Final FY20 21st CCLC Cycle 17 FAQ

**Q1.** Regarding citing sources of data in APA format in the proposal, should APA 6th or 7th edition be used?  Should the citations be in-text citations, reference list citations, or both? Will a reference list page count against narrative page limits?

1. **Either version of APA is fine. During the technical assistance sessions, we noted that a table of citations as the final page of the 30-page narrative would be a good use of space, as you may use a 10-point font and single space text in a table. However, that is not a requirement. You could use another format, such as footnotes or including the citation within a parenthetical citation within the narrative. The citations do count as one of your 30 pages. That is, the citations are not in addition to the narrative but part of it.**

**Q2.** On part II of the grant requirements, what does the words in parenthesis mean??  (3 Per Bullet) (2 per bullet) etc.

1. **The total points available for each section is divided into points per bullet. For example, if a section is worth 12 pts and there are six bullets, each bullet is worth 2pts. This is how the criteria will be scored.**

**Q3.** As the XXXX starts to work on 21st CCLC applications, I am wondering if you can answer a budget-related question for us. Under what category would we budget funding for IT support, payroll, background checks, and accounting support? Would this fall under the “Other” budget category?

1. **This will fall under indirect cost and must follow the corresponding limitations and requirements for indirect cost.**

**Q4.** Where can a list of state-recognized private schools be obtained?

1. **Please refer to the KDE website and click on Federal Programs. Scroll down to Federal Programs and Instructional Equity. Then scroll down the page and click on Non-Public Schools. The local school district should also have a listing of private-schools as part of the annual equitable access and participation agreements for federal programs, such as Title I, Title II, Title IV, and IDEA.**

**Q5.** Is a site coordinator based full-time program hours or regular employee hours?

1. **A site coordinator must be present during all hours of program operation, but must be employed on a full-time basis as a regular employee of the applicant. The additional hours are necessary for completion of duties related to the grant, such as ongoing communication with families, partners, school day teachers, and completion of APR reporting requirements and data entry (among other duties). Employing a site coordinator from, for example, 2:45pm – 5pm daily would not meet the definition of full time nor the 21st CCLC’s intent for deep collaboration and community involvement.**

**Q6.** Can the director also be the site coordinator?

1. **Yes. The structure for this aspect of staffing is at the discretion of the applicant.**

**Q7.** Is there a resource that lists all "state recognized" private schools that we should use for consultation form? What about home schools?

1. **Please refer to the KDE website and click on Federal Programs. Scroll down to Federal Programs and Instructional Equity. Then scroll down the page and click on Non-Public Schools. The local school district should also have a listing of private-schools as part of the annual equitable access and participation agreements for federal programs, such as Title I, Title II, Title IV, and IDEA.**

**Q8.** Can you elaborate on the specifics/expectations of the full time site coordinator? Is this a classified or certified person? Hours per day over the minimum 220 days? Will fringe need to be factored into the budget?

1. **The site coordinator must be present during all hours of program operation, but must be employed on a full-time basis as a regular employee of the school district. The additional hours are necessary for completion of duties related to the grant, such as ongoing communication with families, partners, school day teachers, and completion of APR reporting requirements and data entry (among other duties). It is at the discretion of the local school district to make this a classified or certified person based upon comparable roles in the district. Please consult the district HR representative. Fringe is generally paid from grant funds, but the applicant may offer to provide this as an in-kind match as appropriate under state and federal law. This individual must be employed for a minimum of 220 days at a number of hours per day that allows for adequate completion of job duties (typically 5-8 hours/day).**

**Q9.** The Logic Model:  Where does this fit in?  Do I Include it in the 30 page narrative as a table or is it a separate attachment?

1. **The logic model is to be placed immediately following the table of contents and before the proposal narrative. It does not count toward the 30 page limit for the narrative but may not exceed 3 pages. A suggested format is included on page 42 of the RFA, but applicants may adjust this model following all requirements for margins, font size, and spacing as required in the application.**

**Q10.** Regarding the attached logic model referenced on p. 42, this appears to be a new requirement (or a different name/style perhaps) – can you provide any additional guidance or instructions as to the desired content of this form other than those categories listed and that it should not exceed 3 pages?

1. **The purpose of the logic model is to provide an overview/summary of key grant components. A suggested format is included on page 42 of the RFA, but applicants may adjust this model following all requirements for margins, font size, and spacing as required in the application.**

**Q11.** I am working on writing the 21st Century afterschool grant and I was wondering if the site coordinator has to be a certified educator?

1. **The site coordinator does not have to be a certified educator but should demonstrate skills, experience, and/or training to support the job duties.**

**Q12.** We have been approached by a community organization to partner in a 21st CCLC application to support an existing program. Based on the information provided below, we interpret this would be supplanting.  The community organization says not.

Please advise.

*FFFFFFF has facilitated the Collaborative Learning After School Program (CCCCC) in partnership with XXXXX Community School for a decade.*

*The program has benefited over 1,000 XXXXXX youth and their family members since 2009. It is a BBBBBB (BBBBBB) Star program that consistently scores above county averages in quality out-of-school time programming. Data shows that CCCCC consistently plays a role in the academic improvement of youth enrolled, strengthens social and emotional competencies, civic engagement, family participation, and fosters the development of skills essential for success in-and-out of school. In recent years, CCCCC has experienced substantial cuts in funding that have hindered its ability to adequately serve the youth and families of XXXXXX and threaten the program’s existence. If current trends hold, and additional funding cuts are made, CCCCC will longer be a sustainable program.*

*Last month, the Kentucky Department of Education released a request for funding through 21st Century Community Learning Centers. FFFFFFF intends to apply for this funding, which would guarantee CCCCC four years of sustainable funding with the option to renew.*

*We are asking for your support. In order to move forward with our funding proposal we need your partnership and approval as co-applicant.*

Is this considered Supplanting?

1. **Supplanting is defined as using grant funds for existing levels of service funded through any source. If something is currently or previously funded from another source, you cannot “replace” that funding with 21st CCLC dollars. Based upon the description of the services of the program (mirroring that of 21st Century) and indicating that the current program “has experienced substantial cuts in funding that have hindered its ability to adequately serve the families” and that if “additional funding cuts are made, CCCCC will longer be a sustainable program,” this would be supplanting and is unallowable. A grant may be used to supplement existing services provided that all state and federal requirements are met. However, if current funds are cut, current services provided prior to a 21st CCLC grant could not be supported with grant funds.**

**Q13.** If a private school wants to have students participate in a 21st CCLC program based at a public school, but cannot provide transportation, is the district (as the 21st CCLC grantee) obligated to provide private students transportation to and home from the program?

1. **If the 21st CCLC program is not providing transportation at the public school being served, the program is not required to provide transportation for private school students that wish to attend. If public school students are not transported to the program site, transportation of private school students to the site would be the responsibility of the private school or parents. If transportation is provided home (or to the program), it would also be provided to private school students who reside within the same geographic boundaries for which transportation is provided to public school students.**

**Q14.** Can food served to students while participating in the 21st Century Community Learning Center program be paid for with grant funds?

1. **Per the Cycle 17 RFA page 16, eligible centers are required to participate in the USDA National School Breakfast/Lunch Program. The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations (CBOs), including faith-based organizations (FBOs). Purchasing food for instructional purposes requires prior approval by the KDE and must include an instructional lesson plan and food items being purchased. Unallowable expenditures include pizza parties, celebrations, holidays, teacher meetings, advisory, and open house events.**

**Q15**. We know it is a requirement to have a minimum of two certified teachers in the program. Is it required that grant funds pay for those certified teachers? Our co-applicant might be willing to pay for the two certified teachers daily. We would use grant funds for additional instructional support using instructional assistants.

1. **This would be determined by the applicant. It is allowable for the two certified teachers to be paid from other sources of funds.**

**Q16.** I have two separate questions regarding private school students:

**Q16 Part 1.** If private school students participate in the 21st CCLC, how should we handle those students’ meals and snacks through the USDA program?

1. **Please consult the school’s food service/nutrition coordinator for guidance in implementing the USDA program. Note that the USDA program should be of no additional cost to the grant program.**

**Q16 Part 2**. For us to be able to claim a student’s meal for reimbursement through national school lunch or school breakfast program, the student must be enrolled in our district. We can feed a student from another school, but we have to bill their district or program. The student’s home school can claim the meal for reimbursement if they participate in the national school lunch or breakfast program. **But what if the private school doesn’t participate in those programs?** Our understanding is that we cannot charge fees for the 21st CCLC.

1. **Please consult the school’s food service/nutrition coordinator for guidance in implementing the USDA program. Note that the private school students would be present at and consume the snack/meals at the school site. Some aspects of these programs (such as for summer feeding) do not require enrollment in the physical school site.**

**Q17.** Are we required to provide transportation for students from private schools to the school program site if they participate? Could the responsibility of getting private school students to the program site fall on the private school?

1. **If the 21st CCLC program is not providing transportation at the public school being served, the program is not required to provide transportation for private school students that wish to attend. If public school students are not transported to the program site, transportation of private school students to the site would be the responsibility of the private school or parents. If transportation is provided home (or to the program), it would also be provided to private school students who reside within the same geographic boundaries for which transportation is provided to public school students.**

**Q18.** This question is in regards to Part 1 citing references.  I understand that we need to site the places that we get the information from, like [citydata.com](http://citydata.com).  Unfortunately, some of those sources on the Internet have just a site referenced, and not an author.  How should we cite this?

1. **Various websites offer guidance for using APA style for a myriad of types of sources, including those without authors. Two of the many sites include Purdue OWL and Citation Machine.**

**Q19.**  Also, when information comes from a local entity, how do we cite that?  For example, our FRYSC and our local food bank have some data that we would like to use.

1. **Various websites offer guidance for using APA style for a myriad of types of sources, including those for interviews or local sources of data. Two of the many sites include Purdue OWL and Citation Machine.**

**Q20.** We have a private school interested in having some of their students in a 21st CCLC program at an elementary school.

The elementary school applying for the grant will offer 30 minutes of morning programming along with after school programming to meet the 3-hour daily minimum requirement. **However, the private school starts its day *before* our morning program begins**. Can the private school students still participate in the after school portion of the 21st CCLC program and have those students count towards the daily number of students served in the program? **Their students would be at the site for only 2 ½ hours.**

1. **Yes. Students may participate in only the afterschool portion of the program and count as regular attendees. A minimum of 90% of the number of regular attendees proposed by the grant must be comprised of students who are enrolled in the public school targeted by the application. Required data collection for private school students must also be addressed and meet state and federal requirements of the grant.**

**Q21.** We are committed to ensuring private school students can participate in the program as required by law. However, we don’t want their students to miss core class time either in order to be at the 21st CCLC site in the mornings. We appreciate any guidance about the number of hours their students must participate in order to count towards the average daily number of students.

1. **Students may participate in only the afterschool portion of the program and count as regular attendees. A minimum of 90% of the number of regular attendees proposed by the grant must be comprised of students who are enrolled in the public school targeted by the application. KDE will provide further technical assistance to schools upon grant award with regard to counting private school students as regular attendees with consideration to the specific situation and schedule of the private schools. Required data collection for private school students must also be addressed and meet state and federal requirements of the grant.**

**Q22.** I have a quick question about the Site Coordinator’s job duties. The RFA states (on page 12) that the duties for this position include: data entry, required state and federal reporting, submitting reimbursement requests, being onsite daily to oversee program operations, and facilitating the Advisory Council. Can some of these duties (like the required state and federal reporting) be given to a Program Director?

We’re proposing multiple sites in XXXXX County (across two proposals) and think it would help having some of these duties sit with the Program Director to ensure consistency between the sites.

1. **The site coordinator must be present during all hours of program operation, but must be employed on a full-time basis as a regular employee of the fiscal agent. The additional hours are necessary for completion of duties related to the grant, such as ongoing communication with families, partners, school day teachers, and completion of APR reporting requirements and data entry (among other duties). This individual must be employed for a minimum of 220 days at a number of hours per day that allows for adequate completion of job duties (typically 5-8 hours/day). Applications may only serve a maximum of two sites. However, if a school has never been served by a state grant, guidance during the Cycle 17 RFA Technical Assistance sessions recommended, an individual application for each school that has never been served by a state grant be submitted. Duties could be shared with a director. Again, this is a local decision.**

**Q23.** My district is writing the grant but we did not decide to do so until after the tech assistance meeting in September.  Are we able to write the grant for k-12 (we have less than 700 kids in our whole district) or does it have to be for a specific elementary, middle, or high school?

1. **Yes. An applicant may write to serve K-12, if all grades are in one building.**
2. **However, if your school levels are served by three separate schools, you would not be able to serve K-12 with one application. You would need to submit at least two applications to comply with the two-site restriction.**

**Q24.** I was wondering if the site coordinator had to be a certified teacher?

1. **No.**

**Q25.** I have a question under the Needs Assessment.  How do we answer 1.3 (Describes availability and/or lack of resources)?

1. **The applicant should identify and describe resources existing within the school and community that are being used to meet the needs identified within the application.   If these resources are insufficient to fully meet the needs, this would be considered a lack of resources.**

**Q26.** Also, on the RFA under "Needs Assessment" bullet 1.4 says "refer to page 8".  It doesn't seem that page 8 is the correct reference for this bullet.

1. **The correct page to refer to is page 7 in the Cycle 17 RFA. Thank you for identifying this error.**

**Q27 Part I.** It is required for sites to participate in the USDA National School Breakfast/Lunch program. Are we required to use this program for meals and snacks? We have a co-applicant that has a strong partnership with Dare the Care that could provide hot dinner at no charge every day. **The dinner (provided by Dare to Care) would be for students and adults, served family-style as part of a mentorship activity with students.** The applicant principal and co-applicant prefer to use the Dare to Care program for dinner and mentorship. Is that allowable?

1. **This is allowable. Please refer to Cycle 17 RFA pages 16-17 for guidance and time allotments for serving snacks and meals.**

**Q27 Part 2.** Could we still use the USDA snack program for the after school snack portion of the day?

1. **Yes. Please contact the local District Food Services/Nutrition Coordinator for eligibility requirements.**

**Q28.** Can snacks be served “grab and go” so students can snack while participating in small-group reading or math interventions?

1. **Yes. Please contact the local District Food Services/Nutrition Coordinator for eligibility requirements.**

**Q29.** I am completing the Co-Applicant and Partner agreement for a 21st Century Community Learning Center proposal and am using the examples provided in the RFA.  As I began to complete the form it occurred to me that I do not have a clear understanding of scope of the contribution table.

While I first I began completing the contribution based on what the partner will be offering to the program and the supports column on which aspect of the program plan (after school program, summer, before school, family engagement activity, etc) the contribution impacts, at second glance I'm unsure.  Perhaps I am over thinking it.

Can you define and/or provide examples for the "Contribution Description" and "Supports" that appear in the Contribution Tables found on the sample agreements provided in the RFA?

1. **Program support is determined by the Fiscal Agent, Co-Applicant, and grant partners based on the needs assessment. Some examples may include the following:**

**Co-Applicant Agreement Example – ABC Science Center:**

|  |  |
| --- | --- |
| **Contribution Description** | **Supports** |
| Provide two skill-building activities for parents each year based on family surveys/needs identified by the school. | Family Literacy |
| Promote program awareness during community events through flyers, newspaper advertisements, radio announcements, etc. | Recruitment of students and families |
| Provide STEM enrichment activities twice per month for STEM Club.Materials included. | Academic Enrichment |

**Partner Agreement Example – ABC 4-H Extension Office:**

|  |  |
| --- | --- |
| **Description of Contribution** | **Supports** |
| Baby Sitting Certification quarterly during the school year | Youth development, life-skills |
| Vegetable & flower gardening, studying soil samples, building rain barrels & other enrichments | Life-skills, CCR, STEM |
| Parent/Family workshops, quarterly in the school library (receiving and sharing resources, homework help skills, communication skills, etc.). | Family educational opportunities supporting learning at home, skill- building, resources |
| Health & Nutrition Activities | Non-cognitive |

**The use of the exact table is not a requirement of grant. Applicants may modify the agreement using a format of choice; however, specific services provided by the partner should be detailed based on identified needs.**

**Q30.** For the Prior Grantee History/Capacity Form – we are a new grantee (just started, FY20) proposing a new program at a different school than the one funded. I do not believe we have an APR Center Profile as of yet. How should we populate the required form, which we believe would apply to us?

1. **A new application will not have a Center Profile and should not complete the prior grantee portion of any forms.**

**Q31.** If a Certified Nurses Aide (CNA) class is offered at night for parents and the community, can the grant pay for materials and supplies, instructor salary and testing fees?

1. **No.**

**Q32.** I am working on writing the 21st Century afterschool grant and I was wondering if the site coordinator has to be a certified educator?

1. **No.**

**Q33.** Can food served to students while participating in the 21st Century Community Learning Center program be paid for with grant funds?

1. **Per the Cycle 17 RFA page 16, eligible centers are required to participate in the USDA National School Breakfast/Lunch Program. The National School Breakfast/Lunch Program also provides snacks for eligible non-profit organizations (CBOs), including faith-based organizations (FBOs). Purchasing food for instructional purposes requires prior approval by the KDE and must include an instructional lesson plan and food items being purchased. Unallowable expenditures include pizza parties, celebrations, holidays, teacher meetings, advisory, and open house events.**

**Q34.** Are we required to provide transportation for students from private schools to the school program site if they participate? Could the responsibility of getting private school students to the program site fall on the private school?

1. **If the 21st CCLC program is not providing transportation at the public school being served, the program is not required to provide transportation for private school students that wish to attend. If public school students are not transported to the program site, transportation of private school students to the site would be the responsibility of the private school or parents. If transportation is provided home (or to the program), it would also be provided to private school students who reside within the same geographic boundaries for which transportation is provided to public school students.**

**Q35.** I am reading over the new RFA. I see on page 14 where is talks about the minimum hours, that we have to offer 3 hours/ a day. We do this by offering 1 hour in the morning, and two hours in the afternoon. I started reading on page 15 and I want to make sure I am understanding what I read. Will we only be able to offer 30 minutes in the morning now?

1. **We have made an amendment to the RFA regarding morning programming time.**

**On page 15 of the Cycle 17 RFA:  (changes in the morning program time)**

**Amendment:**

**Morning Programming options:**

**Option I:** Programs may provide 30 minutes of morning activities.  Each activity must maintain a daily average attendance of 10 participants.  Only 30 minutes of morning programming, per day, may be counted toward the 12 required hours per week.  If an applicant cannot meet these requirements, the morning program must be eliminated and time added to the afterschool schedule.

**Option II:** Based on statewide feedback during the technical assistance sessions, the KDE will allow programs to offer one hour of morning programming, based on the following guidance:  Each activity must maintain a daily average attendance of 15 participants.  Only 60 minutes of morning programming, per day, may be counted toward the 12 required hours per week.  If an applicant cannot meet these requirements, the morning program must be eliminated and time added to the afterschool schedule.

### Q36. I am reading this as though we must operate the program at least 3 hours a day.  Is that correct??  Even if we extend the program to 5 day??

1. **Per the Cycle 17 RFA on page 14,** **the KDE requires that 21st CCLC programs offer services a minimum of 12 hours per week, a minimum of four days per week, and three to four hours per day when school is in session. The program must be in operation beginning no less than three weeks after school starts and ending no sooner than two weeks prior to the final day of the school year. An application that does not meet the minimum number of hours and days will be scored but not awarded. The minimum hours of operation excludes time for transportation and time during regular school hours. All targeted participants and grade levels served by the grant must have full access to services for the minimum number of days and hours per week (e.g., a program cannot serve boys on Monday and girls on Tuesday). In addition to the school year, programs must meet required summer guidelines as well.**

**Q37.** For documenting Private School Consultation, will attaching an email from the Private School Official be allowable in place of a signature on the form as long as all required information is included in the email?

1. **Yes, you may attach the form if it provides the appropriate information/identification of the school and the principal. Please complete the form as well to ensure the information is presented as asked. And, the forms and attachments must be blinded in the three blinded copies.**

**Q38.** The Logic Model:  Where does this fit in?  Do I Include it in the 30 page narrative as a table or is it a separate attachment?

1. **The logic model is to be placed immediately following the table of contents and before the proposal narrative. It does not count toward the 30 page limit for the narrative but may not exceed three pages. A suggested format is included on page 42 of the RFA, but applicants may adjust this model following all requirements for margins, font size, and spacing as required in the application.**

**Q39.**  I am in the process of working on the 21st CCLC grant for Camp XXXXX Middle School. We currently have an ESS program that takes place every Tuesday and Thursday with an ESS coordinator that is a special education teacher in the building. We have 3-4 certified teachers that are paid to help with ESS through ESS funds.

How would we go about incorporating ESS into the 21st CCLC program without supplanting?

1. **ESS may continue as currently operating – schools frequently use these services to provide small group or individual tutoring to students most at-risk. To ensure supplanting does not take place, the district should continue to serve the current number of students in ESS and increase the number of students receiving afterschool services to meet the targeted number of students for 21st Century. It is also common for districts to share the cost of transportation with ESS. ESS funds may also pay for teachers to work in the 21st CCLC program.**

**Q40.** Clarification of the Private School Consultation.

**The RFA says**, "Students enrolled in private schools located in the area served by the grant...."

**Q.** Does this mean parent run homeschools, Amish schools?

 **A.**  **This would include that population.**

**Q41.** Does area mean district or county?

1. **Geographic area of the school to be served as defined by district (or school) boundaries.**

**Q42.** I have a list of contacts for every homeschool that receives Title I notification of services, can I mail them an invitation to meet to discuss proposal? What if no one attends?

1. **Yes, you may mail an invitation that includes a statement that the purpose is to complete participation agreements for students to attend the program. If no one attends, this should be documented within the application.**

**The Private School Consultation Form says**, "Students who attend state recognized private schools in the area....."

**Q43**. Can we go only by the state recognized private school list on KDE? Again, define area??

1. **Yes. Use the geographic area of the school to be served as defined by district or school boundaries.**

**Q44.** One of the reasons parents choose to educate their own is the requirements of vaccinations, etc. before entering school. Can we safely allow students without vaccinations to participate at our site?

1. **The applicant may follow the requirements of the school in allowing students to participate.**

**Q45.** Are we supposed to offer them services at a separate location?

1. **No. All students are provided an opportunity to participate in the program located at the school site.**

**Q46**. Not all of our homeschools do assessments, how do I place students from homeschools if our grant says that we will target them based on assessments or observations?

1. **Part of the consultation process is to determine how these students will be identified based upon an agreeable alternative, such as using available assessments administered by the homeschool or the host school.**

**Q47.** Can we require they be tested at our site?

1. **This is a decision made as part of the consultation process and should be used only if an equivocal alternative is not available.**

**Q48.** Do they have to meet all the requirements our students have to meet to enter school? Vaccinations, eye exams, dental exams, screeners, etc.?

1. **Private school students are not enrolling in the school and thus do not require eye or dental exams; however, requirements applying to student safety (such as vaccinations) should follow district requirements for all students.**

**Q49**. If we transport students and have them at our sites, only district enrolled students are covered under school liability policies? Do homeschools also need to sign waivers of liability?

1. **Please consult the local school district attorney for further guidance about the liability policy selected by the local district and the use of waivers. Each LEA selects insurance individually and policy coverage may vary.**

**Q50.** Does the school have to be both high poverty and low performing to be eligible? Our school meets the poverty guidelines but is not designated as a low performing school.

1. **Eligibility entities are outlined on page 2 of the Cycle 17 RFA. The absolute priority and competitive priorities are detailed on pages 5-6 of the Cycle 17 RFA.**

**Q51.** Does the grant have to include two schools, or can a school apply individually with a partner such as the county extension office youth development center?

1. **It is recommended that a grant serve only one school if the school has never been served by a state grant before. A co-applicant is required regardless of the number of school served.**

**Q52.** Two other schools in our district are CCLC grant recipients.  Can our school still apply?

1. **Yes, if all eligibility requirements are met.**

**Q53.** Since the Logic model is technically a table, can it be in a 10 font?

1. **Yes. You may also change or adapt the layout of the logic model provided that all components are required.**

**Q54.** I am currently in a Cycle 15 Continuation Grant.  We have a Cycle 11 Expansion Grant that has expired. We wish to replace the Cycle 11. Do I write for continuation of the expansion or an expansion grant?

1. **Continuation.**

**Q55.** On Page 47 it lists a couple of tables labeled as “BUDGET PAGE.” Is this just a reference for the applicants so they can see what the funding will look like each year of the grant or is there something that needs to be completed on this page?  The second row with just the “$” leads me to believe I should be doing something with row.

1. **The applicant should list the amount of funds requested for each year in the spaces provided.**

**Q56.** Private School Consultation:  If your district does not have any private schools in the area to be served by the program, should we make a note of that on the Private School Consultation form and submit or is it even necessary to include the form in the application?

1. **Yes, it would be helpful to the reviewer to note something on the form regarding a lack of private schools in the area. Also see Q7.**

**Q57.** XXXXXXX Schools last had the 21st Century Grant in 2010.  Our district has been through 3 superintendents and numerous administrative staff since then, so the location of data and information from the program at that time is unaccounted for.  Can you let me know if our district must apply for a continuation grant, or are we eligible as a new grantee?

1. **The applicant would apply as a Continuation.**

**Q58.** Can you explain how the outcomes listed in the logic model are different from the objectives?

Our confusion is that the objectives would seem to be what we want to achieve and that the outcomes of the program would be the as we would "hope" to have been successful in meeting those objectives.

Example:

Objective 1: 10% of participating students will be proficient in math and reading annually.

Outcome: 10% of participating students are proficient in math and reading each year.

Can you clarify the difference please?

1. **The objective and outcome above would be correct. The outcome is the expected result.**

**Q59.** Can our snack time (15 minutes) be included in our programming hours if it is conjunction with homework help or academic support? Must we subtract this time from our operating time?

1. **It may be included in programming time for up to 15 minutes.**

**Q60.** In the budget summary, can we use grant funds to provide transportation?

1. **Yes.**

**Q61.** In the Quality of Plan, “Describe how activities are evidence and/or research-based” is listed as a bullet point/question under both the “Academic Requirements” and “Program Activities” sections. How is the question different in these two sections? What is KDE looking for in each section?

1. **Please respond to bullet 2.3 and copy and paste response to bullet 2.11 or reference back to the previous bullet. This should have been corrected with the amended Cycle 17 RFA. However, it was not.**

**Q62.** Where do I find information on the 21st CCLC expansion grant?  Is there a separate RFA?

1. **Please refer to pages 2-3 of the Cycle 17 RFA for guidance on Expansion grants. There is not a separate RFA for Expansions. Continuation and Expansion applicants must also be in good standing and have no instances of non-compliance based on the Federal Annual Report information (Center Profile) and/or desk reviews or monitoring reports available to the KDE in order to be eligible for Continuation or Expansion.**

**Q63.** Can you provide clarification between objectives and outcomes on the logic model?

1. **The objective and outcome below are examples. The outcome is the expected result. Example:**

**Objective 1: 10% of participating students will be proficient in math and reading annually.**

**Outcome: 10% of participating students are proficient in math and reading each year.**

**Q64.** How can you have 50% academic and 50% enrichment time and still offer homework help, tutoring, snack/supper, etc.?

1. **This is calculated by taking the total amount of time for program operations, subtracting the amount of time allocated for snack, homework help/tutoring, and a meal (if served), and arriving at the remaining amount of time.  This remaining balance should be equally divided between academic and enrichment time.  For example, a program operating for 3 hours could have 15 minutes of snack and 45 minutes of homework help/tutoring.  The remaining amount of time (2 hours) would be split equally between academic remediation/acceleration and enrichment.**

**Q65.** There are 2 questions in Part 2 that are exactly the same, 2.3 and 2.11- "Describes how activities are evidence or research-based", do we answer the first question, and then on the 2nd one write please see 2.3 for this answer or copy and paste it a second time on 2.11?

1. **Please respond to bullet 2.3 and copy and paste response to bullet 2.11 or enter a statement for reviewers to refer back to 2.3. This should have been corrected with the amended Cycle 17 RFA. However, it was not.**

**Q66.** On section 4.2, five partnership agreements - Do we make a list of our partners and then put (See attached agreements after narrative) or how do we state that in the narrative?

1. **Placement in the narrative is up to the discretion of the writer. Please note Part VII for required attachments denoting a list of consortium members or partners.**

**Q67.** The RFA indicates a site coordinator must be hired at 220 days per year. Does it have to be an 8 hour day? In other words, can a Site Coordinator be hired for 220 days at 5 hours a day, for example?

1. **The site coordinator must be present during all hours of program operation, but must be employed on a full-time basis as a regular employee of the school district. The additional hours are necessary for completion of duties related to the grant, such as ongoing communication with families, partners, school day teachers, and completion of APR reporting requirements and data entry (among other duties). It is at the discretion of the local school district to make this a classified or certified person based upon comparable roles in the district. Please consult the district HR representative. Fringe is generally paid from grant funds, but the applicant may offer to provide this as an in-kind match as appropriate under state and federal law. This individual must be employed for a minimum of 220 days at a number of hours per day that allows for adequate completion of job duties (typically 5-8 hours/day).**

**Q68.** I was unable to attend the RFA technical session while with my husband on a military deployment. Is there any information that I may have missed that you can share as I continue writing the grant? I have thoroughly read over all the materials provided.

1. **Please review the Cycle 17 RFA FAQ.**

**Q69.** We had the 21st Century grant over 10 years ago.  Will our district be considered a New Applicant?  We are not sure based on the description page in the RFA and the definitions.

1. **If the identified school(s) have never been served by a state grant, the applicant would apply as new. If the identified school was previously served (which is also noted on the list posted to the KDE website), the applicant would apply as a continuation.**

**Q70.** Are Word Document Charts allowed to be used in the Narrative for data comparisons?

Like this for example:



1. **Yes, you may use charts if you maintain at least a 10 pt font.**

**Q71.** I have a question related to the six family skill-building activities. Would a workshop series with different financial topics for each workshop be considered **one skill-building** **activity** or multiple? For example:

* Saving and Spending Plans
* Understanding Your Credit Report
* Borrowing and Lending
* Managing Debt
* Buying a Home
* Protecting Your Identity
1. **This series would count as one skill-building activity as it is built around a central concept and should not be the only activities available to parents.**

**Q72.** Page 12 of the RFA says applicants should allocate funds for at least two staff members to attend six different trainings (Level 1, APLUS Data Training, Multi-State, Level 2, Extending Excellence and Spring Training). Is that true for continuation applicants as well — two for each training, even if the applicant has an experienced coordinator who doesn’t need to revisit Level 1/Level 2/APLUS training?

1. **New, Continuation, and Expansion grants are required to send the same number of individuals to training. The requirements and guidance for trainings are outlined in the Cycle 17 RFA.**

**Q73.** Our school has a running club for students in K-5.  If we were able to be a 21st CCLC school, could that club be an enrichment opportunity for participants?  (The current running club sponsor is NOT paid.)

1. **If a current club is serving the target population identified in the grant application, funds may supplement the club but not pay for the sponsor because the club is in operation prior to receiving grant funds. Funds cannot be used to pay for school related clubs/activities, athletics, organized sports, league fees, associated costs, salaries or district dues. School-related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, Gifted and Talented, FFA and other traditional school clubs and/or activities are not allowable and therefore paying any portion of these costs would be supplanting.**

**Q 74.** If we had a 4th grade science club at our elementary school and the sponsor is currently  NOT paid for sponsoring that club, could that individual be paid with 21st CCLC funds to expand that club to additional grades as an enrichment opportunity?

1. **If a current club is serving the target population identified in the grant application, funds may supplement the club but not pay for the sponsor because the club is in operation prior to receiving grant funds. Funds cannot be used to pay for school related clubs/activities, athletics, organized sports, league fees, associated costs, salaries or district dues. School-related and schoolwide clubs such as yearbook, newspaper, school choir, school band, student government, National Honor Society, STLP, Gifted and Talented, FFA and other traditional school clubs and/or activities are not allowable and therefore paying any portion of these costs would be supplanting.**

**Q75.** Do we need to itemize items on the budget narrative under #7 Adult Skill Building or do we just enter the amount?

1. **All budget items must be itemized.**

**Q76.** I am writing for clarification on the status of two schools in XXXX County who are applying for 21st Century Community Learning Center programs.
When I review the posted grant lists, XXXXX County was awarded a grant in Cycle 1 that listed multiple elementary schools.  At some point, the original grant application **was amended** to target only BBBBB.  (On Friday I located the original director from the district and confirmed this).  When continuation was sought (and awarded), it was given to only BBBBBBBB. However, no other sites were in operation at the other schools.

My recollection is that the early grant cycles (especially in Cycle 1) offered little guidance as to the number of schools (and students) to be served, and districts lacked understanding that naming a school on an application meant that the program would be offered at those sites, so many districts worked with KDE and filed an amendment to reduce the number of schools to those that actually had sites.  The students in the other schools listed on the XXXXXX County cycle 1 were not provided transportation to the BBBBBBB School, and thus were not actually served.

 My question is this - if we write applications for FFFFFFF Elementary and NNNNNN Elementary, will these be new applications or continuation applications?

We have gone through existing records in this district, spoken to the former director, site coordinator, board members, staff, and administration who were employed in the schools during the time frame these grants were in existence.  Everyone agrees that BBBBB was the only elementary school that was served.  My understanding is that an amendment was filed to serve only BBBBBB School, but the state list of prior grantees still lists all the elementary schools in the county as having been served by the original cycle 1 grant.

(Note that CCCCCC Middle was also awarded a grant many years later).

I want to be certain that when we submit future applications, we select the correct type of program for each of our schools and would like to be able to retain this for our records.

If the two schools referenced in the question above are deemed eligible only for continuation grants, what information or document is to be used as the center profile since neither school actually had a site?  (Note that this question will not require an answer if the amendment is honored and the two schools may apply for new grants).

1. **If the two schools were never served by the grant, the applicant would write as new for both sites.**

**Q77. Q.** We had the grant years ago as xxxxxxx school.  Now that we are xxxxxx County School, are we considered a new applicant or are we considered a continuation applicant?

1. **If the school identifying number for XXXXXXX school is the same as it was when it was named XXXXX County school then it would be a continuation grant.**

**Q78.** I am writing for XXXXXX Middle School (previously named VVVVV Middle School) in AAAAA.  I have looked on the funding cycle list and they do not appear on it.  However, we did have a program years ago as part of a grant written with CCCCC Elementary and HHHH Elementary.

I have a printout of a Center Profile for 2007-2008.  My question is if the school name has changed and it does not appear on the list what amount am I needed to write for?  A continuation or a new grant?

1. **If the school identifying number for XXXXXXX Middle school is the same as it was when it was named VVVVV Middle school then it would be a continuation grant.**