-A close up of a letter

AI-generated content may be incorrect.

**The Nita M. Lowey 21st Century Community Learning Centers (CCLC) Grant**

Request for Application

Three-Year Subgrant; Initial Award: 2026-2027

|  |  |
| --- | --- |
| **Deadline to Submit Application**  **Jan. 20, 2026**  **4 p.m. (ET)** | **Issued By**  Office of Continuous Improvement and Support  Division of School and Program Improvement  Community Engagement and Support |
| **E-mail Questions**  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  Questions will only be accepted until:  **4 p.m. (ET) Oct. 29, 2025** | **Submit Applications**  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) |

**Specific Instructions:** Failure to follow these specific instructions will deem an application as non-responsive and will not be scored.

* Plagiarism is strictly prohibited, and plagiarized applications will not be scored or considered for funding. The use of artificial intelligence (AI) to generate application content will be considered plagiarism.
* A current grantee in non-compliance is ineligible to apply for a grant.
* A grant that has been terminated is ineligible to apply for the remaining period of current award or in accordance with information included in official communication from the Kentucky Department of Education (KDE).
* The site (school) to be served must have a minimum of 40% free/reduced (F/R) lunch rate based on the current [KDE Qualifying Data](https://www.education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).
* Applicant must attach a completed and signed Form K: Co-Applicant Agreement.
* Must be registered in the [Systems for Awards Management](https://sam.gov/content/home) (SAM) and have a Unique Entity Identifier (UEI) and a CAGE Code Number (Note: Registration must be under the district and not the school).
* 501(c)(3)non-profits must be registered with the Kentucky Secretary of State and in good standing.
* KDE reserves the right to waive minor technical issues.
* Applicants are responsible for monitoring KDE’s Competitive Grant webpage for amendments and upgrades to the posted Cycle 23 RFA and supporting materials.

**Solicitation Schedule**

|  |  |
| --- | --- |
| **Application Release** | Monday, Oct. 13, 2025 |
| **Technical Assistance Webinar** | Thursday, Oct. 23, 2025, 9 a.m. – Noon ET  [21st Century Community Learning Centers Grant Technical Assistance | Meeting-Join | Microsoft Teams](https://teams.microsoft.com/l/meetup-join/19%3ameeting_MmEyMTc3MzUtOWFjYi00ODdkLWFkYTgtZjYxNGFiOTRiZjBj%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%22ff3a632e-2173-4386-9e7a-ed121ac633b8%22%7d) |
| **Questions Deadline** | Wednesday, Oct. 29, 2025, 4 p.m. ET |
| **FAQ Published** | On or around Nov. 6, 2025 |
| **Application Deadline** | Jan. 20, 2026, 4 p.m. ET |
| **Peer Review Process** | Feb. 23-26, 2026 |
| **Announcement of Rewards** | On or around Mar. 31, 2026 |
| **Contract/MOU/MOA Process** | Spring 2026 |
| **Funds available to Applicant/Fiscal Agent** | On or around July 1, 2026 |

**The Nita M. Lowey 21st Century Community Learning Centers Cycle 23 RFA**

**Introduction**

As authorized under the Every Student Succeeds Act (ESSA), Title IV, Part B, 21st Century Community Learning Centers (CCLC) ESSA S. 117-182, the Office of Continuous Improvement and Support is issuing a Request for Application (RFA) for local school districts, community and faith-based organizations, as well as other qualifying private and governmental agencies to design and implement effective out-of-school programs that improve student achievement and social development.

**Purpose**

The 21st CCLC program provides academic, artistic and cultural enrichment opportunities for students who attend high poverty and low-performing schools to meet the challenging state academic standards. KDE’s mission is to partner with districts, schools, families, students, businesses, industries and communities to provide leadership and support to ensure success for every student. Programs must provide a balance of enrichment opportunities that include active, hands-on-engagement activities that address the needs of the whole child and help meet local and state academic standards.

The program must provide students and families with the following:

* Homework assistance must be offered each day the program is open during the academic school year. If homework assistance is offered in a morning session, the program must also offer homework assistance during after-school hours. If homework is not assigned, remediation and/or acceleration activities should be available.
* Evidence-based activities that offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students must be provided. Activities may include youth development, social-emotional learning, service learning, nutrition education, drug and violence prevention programs, character education, counseling, fitness, literacy, STEAM, career/technical, internships/apprenticeships and other ties to an in-demand industry sector or occupation.
* Provide families of students served by the community learning center, with opportunities for active and meaningful engagement in their children’s education through literacy and other educational opportunities, including a focus on the identified needs of parents and working families.

The 21st CCLC must support and reinforce what is happening during the school day and work collaboratively with school staff to better support youth and achieve student outcomes. By bringing together community organizations with public and private schools, youth and families can take advantage of multiple resources in the community. Community learning centers can offer residents an opportunity to volunteer their time and their expertise to help youth achieve academic standards and afterschool standards to master new skills.

**Eligible Applicants**

Any public or private organization wanting to provide out-of-school time (OST) programs for K-12 students in Kentucky is eligible to apply for a 21st CCLC grant. Agencies and organizations eligible under the 21st CCLC program include but are not limited to:

* a local education agency (LEA)
* community-based organizations (CBOs)
* faith-based organizations (FBOs)
* institutions of higher education
* for-profit organizations
* private schools
* nonprofit agencies
* city or county government agencies
* another public or private entity

Under Section 4203 of the ESEA, the state must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs. For the purpose of this application, Title I, Part A schoolwide status is defined as having at least 40 percent of students qualify to receive free or reduced-price meals through the National School Lunch Program. Based on this requirement, the KDE only awards 21st CCLC competitive grants to applicants that will target students who primarily attend schools eligible for Title I, Part A schoolwide programs and the families of such students.

**Community-Based Organizations (CBO)**

A CBO is defined as a public or private for-profit or non-profit organization 501(c)(3) that is representative of the community and has demonstrated the capacity to provide educational and related activities. CBO’s and FBO’s must meet all statutory and regulatory requirements of the program and are required to partner with the district of the school to be served.

**Faith-based Organizations (FBO)**

Funds shall be used solely for the purposes set forth in this RFA. No funds provided shall be expended to support religious practices, such as religious instruction, worship, or prayer. A FBO may offer such practices but not as part of the program receiving assistance and must comply with applicable financial requirements to ensure funds are not used to support religious activities.

**Private Entities**

Private entities (including faith-based, private schools and for-profit private entities) are eligible to apply for a 21st CCLC grant as a co-applicant or fiscal agent. Private entities, inclusive of private schools, are eligible for 21st CCLC funds ([Non-Regulatory Guidance (NRG)](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ed.gov%2Fsites%2Fed%2Ffiles%2F2024-09%2FOESE%252021st%2520CCLC%2520Non-Regulatory%2520Guidance%25202024.pdf&data=05%7C02%7Cbrigette.stacy%40education.ky.gov%7Ce133bf5d4edd417a3a0908dd72e544ca%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638793051574775887%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=9uMrXfpcemeMuHDvnvK7o%2FmRqka5kOx1oyKsUUfEu8Q%3D&reserved=0) D-2). Whether the private school is the fiscal agent or co-applicant, a detailed plan to serve public school students must be included and ensure the private school would primarily target students, who attend public schools that are eligible for Title I, Part A schoolwide programs under ESEA Section 4204(b)(2)(F). If the applicant, where the private school is the fiscal agent or co-applicant, is not targeting such students, the applicant is not eligible to receive a 21st CCLC grant award. If a private school is the co-applicant or fiscal agent and is awarded a grant but the program does not demonstrate they are primarily serving eligible students from a public school, the grant will be terminated.

**An application may only be written to serve one school.**

Funding amounts are designed to support a high-quality program for one site. Serving two schools with one grant may hinder the quality of staffing, program design and meeting all requirements outlined in the RFA. An applicant currently serving two schools with one grant and meeting eligibility requirements to reapply, may now apply for a grant for each individual school.

**Funding Allocations**

Federal funding beyond the first year is contingent on the availability of funds and successful implementation of the program.

Cycle 23 Applicant Funding**:**

Year 1 - $150,000

Year 2 - $150,000

Year 3 - $150,000

**Funding is provided on a quarterly reimbursement basis only.** The grantee must possess sufficient financial resources to provide start-up funding for program implementation. No funds may be expended before KDE receives a signed contract from the fiscal agent and it is approved by the Finance Cabinet. KDE anticipates the three-year contract period will be July 2026 – September 30, 2029 (pending availability of federal funds). Contracts will be awarded on an annual basis.

**KDE Program Fee Policy**

Applicants may not charge any type of fee. This includes, but is not limited to, the following: parent fees, registration fees, summer fees, field trip fees, semester fees, late pickup fees, etc. The priority of the program, which is to serve students and families from low-income homes, could be compromised through program fees.

**Indirect Costs**

Awards are subject to non-supplanting and restricted rate requirements of 2 CFR 200. Indirect costs are allowed but may not exceed 8% of the award for CBOs, FBOs and private entities. If local education agencies are the fiscal agent, the LEA is subject to the district’s restricted indirect cost rate. The LEA’s restricted indirect cost rate is available at [Indirect Costs 2025-2026](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/districts/FinRept/Documents/Indirect%20Costs%202025-2026.xlsx). Indirect costs are costs that have been incurred for common joint purposes and not direct grant costs. The fiscal agent provides many indirect costs as in-kind. This is determined by the fiscal agent.

If the fiscal agent is a school district, program staff must adhere to the district travel per diem. Community organizations, faith-based organizations, and private entities must utilize the organization’s per diem or state per diem, whichever is less, when using grant funds. Reimbursement cannot be made for meals included in registration fees.

|  |  |  |  |
| --- | --- | --- | --- |
| If travel includes overnight lodging and at least these hours | 6:30 a.m. through 9 a.m. | 11 a.m. through 2 p.m. | 5 p.m. through 9 a.m. |
| For authorized travel in Kentucky listed by Secretary of Finance – you may claim | $12 | $15 | $23 |
| For authorized travel in Out of State “High-Rate” Areas listed by Secretary of Finance – you may claim. Refer to the following link [High Rate Travel Areas](https://finance.ky.gov/office-of-the-controller/office-of-statewide-accounting-services/Documents/High%20Rate%20Travel%20Areas.pdf). | $14 | $18 | $28 |

**Absolute Priority**

Absolute priority is given to proposals that are submitted jointly to target students and their families that are primarily from schools that are eligible for Title I school-wide or that serve a high percentage (at least 40%) of students from low-income families, and another eligible entity (co-applicant). §4204(i)(1)(B) and ESSA §4204(b)(2)(F).

KDE’s most recent qualifying data may be found in the [free/reduced qualifying lunch resource](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/federal/SCN/Documents/2023-2024FinalQualifyingData.xlsx). If an applicant does not meet the absolute priority, or is not identified as a Title I, Part A school the application will be deemed non-responsive and not scored.

**KDE Renewability Policy**

Due to the large volume of applications received each year, and to ensure geographical distribution of funds, Kentucky will not authorize a non-competitive renewal upon completion of the awarded grant cycle. Any grantee wishing to access funding beyond the awarded grant cycle must reapply through the competitive process.

**Federal Funding Accountability and Transparency Act (FFATA) (See Form B: 21st CCLC Assurances.)**

The Federal Funding Accountability and Transparency Act (FFATA) of 2006 is designed to increase transparency and improve the public’s access to federal government information. FFATA requires that sub-award data is reported for all federal grants funded at $30,000 or more.

**Systems for Award Management**

In accordance with the FFATA, an applicant receiving federal funds MUST be registered in the Systems for Award Management at [Systems for Awards Management](https://www.sam.gov/SAM/) and obtain a **Unique Entity Identifier (UEI).** The process may take up 90 hours. Applicants must plan accordingly. The Local Education Agency (LEA), not the individual school, must be registered. For the LEAs, the school needs to contact the district finance officer for the UEI. Individual schools are not assigned a UEI.

**Cycle 23 Timeline for Program Operation**

* Provided that a signed contract between the fiscal agent and KDE is in place, Cycle 23 grantees may access year one funds on July 1, 2026.
* Program implementation will begin for the 2026-2027 school year.
* Nothing may be charged to the grant award until July 1, 2026, and the contract process is approved by the Finance Cabinet Office of Procurement and signed by all the parties.
* The site coordinator must be hired with a July 1 start date before the required July 2026 Level I training.
* All grantees must provide services for three academic school years and summers.

**Competitive Priorities for 21st CCLC Cycle 23**

1. **Academic Improvement Priority (6 Points)**

KDE will give priority to 21st CCLC applicants who are eligible to apply and have shown significant improvement in student achievement. Academic priority points are available to grantees functioning in their final year of 21st CCLC funding or a previous grant that has not received funding and meets eligibility requirements. Applicants must use the 2024-2025 Center Profile data (these will be available around Nov. 1, 2025), and applicants whose funding lapsed before the 2024-2025 school year, must use the most current profile available. To receive priority points, the Center Profile must demonstrate that 50% or more of regular participants improved or maintained their proficiency levels in both reading and math. If an applicant shows 50% improvement in either math or reading, the applicant will receive 3 points.

1. **Comprehensive Support and Improvement (CSI) Schools – Competitive Priority (5 points)**

Must be identified by KDE. For the FY26 21st CCLC Cycle 23 RFA, points will be awarded based on the 2025-2026 list identified by KDE in late October to mid-November ESSA 4204(i)(1)(A).

1. **Schools Never Served by a 21st CCLC State Grant – Competitive Priority (5 Points)**

A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 23 RFA (based on state and federal guidance) will receive five priority points.

1. **Programs Serving Students 90 Hours or More – Competitive Priority (5 Points)**

Programs meeting the number of regular attendees as demonstrated on the most current Center Profile will receive five priority points. Regular attendees are those students that participate in the program for 90 or more hours.

1. **Transportation – Competitive Priority (5 Points)**

Applications that include transportation funds in the budget to take students home each day after the program (during the school year and summer) will receive five priority points.

**Part I: Comprehensive Needs Assessment**

To best serve the needs of students, families and communities, applicants must conduct a comprehensive local needs and resource assessment before submitting the application. In addition to needs associated with identified risk factors, children and youth also have needs related to social-emotional, physical and non-cognitive domains. For this reason, program offerings may not consist of homework or enrichment only. The applicant **must** describe the comprehensive needs assessment and consultation process used to develop the proposal based on the target population.

**Non-Public/Home School Annual Consultation**

When an LEA, CBO or FBO applies as the applicant, students enrolled in private/home schools, located in the geographic area served by the school, are eligible to participate. Applicants are required to consult with non-public/home school officials for entities located within the geographic attendance area of the targeted school(s) listed on the cover page of Form A of this application, during the design and development of the 21st CCLC program. The consultation must be timely, meaningful and occur before the fiscal agent makes any decision that affects the opportunity of eligible non-public school students and teachers to participate. An offer of services by the fiscal agent, without an opportunity for timely and meaningful consultation with private/home school officials, does not meet the requirement. Proof of this consultation must be described in the application under the needs assessment section of the narrative.

**When a non-public school is the applicant or co-applicant**

When a private school is the applicant or co-applicant, students enrolled in public schools, located in the geographic area of the private school, are also eligible to participate. Applicants are required to consult with LEA officials during the design and development of the program. The applicant must ensure the program will target students who attend Title I, Part A (public) schools eligible for schoolwide programs and their families. - **§4204(b)(2)(F)** The consultation must be timely, meaningful and occur before the fiscal agent makes any decision that affects the opportunity of eligible public-school students and teachers to participate. An offer of services by the fiscal agent, without an opportunity for timely and meaningful consultation with LEA officials, does not meet the requirement. Proof of this consultation must be described in the application under the needs assessment section of the narrative.

**Students with Special Needs**

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

Students with special needs include those who are identified as English learners (EL), homeless, migrant. physical or developmental, psychological, sensory or learning disabilities, which result in significant difficulties in areas such as communication, self-care, attention or behavior and may require more structure or intense supervision. Students with special needs shall not be excluded from 21st CCLC programs, if they can safely participate within the scope of program activities with reasonable accommodations.

**Part II: Program Design**

The program must be centered on evidence-based practices that demonstrate success in achieving the applicant’s targeted outcomes. The application will be evaluated for merit in the development of a plan that fully addresses and meets the characteristics of high-quality programs and incorporates the measures of effectiveness into the design.

**High-Quality Program Characteristics**

According to the U.S. Department of Education’s (USDOE) publication, [After-school Programs: Keeping Children Safe and Smart](https://www.govinfo.gov/content/pkg/GOVPUB-ED-PURL-LPS15416/pdf/GOVPUB-ED-PURL-LPS15416.pdf#:~:text=This%20report%2C%20jointly%20authored%20by%20the%20U.S.%20Departments,of%20all%20ages%20safe%20and%20out%20of%20trouble.) , there are nine components present in high-quality afterschool programs. Applicants should review these components when developing the program design. Components include:

* Goal Setting, Strong Management and Sustainability
* Quality Afterschool Standards
* Attention to Safety, Health and Nutrition Issues
* Effective Partnerships with CBO’s and FBO’s
* Strong Involvement of Families
* Enriching Learning Opportunities
* Linkages between School-Day and Afterschool Personnel
* Evaluation of Program Progress and Effectiveness

**Measures of Effectiveness**

The 21st CCLC program must put forth sound measures of effectiveness to identify and implement programs and activities that can directly enhance student learning. To meet the measures of effectiveness, programs must conduct a comprehensive needs assessment, establish performance measures and use evidence-based programming to address needs. Once activities are implemented, programs must conduct a thorough review of data to track performance and identify program areas in need of improvement. ESSA 4205(b).

* An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
* An established set of performance measures aimed at ensuring quality academic enrichment opportunities.
* The use of evidence-based activities to help students meet academic achievement standards.
* Periodic evaluation to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment and overall student success.

**Kentucky’s 21st CCLC Performance Goals & Indicators**

Statewide performance goals and indicators have been developed for Kentucky’s 21st CCLC programs that focus on academic achievement, non-cognitive domains, transition readiness and educational opportunities for families. Performance goals support the Revised Consolidated State Plan under ESSA and the new Government Performance Results Act (GPRA) measures.

Applicants must describe the activities and services to address the following four 21st CCLC performance goals and each indicator, as written, in Form C: Logic Model. Performance indicators are written to be evaluated on an annual basis.

|  |
| --- |
| **Goal 1:** Increase academic achievement of participating students in math, reading and science.  **Performance Indicator 1:** Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments.  **Performance Indicator 2:** Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments. |
| **Goal 2:** Improve non-cognitive indicators of success of participating students.  **Performance Indicator 1:** Increase or maintain a 90% school attendance rate of regular attendees (90+ hours or more) as measured by daily average attendance annual reports.  **Performance Indicator 2:** Decrease the number of school discipline referrals of regular attendees (90+ hours or more) by5% as measured by Infinite Campus annual report. |
| **Goal 3:** Increase access to transition readiness activities for all students.  **Performance Indicator 1:** Provide monthly transition readiness activities for all participants as measured by the Transact APR Report.  **Performance Indicator 2:** Provide a minimum of two service-learning activities annually that focus on Kentucky’s Portrait of a Learner (Engaged Citizen, Productive Collaborator, Empowered Learner, Creative Contributor, Critical Thinker, and Effective Communicator) as measured by the Transact Activity Report. |
| **Goal 4:** Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families.  **Performance Indicator 1:** Increase parent participation in family engagement sessions, that are aligned with survey results, by 25% annually as measured by Transact Data Reports.  **Performance Indicator 2** Ninety-five percent of parent surveys will show parent satisfaction and interest in the program, as measured annually. |

**Required Research and/or Evidence-Based Activities**

The USDOE has issued non-regulatory guidance on [Using Evidence to Strengthen Education Investments](https://www.ed.gov/sites/ed/files/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf) to provide state educational agencies (SEAs), LEAs, and partner organizations with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions. Program activities should connect to the 21st CCLC performance goals and indicators and align with the school’s improvement plan.

**Applicants must identify research and/or evidence-based activities, strategies and interventions that will be used in the program and include these on the reference page.** Guidance is designed to assist SEAs and LEAs, partner organizations and other stakeholders to successfully choose and implement interventions that improve outcomes for students. Information regarding the use of evidence-based strategies, including the ESSA Evidence Levels can be found on KDE’s [Evidence Based Practices](https://www.education.ky.gov/school/evidence/Pages/default.aspx) page.

**STEAM (Science, Technology Engineering, Art and Math)**

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

**Linking to the Regular School Day: Communication Process**

Applications should outline a process to regularly communicate with the principal, teachers and the school’s support staff. The process should address homework policies and practices, the referral process, participation in teacher meetings, and professional learning opportunities provided by the school. Effective integration of the 21st CCLC program with the regular school day requires an intentional effort to communicate with school-day staff. Such efforts might include combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, planning with teachers, face-to-face meetings, and email), or case conferencing regarding individual students. The purpose of intentional communication is to align program activities to the curriculum map of the school and to supplement content presented during the school day. Regardless of a change in leadership at the district level (superintendent), district 21st CCLC program director, and/or at the school level (principal or site coordinator), the district is responsible for immediately notifying KDE and must continue to meet all state and federal requirements as outlined in the RFA.

**Family Engagement Activities**

Literacy and other educational activities must be provided to the parents and families of participating students. Activities must align with identified needs. Four activities are required each year of the grant – two in the fall and two in the spring.

21st CCLC staff may collaborate with other programs such as community education, Family Resource Youth Services Centers (FRYSC), extended school services (ESS), migrant, Title I, Part A, McKinney-Vento, faith-based or other community organizations to provide family engagement activities. Only parents of students actively participating, not just enrolled, in the 21st CCLC program may be counted in attendance. One family engagement activity can include the site coordinator attending a school-wide event, an open house, or a parent-teacher conference to share information about services and activities.

**Summer Programming**

KDE requires consistency in attendance for summer, just as during the school year. The applicants must complete the Form D: Program Summary and outline how the minimum summer programming requirements will be met in the narrative and budget.

**Elementary School Required Summer Programming Guidance (minimum 120 hours)**

Elementary applicants must provide a summer program to all grade levels identified in the grant application each day the program is open. KDE requires 120 hours of summer programming to ensure the greatest impact on student achievement.

**Minimum Summer Operational Requirements for elementary program only:**

* Four consecutive weeks
* Five days per week
* Six hours per day

**All elementary summer programs must provide the following:**

* A minimum of 8 hours of certified instructional time per week of programming
* 75 minutes of remediation or acceleration in reading each day
* 75 minutes of remediation or acceleration in math each day
* Age-appropriate activities
* Provides a detailed schedule for summer programming and a timeline that demonstrates operational requirements will be met
* One full-day field trip is allowed per week (optional)

**Middle and High School Required Summer Programming Guidance (minimum 40 hours)**

Middle school applications should be centered around a common purpose with an emphasis on transition readiness. KDE requires a total of two weeks of summer programming for middle school students.

**Minimum Summer Programming Requirements for middle and high programs:**

* Two consecutive weeks of summer programming
* Four days per week
* Five hours per day

**All middle and high school summer programs must provide the following:**

* Minimum of 8 hours of certified instruction per week of programming
* Describe activities and services
* Provides a detailed schedule for summer programming and a summer timeline that demonstrates operational requirements will be met
* One full-day field trip is allowed per week (optional)

**Field Trips**

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

**Part III: Program Operations**

KDE requires the 21st CCLC programs to offer services for a minimum of 120 days: four days per week, two hours per day, for a total of eight hours per week. The 21st CCLC program is not a drop-in, childcare or babysitting program. Such programs are not permissible with 21st CCLC grant funds. Programs should limit disruptions during after school hours, just as during the school day. The 21st CCLC program must be structured based on the following:

* All grade levels served by the grant must have full access to services and activities for the minimum number of days and hours per week (e.g., a program cannot serve boys on Monday and girls on Tuesday or 3rd grade on Monday and 4th grade on Tuesday).
* Programming must begin no later than three weeks after the first day of school for students and must conclude no sooner than two weeks before the last day of school for students.
* Hours of operation cannot include time for transportation and time during regular school hours.
* Must ensure students will be dismissed at designated pick-up times to avoid disruptions during programming. No more than two designated pick-up times can be included in the program schedule.
* May be offered on weekends, school breaks, holidays, etc., **in addition to the eight hours** required during the week. A minimum of two hours per day is required for weekends, breaks, holidays, etc. Programming during these times requires KDE approval.

**Optional morning activities** (This time would be in addition to the two hours after school each day.): Programs may provide 30 minutes of morning activities each day. Each activity must maintain a daily attendance of five participants. Programs may provide 60 minutes of morning activities each day. Each activity must maintain a daily attendance of 10 participants. If an applicant cannot meet morning participation requirements, a morning option may not be offered in the program.

**Staffing**

The fiscal agent is responsible for hiring program staff and ensuring that all program staff and volunteers have been vetted. Site coordinators must be employed for a minimum of 200 days (six hours per day) and must be on site each day the program is open for the required two hours each day after school. Grant funds may not be used to compensate staff at rates higher than the hourly rate paid by the LEA for similar job duties. Keep in mind, when budgeting for staff, the site coordinator’s salary should not consume the majority of grant funds. Applicants must be able to meet other required state and federal components. Failure to do so may result in termination of the grant. Payment of overtime is not permitted. For clarification, this includes any program staff, custodians, bus drivers, aides, cafeteria staff, etc.

Staffing of programs can extend beyond the regular school day through certified and classified staff. Options for meeting certified staffing requirements, per the Education Professional Standards Board (EPSB) may be found on the [Education Professional Standards Board - Kentucky Department of Education website](https://www.education.ky.gov/epsb/Pages/default.aspx). Site coordinator job duties include, but are not limited to, data entry reporting, required state and federal data, submitting reimbursement requests, overseeing program operations, working with families, ensuring schedule is implemented, collaborating with community partners, meeting with teachers/school administrators, and attending school meetings. For districts with multiple grants, a program director can oversee all programs while receiving a small percentage from each grant, in addition to regular job duties. Timesheets must be maintained for all grant positions. Time and effort must be maintained when multiple funding sources are paying for a staff person’s salary.

Program staff may not be paid with grant funds to complete work for the school (substituting, monitoring lunchroom or playground, small group instruction, tutoring, classroom teacher’s aide/assistant, interventions, office tasks, bus monitoring, etc.) or provide any 21st CCLC interventions, tutoring, or other activities to students during the school day.

Successful programs collaborate with youth development workers and community partners/organizations, who can assist in meeting the non-cognitive needs of participants and families. In addition, the use of classified personnel and volunteers, in conjunction with certified teachers, can conserve valuable grant dollars when funding moves to sustainability levels. Examples of other part-time staff who may work on a part-time paid or volunteer basis include college students, mentors, volunteers, retired teachers, community members and business leaders.

* Any staff member working in a supervisory role AND those staff working with high school students must be 18+ years of age, hold a high school diploma or equivalent, or complete the para-educator test. These staff count towards the maximum ratio of 1:15.
* Student-workers between the ages 16-18 may work in a group setting of elementary students and/or middle school students as an assistant to a certified teacher. These staff count toward the maximum ratio of 2:25.
* Student-workers between the ages of 16-18 who have not graduated high school may not be left alone with students.
* All staff must meet requirements for background checks.
* Paid students working in a program may not be counted as part of the program attendance.

**Nepotism**

The Kentucky 21st CCLC program prohibits any 21st CCLC employee from directly supervising relatives. A relative is defined to include father, mother, brother, sister, husband, wife, son and daughter (KRS 160.380). Hiring and promotional preferences cannot be given to relatives of the 21st CCLC program staff (e.g., director, site coordinator, teacher or any other program staff).

**Professional Development**

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

Cycle 23 Training Requirements for the 2026-2027 school year and summer are outlined below. A grant will be in non-compliance if training requirements are not met, and funds may be withheld**.** The KDE reserves the right to add additional training as deemed necessary based on program data, statewide data trends, survey feedback, supplemental funds, etc. The KDE reserves the right to require program staff to attend trainings as needed.

| **Required Training** | **Date/Location** | **Attendees** |
| --- | --- | --- |
| Cycle 23 Level I Orientation | Anticipated July 2026. Specific training dates and location is to be determined (TBD). | * The site coordinator and the program director must attend. * It is highly recommended that a co-applicant representative and other school administrators attend, also. |
| Cycle 23 Online Data Training | August 2026; virtual training | * Two program staff must attend. |
| 2026 Multistate Conference | Fall of 2026; Tennessee is hosting. | * The site coordinator must attend. * It is highly recommended that the program director, teachers, co-applicant representative and grant partners attend, also. |
| 2026 Kentucky Statewide Site Coordinator/Director’s Meeting | Fall of 2026 at the Multistate Conference in Tennessee. Additional details are forthcoming. | * The site coordinator and director must attend. |
| 2027 Spring Statewide Training | March 2027. Specific training dates and location is TBD. | * The site coordinator must attend. |
| 21st CCLC Power Hour of Learning | Power Hour of Learning is hosted throughout the year in a virtual setting. Topics vary. | * The site coordinator must attend. |

**Snack and Meal Guidance**

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

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

If a program plans to serve both a snack and a meal, only one can be included during the required two hour minimum of programming after school.

|  |  |  |
| --- | --- | --- |
| USDA Program | Guidance | Program Time |
| Snack or Meal | Most programs provide a snack or meal at the beginning of or prior to homework/tutoring time. | Snack – No more than 15 minutes.  If a program is operating for three hours – 20 minutes is allowed for a meal. |

**Health/Safety Plan and Facilities**

A 21st CCLC program must be implemented at the school(s) being served. The applicant must describe how students will be supervised in a safe, secure and drug-free environment during programming. The program must provide evidence of the health and safety requirements during any visits conducted by KDE. Programs must follow the district/school policies and procedures during afterschool programming.Emergency procedures, including evacuation routes, dates, and a log of when emergency drills take place must be maintained by the program director or site coordinator (as a best practice, emergency drills should occur after school on the same day practiced during the school day).

**Transportation**

Providing transportation for the program should be determined based on the needs of families and students. All applicants must have a transportation plan ensuring all students eligible or interested in the 21st CCLC program can attend and participate. Transportation cannot be a barrier to participation or counted in program hours.

**Part IV: Collaborative Partnerships**

The purpose of having partnerships in a program is to provide in-kind services, academic/enrichment activities, resources, volunteers and other community resources. The 21st CCLC initiative stresses the importance of diverse groups and organizations working together to strengthen school and community networks to help students and families succeed. Partners can help sustain the program when grant funds end. A high-quality center should partner with districts, families, students, businesses and community organizations. Collaborative partnerships can also ensure students attending a 21st CCLC program benefit from the expertise throughout the community.

**Co-Applicant Agreement**

A co-applicant is defined as the key partnership or organization that provides services/resources for the program; it is not to share in grant funds.The co-applicant is a resource to support sustainability when grant funds decrease or are no longer available.

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

**Community Partner Agreements**

Partnerships are used to enhance the delivery of services and activities for the program. The proposal should include one Form K: Co-applicant Agreement, and five Form L: Community Partner Agreements, which are signed, identifying contributions, frequency of services that each partner will provide to the program. If the applicant is an LEA, one of the five partner agreements **may** list all school and district programs that will collaborate with the 21st CCLC program (FRYSC, ESS, Title I, Part A, migrant, food services, transportation and area technology centers [ATCs]). The remaining four partner agreements must be with community organizations (**not vendors**) outside of school/district programs. Each partnership should bring something to the table that is intentional for addressing the identified needs of students and their families. All agreements should not be identical. For example, the ABC Center for Families will provide family engagement activities, one on financial literacy, and another on accessing and using Infinite Campus through the parent portal. The local library will provide one family engagement activity on utilizing available literacy resources at the library to support students and families as another example.

|  |  |  |
| --- | --- | --- |
| **Applicant (Fiscal Agent)** | **Co-Applicant Agreement** | **Five Community Partnership Agreements** |
| LEA (Public School District) | 1 CBO | One district and four community partners |
| CBO/FBO/Private Entity | 1 LEA (Public School District) | Five community partners |
| When a non-public school is the fiscal agent. | 1 LEA (Public School District) | Five community partners |

**Examples of Community Partners:**

* Arts and Science Community
* Businesses and Corporations
* College and Universities
* Community Centers
* County Extension Offices
* Faith-Based Organizations
* Hospitals/Health Department
* Libraries and Parks

**Part V: Evaluation**

Programs are required to conduct annual, ongoing assessments of performance goals and indicators each grant year. Program staff should collaborate with school administrators and teachers to review and analyze academic and non-cognitive data, including assessments, each year of the program. Programs must also collect feedback from partners, parents and students that address program successes and areas for improvement. Data collection, analysis and findings should be maintained and included in the Annual Progress Report (APR) due to KDE in June of each grant year.

**Part VI: Budget and Sustainability**

**Financial Guidelines and Budget Preparation**

Guidelines are subject to change in response to state and federal requirements and a budget amendment may be necessary. All budget expenditures including staffing must be aligned with Program Operations (Part III). All costs and activities must be allowable, allocable, reasonable, and necessary. Sufficient funds must be included to meet summer program requirements. The fiscal agent must have the funds to meet requirements outlined in the RFA and awarded application, as funds are on a reimbursement basis only. Funds should extend for 15 months each grant year.

Keep in mind, when budgeting for staff, **salaries should not consume** the majority of grant funds. Applicants must be able to meet other required state and federal components. Failure to do so may result in the fiscal agent having to find other funds to meet state and federal program requirements outlined in the Cycle 23 RFA or termination of the grant. Funds for year two and subsequent years may not be accessed before July 1 of each grant year.

**Guidelines for Allowable Use of Funds:**

* Provide a minimum of 8 hours of certified teacher instruction per week of programming. These hours can be provided by two or more certified teachers.
* Prepare the budget in consultation with the school principal, the academic leads of the school and the finance officer.
* If applying for a grant, consult with the current site coordinator and the school principal, if applicable, for feedback regarding the budget. Both parties can provide insight into the needs and program design used to determine budget allocations.
* School districts must follow procurement standards in the Code of Federal Regulations (CFR) [2 CFR 200.318 through 200.327](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d) when spending federal grant funds.
* All purchases over $500 require prior approval from KDE. A grantee must submit a request before purchasing or paying a vendor. The grantee is not permitted to issue subgrant or transfer funds to another entity or organization. Funds included in a contractual agreement must adhere to Kentucky’s 21st CCLC spending guidelines. Once KDE approval has been received, the fiscal agent is responsible for adhering to contractual policies and procedures at the local level and maintaining a contract with the vendor to ensure deliverables are met.
* Any technology requires prior approval and a technology purchase request to be submitted.
* Stipends require a description of services to be provided and prior approval from KDE. “Bonus” payments are not allowable.
* 21st CCLC may not be used to compensate staff at rates higher than the hourly rate paid by the LEA for similar job duties.
* Payment of overtime is not permitted for any program staff, custodians, bus drivers, aides, cafeteria staff, etc.

**Carryover Funds**

KDE does not allow grantees to carry over unused funds from year to year. Grantees are required to use funds in the year which they are awarded.

**Supplanting**

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

Examples of school-related clubs or other activities that grant funds cannot pay for include:

* Athletic Teams/Any KHSAA Sanctioned Sport
* Competitions or League Fees
* Associated costs (salaries or district dues)
* Childcare or other existing after-school programs
* Yearbook/newspaper
* School choir/Band
* Student government/KY/KUNA
* National Honor Society/BETA Club/Gifted and Talented, STLP, FCA, FFA
* Home Economics/Color Guard

**Preliminary Sustainability Plan**

The applicant and all stakeholders must develop a preliminary plan describing how the program will be sustained beyond the award period. It is not adequate to say, “Our sustainability plan is to look for more funds.” While seeking other funding sources can be a part of the plan, additional sustainability strategies should be included. The grantee will be required to have a long-term sustainability plan developed in the progress report (PR) due in May of year three. The applicant is not allowed to create any type of fee structure as program fees are not allowable.

**Appeals Process**

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

KDE follows a two-step process for reviewing and awarding submitted proposals/applications:

1. Employees of KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility [(ESSA, Sec. 4201 (b)(5)(A)].
2. KDE selects peer reviewers to review and rate the applications based on the established scoring rubric to determine the extent to which an application meets the requirements [(ESSA, Sec. 4201 (b) (5) (C)].

Award decisions are made based on the scoring rubric and merit of each application based on the peer review scores, any competitive priority points, and overall eligibility and responsiveness of the proposals. KDE’s Procurement Branch's role is to facilitate the review process per state and federal statutes and regulations. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-KDE employees and are recruited based on background and expertise in providing effective academic, enrichment, youth development, and related services to children [(ESSA, Sect. 4201 (b)(5) (B(i)].

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

#### **Letter to Appeal**

Eligible entities that wish to appeal a grant application decision must submit a complete written appeal, including the issue(s) in dispute, or another basis for the appeal position, and the remedy sought. The letter must be on an applicant’s letterhead, include an original signature of the authorized representative, and be notarized.

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

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

**Submission of Application**

KDE will accept application submission electronically only. Please follow the instructions below on how to properly submit the application.

**Electronic/Email Submission**

The applicant is responsible for ensuring that all application pages submitted include the original application and the blinded copies. The following should be submitted to KDE, when submitting applications electronically:

* Scan or save the completed “Original” application in its entirety, including all signatures, to PDF format. Save the original application as ***26CCLC District School***. For example, Southside Elementary School in Woodford County would save the original application as *26CCLC Woodford Southside Elementary School.*
* Scan or save a “blind copy” of the application in its entirety to PDF format. Save the redacted application as ***26CCLC District School*** ***B***. For example, Southside Elementary School in Woodford County would save the redacted application as *26CCLC Woodford Southside Elementary School B*.

Email the “Original” and the “Blind Copy” in one email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). An “Original Copy” is required when submitting the application electronically.

* In the subject line of the email, type ***26CCLC District School Name***. For example, Southside Elementary School in Woodford County would type in the subject line 26CCLC Woodford Southside Elementary School.
* If possible, **send both attachments in one email**. **ALL PARTS MUST BE RECEIVED BY THE DEADLINE of Jan. 20, 2026 by 4 p.m. ET.**
* Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applications received after the deadline will not be reviewed or considered for award.
* Applicants can request confirmation of receipt in their submission email. KDE will confirm receipt of the email and attachments (if any). Please note the KDE does not open attachments to check for accuracy.
* Do not add others to application submission emails.
* Do not send Google Docs or documents from Google Drive.
* Each PDF attachment **must** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

**Blinding Instructions**

* Blinding is the removal of identifying information from an application. Identifying information is **district name, school name, county name and city name**. Names of individuals and signatures should NOT be blinded/redacted.
* Blind copies should be completely redacted electronically using black highlighting or X’d out. Example: XXXX. ex: XXX
* Please review the blind copy before submitting it to ensure all identifying information is redacted and all required pages and attachments are attached and redacted properly.
* Blind copies will be scored as received.
* Points may be deducted from your application score if application components are not blinded properly or are blinded so excessively that scoring is impossible.

**Formatting Requirements**

**The proposal must use the following format:**

* Double-spaced
* Single-sided
* Letter-size (8 ½ x 11)
* Arial 12-point font (no compressed fonts allowed); however, the reference page may be single-spaced, Arial 10-point font.
* The margins for the narrative portion should be 1-inch side margins and 1-inch top/bottom margins.
* 20-page maximum for the narrative. Additional pages exceeding this limit will not be reviewed.
* Pages must be numbered consecutively starting with the first page of the narrative.
* Page numbers can be outside of the margin.
* Texts within charts and graphs may be Arial 10-font and single-spaced.
* Bullets may be single-spaced and must be Arial 12-font.
* Charts, graphs and bullet sections may not comprise more than 20% of the total narrative.

**Order of Application Submission**

Documents exceeding the maximum page limits will not be reviewed. The 21st CCLC proposal needs to be written and arranged in the order outlined on the next page. The inclusion of additional attachments may be grounds to eliminate your proposal from the competition. The applicant should **identify and underline** each section addressed throughout the application in **bold**. Required forms and other documentation with instructions and page limits are outlined in the scoring rubric.

**FY26 Cycle 23 RFA Scoring Rubric**

The forms and other documents listed **must** be included within your 21st CCLC proposal and in the order below. The numbers shown below for the narrative sections should be identified and addressed in the application as outlined in the scoring rubric. Failure to attach any required form will result in the application being deemed non-responsive and not scored.

| **Contents** | **Points** |
| --- | --- |
| Form A: Cover Sheet–not to exceed one page | **2 Points (Required)** |
| Form B: Assurances – not to exceed four pages | **2 Points (Required)** |
| Reference Page – Created by the applicant, not to exceed one page | **2 Points (Required)** |
| Form C: Logic Model– not to exceed four pages  Logic Model: Applicants must describe the activities and services that will be provided to address the four 21st CCLC performance goals and indicators as written on page 9. | **16 Points (Required)** |
| Form D: Program Summary | **2 Points (Required)** |
| Form E: Program Schedule | **10 Points (Required)** |
| Center Profile– New applicants will not have a Center Profile to attach. | **Required** |
| **Part I: Comprehensive Needs Assessment** | **33 Points** |
| **Comprehensive Needs Assessment – 21 points** (3 each)   * + 1. Explain how the community was notified of an intent to apply in a timely manner, how the application will be available for public, input, and how the application and any waiver request will be available for public review after the submission of the application ESSA 4204(b)(2)(L).     2. Describe how all stakeholders were included in the planning and development of the proposal.     3. Identify the target population to be served by the program.     4. Elaborate on the community risk factors identified below for the target population to be served and how the program will address these areas: * Poverty * Percentage of growth of English learners * Needs of working families * Literacy rates * Juvenile criminal and delinquent rates * Education attainment in the community * Food insecurity * Median household income   + 1. Elaborate on the school risk factors below for the school(s) and target population to be served and how the program will address these areas: * Sub-populations/groups * At-risk of academic failure * Behavior/discipline data * Homelessness * Drop-out rates * Free and reduced lunch rates * Chronic absenteeism * Social-emotional   + 1. Explain the methods and/or instruments that were used to collect feedback from teachers, students, parents and the community.     2. Provide an evaluation of the availability of, or lack of, resources at the school to be served, and in the community, and how the program will address these needs (including the needs of working families) ESSA 4204(b)(2)(I).   **LEA/Private Entity/Home School Consultation – 9 Points** (3 each)   * + 1. Describe the consultation process with school officials from an LEA, private school, and homeschool in the development of the proposal and the availability of equitable services for eligible LEA/private/homeschool students ESSA 8501.     2. Detail a minimum of two communication methods used to notify the LEA, or private/home schools during the planning process.     3. Describe how the fiscal agent will consult annually with the LEA/private/home schools to ensure the provision of equitable services is met each grant year.   **Students with Special Needs – 3 Points**   * + 1. Describe how students with special needs will have access to and be served in the program. |  |
| **Part II: Program Design** | **55 Points** |
| **Academic and Enrichment Program Activities – 24 points** (3 each)   * + 1. Show how the proposed activities will be aligned with challenging state academic standards and any local standards ESSA 4204(b)(2)(D)(ii) and 4204(b)(1).     2. Describe how proposed activities are not currently accessible to the students who will be served by the program, and how the program will meet this need, and how proposed activities will expand access to high-quality resources available in the community ESSA 4204(i)(1)(C)(i)(ii).     3. Describe how the program will dedicate 50% of program time toward academic remediation and/or acceleration, and 50% toward enrichment.     4. Detail the use of best practices, including research and evidence-based practices, to provide educational and related activities that will complement and enhance academic performance/achievement, post-secondary and workforce preparation, and positive youth development ESSA 4204(b)(2)(J).     5. Explain how students will have opportunities to engage, explore and experience science, technology, engineering, arts and mathematics (STEAM) activities and enrichment during the program.     6. Detail how the program will align with the Comprehensive School Improvement Plan.     7. Illustrate how the program activities will meet the Measures of Effectiveness ESSA 4205(b).     8. Describe activities to be funded and how activities will improve students’ academic achievement and overall success ESSA 4204(b)(2)(A)(B).   **Student Recruitment and Retention – 6 points** (3 each)   * + 1. List three student recruitment strategies and briefly describe each one.     2. List three student retention strategies and briefly describe each one.   **Linkage to the Regular School Day – 9 points** (3 each)   * + 1. Describe how program staff and school day staff will communicate to discuss student progress (examples: assignments, grades, test scores, classroom participation and homework completion).     2. Detail how students will be referred to the program (will the program have its own referral form or use the school’s, who can make referrals, and how will the referral process be communicated to teachers, parents, students and other stakeholders) and a system for prioritizing student enrollment.     3. Explain how key personnel will participate in teacher meetings and professional development opportunities offered by the school.   **Family Engagement Activities – 6 points** (3 each)   * + 1. Detail how the needs of parents will be determined each year of the grant.     2. Describe a minimum of four family engagement activities for parents will be implemented during the first year of the program in collaboration with other federal, state and local programs (two in the fall and two in the spring).   **Summer Programming Activities – 10 points total**   * + 1. Detail how the required summer program components, as outlined in Part II for elementary, middle or high summer programming, as applicable, will be planned and implemented. |  |
| **Part III: Program Operations** | **39 Points** |
| **Staffing – 12 points** (3 each)   * + 1. Describe how a minimum of 8 hours of certified teacher instruction will be provided each week of the program. This would be a minimum of two certified staff, working one hour each day, four days per week.     2. Describe how qualified people will be encouraged and used to serve as volunteers in program activities ESSA 4204(b)(2)(M).     3. Identify who will supervise and evaluate each program staff – director, site coordinator, teachers, data entry and volunteers that will work in the program and a plan for tracking staff timesheets.     4. Provide a professional development chart that identifies which staff will attend required state-level training, any school and district training, and how information will be shared with other program staff.   **Health and Safety Plan – 6 points (3 each)**   * + 1. Describe standard operating guidance based on district/school policies and procedures (emergency drills, field trips, discipline/behavior, sign-in/sign-out, administering medication, personnel policies, etc.).     2. Detail how parents and other stakeholders will be informed about emergency guidelines, sign-in/sign-out procedures, field trips and behavioral policies and other safety guidelines.   **Transportation – 12 points** (3 each)   * + 1. Explain how the transportation needs of participating students will be addressed ESSA 4203(a)(10) and ESSA 4204(b)(2)(A)(ii).     2. Show how students will travel safely **to and from** the program. Please address busing home, sign-in/sign-out procedures, parent pick-up, permission slips for walkers, and any other safety measures or policies and guidelines.     3. Explain how transportation to the site will not be a barrier for students to participate in the 21st CCLC program, and how often transportation needs will be assessed.     4. Detail the safety procedures that will be in place for vehicles used for any type of transportation in the program?   **Facilities – 9 points** (3 each)   * + 1. Describe the safety and accessibility features of the program's location. ESSA 4204(b)(2)(A)(i).     2. Identify dedicated office and storage space at the school served for a site coordinator to use daily in the program (not in a hallway, basement, locker room, closet or on a stage). This should be determined in the development of the proposal and identified in the application.     3. Describe how the program will have access to a variety of resources located in the school (media room, gymnasium, cafeteria, classrooms, technology, etc.). |  |
| **Part IV: Collaborative Partnerships, Co-Applicant and Partners** | **24 Points** |
| **Collaborative Partnerships – 24 points** (4 each)   * + 1. Detail how program information about the center will be disseminated to the community in a manner that is understandable and accessible ESSA 4204(b)(2)(A)(iii).     2. Describe partnerships between local agencies, community-based organizations, and other public or private entities ESSA 4204(b)(2)(H).     3. Describe how the program will be developed and implemented in collaboration with all participants and school(s), as well as in partnership with the eligible entities ESSA 4204(b)(2)(D)(i).     4. Detail how the program will coordinate with federal, state and local programs ESSA 4204(b)(2)(C).     5. Describe how contributions outlined in the co-applicant agreement align with activities and services in the proposal and identified needs for students and their families.     6. Describe how contributions outlined in the five community partnership agreements align with activities and services in the proposal and identified needs for students and their families. |  |
| **Part V: Program Evaluation** | **12 Points** |
| **Program Evaluation – 12 points** (3 each)   * + 1. Describe a comprehensive plan to evaluate the program continuously, using multiple sources of data and frequency of data collection (MAP, grades, state assessments, attendance, discipline, surveys, etc.).     2. Describe how feedback will be collected from students, parents, teachers and the community.     3. Detail how results will be disseminated to all stakeholders (parents, teachers and the community).     4. Provide a detailed timeline for data collection and tell how the data will be used to strengthen/revise the program. |  |
| **Part VI: Budget & Sustainability** | **15 Points** |
| **Preliminary Budget Plan – 6** **points** (3 each)   * + 1. Demonstrate the administrative capacity to manage a grant program, by providing evidence, such as experience with grants and general budgeting, and list the fiscal resources to cover initial startup and operating costs.     2. Describe how funds will supplement and not supplant other federal, state, local and non-public funds to provide allowable programs and activities ESSA 4203(a)(9) and ESSA 4204(b)(2)(G).   **Preliminary Sustainability Plan – 9 points** (3 each)   * + 1. Explain how the program will continue after the 21st CCLC grant funds end (such as staffing, transportation, teachers and resources) ESSA 4204(a)(8)(B) and ESSA 4204(b)(2)(K).     2. Detail how collaboration and leveraging funds with other local, state and federal programs will occur.     3. Describe how the 21st CCLC program staff, school leadership, teachers, and other stakeholders, such as the co-applicant and grant partners will be included in the development of a detailed sustainability plan. |  |
| Form F: Budget Narrative | **5 Points (Required)** |
| Form G: Budget Summary | **5 Points (Required)** |
| Form H: Organizational Capacity Statement  LEA/School District applicants do not attach Form H. | **Required for CBO/FBO/Non-public applicants** |
| Form I: Equitable Access and Participation | **2 Points (Required)** |
| Form J: Certifications | **2 Points (Required)** |
| Form K: Co-Applicant Agreement | **2 Points (Required)** |
| Form L: Community Partner Agreement | **10 Points (2 points each) (Required)** |
| Form M: Consultation | **10 Points (Required)** |
| **Competitive Priority** | **26 points** |
| 1. **Academic Competitive Priority (6 points)**   KDE will give priority to 21st CCLC applicants who have shown significant improvement in student achievement, as demonstrated on most current Center Profile. Grantees functioning in their fifth and final year of 21st CCLC funds or a previous grant that has not received funding and meets eligibility requirements are eligible. Applicants must use the **2024-2025 Center Profile data (these will be available around Nov. 1, 2025), and applicants whose funding lapsed before the 2024-2025 school year, must use the most current profile available. To receive priority points, the Center Profile must** demonstrate that 50% or more of regular participants improved or maintained their proficiency levels in both reading and math. **If an applicant shows 50% improvement in either math or reading, the applicant will receive three points.**   1. **CSI Schools Competitive Priority (5 points)**   Must be identified by KDE. For the FY26 21st CCLC Cycle 23 RFA – points will be awarded based on the 2025-2026 list identified by KDE late October to mid-November ESSA 4204(i)(1)(A).   1. **Schools Never Served by a 21st CCLC Grant – Competitive Priority (5 points)**. A school that has never been served by a 21st CCLC state grant and meets all requirements in the Cycle 23 RFA, based on state and federal guidance, will receive 5 priority points. 2. **Programs serving students 90 hours or more – Competitive Priority (5 points)** Programs meeting the number of regular attendees as demonstrated on the most current Center Profile will receive five priority points. Regular attendees are those students participating in the program for 90 hours or more. 3. **Transportation – Competitive Priority (5 points)**   Applications that include transportation funds in the budget to take students home each day after the program will receive three priority points. |  |
| **Total Points Possible** (excluding competitive priority)  Applicants scoring less than 195 points will not be awarded. | **248 Points** |

**Form A: Application Cover Page**

New Applicant  Continuation Applicant

|  |
| --- |
| **Unique Entity Identifier** #: Click or tap here to enter text. |
| **Fiscal Agent SAM CAGE Code** #: Click or tap here to enter text. |
| **School (Site) Name**: Click or tap here to enter text. |
| **KY School ID**: Click or tap here to enter text.  Kentucky School ID numbers are unique identifiers assigned to schools and districts within the state. These numbers are used for various administrative purposes, including reporting student records, enrollment tracking, and compliance with educational standards. |
| **Physical Address**: Click or tap here to enter text. |
| **Target Grades**: Click or tap here to enter text. |
| **Fiscal Agent/Applicant**: Click or tap here to enter text. |
| **Superintendent/Chief Executive Officer**: Click or tap here to enter text. |
| **Physical Address:** Click or tap here to enter text. |
| **E-mail**: Click or tap here to enter text. |
| **Co-applicant Name**: Click or tap here to enter text. |
| **Superintendent/Chief Executive Officer**: Click or tap here to enter text. |
| **Physical Address**: Click or tap here to enter text. |
| **E-mail**: Click or tap here to enter text. |
| **Grant Writer**: Click or tap here to enter text. Agency: Click or tap here to enter text. |
| **Email**: Click or tap here to enter text. |
| **Additional Collaborators**: Click or tap here to enter text.  Please list all additional collaborators, whether individuals or agencies, as plagiarism rules will be strictly enforced. |

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notary Public Signature My Commission Expires Date**

**Form B: Assurances**

**The fiscal agent/applicant, LEA, school principal and co-applicant must** read this entire document and sign. Please retain a copy for each party.

1. The fiscal agent must ensure that the program will target students who primarily attend schools eligible for Title I, Part A schoolwide programs and their families.
2. The fiscal agent must ensure that the minimum number of 120 days and two hours per day after school are met as required under program operations.
3. The fiscal agent must ensure the program will begin no later than three weeks after school starts and end no sooner than two weeks before school ends.
4. The LEA must provide dedicated space in the school(s) served for the site coordinator to use daily. Space must be provided during program hours of operation, for both the academic school year and summer months. The programming space must be sufficient in size for the number of students to be served. A basement, gymnasium, stage, closet or locker room is not sufficient space.
5. The fiscal agent must ensure a minimum of two certified teachers serve in the program a minimum of one hour each day per teacher to meet the 8 hours required weekly per site served.
6. The fiscal agent must maintain a separate accounting of funds for the 21st CCLC grant.
7. The fiscal agent and school principal must ensure that overtime is not allowed for any staff.
8. The fiscal agent and the school principal must ensure that program staff are trained on school/district emergency policies, procedures and guidelines.
9. The fiscal agent and the school principal must ensure that emergency procedures will be shared with the staff and students, including evacuation routes, and when practice drills occur. A log must be maintained by the program director or site coordinator showing the dates of emergency drills. As best practice, emergency drills should occur after school on the same day they are practiced during the school day.
10. The fiscal agent and school principal must ensure that the program will dedicate 50% of the program time toward academic remediation and/or acceleration and 50% toward enrichment.
11. The fiscal agent and the school principal must ensure that the students are supervised at all times in a safe, secure and drug-free environment during programming.
12. The fiscal agent must ensure the program site coordinator is onsite each day the program is open for duties to be completed during the day, the required hours of operation after school and until all students have been picked up.
13. The school principal must ensure that program staff participate in teacher meetings and professional development opportunities offered by the school.
14. The fiscal agent and school principal must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds has a secure location at the school for storage and can be locked daily. The site coordinator must have access to the resources.
15. The fiscal agent and school principal must ensure any supplies, materials, technology, equipment, etc. purchased with grant funds are not used anytime during the school day. ­­­­­
16. The fiscal agent must utilize the federal snack program or the Child and Adult Care Food Program (CACFP). If not eligible for the USDA snack program or CACFP, alternative funding sources must be used to pay for program snacks and/or meals. Snacks or meals may not be paid for with 21st CCLC funds.
17. The fiscal agent must immediately notify the KDE of a change in the site coordinator. The fiscal agent must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry and meet all state and federal requirements as outlined in the RFA. Before the departure of the site coordinator, the fiscal agent, the current site coordinator and program director (if applicable) must ensure all pertinent information is accessible to the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN/Transact access for data entry, list of all program staff, partners, information about the USDA snack program and how snacks are distributed to participants.
18. The fiscal agent must provide equitable opportunities for the participation of both public and non-public/home school students served by the award.
19. The fiscal agent must assure it affords a reasonable opportunity for public comment on the application. Public feedback must be collected and considered before applying.
20. The fiscal agent must administer the 21st CCLC project in accordance with all state and federal applicable statutes, guidance, regulations, program plans and applications.
21. The fiscal agent must ensure that appropriate program staff attend required trainings and the budget supports staff attendance at all required training outlined in the RFA and/or any other training required by the KDE.
22. CBO/FBO applicants must submit an annual external audit each year of the grant by Oct. 1 to the 21st CCLC programmatic office. The most current annual audit must be submitted with the Cycle 23 RFA application.
23. The fiscal agent must submit all required reports and documentation as required to the KDE.
24. The fiscal agent must submit the Continuation Progress Report to the KDE during the third year of programming (six months) to receive funding in the fourth and fifth years of the grant:

* Demonstrate substantial progress has been made toward meeting the program goals and objectives, in measurable terms, as stated in the original grant application, within the first three years.
* Maintain the scope of the original level of programs and services to the same number of students at a reduced grant allocation in the fourth and fifth years.
* Meet the number of regular attendees outlined in the application.
* Provide documentation of completed state reports as required.

1. The fiscal agent and the principal must comply with provisions of the Title IX of the Education Amendments of 1972, the General Education Provisions Act (GEPA) Section 427 Equitable Access and Participation, and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77 and 82, and the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards in 2 CFR Part 200 and 2 CFR 3474.
2. The fiscal agent and principal must comply with the following guidance.

* Civil Rights Act of 1964
* Gun-Free Schools Act of 1994
* Americans with Disabilities Act of 1990
* Pro-Children’s Act of 1994
* Stevens Amendment

1. The fiscal agent must ensure that grant funds are not used for lobbying purposes.
2. The fiscal agent must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data, following grant reporting requirements, including mandatory information for completion of the Annual Performance Report (APR) data collection.
3. The fiscal agent must comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The KDE may withhold up to 100% of any payment based on any non-compliance, misappropriation of funds, monitoring findings, audit findings, failure to become compliant, or pending any final report. Areas of non-compliance are maintained for each applicant following a formal compliance process. A grantee will be assigned the required actions to implement and become compliant within 60 days from receipt of the report. The KDE will provide additional technical assistance based on the area of non-compliance to support the grantee.
4. The fiscal agent understands that withdrawal at any time from a funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. If this occurs during the first or last year of the award, this period will be no less than three years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met).
5. The fiscal agent understands that by written notice, KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:

* Provide a high-quality program with evidence of academic progress.
* Implement the program as described in the application.
* Serve the number of regular attendee students as stated in the application.
* Meet the minimum hours of operation (hours/days/weeks/summer)
* Submit required reports and documentation promptly.
* Use funds reasonably and appropriately.
* Resolve a non-compliance audit/monitoring finding.
* Submit required data on or before the due date.
* Address and implement required actions.

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

**Fiscal Agent/ Applicant name Signature Date**

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

**Co-applicant name Signature Date**

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

**School Name:**

**School Principal (Typed name) Signature Date**

**Form C: Logic Model**

Not to exceed four pages.

|  |
| --- |
| **Describe the targeted participants:**  Click or tap here to enter text. |
| **Goal 1: Increase the academic achievement of participating students in math, reading, and science, and daily K-3 grade reading interventions (if serving students in grades K-3).** |
| **SMART Performance Indicators:**  Performance Indicator 1: Increase science and math scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessments. Performance Indicator 2: Increase reading scores of regular attendees (90+ hours or more) by 3% annually as measured by interim assessment |
| **Resources:**  Click or tap here to enter text. |
| **Activities:**  Click or tap here to enter text. |
| **Data source used to document improvement:**  Click or tap here to enter text. |
| **Performance Measures (Outcome):**  Click or tap here to enter text. |
| **Goal 2: Improve non-cognitive indicators of success for participating students.** |
| **SMART Performance Indicators:**  Performance Indicator 1: Increase or maintain a 90% school attendance rate of regular attendees (90+ hours or more) as measured by daily average attendance annual reports. Performance Indicator 2: Decrease the number of school discipline referrals of regular attendees (90+ hours or more) by 5% as measured by the Infinite Campus annual report. |
| **Resources:**  Click or tap here to enter text. |
| **Activities:**  Click or tap here to enter text. |
| **Data source used to document improvement:**  Click or tap here to enter text. |
| **Performance Measures (Outcomes):**  Click or tap here to enter text. |
| **Goal 3: Increase access to transition readiness activities for all students.** |
| **SMART Performance Indicators:**  Performance Indicator 1: Provide monthly transition readiness activities for all participants as measured by the Transact APR Report. Performance Indicator 2: Provide a minimum of two service-learning activities annually that focus on Kentucky’s Portrait of a Learner (Engaged Citizen, Productive Collaborator, Empowered Learner, Creative Contributor, Critical Thinker, and Effective Communicator) as measured by the Transact Activity Report. |
| **Resources:**  Click or tap here to enter text. |
| **Activities:**  Click or tap here to enter text. |
| **Data source used to document improvement**:  Click or tap here to enter text. |
| **Performance Measures (Outcomes):**  Click or tap here to enter text. |
| **Goal 4: Increase literacy and other educational opportunities, which are meaningful and intentional, to support parents and working families** |
| **SMART Performance Indicators:**  Performance Indicator 1: Increase parent participation in family engagement sessions, which are aligned with survey results, by 25% annually as measured by Transact Data Reports. Performance Indicator 2: Ninety-five percent of parent surveys will show parent satisfaction and interest in the program, as measured annually. |
| **Resources:**  Click or tap here to enter text. |
| **Activities:**  Click or tap here to enter text. |
| **Data source to document improvement:**  Click or tap here to enter text. |
| **Performance Measures (Outcomes):**  Click or tap here to enter text. |

**Form D: Program Summary**

Must not exceed one page. Must use data as reported to KDE for the current qualifying data.

|  |  |
| --- | --- |
| **School Name: Click or tap here to enter text.** | |
| **District Name:** Click or tap here to enter text. | |
| **Grade Levels to be Served:** Click or tap here to enter text. | **Total Schoolwide Enrollment:** Click or tap here to enter text. |
| **Urban Rural Suburban** | **# of students to be served 90 hours or more:** Click or tap here to enter text. |
| **% Free or Reduced Lunch:** Click or tap here to enter text. | |
| **School Eligible for USDA Snack Program:**Click or tap here to enter text.  **School Eligible for Child and Adult Food Care Program (CAFCP):** Click or tap here to enter text. | |

1. The applicant/fiscal is a (Select one.):

☐Public School District

Non-Public School District

Community-Based Organization

Faith-Based Organization

1. Is the Applicant/Fiscal Agent (school district or agency/organization) a previous recipient of other 21st CCLC funds?

Yes

No

1. If yes, were they?

Federal funds

State funds

1. Current or Previous Funding Ended (month/year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Form E: Program Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Before School  (Times of Operation)  *Optional* | | After School  (Times of Operation)  *Required* | | Total # Hours Per Day |
| Beginning Time | Ending Time | Beginning Time | Ending Time |  |
| Monday |  |  |  |  |  |
| Tuesday |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday |  |  |  |  |  |
| Friday |  |  |  |  |  |
| Saturday |  |  |  |  |  |
| Sunday |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Summer  *Required* | | School Breaks - *Optional*  (Spring, Fall, Winter) | |
| Beginning Time | Ending Time | Beginning Time | Ending Time |
| Monday |  |  |  |  |
| Tuesday |  |  |  |  |
| Wednesday |  |  |  |  |
| Thursday |  |  |  |  |
| Friday |  |  |  |  |
| Saturday |  |  |  |  |
| Sunday |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | Regular School Year | Summer School |
| Snack/ Mealtimes |  |  |
| Total # of hours per day |  |  |
| Total # of days per week |  |  |
| Total # of weeks |  |  |
| First and last date of operation |  |  |

|  |  |
| --- | --- |
| **FAMILY ENGAGEMENT ACTIVITIES** | |
| Activities | Anticipated Date |
| Fall Activity 1 |  |
| Fall Activity 2 |  |
| Spring Activity 3 |  |
| Spring Activity 4 |  |

**Form F: Year 1 Budget Narrative**

The budget narrative must be completed for year one and submitted with the application.

|  |  |
| --- | --- |
| **Budget Category for Year** 2026-2027 | **Amount Requested** |
| **1. Personnel (School Year)** | **$** |
| Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of four hours each per week (to meet the required 8 certified instructional hours). | |
| **2. Personnel (Summer)** | **$** |
| Full and part-time staff to be employed with grant funds multiplied by the estimated salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply the rate by the number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of four hours each per week. If a grant is serving two schools, each site must meet staffing requirements. | |
| **3. Fringe Benefits** | **$** |
| List benefits and estimated cost or portion of the cost for each staff person employed through the grant. | |
| **4. Travel (Staff)** | **$** |
| **In-state** – You must allocate funds for at least two program staff to attend mandated training as outlined in the RFA. Estimate the number of miles at the current fiscal agent-approved mileage reimbursement rate, per mile, per staff person. If overnight lodging is required, itemize lodging at fiscal agent allowance per night, registration fee per person and per diem based on district rates. CBOs and FBOs must adhere to their travel per diem or the state travel per diem, whichever is less, when using grant funds.  **Out of State** – Itemize travel (airfare or mileage), per diem, lodging and registration costs. | |
| **5.Equipment** | **$** |
| Itemize items and the cost of each. | |
| **6. School Year Supplies and Materials** | **$** |
| Itemize items and the cost of each. | |
| **7. Family Engagement Activities** | **$** |
| Grant funds or in-kind. | |
| **8. Contractual** | **$** |
| Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc. | |
| **9. Indirect Cost** | **$** |
| LEAs must use district restricted rate, and CBOs and FBOs may not exceed 8%. Itemize administrative expenses such as phones, postage, advertising, etc. Please list each item that will be under indirect costs. | |
| **10. Summer Programming Supplies & Materials** | **$** |
| Itemize items and the cost of each. | |
| **11. Transportation (School Year, Summer, Field Trips)** | **$** |
| Estimate mileage costs and include related costs such as bus rental, bus drivers, etc. | |
| **12. Other (Specify)** | **$** |
| Itemize costs. | |
| **TOTAL AMOUNT REQUESTED** | **$** |

**Form G: Year 1 Budget Summary**

All expenditures must algin with the [2025-2026 Competitive Federal Funding Matrix](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/districts/fin/Documents/Competitive%20Federal%20Funding%20Matrix%20081225.xls).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MUNIS Code** | **Description** | **Amount** | **Explanation of Expenditures** | **In-Kind/ Matching**  **(Not required.)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total** | |  |  |  |

**Form H: Organizational Capacity Statement Form**

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

Applications from a non-governmental agency will be screened to determine the capacity to administer the program based on the information provided on this form. If awarded, a full audit report must be submitted before the final contract is executed. Failure to submit the audit report, or an unsatisfactory audit report, will result in termination of the award.

|  |
| --- |
| 1. The application must include a copy of the following, attached immediately behind this page:  * 501(c)(3) IRS Verification Letter * Non-profits must attach proof of registration with the Kentucky Secretary of State * Proven fiduciary responsibilities as demonstrated through annual audits. Annual audits must be sent to KDE each year by Oct. 15. Do not attach the audit to the application. |
| 1. Describe the organizational history and structure, including length of existence. Include general information on the governing body.   Click or tap here to enter text. |
| 1. List previous experience with grant funding, at the city, state, federal, or private/foundation level.   Click or tap here to enter text. |
| 1. List previous experience in delivering educational or related services, including a clear plan of communication and linkage with the school district.   Click or tap here to enter text. |
| 1. Describe the organization’s capacity to maintain a separate accounting of funds for the 21st Century Afterschool program.   Click or tap here to enter text. |

**Form I: Equitable Access and Participation**

NOTICE TO ALL APPLICANTS

The purpose of this document is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION TO RECEIVE FUNDING UNDER THIS PROGRAM. (If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual) to include in its application a description of the steps the applicant proposes to ensure equitable access to, and participation in, its federally assisted program for students, teachers and any other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that apply to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

**The following examples may help illustrate how an applicant may comply with Section 427.**

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address the concern of lesbian, gay, bisexual and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access, services and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Programs are required to submit equitable services data each year on Dec. 31 to the KDE regarding the number of non-public/home school students served in the current year, the types of services provided, and the per pupil spending.

**Fiscal Agent (Typed Name) Signature Date**

**Principal (Typed Name) Signature Date**

**Form J: Certifications**

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

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

1. **LOBBYING**

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

1. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form– LLL, “Disclosure Form to Report Lobbying,” per its instructions;
3. The undersigned shall require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
4. **DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

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

85.105 and 85.110:

A. The applicant certifies that it and its principles:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.
2. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
3. Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

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

1. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

1. The applicant certifies that it will continue to provide a drug- free workplace by:
2. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition.
3. Establishing an ongoing drug-free awareness program to inform employees about:
4. The dangers of drug abuse in the workplace.
5. The grantee’s policy of maintaining a drug-free workplace.
6. Any available drug counseling, rehabilitation and employee assistance programs; and
7. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
8. Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
9. Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will.
10. Abide by the terms of the statement; and
11. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such convicted employees must provide notice, including position title to Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

* 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  2. Requiring such employees to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state or local health, law enforcement or other appropriate agency:

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

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

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

1. As a condition of the grant, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in any activity with the grant; and
2. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

|  |
| --- |
| **Fiscal Agent/Applicant:**Click or tap here to enter text. |
| **Award Number or Project Name: FY 26 21st Century Community Learning Centers Grant** |
| **School Name and Address:** Click or tap here to enter text. |
| **Fiscal Agent/Applicant Representative Name:** Click or tap here to enter text. |
| **Title:** Click or tap here to enter text. |
| **Signature and Date:** |

Individual’s names and signatures should not be blinded. Although, any city, county, school, etc. named in the Co-Applicant Agreement must be blinded electronically except in the original application. This form must be completed and signed, or the application will be deemed non-responsive and will not be scored.

**Form K: Co-applicant Agreement Form**

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

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

**Co-Applicant Contribution Table**

|  |  |  |
| --- | --- | --- |
| **Description of Program Support** | **Frequency** | **Alignment to activities, services, and needs.** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

**Co-applicant Signature and Date**

**Applicant Signature and Date**

**Form L: Community Partner Agreement**

*Blane Middle School and ABC 4-H Extension Office*

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

The ABC County Extension Office hereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. The grant partner agrees to provide the following contributions to the 21st CCLC program.

**Community Partner Contribution Table**

|  |  |  |
| --- | --- | --- |
| **Description of Program Support** | **Frequency** | **Alignment to Activities,**  **Services and Needs** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

**Partner Signature and Date**

**Applicant Signature and Date**

**Form M: Private/home school Consultation**

An LEA or any eligible applicant receiving financial assistance under the Nita M. Lowey 21st CCLC program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency makes any decision that affects the opportunity of eligible private school children, teachers and other educational personnel to participate, the applicant must engage in timely and meaningful consultation with private school officials.

The fiscal agent is responsible for consulting with private and home schools. Only the fiscal agent completes the form. No signatures are required on the document. Please maintain documentation of consultations.

|  |  |
| --- | --- |
| **Fiscal Agent:** |  |

Please complete the following form related to the involvement of eligible private schools in the Title IV, Part B, 21st CCLC grant application and subsequent activities.

**Non-Public Schools**

There are no non-public schools located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no non-public schools in your attendance zone, no further information is required).

There are non-public schools located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 23 RFA 21st CCLC grant application.

**Home Schools**

No home schools are located within the attendance zone of the targeted school(s) for the 21st CCLC program. (If there are no home schools in the attendance zone, no further information is required.)

Home schools are located within the attendance zone of the targeted school(s) for the 21st CCLC program and these schools (listed below) were consulted for the Cycle 23 RFA 21st CCLC grant application.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| LEA/Non-public/Home School Name | School Official | Title | Contact Method | Date of Contact | Participation Yes/No |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* You may add additional rows if necessary.
* If a non-public school is the applicant or co-applicant, a consultation must take place with the local LEA and be included on this form.