having S.M.A.R.T. attributes or	Some S.M.A.R.T. attributes are present across the objectives,	Most S.M.A.R.T. attributes are present across the objectives, but some	All S.M.A.R.T. attributes are present across the objectives.

SECTION 2. ACTION PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
	objectives to meet the statewide goal of improving family engagement. Program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).	are not linked to Goal 2.	but many attributes are missing or not specified correctly.	attributes are missing or not specified correctly.	
10.	Goal 2: Strategies Goal 2 strategies describe actions needed to meet annual objectives.	Strategies are missing or do not include any details regarding specific family audiences (e.g., foster parents, grandparents, K-5 parents), and frequency of interventions/actions.	Strategies include some details regarding specific family audiences, and frequency of interventions/actions, but the strategies do not support attainment of the objectives.	Strategies include most details regarding specific family audiences, frequency of interventions/actions, and support the attainment of the objectives, but the details are not fully clear.	Strategies include all details regarding specific family audiences, frequency of interventions/actions, and details are clear and likely to lead to meeting the objectives.
11.	Goal 2: Outcomes Goal 2 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate progress toward annual	Short-term changes are missing or do not demonstrate progress toward Goal 2 objectives.	Short-term changes mostly demonstrate progress toward Goal 2 objectives, but are not specific, attainable, and/or measurable.	Short-term changes demonstrate progress toward Goal 2 objectives, and most are specific, attainable, and measurable.	Short-term changes demonstrate progress toward Goal 2 objectives, and all are specific, attainable, and measurable.

SECTION 2. ACTION PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
	objectives.				
12.	Goal 2: Progress Indicator(s) Goal 2 progress indicators include data sources and evaluation methods used to measure short-term outcomes.	Data sources and evaluation methods are not listed or are not connected with the short-term outcomes.	Data sources and evaluation methods are listed, but do not adequately measure the short-term outcomes	Data sources and evaluation methods are listed and connected with the short-term outcomes, but not all may be feasible.	Data sources and evaluation methods are listed, clearly connected with the short-term outcomes, and are feasible.
13.	Goal 2: Evaluation Plan Goal 2 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
14.	The narrative explains strategies for recruiting and retaining at-risk students and maximizing these students' participation, including a description of how practices will be equitable and inclusive.	Recruitment and retention strategies are not provided or are entirely passive (e.g., only sending out flyers, "open to all").	Recruitment and retention plan provides some details on either engaging at-risk students or credible strategies.	Recruitment and retention plan provides details on both engaging targeted at-risk students and credible strategies, but the descriptions are not complete or likely to lead to success.	Recruitment and retention plan to engage at-risk, targeted students is both reasonable and success probable. Credible strategies to maximize both the number of students attending and continue participating are well explained.
15.	The narrative explains how the program will ensure equitable access to, and participation by, students and program personnel with special needs.	No procedures exist to support students with IEPs, 504 Plans, and English Learner Plans.	A procedure is mentioned that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but is not specific or is not set-up to meet individualized student needs.	An adequate procedure is described that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but the details included for staffing and resources are not thorough.	Equitable access is provided for all students and procedures exist to support students with IEPs, 504 Plans, and English Learner Plans, with specific details included for staffing and resources.
16.	The program implementation plan includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year. Applicant indicates a minimum requirement of 250 hours during the school year will be met.	Details are missing for the program calendar or programming time does not add up to 250 hours during the school year.	Details are unclear as to whether the program starts by October 15 and meets the requirements of 250 program hours during the school year.	The program starts by October 15 and meets the requirements of 250 program hours during the school year.	The program starts by October 15 and exceeds the requirements of 250 program hours during the school year.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
17.	A program schedule is provided for each site with time allotted to program components and activities and ensures separate times for meals, homework assistance/tutoring, and enrichment activities. Required components are mealtime, homework assistance/tutoring, and enrichment activities.	Program schedule is missing, of inadequate quality, not predetermined, or most required components are missing.	A program schedule is present but may be unclear with some program components or time allotments missing or does not provide separate times for meals, homework assistance/tutoring, and enrichment activities.	A program schedule is present and includes separate times for meals, homework assistance/tutoring, and enrichment activities as well as details regarding the time allotted to program components and activities.	A program schedule is present and includes separate times for meals, homework assistance/tutoring, and enrichment activities as well as details regarding time allotted to program components and activities. The program schedule provides details related to how it may vary according to site or grade levels served.
18.	The program implementation plan describes the use of evidence-based practices or curriculum for ELA that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR ELA content standards.	The proposed practices or curriculum are described as evidence-based but not aligned with either the action plan or the WVCCR ELA content standards.	The proposed practices or curriculum are described as evidence-based, aligned with the action plan and the WVCCR ELA content standards, but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR ELA content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
19.	The program implementation plan describes the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR mathematics content standards.	The proposed practices or curriculum are described as evidence-based but not aligned with either the action plan or the WVCCR mathematics content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and the WVCCR mathematics content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR mathematics content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.
20.	The program implementation plan describes the use of evidence-based practices or curriculum for enrichment that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and any relevant WVCCR content standards.	The proposed practices or curriculum are described as evidence-based but not aligned with either the action plan or any relevant WVCCR content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and any relevant WVCCR content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and any relevant WVCCR content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.

SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
21.	The continuous quality improvement (CQI) process that includes details related to staffing, timeframes, and rubrics/instruments (e.g., West Virginia Afterschool Program Quality Standards).	A plan for CQI processes is not included, is missing multiple components, or is not a CQI process.	A plan is described for CQI processes, but there are minimal details related to staffing, timeframes, or rubrics/instruments.	A plan is described for CQI processes with details related to staffing, timeframes, and rubrics/instruments, but could benefit from additional clarification.	A plan is fully described for CQI processes with details related to staffing, timeframes, and rubrics/instruments. Stakeholders are involved in the CQI processes and receive regular updates and/or results.

SECTION 4. PARENT AND FAMILY ENGAGEMENT		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
22.	The family engagement plan is linked to the needs identified in the Statement of Need section as well as the Action Plan.	The family engagement plan is either missing or is not connected to the Statement of Need and the Action Plan.	The family engagement plan is linked with the Statement of Need or the Action Plan, but not both.	The family engagement plan is linked with the Statement of Need as well as the Action Plan but could benefit from additional clarification.	The family engagement plan is clearly linked with the Statement of Need as well as the Action Plan.
23.	The family engagement plan describes how the program will involve parents, families, and/or community members. Family engagement activities are aimed at improving parents'/guardians' involvement in their children's learning either at home, at programs sponsored by the center, at school, or elsewhere.	Family engagement activities are not described or will likely have negligible or adverse impacts.	Family engagement activities are described, but the tentative impact or the feasibility of the methods require substantial clarifications or corrections.	The family engagement activities will likely lead to positive impacts with family engagement, but it is unclear how community member support is involved or how consistent staff-family communications will occur.	The family engagement activities will likely lead to positive impacts with family engagement, including support by community members and regular interactions between program staff and families.
24.	The family engagement plan describes implementation plans using evidence-based practices and/or curriculum.	The proposed plan is missing evidence-based practices or uses undocumented sources.	The proposed plan mentions best practices, but the evidenced-based connections are unclear.	The proposed plan describes best practices, but the details are not fully connected with nationally recognized databases or research-backed sources.	The proposed plan is clearly linked with nationally recognized databases or research-backed practices that have been vetted by experts in youth development and related fields.

SECTION 4. PARENT AND FAMILY ENGAGEMENT		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
25.	The family engagement plan includes steps to ensure equitable access to, and participation by, family members, including those with special needs.	The proposed plan does not include steps to ensure that all family members will have equitable access.	The proposed plan vaguely describes equitable access and inclusion but requires substantial clarification.	The proposed plan describes strategies to better ensure equitable access and inclusion but could benefit from additional clarification.	The proposed plan is detailed and will likely lead to equitable access and inclusion for all family members across various demographics and exceptionalities.

SECTION 5. FACILITY PLAN		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
26.	The narrative describes how the facility or facilities are safe, adequate, and accessible. Specific facility description should include the interior and exterior space of each facility that will be used, how the rooms and outside areas will be sufficient for all program activities and number of anticipated students, and how the facility is accessible to persons with disabilities. Each afterschool site facility is described.	A description of the facilities to be used is missing, or it cannot be determined if the facilities are safe, adequate, and accessible.	A description is present for some but not all of the facilities being used, or the descriptions provided are vague and do not guarantee that the facilities are safe, adequate, and accessible.	A description is present for every facility being used, but additional clarification is needed to guarantee that all facilities are safe, adequate, and/or accessible.	A description is present for every facility being used and it is clear that all facilities are safe, adequate, and accessible.
27.	The facility plan explains how student travel (e.g., dismissal procedures, bussing) to and from the 21st CCLC site will be safe and, if applicable, includes a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.	The facility plan does not describe transportation provisions or does not provide details that ensure student safety.	The facility plan provides generic details related to student travel to and from the afterschool sites, but the information is not specific to each site, or clarification is needed to ensure student safety.	The facility plan contains information for each site, and provides details that ensure student safety, but could benefit from additional clarification.	The facility plan describes all viable and applicable transportation options provided for students and provides clear details that ensure student safety.
28.	The plans for emergency exit and emergency readiness are created or modified for the afterschool program and each site and describe how information will be communicated to the staff, students, and parents, and how drills will be conducted.	The plans are missing or meet very few criteria.	The plans address some components, but not all, and those addressed require substantial clarification.	The plans meet most specified criteria, and all components are described, but could benefit from additional clarification on a specific component.	The plans meet all specified criteria, are specified to each site, accounts for multiple different plausible scenarios, and will be clearly communicated to all stakeholders.

SECTION 6. PROGRAM PERSONNEL		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
29.	All staff roles and responsibilities are described using a chart that specifies details for the program director, collaborative liaison, evaluator, data collection, and maintenance staff, and at least one staff member per site certified in both CPR and first aid.	Many roles are missing or are not provided with any descriptive detail.	A narrative or chart is used to delineate staff roles and responsibilities, but some roles are missing, or descriptions are unspecified.	A chart is used to delineate all staff roles and responsibilities across all sites, but additional detail is needed for specific staff.	A chart is used to clearly delineate all staff roles and responsibilities across all sites. Staff descriptions are clear and complete.

SECTION 6. PROGRAM PERSONNEL		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
30.	<p>The narrative describes a process to improve staff competences, including assessment of staff knowledge and skills (including annual performance evaluation), targeted professional development based on staff assessment and/or performance evaluations, and attendance at required WVDE professional development offerings as described in the RFP.</p> <p>*If one of these items is missing, then the score is a zero.</p>	<p>The process to improve staff competences is not described or does not assess staff knowledge or skills or does not include attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is described. An assessment of staff knowledge and/or performance is mentioned but significant clarification is needed on how professional development will be based on assessment. The plan includes attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is described and based on an assessment of staff knowledge/performance. However, it could benefit from additional details on how it will support implementation of program components and activities. It includes attendance at all required WVDE 21st CCLC professional development offerings.</p>	<p>A process to improve staff competences is well described and based on an assessment of staff knowledge/performance. It includes details on how it will support implementation of program components and activities. It includes attendance at all required WVDE 21st CCLC professional development offerings.</p>

SECTION 6. PROGRAM PERSONNEL		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
31.	The narrative describes procedures for relevant screening and hiring processes and how the staff-to-student ratio assures participant safety as well as the highest quality of program delivery.	The procedures are missing or do not assure student safety.	The procedures are poorly defined and are missing specific details.	Vetting and hiring procedures are described for all staff and regular volunteers (including state-level background checks), but additional clarification is needed with respect to staff-to-student ratios, implementation plans, or timeline.	Vetting procedures are described for all staff and regular volunteers (including state-level background checks), hiring procedures are clear and relevant to providing high quality program delivery, and staff-to-student ratios are specific to different activity types and grade-spans.

SECTION 7. COLLABORATION		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
32.	The narrative describes how the applicant will actively collaborate with the attending students' schools to develop and implement the program. The applicant describes how they consulted with the leadership of private schools located in the services area. Private School Consultation form is uploaded in the "Related Documents" section.	The plan for connecting the regular school day and afterschool programming is not present or is unapparent. No MOUs are included. No Private School Consultation form is included.	The plan for connecting the regular school day and afterschool program is not comprehensive and does not include multiple school day staff. An MOU is included for at least one school served. Private School Consultation form is included.	The plan for connecting the regular school day and afterschool program includes multiple school day staff but lacks detail. An MOU is included for each school served. Private School Consultation form is included.	The plan for connecting the regular school day and afterschool programming is based on consistent communication and feedback from educators, school administration, and support staff. An MOU is included for each school served. Private School Consultation form is included.

SECTION 7. COLLABORATION		POINTS			
		Zero	One	Two	Three
33.	The narrative describes the data-sharing process for accessing student records, sharing data and evaluation results, and for gaining parent consent to access and use student data, if applicable. Plans are described to use data in evaluation and continuous quality improvement (CQI).	Data-sharing, evaluation, and CQI plans are missing. No MOUs for any schools served include a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are lacking and require substantial clarification. Some MOUs signed by schools served include a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are described but could benefit from additional clarification. The MOUs signed by each school served include a data-sharing agreement.	Data-sharing, evaluation, and CQI plans are clear and well described. The MOUs signed by each school served include a data-sharing agreement.
34.	A chart describes the support provided by the main partner organizations detailing their summary of services and connections to Action Plan objectives. MOUs are included for main partners in the “Related Documents” section. <i>If there is a co-applicant: (1) the co-applicant is listed in the chart; (2) their capacity to implement OST is described; and (3) the narrative explains how the proposal was jointly submitted.</i>	A chart is incomplete or missing, or there are no MOUs included.	The chart includes at least one partner. The chart contains some of the information requested. The applicant lists more than one partner, but an MOU is not included.	The chart includes at least two partners, including any co-applicant partner. The chart contains the information requested, but more detail is needed. Each partner has a signed MOU.	The chart includes at least three partners, including any co-applicant partner. All information is included in detail, and each partner has a signed MOU.

SECTION 8. SUSTAINABILITY		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
35.	The narrative describes the Advisory Council, including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program.	The narrative does not mention the Advisory Council and its role, or most of the information is missing.	The narrative includes a partial description of the Advisory Council and its role; some information is missing.	The narrative includes a description of the Advisory Council and its role but could benefit from additional details.	The narrative includes a complete, detailed description of the Advisory Council and its role, and is a diverse representation of stakeholders.
36.	The sustainability plan details how the applicant will provide the program as described with reduced 21st CCLC funding, how other sources of funding will be leveraged to supplement the grant award, and how partnerships will support the afterschool program after the 21st CCLC grant funding cycle ends.	The sustainability plan is not present, is missing most of the requested elements, or is inadequate.	The sustainability plan is missing some of the requested elements or may not be likely to lead to sustainability.	The sustainability plan addresses all requested elements but could benefit from some additional details.	The sustainability plan thoroughly describes the requested elements and is likely to result in the program providing the same level of services in years four and five and continuing after the grant ends.

SECTION 9A. ORGANIZATIONAL CAPACITY – NEW APPLICANTS		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
37a.	The narrative describes the applicant’s capacity and experience implementing successful, quality afterschool programs that support students’ academic performance and positive youth development and their ability to evaluate and measure program effectiveness.	The applicant (or co-applicant) has no experience in implementing afterschool programming or most of the requested information is missing.	Not all elements are described, or it is unclear that the applicant is likely to implement and effectively evaluate a high-quality program.	The applicant describes all the elements but could benefit from some additional details.	The applicant thoroughly describes all elements and is likely to implement and effectively evaluate a high-quality program.
38a.	The narrative describes the applicant’s capacity and methods to implement a 21st CCLC grant successfully, and specifically, their ability to manage federal funds.	Description of organizational capacity and administrative methods is missing. Audit and any findings are not mentioned.	Substantial clarification is required to determine the applicant’s capacity and methods, or applicant does not have previous experience. Audit is mentioned but findings are unknown.	The capacity and administrative methods are adequate, but additional detail is needed. No audit findings in the past two years, or any audit findings have been sufficiently addressed.	The capacity and administrative methods for managing federal funds are thoroughly described. No audit findings in the past two years.

SECTION 9B. ORGANIZATIONAL CAPACITY – PRIOR HISTORY – PREVIOUSLY FUNDED APPLICANTS		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
37b.	The narrative describes the applicant’s past experience and success implementing a 21st CCLC grant, including how the program improved: (1) student academic performance and achievement, and (2) family engagement. This description should also include the number of hours operated during the last year of grant funding and the average daily attendance.	Data are lacking or not clearly stated.	Provided some data regarding the past performance but substantial clarification is needed, or most elements were not provided.	Provided adequate data-informed response of the past performance but additional details and clarification would be of benefit.	Provided clear, detailed, data-informed outcomes and successes of last grant.
38b.	The narrative describes how the applicant previously increased in sustainability since receiving 21st CCLC funding and how a new grant award will allow the applicant to create a greater impact with the students, families, and communities in which they work. If the applicant had any audit findings over the last two fiscal years, they are to describe the findings and measures performed to remedy findings.	Information is not provided or not clearly stated. Audit is not mentioned.	Described some information but not all identified criteria regarding sustained efforts and new funding’s impact. Audit is mentioned but findings are unknown.	Described sustainability impact on program and how the new funding will create a greater impact but could benefit from additional clarification. No audit findings in the past two years, nor any findings have been sufficiently addressed.	Provided detailed information on how their sustainability efforts have increased their effectiveness. It is evident that new funding will provide a greater impact and build on past programs. No audit findings.

SECTION 10. BUDGET		POINTS			
		<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>
39.	The budget narrative and detail include a complete, mathematical basis for estimating the costs (e.g., salaries, fringe benefits, travel, student transportation, materials and supplies, consultant and subcontracting fees, program evaluation, indirect costs, and other program expenditures). Background checks and required 21st CCLC state trainings should be listed in budget.	The budget does not contain adequate mathematical basis for costs and may not include background checks or required trainings.	The budget contains mathematical basis but requires substantial clarifications or corrections. Background checks or required training may not be included.	The budget contains details on how costs are calculated but could benefit from additional clarification. Background checks and required trainings are included.	The budget is well-constructed and details how costs were calculated. Background checks and required trainings are included.
40.	The budget and budget narrative are reasonable for the planned afterschool program. The number of students served with the proposed budget/in-kind support is sensible and sufficient; each site is provided with adequate staff, supplies, and transportation.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) do not support the afterschool plan.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) partially support the afterschool plan. Requires substantial clarifications or corrections.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) are adequate for the afterschool plan but could benefit from additional clarification.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) support the afterschool plan provided in the narrative. The budget is clear, concise, and well described.
41.	Administrative costs are 30% or less and are clearly listed. The Administrative Cost Worksheet is uploaded, complete, and meets the 30% limit. If an indirect cost rate is not utilized, then the indirect costs on the worksheet are clearly listed and do not exceed 8%.	It cannot be determined if budget separates administrative costs from programmatic costs, and worksheet is not complete or not correct.	n/a	n/a	The budget clearly separates administrative and programmatic costs. The worksheet is complete and correct.

Appendix D: Example of Program Summary

Name and location of each site	Days and times of program operation throughout week						Estimated average daily attendance School Year	Student Direct Certification for Federal Assistance%	Estimated adults/ family members served
	MON	TUES	WED	THURS	FRI	SAT			
Totals for the entire program									

Program Summary for Summer (if applicable)

Name and location of each site	Days and times of program operation throughout week						Estimated average daily attendance - Summer	Estimated adults/ family members served
	MON	TUES	WED	THURS	FRI	SAT		
Totals for the entire program								

Appendix E: Sample Action Plan

Goal 1: Increase Academic Achievement				
Objectives (2-3)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)</p> <p>https://wvde.us/21st-cclc/application-resources/</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p>	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p>	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p>
<p>1.1 By the end of the school year, at least 75% of K-5 students who attend the 21st CCLC program for at least 60 hours, will meet their individual targets for expected growth from the i-Ready BOY (beginning-of-year) to the EOY (end-of-year) benchmark in English Language Arts</p> <p>- By the end of the school year, at least 75% 6-8 grade students who attend the 21st CCLC program for at least 60 hours, will maintain a C average or above in Language Arts during the school year.</p>	<p>1.1.1 Evidence-based tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards (WVCCRS) for ELA for all ages. Resources include staff, high interest text, computer software.</p> <p>1.1.1 Small or whole group repeated readings (including read aloud and theater) and collaborative discussions to improve comprehension by building knowledge, vocabulary, and fluency with high-interest, grade-level texts. Youth choice and WVCCRS for ELA, Social Studies, and Science will be used to guide text/topic selection and instruction. (K-8)</p> <p>1.1.3 Homework will be completed daily by the middle school and staff will work with students to ensure homework is submitted. (6-8)</p>	<ul style="list-style-type: none"> · Students will master explicitly taught foundational reading and writing skills. · Students will demonstrate improved fluency with grade-level passages based on topics and texts under study. · Students will demonstrate comprehension of grade-level informational and literary texts that are used for repeated readings and collaborative discussions. · Middle School students will have a homework completion rate of 90%. · Middle School students' 9-week grades will meet C average or better. 	<ul style="list-style-type: none"> · PALS (Phonological Awareness Literacy Screener) for foundational skills (K-5) · I-Ready progress monitoring assessments for foundational skills and comprehension (K-5) · Formative assessment documented by tutors with anecdotal notes, rubrics, checklists, or rating scales while students (K-8) <ul style="list-style-type: none"> ◦ Answer text-based questions ◦ Participate in collaborative discussions ◦ Practice phonics skills in isolation and in connected text ◦ Complete cold reads of grade-level passages based on topics and texts under study ◦ Use nine-week and semester grading records to identify homework completion rates and nine-week and semester grades (6-8) 	<ul style="list-style-type: none"> · i-Ready progress reports will be used by tutor and evaluator to document K-5 student growth and determine future plan for growth in ELA · For interventions only, all students will be grouped according to skills needed by tutor · Ongoing formative assessment and anecdotal notes will be used by tutor to assess all individual skill progress · Monthly review of 6-8 grade students' grades to identify achievement and areas needing improvement by tutor · Feedback discussions (every nine weeks) with students and site coordinator to determine various future ELA enrichment activities (K-8)

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p>	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p>	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p>
<p>1.2 By the end of the school year, at least 75% of K-5 students who attend the 21st CCLC program for at least 60 hours will meet their individual targets for expected growth from the i-Ready BOY (beginning-of-year) to the EOY (end-of-year) benchmark in mathematics.</p> <p>- By the end of the school year, at least 75% 6-8 grade students who attend the 21st CCLC program for at least 60 hours will maintain a C average or above in mathematics during the school year.</p>	<p>121 Grade K-8 students will be provided with evidence-based tutoring and small group interventions to improve conceptual understanding, procedural fluency, and application of grade-level math skills as listed in the WVCCRS for mathematics.</p> <p>122 Grade K-5 students will meet in small or whole group just-in-time instruction for unfinished learning of math concepts and skills that are prerequisites to the grade-level content under study.</p> <p>123 Grade K-8 students will complete games and project-based enrichment activities, will be integrated weekly for all students that reinforce grade-level mathematical concepts, and allow for practice.</p> <p>124 Grade 6-8 students will receive daily homework assistance.</p>	<ul style="list-style-type: none"> Students will master explicitly taught math concepts and skills (K-8) All students will apply newly mastered mathematical knowledge to solve problems using the mathematical habits of mind from the WVCCRS for Mathematics (K-8) Middle School students will have a homework completion rate of 90% at each nine-week review of grades (6-8) Middle School students' nine-week grades will meet C average or better (6-8) 	<ul style="list-style-type: none"> i-Ready progress monitoring assessments (K-5) Formative assessment of conceptual understanding, procedural fluency, and mathematical practices during math application and enrichments documented by teacher notes, checklists, rubrics, or rating scales (K-8) Use nine-week and semester grading records to identify changes in homework completion and nine-week and semester grades (6-8) 	<ul style="list-style-type: none"> For interventions, students will be grouped based on skill mastery using results of i-Ready BOY assessment by tutor (K-5) Formative assessment and anecdotal tutor notes will be used to document student mastery of new skills, concepts, and mathematical habits (K-8) As students master new skills and concepts, they will be placed in different intervention groups by tutor (K-8) i-Ready progress monitoring assessments will be used by evaluator to demonstrate student growth and determine areas for further instruction (K-5) Feedback discussions (every nine weeks) with students and site coordinator to determine various future mathematical enrichment activities (K-8)

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p>	<p>Short-term, specific,</p>	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p>	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p>
<p>1.3 By the end of the school year, all students who attend the 21st CCLC program for at least 60 hours will be able to demonstrate a 50% increase in knowledge of effective and healthy conflict resolution strategies as demonstrated in Social Emotional Learning (SEL) rubric data and student self-reflection rubric.</p>	<p>1.31 Interactive instruction and guided practice for staff and students in active listening skills and accountable language stems for talking through a conflict in a healthy and respectful way (K-8). 1.32 Instruction and guided practice for staff and students in mindfulness strategies and other methods of self-regulating emotions such as repetitive, rhythmic, and physical activity (K-8). 1.33 Staff will model active listening, healthy conflict resolution, and self-regulation strategies in interactions with students and other staff members to embed these healthy practices into the program's culture (K-8). 1.34 Staff will monitor student interactions and will coach students on active listening, conflict resolution, and self-regulation strategies as needed (K-8).</p>	<ul style="list-style-type: none"> · Students will demonstrate increasing knowledge of active listening skills, conflict resolution, and self-regulation strategies in role-playing scenarios · Students will gain confidence in their ability to actively listen, resolve conflicts in a healthy way, and use mindfulness and other self-regulation strategies independently · Students and staff will increase instances where they spontaneously use active listening, conflict resolution, and self-regulation strategies with other students and staff as these behaviors become embedded into the program's culture 	<ul style="list-style-type: none"> · Weekly role-playing sessions and discussions · Weekly student and staff written self-reflections · Monthly SEL rubric · Beginning of year assessment of healthy conflict resolution strategies · End-of-year assessment of healthy conflict resolution strategies 	<ul style="list-style-type: none"> · Following the role-playing sessions, staff will facilitate a student discussion about strengths and weaknesses demonstrated in the scenario and strategies for improvement · Staff and students will keep an SEL journal in which they write weekly self-reflections documenting the successes and challenges discussed in the role-playing sessions and how they have used the strategies in real-life scenarios · Staff will complete SEL rubrics monthly for each student. Students will self-evaluate with same rubric. Staff will meet with each student individually to compare and discuss results · Evaluator will collect data and analyze results to determine student growth and potential changes in program activities

Goal 2: Increase Family Engagement				
Objectives (2-3)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<i>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</i>	<i>Actions needed to meet short-term outcomes and annual objectives</i>	<i>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</i>	<i>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</i>	<i>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</i>
21 By the end of each program year, 70% of families participating in family engagement programs sponsored by 21st CCLC will report that they increased their actions to support their child's academic progress in an end of year survey.	21.1 Staff will communicate with K-8 parents in person monthly about their child's academic progress. 21.2 School and afterschool staff will recruit and invite parents to attend PTO, attend parent teacher conferences, and volunteer in school or afterschool. 21.3 Training both in-person and online will be offered to aid all parents on how to communicate with teachers, use the school progress tracking system, and check their student's progress. 21.4 Have three interactive family fun workshops (virtually or in-person) at each site per year.	<ul style="list-style-type: none"> · Sixty percent of parents, who have attended a training/event on the county's online grading system, will have logged in to review child's progress at least twice by the end of the year · Thirty percent of parents, who have attended a training/event on the county's online grading system, will log in monthly to the county's progress tracking system to review child's progress and grades · Forty percent of parents/guardians will contact their child's teachers at least once each semester or will attend a parent/teacher conference · Ten percent of parents will have volunteered at school or afterschool · Afterschool parents' membership will increase in the Parent Teacher Organization 	<ul style="list-style-type: none"> · End of year parent survey · Feedback by parents to afterschool staff · PTO membership by afterschool parents · Online systems analytics from county's online grading system 	<ul style="list-style-type: none"> · Annual parent survey will be sent out and analyzed by program director to measure parents' confidence in interacting with the school and supporting their child's learning · Site Coordinators will review systems analytics every nine weeks to track parents contacting teachers or logging into school's grading system · Site Coordinators review PTO membership list and attendance from beginning to end of each year to identify which afterschool students' parents are more active with school · Staff will review data for outcomes and progress indicators every nine weeks to determine strategies to continue or improve · Provide annual report to advisory committee regarding family engagement at the end of every school year

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<i>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</i>	<i>Actions needed to meet short-term outcomes and annual objectives</i>	<i>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</i>	<i>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</i>	<i>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</i>
2.2 At the end of each program year, at least 85% of parents/family members taking part in adult educational activities will report improved skills and knowledge in the specific program(s) in which they attended through an end-of-session survey and through the end of year parent survey.	221 Survey K-8 parents to determine educational interests. 222 Develop two series of educational-specific activities annually. Recruit adults to programs. 223 Market family engagements to parents through personal invitations, social media, phone calls/texts, and school communications.	<ul style="list-style-type: none"> · Social Media Metrics will show an increase in the number of hits on advertisement of parent education activities by the end of each semester · Parent networks will increase, and parents will be more apt to contact each other for support and information by the end of the semester · Sixty percent of parents will participate in at least one adult educational or family engagement activity per semester 	<ul style="list-style-type: none"> · Tracking Social Media Metrics of Facebook, Schoology, and Afterschool Website · Event post-surveys · Annual parent survey 	<ul style="list-style-type: none"> · Parent survey, social media metrics, and parent conversations with staff will be used to identify learning opportunities for the afterschool year. Data collection will be completed by the Family Engagement (FE) Specialist each nine weeks · FE Specialist will track Social Media metrics of education workshops to identify interest and use for future outreach and planning · All educational programs will have post-surveys to identify knowledge gain administered by the evaluator · Data gathered by the evaluator and FE Specialist will be used to determine the value of educational workshops, parental learning, and used in the evaluation report to improve future educational offerings to parents

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<i>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</i>	<i>Actions needed to meet short-term outcomes and annual objectives</i>	<i>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</i>	<i>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</i>	<i>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</i>
2.3 Seventy percent of Grade 4-8 students identified as chronically absent will improve their school attendance when their families complete the Strengthening Families Program, an evidence-based curriculum by Idaho State University Extension Service.	231 Program staff and partners recruit families whose students are chronically absent in grades four to eight, to attend and complete the Strengthening Families Program. 232 Strengthening Families Program will be provided in the fall for 4 - 8 grade students and their families This is an eight-week SEL evidence-based training to support students and their families	<ul style="list-style-type: none"> · Seventy percent of families enrolled in the Strengthening Families Program will complete the 10-week program · Eighty percent of families who complete the program report increased positive family relationships · Eighty percent of students report increased interest in learning by the end of the year · Chronically absent students begin to attend more regularly after completing the 10-week program. 	<ul style="list-style-type: none"> · Strengthening Families enrollees will complete pre- and post-survey surveys · Six-month follow-up survey to families · County Attendance data of identified chronically absent students · End of program reflection and focus group 	<ul style="list-style-type: none"> · Evaluation, including school attendance monthly tracking, will be completed by the evaluator · Participants complete surveys and reflection/focus group to measure increase in family support to support the student's wellbeing, improved parent and student relationship, and changes in student's attitude towards learning · Data will be collected and analyzed by the evaluator after the 10-week program and then again after six months to determine family benefits and improvement of chronic absence for students · Data will be used for future program implementation and provided to stakeholders in the annual local evaluation report

Appendix F: Sample Budget

80 ADA * \$3,050= \$244,000

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAMMATIC COSTS							
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 8,580.00	\$ 17,160.00	2 Site Coordinators @ \$22/hour x 15 hours/week (Monday-Thursday) x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 7,800.00	\$ 15,600.00	2 Site Assistants @ \$20/hour x 15 hours/week (Monday – Thursday) x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	7	\$ 1,760.00	\$ 12,320.00	7 Summer Staff (2 Math, 2 ELA, 2 STEM Enrichment, 1 Recreation) @ \$20/hour x 16 hours/week (4 days/week) x 5.5 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 4,160.00	\$ 8,320.00	2 STEM Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 4,160.00	\$ 8,320.00	2 Recreation Staff @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 4,000.00	\$ 8,000.00	2 Homework Help Leaders @ \$20/hour x 8 hours/week x 25 weeks of program not hired for summer (no pre-planning time necessary and only one day of annual training)
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 4,160.00	\$ 8,320.00	2 Art Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 3,036.00	\$ 6,072.00	2 Summer Site Coordinators @ \$22/hour x 24 hours/week (4-day week) x 5.75 summer weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$ 2,760.00	\$ 5,520.00	2 Summer Site Assistants @ \$20/hour x 24 hours/week (4-day week) x 5.75 summer weeks

11119	Instruction-K-12 extended day/year	131	Professional Personnel Substitutes Regular	1	\$ 350.00	\$ 350.00	Sub for WVDE Spring Conference 1 sub x 2 days x \$175/day
11119	Instruction-K-12 extended day/year	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$ 6,883.62	\$ 6,883.62	Social Security/FICA @ 7.65% of total salary costs (\$89,982) for all Instruction K-12 Extended Day/Year Salaries
11119	Instruction-K-12 extended day/year	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 6,748.65	\$ 6,748.65	Retirement Plan 1a @ 15% of half salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
11119	Instruction-K-12 extended day/year	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$3,374.33	\$ 3,374.33	Retirement Plan 1b @ 7.5% of half salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
11119	Instruction-K-12 extended day/year	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$ 1,997.60	\$ 1,997.60	Worker's Compensation @ 2.22% of total salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries
11119	Instruction-K-12 extended day/year	114	Professional Personnel-Stipends	2	\$ 4,400.00	\$ 8,800.00	2 ¾-time AmeriCorps Members x \$4,400 sponsorship fee
11119	Instruction-K-12 extended day/year	586	Travel-Student Travel	2	\$ 1,500.00	\$ 3,000.00	Educational Field Trips: \$1,500 for each site for educational afterschool and summer trips. Field trips total 2 sites x 6 per year, per site at approximately \$250/local trip for buses and student fees)
11119	Instruction-K-12 extended day/year	611	Supplies General	2	\$ 5,000.00	\$ 10,000.00	2 sites x \$5,000 per site to purchase supplies for afterschool and summer activities and events (i.e., pencils, paper, tutoring materials, mindfulness materials, art supplies, STEM supplies, recreational supplies)
12134	Health-Nursing	112	Professional Personnel - Supplemental	1	\$ 6,000.00	\$ 6,000.00	Nurse, if needed, for students with managed health conditions @ \$30/hour x 8 hours/week x 25 weeks (4 days/week)

12134	Health-Nursing	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 459.00	\$ 459.00	Social Security/FICA @ 7.65% of total salary costs (\$6,000) for all Health – Nursing Salaries
12134	Health-Nursing	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 450.00	\$ 450.00	Retirement Plan 1a @ 15% of half salary costs (\$6,000) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12134	Health-Nursing	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 225.00	\$ 225.00	Retirement Plan 1b @ 7.5% of half salary costs (\$6,000) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12134	Health-Nursing	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 133.20	\$ 133.20	Worker's Compensation @ 2.22% of total salary costs (\$6,000) for Health – Nursing Salaries
12137	Health – Personal Care	121	Service Personnel - Regular	1	\$ 3,600.00	\$ 3,600.00	SPED Personnel, if needed, for an interpreter, translator, or aide @ \$18/hour x 8 hours/week x 25 weeks (4 days/week; no pre-planning necessary)
12137	Health - Personal Care	121	Service Personnel - Regular	1	\$ 1,440.00	\$ 1,440.00	SPED Summer Personnel, if needed for an interpreter, translator, or aide @ \$18/hour x 16 hours/week (4 days/week) x 5 weeks of program (no pre-planning necessary)
12137	Health – Personal Care	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 385.56	\$ 385.56	Social Security/FICA @ 7.65% of total salary costs (\$5,040) for all Health – Personal Care Salaries
12137	Health – Personal Care	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 378.00	\$ 378.00	Retirement Plan 1a @ 15% of half salary costs (\$5,040) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12137	Health – Personal Care	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 189.00	\$ 189.00	Retirement Plan 1b @ 7.5% of half salary costs (\$5,040) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)

12137	Health – Personal Care	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 111.89	\$ 111.89	Worker's Compensation @ 2.22% of total salary costs (\$5,040) for Health – Personal Care Salaries
12170	Parent/Family Involvement	112	Professional Personnel Supplemental	1	\$ 4,160.00	\$ 4,160.00	1 Family Coordinator @ \$20/hour x 8 hours/week x 26 weeks school year only, not hired for summer
12170	Parent/Family Involvement	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 318.24	\$ 318.24	Social Security/FICA @ 7.65% of total salary costs (\$4,160) for all Parent/Family Involvement Salaries
12170	Parent/Family Involvement	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 312.00	\$ 312.00	Retirement Plan 1a @ 15% of half salary costs (\$4,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12170	Parent/Family Involvement	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 156.00	\$ 156.00	Retirement Plan 1b @ 7.5% of half salary costs (\$4,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12170	Parent/Family Involvement	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 92.35	\$ 92.35	Worker's Compensation @ 2.22% of total salary costs (\$4,160) for Parent/Family Involvement Salaries
12170	Parent/Family Involvement	321	Professional Educator Services	2	\$ 300.00	\$ 600.00	Presenters for Parent Learning Activities/ Classes during the school and summer programs @ \$300 x 2 sites
12170	Parent/Family Involvement	611	Supplies General	2	\$ 1,000.00	\$ 2,000.00	2 sites x \$1,000 per site to purchase supplies for afterschool and summer parent educational programs (i.e., paper, pencils, Strengthening Families Program materials)
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	8	\$ 14.50	\$ 116.00	CPR Training for 4 staff members x 2 sites x \$14.50/training
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	1	\$ 3,500.00	\$ 3,500.00	Specialized Trainers for teacher professional development and adult learning classes (Examples include classroom management, evaluation, SEL). Specialized training and classes will change each year, so a blanketed amount has been entered.

12213	Professional Personnel Staff Development	331	Employee Training and Development Services	2	\$ 250.00	\$ 500.00	Multi-State Conference registration fees: 2 site staff x \$250 registration fee
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	2	\$ 125.00	\$ 250.00	Multi-State Conference registration fees: 2 administrative staff (Director and Assistant) x \$250 registration fee x 50% (50% of costs will come from other 21st CCLC grant)
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$ 663.00	\$ 1,326.00	Multi-State Conference: 2 Site Staff hotel \$450 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$238 per person + mileage at approx. \$400
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$ 331.50	\$ 663.00	Multi-State Conference: 2 administrative staff (Director and Assistant) hotel \$450 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$238 per person + mileage at approx. \$400 x 50% (50% of costs will come from other 21st CCLC grant)
12213	Professional Personnel Staff Development	582	Staff Travel - Out of County	1	\$ 670.00	\$ 670.00	WVDE Spring Conference: 1 site staff hotel \$300 (2 nights) + meals and incidental expenses (M&IE) per diem for 3 days @ \$170 + mileage at approx. \$200
12213	Professional Personnel Staff Development	582	Staff Travel - Out of County	2	\$ 335.00	\$ 670.00	WVDE Spring Conference: 2 administrative staff (Director and Assistant) hotel \$300 (2 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 3 days @ \$170 per person + mileage at approx. \$200 x 50% (50% of costs will come from other 21st CCLC grant)
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$ 811.00	\$ 1,622.00	National 21st CCLC Summer Symposium: 2 administrative staff (Director and Assistant) hotel \$600 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$322 per person + travel at approx. \$2,000 x 50% (50% of costs will come from other 21st CCLC grant)
12544	Evaluation Services	341	Technical Services – Other Professional Services	1	\$ 5,000.00	\$ 5,000.00	Contract for local program evaluation
12570	Personnel Services - General	343	Background Investigations	10	\$ 25.00	\$ 250.00	Staff and volunteer background checks = 10 persons x \$25 per person

12711	Support Service Student Transportation – Vehicle Operation	122	Service Personnel Supplemental	5	\$ 2,666.67	\$ 8,000.00	Transport student from program to home - 5 drivers (2 for Site 1 and 3 for Site 2) @ \$18/hr. x 8 hours/week x 25 weeks = \$18,000 *\$10,000 of costs to be covered by requested transportation award
12711	Support Service Student Transportation – Vehicle Operation	122	Service Personnel Supplemental	5	\$ 1,440.00	\$ 7,200.00	Summer Transportation for both schools = 5 drivers (2 for Site 1 and 3 for Site 2) x \$18/hr. x 16 hrs./wk. x 5 weeks (4 days/ week)
13121	Support Service Student Transportation – Vehicle Operation	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 2,203.20	\$ 2,203.20	Social Security/FICA @ 7.65% of total salary costs (\$28,800) for all Vehicle Operation Salaries
13122	Support Service Student Transportation – Vehicle Operation	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 2,160.00	\$ 2,160.00	Retirement Plan 1a @ 15% of half salary costs (\$28,800) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
13121	Support Service Student Transportation – Vehicle Operation	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 1,080.00	\$ 1,080.00	Retirement Plan 1b @ 7.5% of half salary costs (\$28,800) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
13121	Support Service Student Transportation – Vehicle Operation	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 639.36	\$ 639.36	Worker's Compensation @ 2.22% of total salary costs (\$28,800) for Vehicle Operation Salaries
13121	Food Preparation/ Dispensing	122	Service Personnel Supplemental	2	\$ 1,800.00	\$ 3,600.00	Summer Cooks for both schools = 2 cooks x \$18/hour x 20 hrs./wk. x 5 weeks (4 days a week)
13121	Food Preparation/ Dispensing	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 275.40	\$ 275.40	Social Security/FICA @ 7.65% of total salary costs (\$3,600) for all Food Preparation/Dispensing Salaries

13121	Food Preparation/Dispensing	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 270.00	\$ 270.00	Retirement Plan 1a @ 15% of half salary costs (\$3,600) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
13121	Food Preparation/Dispensing	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 135.00	\$ 135.00	Retirement Plan 1b @ 7.5% of half salary costs (\$3,600) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
13121	Food Preparation/Dispensing	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 79.92	\$ 79.92	Worker's Compensation @ 2.22% of total salary costs (\$3,600) for Food Preparation/ Dispensing Salaries
				Programmatic Costs Subtotal		\$ 192,006.32	
ADMINISTRATIVE COSTS							
12211	Supervision of Improvement of Instruction Services	111	Professional Personnel Regular	1	\$ 21,600.00	\$ 21,600.00	1 Project Director @ 15 weekly hours/48 weeks based on salary schedule of \$30/hour (37.5% FTE)
12211	Supervision of Improvement of Instruction Services	111	Professional Personnel Regular	1	\$ 10,560.00	\$ 10,560.00	Project Assistant: 1 @ 10 weekly hours x 48 weeks x salary schedule of \$22/hour (25% FTE)
12211	Supervision of Improvement of Instruction Services	211	Fixed Charges- Employee Benefits - Group Insurance - Health/Accident/Life	1	\$ 2,672.19	\$ 2,672.19	31.25% (Average FTE of administrative staff) of employer's share of PEIA health insurance benefit
12211	Supervision of Improvement of Instruction Services	221	Fixed Charges- Employee Benefits - Social Security Contributions	1	\$ 2,460.24	\$ 2,460.24	Social Security/FICA @ 7.65% of total salary costs (\$32,160) for Supervision of Improvement of Instruction Services salaries
12211	Supervision of Improvement of Instruction Services	231	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$ 2,412.00	\$ 2,412.00	Retirement Plan 1a @ 15% of half salary costs (\$32,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)

12211	Supervision of Improvement of Instruction Services	233	Fixed Charges- Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$ 1,206.00	\$ 1,206.00	Retirement Plan 1b @ 7.5% of half salary costs (\$32,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12211	Supervision of Improvement of Instruction Services	261	Fixed Charges- Employee Benefits - Workers Compensation	1	\$ 713.95	\$ 713.95	Worker's Compensation @ 2.22% of total salary costs (\$32,160) for Supervision of Improvement of Instruction Services salaries
12211	Supervision of Improvement of Instruction Services	581	Staff Travel- In County	1	\$ 2,187.50	\$ 2,187.50	Travel for Project Director and Assistant for weekly site visits Estimate based on \$0.70/mile x 125 miles/week x 25 weeks
12211	Supervision of Improvement of Instruction Services	581	Staff Travel- In County	1	\$ 175.00	\$ 175.00	Summer: Travel for Project Director and Assistant for weekly site visits. Estimate based on \$0.70/mile x 50 miles/week x 5 weeks
12211	Supervision of Improvement of Instruction Services	611	Supplies General	1	\$ 500.00	\$ 500.00	Administrative office supplies (i.e., paper, pens, staples, tape, file folders)
12211	Supervision of Improvement of Instruction Services	651	Supplies- Technology- Related- General Technology Supplies	1	\$ 400.00	\$ 400.00	I-pad
						Direct Administrative Costs	\$ 44,886.88
IC						Indirect Costs	\$ 7,106.80
						Administrative Costs Subtotal	\$ 51,993.68
						Total	\$ 244,000.00

Appendix G: Administrative Costs Worksheet

Administrative Costs Worksheet

Applicant: _____

Project: _____

Fiscal Year: _____

Amount Requested: \$ _____

The maximum amount of administrative costs that should be charged to the grant is 30% of the total grant award. Use this worksheet to calculate the total administrative CAP and determine if budgeted administrative costs meet grant requirements. Upload the completed worksheet in the “Related Documents” section of GPS. Submit a completed worksheet for each award.

Calculate Total Administrative CAP:

\$ _____ x .30 = \$ _____

Amount Requested

Total Administrative CAP

Calculate your total administrative costs using the Direct Administrative Costs and Indirect Costs sections of this worksheet. Add additional rows to each table, as needed.

Direct Administrative Costs

Direct Administrative Costs Table

Item	Budget Narrative	Total
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
Total Direct Administrative Costs		\$

Total Direct Administrative Costs from table above: \$ _____

Indirect Costs

Are you using an approved federally recognized restricted indirect cost rate or the de minimis indirect cost rate of eight percent?

YES NO

If yes, please provide the indirect cost rate being utilized and calculate the maximum allowable indirect costs.

$$\frac{\$ \text{_____}}{\text{Total Direct Costs}} \times \text{ICR} \text{ \%} = \$ \text{_____}$$

OR

If no, please complete the Indirect Costs Table. Total indirect costs must be less than eight percent of the total grant award.

Indirect Costs Table

Item	Budget Narrative	Total
Total Indirect Costs		\$

Calculate the percentage for indirect costs:

$$\frac{\$ \text{_____}}{\text{Total Indirect Costs}} / \frac{\$ \text{_____}}{\text{Amount Requested}} = \text{_____ \%}$$

If the percentage of indirect costs equals eight percent or less, then the budget meets guidelines. If the percentage of indirect costs exceeds eight percent, the budget does not meet guidelines and adjustments to the budget are necessary.

Total Administrative Costs
Calculate Total Administrative Costs:

$$\text{Total Direct Admin. Costs} + \text{Total Indirect Costs} = \text{Total Administrative Costs}$$

Are Total Administrative Costs equal or less than the Total Administrative CAP from page 1?
 YES NO

If yes, then the budget meets administrative costs guidelines. If no, then the budget does not meet guidelines and adjustments to the budget are necessary.

Guidance Regarding Administrative Costs

Total administrative costs consist of direct administrative costs and restricted indirect costs.

Direct Administrative Costs are defined as expenses related to the salaries and benefits of those responsible for the effective management and leadership of the 21st CCLC program or other administrative costs that can be directly allocated to the 21st CCLC grant. Examples include:

- Program Director/Program Coordinator/Program Manager
- COO, Executive Director, Compliance Officer
- Secretary/Data Entry/Assistant
- Financial Officer or Bookkeeper
- Advertising for recruitment of personnel
- Computer purchase
- Contracts for administrative services (e.g., payroll processing, background checks, staffing agency)
- Single Audit (must comply with federal requirement)
- Postage or Shipping

Direct Administrative Costs are to be listed under the one of the following GPS Budget Function Codes:

12211 Supervision of Improvement of Instruction Services

12317 Audit Services

12510 Fiscal Services-General

12570 Personnel Services-General

Restricted Indirect Costs are not to exceed eight percent unless the entity has a different federally recognized restricted indirect cost rate. These costs are defined as expenses of a general nature that **are not readily identifiable with the activities of the grant**. However, they are incurred for the joint benefit of those activities and other activities of the organization.

Examples of indirect costs:

- Janitorial services and supplies
- Telephone, fax, software, and other communication services
- Building costs, whether owned or rented
- Building, grounds, and parking lot maintenance
- Utilities- light, heat, and power
- Office Supplies
- Communication Services or Contracts (e.g., Internet, Zoom)
- Rental equipment such as copier, printer, other

Indirect costs are to be listed on this worksheet unless the applicant is using their federally recognized restricted indirect cost rate or using the federal de minimis rate of eight percent.

Appendix H: Example Evidence of Joint Planning and Partnership Document

Co-Applicant Agreement

In determining whether an application has been “submitted jointly,” states should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program; each has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States may want to consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in integrating the afterschool program activities with the regular school day program. Letters of endorsement are not sufficient evidence by themselves that organizations or school districts have substantially been involved in the design of a program.

Evidence such as meeting agendas, sign-in sheets, and planning documents should be included in the pages after this signature sheet. It is also strongly advised that a contribution table be included with each letter of support.

CONTRIBUTION DESCRIPTION	SUPPORTS
Example: Provide daily meal, school facility, and transportation from afterschool to home/bus stop	Example: academic enrichments; recruitment and retention of students

Co-Applicant/Partner Signature: _____ Date: _____

Appendix K: Intent to Apply Form

**Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Grant Competition
NOTIFICATION OF INTENT TO APPLY FORM**

***A separate form is required for each application. | Return to cbreeves@k12.wv.us
Due March 20, 2026***

The following organization will be submitting a 21st CCLC Grant application:

Name of Applicant Organization: _____

Grant Application Contact Name: _____

Email: _____ Phone: _____

Individual Submitting Form: _____

1. Average Daily Attendance. Select one:

- a. ____ New proposal seeking to serve schools not previously receiving 21st CCLC funding. The proposed average daily attendance for all sites is _____.
- b. ____ Renewal proposal seeking to serve the same feeder schools and offer the same number of sites as an ending 21st CCLC grant.
- c. ____ Renewal proposal seeking to serve the same feeder schools but adding new feeder schools or sites. Please list the total number of proposed afterschool sites: _____

2. The indirect cost rate is a restricted rate. Select one:

- a. ____ Local Education Agency (LEA) applicant using negotiated restricted indirect cost rate.
- b. ____ Non-LEA applicant using the federal de minimis restricted indirect cost rate of eight percent.
- c. ____ Non-LEA applicant submitting their approved, negotiated restricted indirect cost rate documentation with this form.
- d. ____ Non-LEA applicant not wishing to use a restricted indirect cost rate. Any indirect costs will be identified in the budget and limited to eight percent of the total budget.

3. Transportation:

- a. ____ The applicant **is seeking** the \$10,000 transportation award **and will offer transportation from the afterschool program to students' residence/bus stop.**
- b. ____ The applicant **is not seeking** the transportation award.

Any applicant that does not return a completed Intent to Apply form by March 20, 2026, is disqualified from applying for funds in this competition. If you submit the intent form and later decide not to apply, we would appreciate it very much if you would send an email notification of your intentions to cbreeves@k12.wv.us. Having an accurate number of applications to be scored will secure the appropriate number of reviewers. Thank you!



Michele L. Blatt
West Virginia Superintendent of Schools