



**WEST VIRGINIA'S 21<sup>st</sup> CENTURY  
COMMUNITY LEARNING CENTERS**  
*Soaring Beyond Expectations*

# ***West Virginia Nita M. Lowey 21<sup>st</sup> Century Community Learning Center Program Request for Proposals***

**Anticipated funding: July 2024**  
***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 of \$10,000**

**Intent to Apply Form is due Monday, March 18, 2024, by 4 p.m.**  
**Application due date is Friday, April 12, 2024, by 4 p.m**  
**Applications must be submitted online through the Grants Planning  
System (GPS).**





**West Virginia Board of Education**  
**2023-2024**

**L. Paul Hardesty**, President  
**Nancy J. White**, Vice President  
**F. Scott Rotruck**, Financial Officer

**Robert W. Dunlevy**, Member  
**Victor L. Gabriel**, Member  
**Daniel D. Snavelly, M.D.**, Member  
**Christopher A. Stansbury, O.D.**, Member  
**Debra K. Sullivan**, Member  
**Gregory F. Wooten**, Member

**Sarah Armstrong Tucker, Ph.D.**, Ex Officio  
Chancellor  
West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

**Michele L. Blatt**, Ex Officio  
State Superintendent of Schools  
West Virginia Department of Education

# Table of Contents

<b>Overview.....</b>	<b>1</b>
Approved Activities .....	1
Background .....	1
<b>General Application Guidelines .....</b>	<b>2</b>
Grant Awards and Renewability.....	2
Funding limits.....	2
Renewability Policy .....	2
Eligibility.....	3
Absolute Priority.....	4
West Virginia’s Competitive Priorities.....	4
Grant Requirements.....	5
Program Requirements .....	6
Evaluation and Monitoring Requirements.....	7
Professional Development Requirements.....	8
Budget Requirements.....	8
Allowable Expenses and Activities.....	9
Review and Award Process.....	11
Appeal Process .....	12
Application Procedures.....	12
Bidders’ Conference.....	13
Submission Procedures .....	13
<b>Application Sections.....</b>	<b>14</b>
Cover Sheet.....	14
Program Summary .....	14
Application Narrative (124 points) .....	14
Statement of Need (9 points): .....	14
Action Plan (30 points) .....	15
Afterschool Program Implementation (24 points) .....	15
Parent and Family Engagement (12 points) .....	16
Facility Plan (9 points) .....	16
Program Personnel (9 points) .....	17

Collaboration (9 points).....	17
Sustainability (6 points) .....	18
Organizational Capacity (6 points).....	18
Budget and Budget Narrative (9 Points).....	19
Assurances .....	20
<b>Application Appendices:.....</b>	<b>24</b>
Appendix A: Example of Program Summary .....	25
Appendix B: Afterschool Resources .....	27
Appendix C: Sample Action Plan .....	28
Appendix D: Sample Budget.....	34
Appendix E: Administrative Costs Worksheet .....	42
Appendix F: Evidence of Joint Planning and Partnership Document Examples.....	44
Appendix G: Private School Consultation Document.....	45
Appendix H: Community Notice Document .....	46
Appendix I: Intent to Apply Form .....	47

# Overview

The Nita M. Lowey 21st Century Community Learning Center (21stCCLC) program provides federal funding to support opportunities for communities to establish or expand high-quality activities in community learning centers that:

- » provide quality out-of-school time for academic enrichment opportunities, particularly for those students who attend low-performing and high poverty schools, to meet West Virginia challenging academic standards in core content areas;
- » offer families of participants opportunities for active and meaningful engagement in their children's education, including options for literacy, math, and related educational development;
- » offer students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participants.

## ***Approved Activities***

The program may provide a broad array of enrichment services, programs, and activities that are designed to complement and reinforce the regular academic program of students and are enjoyed by the students. Programs must ensure the academic enrichment services provided are aligned with the school's curriculum in the core subject areas. The program should also target students who may be at risk for academic failure and their families. Examples of enrichment include:

- |   |   |
|---|---|
| » Remedial Education                    | » Arts and Music Activities                     |
| » Expanded Library Hours                | » Financial Literacy Programs                   |
| » Drug and Violence Prevention Programs | » Tutoring and Mentoring Programs               |
| » Parent Involvement                    | » Nutrition and Health Programs                 |
| » Resiliency Programs                   | » Recreational, Fitness and Wellness Activities |
| » Character Education                   | » Service-Learning and Service Projects         |
| » STEM Activities                       | » Positive Youth Development Activities         |
| » Entrepreneurial Education             | » Career and Technical Programs                 |

## ***Background***

This program is authorized under Title IV, Part B of the Federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. 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]}.



# General Application Guidelines

## ***Grant Awards and Renewability***

Competitive grants are awarded for five years, provided the project is achieving the desired outcomes for the students being served and based on the availability of funding. Grantees not making significant progress toward performance goals may lose all or a portion of funding.

By federal statute, a 21st CCLC grant minimum award is \$50,000 per year. Grants are funded based on the proposed average daily attendance. Each daily filled afterschool slot receives a maximum of \$3,050 per year. For example, an applicant that plans to serve 50 students daily could seek \$152,500 per year (50 ADA X \$3,050). If a grantee will provide transportation from the afterschool program to the students' residence or nearby bus stop, then an additional \$10,000 transportation award may be provided. The maximum amount of funding is capped at \$250,000 plus the \$10,000 transportation award. The West Virginia Department of Education (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.

Previously Funded Applicants: Applicants reapplying for a previously funded 21st CCLC grant program must base the funding amount in the new application on the cumulative average daily attendance using data from years three, four and five of the previous grant/s. WVDE 21st CCLC staff will notify applicant of the maximum amount of funding allowed to be requested within a few days of receiving the applicant's Intent to Apply form.

## ***Funding limits***

Please note that fiscal agents are permitted to submit a maximum of two (2) applications. If an applicant/fiscal agent provides more than two applications, the first two listed in the GPS will be reviewed and the subsequent applications will be rejected and not scored. The fiscal agent may have a maximum of five (5) 21st CCLC grants at one time.

Administrative costs are limited to 30% of the grant for each funded year, regardless of funding reductions. Administrative costs include an indirect cost rate (restricted to a maximum of 8% unless the applicant has a restricted indirect cost rate that is different) and direct administrative or management costs.

## ***Renewability Policy***

Due to limited funding, the WVDE will not offer the renewability option for grant awards. Section 4204(j) of ESSA allows the WVDE the option to renew grants awarded to eligible entities under ESSA, based on the eligible entity's performance during the preceding grant period. Under section 312 of the Department of Education Appropriations Act, 2016, the provisions of ESSA apply to 21st CCLC program grants awarded during the 2017-2018 school year and later years.

## **Eligibility**

Private and public organizations may apply for funding. The following entities are eligible to apply:

- » Local Education Agencies (LEA)
- » Community-based Organizations (CBO)
- » Faith-based Organizations (FBO)
- » Institution of Higher Education (IHE)
- » City or County Government agencies
- » Charter Schools
- » For-profit corporations and other public or private entities

Federal criteria require that states make awards to applicants that will primarily serve students who attend schools with a high concentration of low-income students. To be eligible to apply for this grant, an applicant must serve students who attend:

- » schools eligible for schoolwide programs under Title I, Section 1114 of ESSA, and the families of these students; or
- » schools with at least 50 percent of students directly certified to receive federal assistance (i.e. percent of low SES to be 50 percent or greater).

For a submitted proposal to be eligible for scoring, it must conform to all submission requirements as outlined in this document. The proposal must be complete, and all required documents must be uploaded with signatures, as required. If a proposal is determined to be ineligible, the proposal will be rejected and not 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.
- » UEI number is not accessible.
- » The proposal is not received by the deadline.
- » The proposal is incomplete and/or missing required documents with signatures, as required.
- » The proposal budget exceeds the allowable amount based on funding limits and the proposed average daily attendance.
- » The proposal indicates that funds would supplant and not supplement.
- » The proposal budget administrative costs exceed 30 percent 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, or false or misleading statements, or references.
- » The proposal is a duplicate of a previously funded grant proposal and does not contain new strategies based on a recent needs assessment.

## **Disposition of Proposals**

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

## **Applicant's Experience**

Applicants that have not previously received a 21st CCLC grant or other grants from the West Virginia Department of Education are eligible to apply but will be required to verify their ability to administer complex grant programs and must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Applicants are eligible to apply if they have already implemented afterschool programs or activities. 21st CCLC funds may be used but must not supplant any federal, state, or local funds used in the afterschool program(s). The applicant must demonstrate sustainability efforts through the addition of services, hours provided, or increase the number of students to be served.

Applicants that have previously received 21st CCLC funds will be required to provide detailed information regarding the applicant's past performance and prior success in administering the 21st CCLC program and submit evidence of sound fiscal management of the grant program. The submitted proposal may not be a duplicate of the previous project; new strategies for addressing student needs based on a current needs assessment must be present. The WVDE reserves the right to provide peer reviewers with documentation regarding previously funded applicants' past performance and grant compliance to aid the peer review process.

## **Partnerships and Co-Applicants**

A proposal may be submitted jointly by a Local Education Agency (LEA) and at least one other eligible entity (i.e., community-based organization, other public or private entity, city or county governmental agency, faith-based organization, institution of higher education, or for-profit corporation). The purpose of the co-applicant is to provide support to enhance program services and activities, not to share jointly in grant funds. The co-applicant is the critical partner who provides the highest amount of in-kind or actual financial support to the program. The lead agency may be the LEA, the community-based organization, the faith-based organization, or other public or private agency/institution. Still, the lead must always partner with at least one eligible school.

The applicant must provide Evidence of Planning with Co-Applicants in the Related Documents section of GPS. See [Appendix F](#) for examples of evidence of joint planning with the partner agency during the creation of the application, such as meeting agendas, sign-in sheets, partner agreements, etc. The partner must also be described in the grant narrative as having significant, ongoing involvement in the program (as defined in the Competitive Priorities section of this application).

## **Absolute Priority**

Grants will be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority is defined explicitly as schools eligible for designation as a Title I school-wide program or at least 50 percent of the students must qualify as directly certified to receive federal assistance.



## ***West Virginia's Competitive Priorities***

Priority points will be added to scored proposals 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.
- » Applicants that propose to serve only schools identified by the WVDE as Comprehensive Support and Improvement or Targeted Support schools designated as needing improvement under section 1116 of ESEA will receive two priority points.
- » Geographic Diversity: To expand the geographic distribution of programs, one priority point will be awarded to applications that propose to serve schools in the following counties: Braxton, Brooke, Doddridge, Grant, Hampshire, Hancock, Hardy, Jefferson, Lewis, Marshall, Mercer, Mineral, Ohio, Pendleton, Pleasants, Pocahontas, Putnam, Raleigh, Tucker, Tyler, Wetzel, and Wyoming.
- » STEM: Programs that propose to provide substantial opportunities for participants in science, technology, engineering, and mathematics (STEM) or for participants in science, technology, art, engineering, and mathematics (STEAM) will be awarded one priority point. A separate objective focused on STEM/STEAM must be listed in the action plan and further described in the Quality Program and Implementation section to receive the point.
- » Applicants that propose to provide afterschool programs to only middle school and/or high school students will receive one priority point. These points are for applicants whose proposal only serves middle and/or high school students.

The following clarification comes from the U.S. Department of Education's (USDE) 21st CCLC Non-regulatory Guidance 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 are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

## ***Grant Requirements***

21st CCLC programs must be operated in a manner that follows the Measures of Effectiveness—Section 4205(b) developed by the USDE. 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,
- » if appropriate, be based 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), and
- » collect the data necessary for the measures of student success described in subparagraph (D).

## Program Requirements

All programs must meet the following 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. Researchers supporting the 21APR Data System suggest that this is the dosage at which afterschool programming is most effective.
- » **Average daily attendance** — Programs must meet 85% of their proposed school year average daily attendance (ADA) listed in the approved proposal in year one and 90% of their average daily attendance in years 2 through 5. After year one, grantees not meeting 50% to 85% of ADA may voluntarily request a reduction in funds or provide an action plan to become in compliance with the ADA attendance requirement. For those grantees meeting less than 50% of their ADA, funding will be reduced as determined by the WVDE. In years 2 through 4, if grantees do not meet the 90% ADA, then the grant for the following year will be reduced. For example, a grantee proposed to serve 50 students daily but only served on average 35 students daily, or 70% of their proposed ADA, during the school year. As a result, serving 70% of the proposed ADA, the grant would be reduced by 20% ( $90\% - 70\% = 20\%$ ) in the following year.
- » **Parent engagement** — Programs must offer families of students active and meaningful engagement in their child's education, including parent/guardian education, supporting their child's academic learning. A minimum of three activities and practices for each site are required, but more are encouraged (Programs may combine one activity that served all sites at one site, virtual parent engagement, or staff practices). Parent engagement must be based on the needs identified in the need section of the application.
- » **Grant program implementation, monitoring, and evaluation** — Subgrantees will implement and monitor the program as described in the approved application and this RFP. An annual local evaluation must be completed, and a local evaluation report submitted to the WVDE. Evaluation results must be announced and made available to the community.
- » **Adequate, qualified staffing** — Staffing is 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. A vetting process to ensure participant safety must be implemented for all staff, including volunteers. A minimum of one staff at each site must have current CPR and First Aid Certification. Grantees are required to provide continued professional development and training for staff annually.
- » **Staff to student ratio** — 21st CCLC programs are to follow the West Virginia Department of Human Services ratio guidance. School-age children will have at least one staff 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 child ratio is always based on the youngest child in the group. <https://dhhr.wv.gov/bcf/ece/Documents/78CSR%2021%20OST.pdf>
- » **Program management** — Staff is organized by clearly defined roles and responsibilities that are adequate to carry out the program successfully. Staff members and individuals or entities providing goods or services are to be selected based on prior experience, qualification, and where applicable, specialized training and/or certification. Ongoing staff training according to the professional development needs of staff is expected during the five years of the grant. All successful applicants must submit a completed Pre-operational Program Safety Review

and provide required documentation to the WVDE seven (7) days prior to opening the first day of afterschool programming. The WVDE will conduct site visits at sites included in the approved grant application within the first two months of the start of the afterschool program. Additionally, an in-person or virtual meetings with WVDE Staff, co-applicant partner (if applicable) program director, site coordinator, community partners, principal, and central office administrator representing the schools of participating students may be held with subgrantees before the start of the program.

- » **Private School Consultation** — An applicant awarded a grant must provide equitable services to private school students who are underserved. Underserved student definition is found in ESEA Supplemental Priorities, or the private school serves the families of the low-performing and high poverty schools.

In designing a program that meets this requirement, applicants are to provide equal opportunities for the participation of public- and private-school students in the area served. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. This communication must be verified by completing the form that comprises [Appendix G](#) 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 your service area.

## ***Evaluation and Monitoring Requirements***

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. (Section 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 (Section 4205(b)(2)(B)). The funded applicant must provide public notice of the availability of its evaluation and make the evaluations available upon request (Section 4205(b)(2)(B)(ii)).

A reasonable amount of 21st CCLC funding may be used for this evaluation. WVDE 21st CCLC defines reasonable amount as 5% of the grant amount. An independent evaluator is not required to complete this evaluation process.

All applicants must assure 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 USDE 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 an annual Continuation Report through the WVDE Grants and Planning System (GPS)
- » Submission of end of grant financial and programmatic reports

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 1 of a new award
- » 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.
- » Meeting 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 Multi-State Fall Conference annually. Include registration (\$250) per person, travel, food, 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, food, and lodging.
- » New directors to attend in-person training or virtual meetings throughout the year. Include travel, food, and lodging.

Inclusion of other state, regional, and national trainings are optional. The USDE 21st CCLC office offers a 21st CCLC Nita M. Lowey National Summer Symposium for 21st CCLC grantees. Other organizations conduct national conferences annually.

## ***Budget Requirements***

Funded applicants reporting successful implementation in year one will be asked to provide continuation applications and budgets for each of the final four years of the program, if federal funding continues. If a funded applicant does not meet the ADA proposed in the approved application, the WVDE will adjust funding annually. Additionally, to promote sustainability efforts, year four funding will be reduced by 20% and year five by 30%. A grantee may seek a reduction in grant funds at any time.

Administrative costs are limited to 30% of the grant for each funded year, regardless of funding reductions. Administrative costs include an indirect cost rate (restricted to a maximum of 8% unless the applicant has a restricted indirect cost rate that is different) and direct administrative or management costs. Please submit a budget containing 30% or less administrative costs to avoid the proposal being rejected and not sent to the peer review scoring process. The administrative rate includes but is not limited to the program director, finance staff, data entry staff, executive director, quality control staff, administrative office rent, utilities, office supplies, assistant directors, program coordinators, restricted indirect cost rate, rental, etc. In other words, administrative costs are expenses not going directly to the students or site.

A direct staff is regularly onsite at the afterschool program, directly working with or supervising students. An example of a direct staff member is a site coordinator who is daily at the afterschool site supervising students and may implement activities. An example of who is not a direct staff member is an administrative staff filling in for the day, providing the occasional activity, stopping by to complete a site visit, or dropping off supplies.

## ***Allowable Expenses and Activities***

Each eligible organization that receives an award may use the funds to carry out 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. All expenses should follow Statutory Requirements outlined in the Elementary and Secondary Education Act, Sec. 4205(a) – Authorized Activities.

- » Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that 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 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 engagement, family literacy, and adult skill development,
- » Programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement,
- » Drug and violence prevention programs, group counseling, and resiliency programs,
- » Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, that foster innovation in learning and support student diversity and equity, or
- » 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 skills are aligned with the Carl D Perkins Career and Technical Education Act of 2006 (20 U.S.C 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.)

Program Income: Program Income generated without written prior approval from the U.S. Department of Education must be deducted from the funds awarded under the Federal grant. (2 CFR §200.307(b)). Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned because of the Federal award during the period of performance. (2 CFR §200.80).

Grantees may not provide subgrants to any organizations using 21st CCLC funding.

Below is a list of common allowable and non-allowable expenses with 21st CCLC grant funds (for a more detailed list, see EDGAR, 3rd Edition, p. 138-162):

Expenditure	Status	Citation	Notes
Advertising & 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 \$750,000 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 & Donations	Unallowable	2 C.F.R. §200.434	
Capital expenditures for special purpose equipment	Allowable	2 C.F.R. §200.439	\$5,000 or more require written approval from the WVDE.
Curriculum	Allowable		
Entertainment	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.
Facilities	Unallowable		
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.
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	



Government Costs	Unallowable	2 C.F.R. §200.444	
Grant Writing Services	Unallowable		
Indirect Costs	Allowable with Restrictions	2C.F.C§200.56	Based on the approved restricted 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	
Participant Support	Allowable with Restriction	2 C.F.R. §200.456	Prior approval by the Federal Award Agency.
Program Income	Restricted		Without USDE approval, program income will be removed from the total grant award.

## ***Review and Award Process***

All applications received on or before the due date will be reviewed for completeness and applicant eligibility before being assigned for peer review scoring.

Previously funded applicants who have completed a grant cycle may re-compete for funding; however, past performance as a 21st CCLC grantee will be considered in the awarding of a new grant. The WVDE selects peer reviewers who score the applications based on an established rubric to determine the extent to which each application meets requirements.

Grant-award announcements are made in July, with funding expected to begin that month. All awards are subject to the availability of federal funds. Grants are not final until the grant award is fully executed.

The WVDE reserves the right to consider geographic and programmatic diversity as factors in the selection of funded applications to the extent practicable. Regardless of geographical or program diversity, all applicants must meet minimum score requirements (75% or higher without priority points) to be funded.

The WVDE will provide access to the two highest-scoring applications should an organization want to review these applications. If your agency is awarded grant funds and your application is one of the top two, it will be made available to others.

## ***Appeal Process***

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the WVDE. Appeals are limited to the grounds that the WVDE failed to correctly apply the standards for reviewing the application, as specified in this RFP. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered.

The appellant must file a complete written appeal, including the issue(s) in dispute, the legal authority or another basis for the appeal position, and the remedy sought. The letter must have an original signature of the authorized agent who signed the application. An original and two copies of the appeal should be delivered or mailed to:

Melanie B. Purkey  
Federal Program Officer, Office of Federal Programs  
West Virginia Department of Education  
Building 6, Room 700  
1900 Kanawha Boulevard East  
Charleston, WV 25305-0330

The Department must receive the letter of appeal within 30 calendar days of the Notification of Grant Award announcement. Upon review of the appeal, a response will be provided to the complainant within 30 days. If the WVDE does not rescind its ruling, the applicant may apply to the Secretary of the U.S. Department of Education within 20 days of the applicant receiving written notification of the appeal results. Upon request, the WVDE will make available records about the review or appeal, including other applicants' records.

## ***Application Procedures***

### **Intent to Apply: DUE Monday, March 18, 2024**

Applicants are REQUIRED to email a completed WVDE 21st CCLC Intent to Apply form located in [Appendix I](#) of this application package to Sherry Swint at [sherry.swint@k12.wv.us](mailto:sherry.swint@k12.wv.us) by **Monday, March 18, 2024**. The application must be submitted entirely online through the department's Grants and Planning System (GPS). Applications will not have access to GPS until the Intent to Apply Form (see [Appendix I](#)) has been received. Any applicant that does not complete and return the Intent to Apply Form by March 18, 2024, will not receive access to GPS, thereby disqualifying them from competing in the 2024 grant competition.

### **Applications: DUE April 12, 2024**

Completed applications must be submitted in GPS by 4 p.m. on **Friday, April 12, 2024**. Applications will not be accepted after the 4 p.m. deadline. There are no exceptions.

Additionally, the application will be disqualified and not considered for funding if agency-level approval in GPS has not been obtained. Plan accordingly to allow for plenty of time for each agency representative to review and approve the application.

## **Bidders' Conference**

Participation in the Bidders' Conference is strongly recommended but not required for submission of an application.

Bidders' Conferences will be held:

***Wednesday, February 7, 2024, in Charleston, WV***

***Thursday, February 8, 2024, in Morgantown, WV***

Technical Assistance Calls are provided to support applicants in developing quality proposals. In an effort to ensure that all potential applicants have the same information and are provided consistent responses to questions, two calls will be provided using the Microsoft Teams meeting platform. Access links and times of the calls will be posted on the WVDE 21st CCLC webpage at <https://wvde.us/21st-cclc/application-resources>. All calls will be recorded and placed on the aforementioned website.

## **Submission Procedures**

The following information describes eligibility, required activities, application contents, and application review criteria.

Applications must comply with the following format:

- » complete application in GPS using a font size of 12 or greater,
- » chart formats are encouraged to be used in appropriate sections, and
- » citations must be the correct American Psychological Association (APA) format with a bibliography 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 to obtain access to the GPS platform by the deadline.
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 agency (i.e., fiscal director approval, and LEA agency director approval/organization executive director approval).

# Application Sections

A 21st CCLC application must be completed in Grants Planning system (GPS). The application consists of the following:

- » Cover Sheet
- » Assurances
- » Program Summary
- » Application Narrative
- » Budget and Budget Narrative
- » Related Documents

## ***Cover Sheet***

The applicant must provide all contact and descriptive information requested in the cover sheet section of the GPS. Additionally, a detailed description explaining matching funds and in-kind support provided by the applicant, co-applicant partner (as applicable), and other collaborating partners for the proposed 21st CCLC program is to be listed in this section.

## ***Program Summary***

Applicants are to complete the required Program Summary information describing the sites and participants to be served (average daily attendance).

## ***Application Narrative (124 points)***

### **Statement of Need (9 points):**

In this section, the applicant describes the needs of the populations to be served by the afterschool program, as demonstrated through a needs assessment from multiple current data sources. The applicant must show how the proposed program will meet these needs by providing services and opportunities not currently available. The application should clearly show specific, identified needs that connect to the action plan. Establish a compelling need for the program using multiple data sources.

- » Define the needs and risk factors of students, including student subgroups, using current, specific data to document those needs. The data provided should include, at a minimum, academic and social-emotional learning needs, and risk factors.
- » Define the current local, data-based needs or demands of parents and families to be served by the grant program.

Explain why this community was selected and how the program establishes a clear link between identified needs and expected outcomes using a recent community needs assessment conducted within the last three years.

- » Describe current afterschool services in the proposed service area.
- » Communicate how the grant will help provide new services and activities for students and families in the community.
- » Explain how this funding would enhance, but not supplant, existing programs.

Describe the role of stakeholders in the process of determining needs, including how private schools are involved in the community needs assessment.

### **Action Plan (30 points)**

The applicant will create quality objectives to meet the following statewide goals for all regular 21st CCLC program participants.

1. Increase academic achievement
2. Improve family engagement

Applicants are required to write a minimum of 2 quality objectives for each goal. Each goal may have only three objectives. It is expected for the goal, “Increase academic achievement” that one objective will focus on increasing achievement in mathematics and another will focus on increasing English Language Arts.

All objectives should be designed to meet the data-based needs of the students and families in the 21st CCLC community. Quality objectives are detailed statements designed to achieve established statewide goals. Program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound.

### **Action Plan Definitions**

- » **Goal** – a broad statement of intended long-range outcomes for the program.
- » **Objective** – a detailed statement of intended outcomes that includes the population, outcome, target, measure, and timeframe.
- » **Outcomes** – 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 objectives. Outcomes should be used to determine if strategy revisions are necessary to stay on track toward meeting objectives.
- » **Strategies** – actions needed to meet objectives.
- » **Progress Indicators** – data sources and methods used to measure short-term outcomes such as students’ individual, small group, or whole group progress toward objectives.
- » **Evaluation Plan** – This evaluation plan should describe the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how such information will drive changes in program decision-making as a continuous quality improvement process is completed. The plan should also include a timeline that clearly aligns with the Action Plan.

### **Afterschool Program Implementation (24 points)**

Describe the program design and how the program will meet the high-quality afterschool program characteristics and Measure of Effectiveness listed in [Appendix B](#).

Recruitment and Retention:

- » Explain strategies for recruiting and retaining at-risk students and maximizing these students’ participation.
- » Describe plans for assessing and targeting students’ academic needs.

### Program Design:

- » Describe how the proposed program will provide evidence-based learning practices or curriculum.
- » The proposal must specifically detail what strategies, practices, or curriculum will be used to improve mathematics and ELA.
- » Describe how program activities and curriculum will be linked to school-day learning and align with the West Virginia College- and Career-Readiness Standards in math, language arts, science, and other core content areas., including the plan to communicate with school-day teachers.
- » Describe a continuous quality improvement (CQI) process that provides details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards.)
- » Include a tentative schedule with time allotted to program components and activities. Ensure separate times for meals, homework assistance/tutoring, and enrichment activities.
- » Explain how the afterschool program will be available to any participating student a minimum 10 hours a week for 25 weeks or its equivalent during the regular school year. All programs must begin by October 15.
- » 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 plans to provide supper for participating students each day the program meets. A snack may also be offered. Food must meet USDA guidelines.
- » Explain how your program will ensure that USDE 21st CCLC will receive recognition.

### Parent and Family Engagement (12 points)

- » Describe how your family engagement plan is linked to the needs identified in the “Statement of Need” and “Action Plan” sections of the application.
- » Describe how the program will involve parents, families, and community members. The family engagement plan MUST be aimed at improving parents’/guardians’ involvement in their children’s learning either at home, at programs sponsored by the center, at school, or elsewhere.
- » Describe how the family engagement plan uses evidence-based practices and/or curriculum.
- » Include the steps you propose to ensure equitable access to family members, including those with special needs.

### Facility Plan (9 points)

- » Describe 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 afterschool program activities and number of anticipated students. Describe how the facility is accessible to persons with disabilities.
- » Explain how student travel (e.g., dismissal procedures, busing) to and from the 21st CCLC site will be safe and include a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.
- » Describe 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)

- » 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 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, and
  - If applicable, describe the role of volunteers in supporting the afterschool program and implementing activities.
- » Describe process to improve staff capabilities that includes:
  - assessment of staff knowledge and expertise,
  - targeted professional development based on staff assessment and/or performance evaluations,
  - annual performance evaluation and feedback, and
  - attendance at required WVDE 21st CCLC professional development offerings as described in the program requirements section of this RFP.
- » Describe procedures for relevant screening and hiring processes and how the staff-to-student ratio assures participants' safety as well as the highest quality of program delivery.
- » Describe how staffing level assures participant safety as well as the highest quality of program delivery. West Virginia Department of Health and Human Resources offers these regulations: [Out of School Time Regulations.pdf \(wv.gov\)](#)
- » Describe the vetting 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 Health and Human Resources offers these vetting guidelines: <http://www.dhhr.wv.gov/bcf/Providers/Documents/CIB%20Policy.pdf>

## Collaboration (9 points)

- » Explain 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.
  - Private School Consultation: Describe communication with private school personnel located in the proposed service area. This communication must be verified by completing the form that comprises [Appendix G](#) 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 your 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 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 evaluation results with stakeholders and use in the continuous quality improvement process, and
  - gaining parent consent to access and use student data, if applicable.

- » Using the following template, describe the support provided by main partner organizations with signed MOUs, as well as which action plan objectives are supported by the partnership.

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

- » If a co-applicant has been identified:
  - the co-applicant must be identified in the partner chart,
  - explain how the proposal has been submitted jointly, and
  - describe the capacity of co-applicant to provide out-of-school activities that will complement and enhance academic performance, achievement, and positive youth development.
- » Upload all Memoranda of Understanding (MOU) in the “Related Documents” section of GPS that clearly indicate the role, capacity, tangible contributions, and in-kind value of each partnering organization.

## ***Sustainability (6 points)***

Since grant funding is intended as an incentive to promote long-range establishment of out-of-school-time programs, the application must have a sustainability plan. Include in the plan the following:

- » 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.
- » Describe a sustainability plan. Include at a minimum:
  - 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, etc.),
  - how the applicant will provide the program as described in the application with reduced 21st CCLC funding in years 4 and 5, and
  - 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.** New applicants should describe their capabilities and any experience implementing successful, quality afterschool programs. Include in the narrative how the past experiences supported students’ academic performance 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 experience and methods developed to effectively manage 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.)

If the applicant had any audit findings over the last two fiscal years, they are to describe the findings and measures performed to remedy finding/s.

**Prior history – Previously funded applicants.** Previously funded applicants are to describe 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.

The previously funded applicant should identify how they have 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 finding/s.

### ***Budget and Budget Narrative (9 Points)***

- » All 21st CCLC budget information will need to be completed in the “Budget” section of the WVDE Grants and Planning System (GPS). Information related to matching and in-kind funding resources should be completed in the “Cover Sheet” section of GPS.
- » Provide Budget Detail and Narrative Descriptions for year one that clearly explain the mathematical basis for estimating the costs of personnel salaries, fringe benefits, program staff travel, student transportation, materials and supplies, consultant and subcontract fees, indirect costs, and other program expenditures.
  - 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 E](#) to calculate their Administrative Costs and upload the document in the “Related Documents” section of GPS.
  - Separate all administrative costs from programmatic costs using the GPS budget function code 12211 “Supervision of Improvement of Instruction Services,” budget function code 12317 Audit Services,” and/or budget function code 12570 “Personnel Services-General” for administrative costs, as applicable. The applicant’s approved restricted indirect cost rate will already be placed in the “Budget” section of GPS.
  - Name each staff position included in the “Program Personnel” section and provide the formula for rate of pay and the duration of services.

## **Assurances**

The applicant will assure the State Education Agency that they will follow all regulations applicable for the 21st CCLC 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. Administer the 21st Century Community Learning Centers (CCLC) project under all applicable statutes, regulations, program plans, and applications.
3. Adopt and use proper methods of administering 21st CCLC, 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.
4. 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.
5. The applicant 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>)
6. The applicant 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.
7. Permit and mandate appropriate program staff to attend the required trainings specified in the Request for Proposal and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices. Sub-granting of the award is not allowable. Program Income may not be generated without approval by the U.S. Department of Education.
9. 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.

10. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
  - Ability to demonstrate 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) at reduced grant allocation in the fourth year;
  - Maintain the scope of the original level of programs and service to the same number of students (ADA) at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$50,000); and
  - Provide documentation of completed federal and state reports as required.
11. Comply with provisions of Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
12. 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
13. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
14. Not utilize any federal funds to lobby Congress or any federal agency.
15. Abide by and remain current on the collection of and reporting of data.
16. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
17. The school district, as fiscal agent or co-applicant, 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 (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
18. If a non-governmental agency (CBO or FBO) 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 Annual Performance Report (APR) data collection.

19. Meet the minimum number of hours and weeks as required under program operations.
20. Begin serving students with the 21st CCLC Program by October 15.
21. Provide dedicated program space for school(s) served 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.
22. 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 must be secured to provide for the program.
23. Immediately notify the WVDE of a change of director or site coordinator.
24. Uphold the agreement's parameters with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
25. Provide equal opportunities for the underserved participation of both public and private school students served by the award.
26. Allow site coordinators and directors access to 21st Century guidelines and required WVDE trainings.
27. 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.
28. The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The grantee 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 grantee from this grant program until the grantee comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited).
29. The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding, or pending final report. Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.



30. The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include 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 assigned assurances,
- Limit administrative costs to 30% of 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,
- Submit required data within the given timeframe, or
- Implement a required Corrective Action Plan

31. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

## Application Appendices:

*A: Program Summary and Summer Program Summary Examples*

*B: Afterschool Resources*

*C: Sample Action Plan*

*D: Example of Budget and Budget Narrative*

*E: Administrative Cost Worksheet*

*F: Evidence of Joint Planning and Partnership Document Examples*

*G: Private School Consultation Document*

*H: Community Notice Document*

*I: Intent to Apply Form*

## Appendix A: Example of Program Summary

Name & 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				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
<b>Totals for the entire program</b>										

## Program Summary for Summer (if applicable)

Name & 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			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
<b>Totals for the entire program</b>									

# Appendix B: Afterschool Resources

## **MEASURES OF EFFECTIVENESS**

(1) IN GENERAL- For a program or activity developed under this part to meet the principles of effectiveness, such program or activity shall —

- (A) 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;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- (C) 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.

## **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.

1. Goal Setting, Strong Management, and Sustainability
2. Quality Afterschool Staffing
3. High Academic Standards
4. Attention to Safety, Health, and Nutrition issues
5. Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth- Serving Organizations
6. Strong Involvement of Families
7. Enriching Learning Opportunities
8. Linkages between School-Day and Afterschool Personnel
9. 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: Sample Action Plan

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wvde.us/21st-cclc/application-resources/">https://wvde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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
1.1 - By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours, will demonstrate growth from the iReady BOY (beginning-of-year) to the EOY (end-of-year) benchmark in reading	1.1.1 – Evidence-based one-on-one tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA). 1.1.2 – Small or whole group repeated readings (including read alouds) and collaborative discussions to improve comprehension by building knowledge, vocabulary, and fluency with high-interest, grade-level informational and literary texts. The WV College- and Career-Readiness standards for ELA, Social Studies, and Science will be used to guide text/topic selection and instruction.	<ul style="list-style-type: none"> <li>Students will master explicitly taught foundational reading and writing skills.</li> <li>Students will demonstrate improved fluency with grade-level passages based on topics and texts under study.</li> <li>Students will demonstrate comprehension of grade-level informational and literary texts that are used for repeated readings and collaborative discussions</li> </ul>	<ul style="list-style-type: none"> <li>PALS (Phonological Awareness Literacy Screener) for foundational skills</li> <li>iReady progress monitoring assessments for foundational skills and comprehension</li> <li>Formative assessment documented by tutors with anecdotal notes, checklists, rubrics, or rating scales while students</li> <li>» answer text-based questions</li> <li>» participate in collaborative discussions</li> <li>» practice phonics skills in isolation and in connected text.</li> <li>» complete cold reads of grade-level passages based on topics and texts under study</li> </ul>	<ul style="list-style-type: none"> <li>PALS BOY assessment will be administered to all students to assess reading foundational skill mastery.</li> <li>For interventions only, students will be grouped according to skills needed</li> <li>Ongoing formative assessment and anecdotal notes will be used to assess and document student progress/mastery of individual skills.</li> <li>During tutoring or interventions, students will be regrouped as skills are mastered.</li> <li>Quarterly PALS and/or iReady progress monitoring assessments will be administered to document student growth.</li> <li>Text-based questions and collaborative discussions will be used to gauge student comprehension of topics and texts used for repeated reading and to correct misconceptions.</li> <li>Weekly cold reads of short grade-level passages about topics under study will be used to assess fluency improvement</li> </ul>



Goal 1: Increase Academic Achievement					
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan	
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wvde.us/21st-cclc/application-resources/">https://wvde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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	
1.2 - By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours, will demonstrate growth from the iReady BOY (beginning-of-year) to the EOY (end-of-year) benchmark in math.	1.2.1 – Evidence-based one-on-one tutoring and small group interventions to improve conceptual understanding, procedural fluency, and application of grade-level math skills as listed in the WV College- and Career-Readiness Standards for mathematics. 1.2.2 – 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.	<ul style="list-style-type: none"> <li>Students will master explicitly taught math concepts and skills.</li> <li>Students will apply newly mastered mathematical knowledge to solve problems using the mathematical habits of mind from the WV College- and Career-Readiness Standards for Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>i-Ready progress monitoring assessments</li> <li>Formative assessment of conceptual understanding, procedural fluency and mathematical habits of mind during math instruction and application documented by teacher notes, checklists, rubrics, or rating scales.</li> </ul>	<ul style="list-style-type: none"> <li>For interventions, students will be grouped based on skill mastery using results of iReady BOY assessment.</li> <li>Formative assessment and anecdotal tutor notes will be used to document student mastery of new skills, concepts, and mathematical habits of mind.</li> <li>As students master new skills and concepts, they will be placed in different intervention groups.</li> <li>iReady progress monitoring assessments will be used to demonstrate student growth.</li> </ul>	

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wwde.us/21st-cclc/application-resources/">https://wwde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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
1.3 – By the end of the school year, all students who attend the 21st CCLC program for at least 90 hours, will be able to demonstrate an increase in knowledge of effective and healthy conflict resolution strategies.	<p>1.3.1 – 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.</p> <p>1.3.2 – Instruction and guided practice for staff and students in mindfulness strategies and other methods of self-regulating emotions such as repetitive, rhythmic, physical activity.</p> <p>1.3.3 – 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.</p> <p>1.3.4 – Staff will monitor student interactions and will coach students on active listening, conflict resolution, and self-regulation strategies as needed.</p>	<ul style="list-style-type: none"> <li>Students will demonstrate increasing knowledge of active listening skills, conflict resolution, and self-regulation strategies in role-playing scenarios.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly role-playing sessions and discussions.</li> <li>Weekly student and staff written self-reflections.</li> <li>Monthly SEL rubric</li> </ul>	<ul style="list-style-type: none"> <li>Following the role-playing sessions, staff will facilitate a student discussion about strengths and weaknesses demonstrated in the role-playing scenario and strategies for improvement.</li> <li>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 as well as how they've used the strategies in real-life scenarios.</li> <li>Staff will complete SEL rubrics monthly for each student.</li> </ul> <p>Students will self-evaluate with the same rubric. Staff will meet with each student individually to compare and discuss results.</p>

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://lwvde.us/21st-cclc/application-resources/">https://lwvde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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
2.1 – By the end of each program year, 70% of families participating in family engagement programs sponsored by 21st CCLC will increase their actions to support their child in school.	2.1.1 – Staff will communicate with parents in person monthly about their child's academic progress. 2.1.2 – School and afterschool staff will recruit and invite parents to attend PTO, attend parent teacher conferences, and volunteer in school or afterschool. 2.1.3 – Training both in-person and online will be offered to aid parents on how to communicate with teachers, use the school progress tracking system, and check their student's progress. 2.1.4 – Have 3 interactive family fun workshops (virtually or in-person) at each site per year.	<ul style="list-style-type: none"> <li>• 50% of parents/guardian will log in monthly to the county's progress tracking system to review child's progress and grades.</li> <li>• 70% of parents/guardian will contact their child's teachers at least once each semester or will volunteer at school or afterschool.</li> <li>• Parent Teacher Organization membership by afterschool parents/guardians will increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement Survey of all parents</li> <li>• Observations of parent-teacher interactions</li> <li>• Increased PTO membership by afterschool parents</li> </ul>	<ul style="list-style-type: none"> <li>• Annual parent/guardian 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.</li> <li>• Site Coordinators will review systems analytics twice a year to track parents contacting teachers or logging into school's data system.</li> <li>• Site Coordinators review PTO membership list and attendance from beginning to end of each year to identify if parents of afterschool students are more active with schools.</li> </ul>

Goal 2: Increase Family Engagement					
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan	
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://wvde.us/21st-cclc/application-resources/">https://wvde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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	
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 took part.	2.2.1 – Survey parents to determine educational interests. 2.2.2 – Develop two series of educational-specific activities annually. Recruit adults to programs.	<ul style="list-style-type: none"> <li>• Social Media Metrics will show an increase in the number of hits on advertisement of parent education activities.</li> <li>• Parent networks and community will increase, and parents will be more apt to contact each other for support and information.</li> <li>• Parents will increase skills and knowledge in particular subjects that support their parenting or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking Social Media Metrics of Facebook, Schoology, and Website</li> <li>• Parent surveys</li> <li>• Pretest and Posttest</li> <li>• Parent Focus Group</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian focus group, parent/guardian surveys, and afterschool staff conversations with parents/guardians will be used to identify subjects that parents would like to learn about in the upcoming afterschool year. This collection of data will be accomplished by the Family Engagement Specialist at the beginning and end of each year.</li> <li>• Family Engagement Specialist will track Social Media metrics before, during, and after announcement of specific education workshops. This will be done to identify interest level of parents/guardians about educational offerings.</li> <li>• All educational programs will have pre/posttests to identify knowledge gain.</li> </ul>	

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) <a href="https://hwde.us/21st-cclc/application-resources/">https://hwde.us/21st-cclc/application-resources/</a>	Actions needed to meet short-term outcomes and annual objectives	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	Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives	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
2.3 – Students identified as chronically absent will improve yearly school attendance when families complete the Family First Program.	2.3.1 – Program staff and partners recruit families, whose students are chronically absent, to attend and complete the Family First Program. 2.3.2 – Family First training will be provided in the fall for middle-school students and their families This is an 8-week SEL evidence-based training to support students and their families.	<ul style="list-style-type: none"> <li>70% of families enrolled in Family First will complete the 10-week program.</li> <li>Families, who complete the program, report increased positive family relationships; students report increased interest in learning by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Family First enrollees will complete pre- and post-survey and 6-month follow-up to measure increase in SEL supports completed in the home to support the student's wellbeing, improve parent/guardian and student relationship, and positively increase the child's attitude towards learning.</li> <li>Annually, the program director will track county attendance data to determine any improvement of chronic absence for students whose parents attend the family engagement program</li> </ul>	

# Appendix D: Sample Budget

75 ADA \* \$3,050= \$228,750

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	8,580	17,160	2 Site Coordinators @ \$22/hr. x 15 hours/ week (Monday-Thursdays) x 26 weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	7,800	15,600	2 Site Assistants @ \$20/hr. x 15 hours/ week (Monday – Thursdays) x 26 weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	7	1,760	12,320	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
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	4,160	8,320	2 STEM Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	4,160	8,320	2 Recreation Staff @ \$20/hour x 8 hours/ week x 26 weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	4,000	8,000	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)
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	4,160	8,320	2 Art Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	3,036	6,072	2 Summer Site Coordinators @ \$22/hour x 24 hours/week (4 day week) x 5.75 summer weeks
<b>11119</b>	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	2,760	5,520	2 Summer Site Assistants @ \$20/hr x 24 hours/week (4 day week) x 5.75 summer weeks

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>11119</b>	Instruction-K-12 extended day/year	131	Professional Personnel Substitutes Regular	1	350	350	Sub for WWDE Spring Conference 1 sub x 2 days x \$175/day
<b>11119</b>	Instruction-K-12 extended day/year	221	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
<b>11119</b>	Instruction-K-12 extended day/year	232	Employee Benefits: Defined Contribution Plan (II)	1	4,949.01	4,949.01	Retirement Plan 2 @ 11% of half salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 2)
<b>11119</b>	Instruction-K-12 extended day/year	261	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
<b>11119</b>	Instruction-K-12 extended day/year	611	Supplies General	2	5,000	10,000	2 sites x \$5,000 per site to purchase supplies for afterschool and summer activities and events
<b>12137</b>	Health – Personal Care	121	Service Personnel Regular	1	3,600	3,600	SPED Personnel, if needed, for a nurse, interpreter, translator, or aide @ \$18/hour x 8 hours/week x 25 weeks (4 days/week) (no pre-planning necessary)
<b>12137</b>	Health - Personal Care	121	Service Personnel Regular	1	1,440	1,440	SPED Summer Personnel, if needed for a nurse, interpreter, translator, or aide \$18/hour x 16 hours/week (4 days/week) x 5 weeks of program (no pre-planning necessary)
<b>12137</b>	Health – Personal Care	221	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

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>12137</b>	Health – Personal Care	232	Employee Benefits: Defined Contribution Plan (II)	1	277.20	277.20	Retirement Plan 2 @ 11% of half salary costs (\$5,040) for Health – Personal Care Salaries (on average, half of our employees are in Plan 2)
<b>12137</b>	Health – Personal Care	261	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
<b>12170</b>	Parent/Family Involvement	112	Professional Personnel Supplemental	1	4,160	4,160	1 Family Coordinators @ \$20/hr x 8 hrs/wk x 26 wks school year only, not hired for summer
<b>12170</b>	Parent/Family Involvement	221	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
<b>12170</b>	Parent/Family Involvement	232	Employee Benefits: Defined Contribution Plan (II)	1	457.60	457.60	Retirement Plan 2 @ 11% of half salary costs (\$4,160) for Parent/Family Involvement Salaries
<b>12170</b>	Parent/Family Involvement	261	Employee Benefits: Workers Compensation	1	92.35	92.35	Worker's Compensation @ 2.22% of total salary costs (\$4160) for Parent/Family Involvement Salaries
<b>12170</b>	Parent/Family Involvement	321	Professional Educator Services	2	300	600	Presenters for Parent Learning Activities/Classes during the school and summer programs @ \$300 x 2 sites
<b>12170</b>	Parent/Family Involvement	611	Supplies General	2	1,000	2,000	2 sites x \$1,000 per site to purchase supplies for afterschool and summer parent educational programs
<b>12213</b>	Professional Personnel Staff Development	112	Professional Personnel Supplemental	16	120	1,920	Continuous Virtual Professional Development Sessions via Teams (16 staff members x \$20/hour x 1 hour each x 6 trainings)



Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>12213</b>	Professional Personnel Staff Development	112	Professional Personnel Supplemental	6	240	1,440	Annual Summer Professional Development Training prior to the start of summer programming 6 staff members x 2 sites x \$20/hour x 6 hours
<b>12213</b>	Professional Personnel Staff Development	221	Employee Benefits: Social Security Contributions	1	257.04	257.04	Social Security / FICA @ 7.65% of total salary costs (\$3,360) for all Staff Development Salaries
<b>12213</b>	Professional Personnel Staff Development	232	Employee Benefits: Defined Contribution Plan (II)	1	184.80	184.80	Retirement Plan 2 @ 11% of half salary costs (\$3,360) Staff Development Salaries (on average, half of our employees are in Plan 2)
<b>12213</b>	Professional Personnel Staff Development	261	Employee Benefits: Workers Compensation	1	74.59	74.59	Worker's Compensation @ 2.22% of total salary costs (\$3,360) for Staff Development Salaries
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	8	14.50	116	CPR Training for 4 staff members x 2 sites x \$14.50/training
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	1	3,500	3,500	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)
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	2	150	300	Multi-State Conference registration fees: 2 site staff x \$150 registration fee

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	2	75	150	Multi-State Conference registration fees: 2 administrative staff (Director and Assistant) x \$150 registration fee x 50% (50% of costs will come from other 21st CCLC grant)
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	1	100	100	WVDE Spring Conference registration fee: 1 site staff x \$100 registration fee
<b>12213</b>	Professional Personnel Staff Development	331	Employee Training and Development Services	2	50	100	WVDE Spring Conference registration fee: 2 administrative staff (Director and Assistant) x \$100 registration fee x 50% (50% of costs will come from other 21st CCLC grant)
<b>12213</b>	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	400	800	Multi-State Conference: 2 Site Staff hotel \$400 (2 nights/1 shared room) + travel at approx. \$400
<b>12213</b>	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	200	400	Multi-State Conference: Director and Assistant hotel \$400 X 50% (1 of 2 nights/ shared room) + travel at approx. \$400 x 50% (50% of costs will come from other 21st CCLC grant)
<b>12213</b>	Professional Personnel Staff Development	582	Staff Travel - Out of County	1	460	460	WVDE Spring Conference: 1 site staff hotel \$260 (2 nights) + travel at approx. \$200)
<b>12213</b>	Professional Personnel Staff Development	582	Staff Travel - Out of County	2	115	230	WVDE Spring Conference: 2 administrative staff (Director and Assistant) hotel \$260 x 50% (1 of 2 nights/shared room) + travel at approx. \$200 x 50% (50% of costs will come from other 21st CCLC grant)

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>12213</b>	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	650	1,300	National 21st CCLC Summer Symposium: 2 administrative staff (Director and Assistant) hotel \$600 x 50% (1 of 2 nights/ shared room) + travel at approx. \$2,000 x 50% (50% of costs will come from other 21st CCLC grant)
<b>11119</b>	Instruction-K-12 extended day/year	581	Staff Travel - In County	1	2,568.99	2,568.99	Travel for Project Director and Assistant for weekly site visits Estimate based on \$0.665/mile x 125 miles/week x 30 weekly visits
<b>12570</b>	Personnel Services - General	343	Background Investigations	10	25	250	Staff and parent volunteers Background checks = 10 persons x \$25 per person
<b>12711</b>	Support Service Student Transportation - Vehicle Operation	122	Service Personnel Supplemental	2	1,800	3,600	Educational Field Trips: \$1,800 for each site for educational afterschool and summer trips. Field trips total 2 sites x 6 per year, per site at approximately \$300/local trip for buses and student fees)
<b>12711</b>	Support Service Student Transportation - Vehicle Operation	122	Service Personnel Supplemental	5	3,600	18,000	Transportation Costs: 5 drivers (2 for Site 1 and 3 for Site 2) @ \$18/hr x 8 hrs/wk x 25 wks
<b>12711</b>	Support Service Student Transportation - Vehicle Operation	122	Service Personnel Supplemental	5	1,440	7,200	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)
<b>13121</b>	Support Service Student Transportation - Vehicle Operation	221	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
<b>13121</b>	Support Service Student Transportation - Vehicle Operation	232	Employee Benefits: Defined Contribution Plan (II)	1	1,584.00	1,584.00	Retirement Plan 2 @ 11% of half salary costs (\$28,800) Vehicle Operation Salaries (on average, half of our employees are in Plan 2)

Function Code	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
<b>PROGRAM COSTS</b>							
<b>13121</b>	Support Service Student Transportation – Vehicle Operation	261	Employee Benefits: Workers Compensation	1	639.36	639.36	Worker's Compensation @ 2.22% of total salary costs (\$28,800) for Vehicle Operation Salaries
<b>13121</b>	Food Preparation/Dispensing	122	Service Personnel Supplemental	2	1,800	3,600	Summer Cooks for both schools= 2 cooks x \$18/hour x 20 hrs/wk x 5 weeks (4 days a week)
<b>13121</b>	Food Preparation/Dispensing	221	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
<b>13121</b>	Food Preparation/Dispensing	232	Employee Benefits: Defined Contribution Plan (II)	1	198.00	198.00	Retirement Plan 2 @ 11% of half salary costs (\$3,600) Food Preparation/Dispensing Salaries (on average, half of our employees are in Plan 2)
<b>13121</b>	Food Preparation/Dispensing	261	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
				<b>Subtotal</b>		178,786.37	
<b>ADMINISTRATIVE COSTS</b>							
<b>12211</b>	Supervision of Improvement of Instruction Services	111	Professional Personnel Regular	1	21,600	21,600	Project Director: 1 @ 15 weekly hours / 48 wks based on salary schedule of \$30/hour
<b>12211</b>	Supervision of Improvement of Instruction Services	111	Professional Personnel Regular	1	10,560	10,560	Project Assistant: 1 @ 10 weekly hours x 48 weeks x salary schedule of \$22/hour
<b>12211</b>	Supervision of Improvement of Instruction Services	221	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

ADMINISTRATIVE COSTS						
<b>12211</b>	Supervision of Improvement of Instruction Services	232	Employee Benefits: Defined Contribution Plan (II)	1	3,537.60	3,537.60
						Retirement Plan 2 @ 11% of total salary costs (\$32,160) for Supervision of Improvement of Instruction Services salaries
<b>12211</b>	Supervision of Improvement of Instruction Services	261	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
<b>12211</b>	Supervision of Improvement of Instruction Services	581	Staff Travel-In County	1	2,512.50	2,512.50
						Travel for Project Director and Assistant for weekly site visits Estimate based on \$0.67/mile x 125 miles/week x 30 weekly visits
<b>12211</b>	Supervision of Improvement of Instruction Services	581	Staff Travel-In County	1	167.50	167.50
						Summer: Travel for Project Director and Assistant for weekly site visits. Estimate based on \$0.67/mile x 50 miles/week x 5 weekly visits
<b>12211</b>	Supervision of Improvement of Instruction Services	611	Supplies General	1	736.21	736.21
						Administrative office supplies (i.e. paper, pens, staples, tape, file folders)
<b>12211</b>	Supervision of Improvement of Instruction Services	651	Supplies-Technology-Related-General Supplies	1	400.00	400.00
						I-pad
				<b>Subtotal</b>	42,688.00	
<b>IC</b>	Indirect Cost	IC	Indirect Cost	1	6,644.23	6,644.23
						Indirect Cost Rate for SY24 is 3.0% Indirect Cost = \$221,474.37 x .03 = \$5,274.03
				<b>Administrative Subtotal</b>	49,332.23	
				<b>Total</b>	\$ 228,118.60	

# Appendix E: Administrative Costs Worksheet

## Administrative Costs Worksheet

The maximum amount of Administrative Cost that may be charged to the grant is 30% of the grant award. Use this worksheet to calculate Administrative Costs and upload the worksheet in the “Related Documents” section of GPS. Submit a completed worksheet for each proposal submitted.

Direct Administrative Costs are defined as expenses directly 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, etc.)
- 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 8% unless the entity has a different 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)
- Equipment rental such as copier, printer, etc.

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

## Calculating Administrative Costs

CBO/LEA \_\_\_\_\_

Calculate your Administrative Costs using the direct administrative and indirect costs totals from the worksheet tables:

$$\frac{\text{Grant Award}}{\text{Total Administrative CAP}} \times .30 =$$

Direct Costs \_\_\_\_\_ + Indirect Costs \_\_\_\_\_ =

Total Administrative Costs: \_\_\_\_\_

Within 30% \_\_\_\_\_YES \_\_\_\_\_NO

Direct Administrative Costs Worksheet Table		
Item	Narrative Budget	Total
<b>Total</b>		

Total Direct Administrative Costs from table above: \_\_\_\_\_

Indirect Costs Worksheet Table		
(Complete this table only if you are not using the de minimis rate or your restricted indirect cost rate.)		
Item	Narrative Budget	Total
Total		

Total Indirect Cost from table above or de minimis rate or restricted rate: \_\_\_\_\_

# Appendix F: Evidence of Joint Planning and Partnership Document Examples

## 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 after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence 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 strongly advised that in each letter of support, a contribution table is included.

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

Co-Applicant/Partner Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Appendix G: Private School Consultation Document

## Verification of Private School Consultation

According to the non-regulatory guidance for 21st CCLC, an entity that is awarded a grant must provide equitable services to private school students and their families, who are underserved. In designing a program that meets this requirement, grantees must provide equal opportunities for the participation of both public- and private-school students in the attendance area served by the grant. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the underserved students’ needs will be identified and what services will be offered.

Private School Name	Private School Administrator Name and Email Address	Date and Method of Contact	Participation in Program Yes or No	Reason for Not Participating

\_\_\_\_\_ There are no private schools in the attendance area(s) of the school(s) to be served by this grant.

\_\_\_\_\_  
*Applicant Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*County Superintendent(s) of Schools or Executive Director of CBO*

\_\_\_\_\_  
*Date*

# Appendix H: Community Notice Document

## **Verification of Sharing Intent/Application with Community**

To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), each applicant must sign an assurance that the community was given notice of its intent to submit an application and that the application, and any waiver request be available for public review after submission of the application. To verify that this has been done, please complete the form below:

Please explain how the community was informed:

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix I: Intent to Apply Form

## Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Grant Competition

### NOTIFICATION OF INTENT TO APPLY FORM

**One form is required for each application. | Return to [Sherry.Swint@k12.wv.us](mailto:Sherry.Swint@k12.wv.us)  
Due March 18, 2024**

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

Name of Organization: \_\_\_\_\_

Grant Application Contact Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Individual Submitting Form: \_\_\_\_\_

1. Average Daily Attendance. Select one

- a. \_\_\_\_ New proposal seeking to serve schools not having 21stCCLC 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 the ending 21stCCLC grant
- c. \_\_\_\_ Renewal proposal seeking to serve students where a 21stCCLC funding is ending and adding new feeder schools or sites. Please list total number of sites: \_\_\_\_\_.

3. The indirect cost rate is a restricted rate. Select one

- a. \_\_\_\_ Local Education Agency (LEA) is the applicant.
- b. \_\_\_\_ Non-LEA is the applicant and wishes to use the federal de minimis indirect cost rate of 8%.
- c. \_\_\_\_ Non-LEA is the applicant and wishes to use no indirect cost rate.
- d. \_\_\_\_ Non-LEA is the applicant and is submitting their approved restricted indirect cost rate documentation with this form.

4. Transportation:

- a. \_\_\_\_ Program will offer transportation from afterschool to students' residence/bus stop and is seeking the \$10,000 transportation grant.
- b. \_\_\_\_ Program will not offer transportation and students will find alternate transportation to their residence.

**Any applicant that does not return a completed Intent to Apply form by March 18, 2024, is disqualified from applying for funds in this competition. If you submit the intent form and later decide not to apply, it would be much appreciated if you would send an email to [sherry.swint@k12.wv.us](mailto:sherry.swint@k12.wv.us). Having an accurate number of applications to be scored will secure the appropriate number of reviewers.**



Michele L. Blatt  
West Virginia Superintendent of Schools