

Nita M. Lowey 21st Century Community Learning Centers - Cohort 22 (2026-2027)

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Overview and Guidance

I. Purpose

Congress, under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), established the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program. The passage of the No Child Left Behind Act of 2001 significantly amended the ESEA to expand state and local accountability and flexibility and to stress the adoption of research-based practices pursuant to Title IV, Part B of the ESEA, as amended by Every Student Succeeds Act, 20 U.S.C. §§ 7171-7176 (ESSA)

The purpose of the grant is to fund community-learning centers that provide students with academic, enrichment, recreational, and social emotional support opportunities outside of regular school hours and to consistently serve the same students over a prolonged period. Centers, which can be in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development. Centers should be designed to support families by offering them educational development opportunities and providing a safe environment for students when school is not in session.

The 21st CCLC program aims to achieve the following goals:

- provide opportunities for academic enrichment, including homework help and tutorial services to students, particularly those who attend schools with a demonstrated need for services, to meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs, and activities, such as: youth development activities; drug, violence, and pregnancy prevention programs; counseling; project-based learning; art, music, technology education programs; service learning; character education and recreation programs that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development, such as: adult development activities, family activities, opportunities for governance and leadership involvement, and participation in school and program events.

II. Eligible Applicants, Lead Applicant Requirements, Lead Partner Applicant Requirements and Subcontractor/Vendor Guideline

Eligible Applicants

Eligible applicants must serve schools where at least 40 percent of students are eligible to receive free or reduced-price meals. If a school's data have changed due to school closings and/or redistricting, the Connecticut State Department of Education (CSDE) reserves the right to award or deny eligibility.

The following entities are eligible to apply as a lead applicant:

- all local educational agencies (LEAs), endowed academies, charter and magnet schools;
- Regional Educational Service Centers (RESCs) applying on behalf of LEAs; and
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other public or private organizations in partnership with a local school or school district.

Applications submitted by LEAs must provide a detailed explanation of partnership with at least one partner applicant, with either entity acting as the lead partner. CSDE is open to receiving applications with varied configurations between CBOs, LEAs, and partners. Applications submitted by RESCs on behalf of LEAs or magnet schools, or by CBOs, must explicitly mention their intended or existing partnership with a local school or school district in their proposal. Applicants are strongly encouraged to create collaborative programming that has the potential to last beyond the funding cycle. Any district that needs help finding a community-based partner should contact their local RESC. For more information, please contact Shelby Pons at shelby.pons@ct.gov.

Priority Points (Section III) will be given to applicants who jointly submit by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity.

Applicants may submit more than one proposal.

LEAs or RESCs as Lead Applicant

For school districts applying as lead applicants, fiscal health and financial policies can be documented in a letter of commitment from the superintendent that states that the programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding.

CBOs or FBOs as Lead Applicant

For CBOs and FBOs applying as lead applicant, fiscal health and financial policies must be documented by providing all of the following information as attachments on the **CBO or FBO Related Documents page**:

- copy of IRS determination letter;
- organization chart;
- members of the board of directors with names and affiliations;
- organization's most recent financial statements (audited, if available) and management letter (if available); and
- organization's annual operating budget and actual income and expenses for the current fiscal year.

Lead Partner Applicant Requirements

Applicants must require the lead partner to compliance with all conditions and restrictions that apply to grant recipients under the 21st CCLC funding requirements:

- provide appropriate progress reports and financial reports to the CSDE;
- be accountable to the CSDE for how it uses 21st CCLC funds provided under the subcontract;
- follow applicable state and federal rules regarding financial management, internal controls, cost principles, and audit requirements;
- collect and provide performance data for the recipient to include in its reports to CSDE and at the end; and
- provide a letter of commitment (see Partnership & Collaboration, question #5)

All Lead applicants must upload to the related documents section:

- upload a letter of commitment from the Superintendent and each site principal (see Partnership & Collaboration, question #4);
- *Mandatory Superintendent, CBO and Principal Signature Document* (see Cover Page)

Subcontractor/Vendor Guidelines

If the Lead Applicant provides 21st CCLC funds to a partner applicant, the CSDE will consider the agreement between the recipient and the outside entity a "subcontract."

All subcontracts are subject to the terms of the CSDE grant funding source, and the grantee is held solely responsible for the performance of the subcontractor. Additionally, a copy of the CSDE-approved funding application must be provided to the subcontractor by attachment to the subcontract. The CSDE reserves the right to communicate directly with the subcontractor about the terms and conditions of the funding and details of the subcontract.

Expanded Learning Time: grantees are not eligible to use 21st CCLC award funds to support Expanded Learning Time (ELT) activities. Subgrantees are not permitted to operate community learning centers during the school day.

III. Priority Points

1. Five (5) Priority Points will be awarded to applicants who: a) Target students (and their families) who attend schools identified by the CSDE as in need of intervention and support to improve student academic achievement and other outcomes (see Eligibility school list), and b) target students who may be at risk for academic failure, dropping out of school, and the families of such students.
2. Five (5) Priority Points will be awarded to applicants who jointly submit by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity.

3. Four (4) Priority Points may be awarded to programs that enhance their proposed 21st CCLC program(s) by incorporating the LEA's existing Multi-tiered Systems of Support, aiming to enhance the social, emotional, and academic growth of each student. To earn priority points, complete section G. Optional: Multi-tiered Systems of Support (MTSS) Priority Points.

To ensure that each student receives the appropriate interventions, it is crucial to provide consistent support throughout the school day as well as in after-school programs. This can be effectively achieved by integrating MTSS in 21st CCLC programs. The collaboration on student outcomes within the MTSS framework enables intentional relationship-building between school and after-school staff, fostering a shared focus.

MTSS teams are typically composed of district and/or school-level administrators, along with representatives from a variety of roles within the school and district. Beyond the standing members, each child's problem-solving team should include staff who are engaged with the student regularly. This includes any professionals who support the student in or after-school. School administrators ensure that teams have ongoing access to effective training so that all staff members know what accurate implementation looks like and can carry out key implementation actions in schools and after-school programs.

An inclusive and supportive learning community is a place where all members of the school and district community feel accepted, valued, trusted, and cared for. Effective educational leaders focus on ensuring their schools provide a safe, predictable, and positive environment where students' social, emotional, behavioral, physical, and academic needs are met. The MTSS framework can assist educational leaders in aligning and integrating MTSS to 21st CCLC programs. Specifically, empowering the MTSS team to include 21st CCLC staff as team members would ensure the after-school community is reflective and inclusive of the cultures and languages in the school's community and that school norms support a respectful and caring learning environment both during the school day and in after-school programs.

The role of schools and after-school programs in addressing societal, community, family, and student needs has expanded dramatically over the last decade. In addition to ensuring all students meet increasingly rigorous academic standards, both school and after-school programs are asked to reduce school bullying, improve overall school climate, support student and staff mental health needs, prevent school dropout, and prevent or reduce disproportionality.

Schools and communities must work collectively to support students and assist with both academic and non-academic barriers to learning. MTSS focuses on enhancing the social, emotional, and mental well-being of students, while also fostering their engagement and academic achievements. It is important for school-day and after-school staff to work together, using student-centered interventions and services. For example:

- use experiential or "hands-on" learning;
- offer activities in small groups; and
- provide students with access to various forms of media.

Working together to offer experiences like these can assist students in understanding academic material and acquiring new abilities. Research has repeatedly indicated that adoption of a multi-tiered approach can be an effective means of supporting students both academically and behaviorally, with favorable outcomes including improved academic achievement, decreases in referrals and eligibility for special education services, reduced disruptive behavior, increased school safety, improved teacher climate and self-efficacy and increased social competence and emotional regulation in students.

IV. 21st CCLC Grant Award and After-school Program Dosage Requirements

21st CCLC Grant Awards

Awards under the 21st CCLC program will range from \$50,000 to \$250,000 per year for a period of up to three (3) years. The number and size of awards will depend on the availability of federal funds, with efforts made to distribute funds equitably across different geographic areas within the state.

To ensure sufficient resources to operate high-quality programs, awards will not be made for less than \$50,000 annually. Applications requesting more than \$250,000 without the required in-kind contribution documentation included on the Cover Page will be deemed ineligible and will not be reviewed.

Programs proposing to provide student transportation must include the estimated cost per bus in the total funding request. The total request, inclusive of transportation costs, may not exceed the \$250,000 maximum annual award. A formal cost estimate from the transportation provider must be uploaded with the application, as specified on the Cover Page.

At least 75 percent of the requested funds must be used to support direct services to students and families, including staff who provide academic and enrichment opportunities, program supplies, educational experiences, and transportation for students to travel safely to and from the program. No more than 25 percent of the requested amount may be used for administrative expenses, and indirect costs are not allowed. Funds must be used to provide direct services and support the administration of the grant, as this is not a planning grant.

Programs must start operating as described in the approved application once they are notified of the award. Subgrantees should be ready to begin providing services according to the proposed timeline, even if there is a delay in receiving grant funds.

Programs must allocate 2 percent of annual grant funds for statewide evaluation, professional learning, database management, technical assistance, and quality advising. This must be included in the proposed budget.

Programs are required to use the Grant Award Calculation Chart to determine the correct year-one grant calculation.

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| 21st CCLC Grant Award Calculation Chart |
| \$18 per student per day of operation. |
| Calculation: \$18 per target number of students x days of program operation = 21st CCLC Grant Award |
| After School Program Example: 50 students for 120 days during school year \$18 x 50 students = \$900 x 120 Days = \$108,000 30 students for 20 days during summer \$18 x 30 students = \$540 x 20 Days = \$10,800 Total Year One 21st CCLC Grant Award Calculation: \$118,800 |

Transportation:

50 students use 2 busses home for 120 days

2 busses = \$90/day

\$90/day for 120 days = \$10,800

Total Year One 21st CCLC Grant Award with Transportation = \$128,800

Minimum Dosage Requirements

The 21st CCLC grant application is highly competitive, and applications that exceed minimum requirements may receive higher scores. Grant funds cannot be used for drop-in programs; programs must consistently serve the same group of students. For example, if the target is 50 students, the program should aim to serve these same 50 students each day it operates.

To qualify for funding, programs must meet these minimum requirements:

- Weeks of programming: At least 25 weeks per school year

Days and hours of operation:

- Elementary School: 4 days/week, 2.5 hours/day (minimum 100 days open)
- Middle/High School: 3 days/week, 2 hours/day (minimum 75 days open)
- Staff-to-student ratio: 1:15 (1:10 for Kindergarten and Pre-K)

Optional programs:

- Summer program (minimum 20 days)
- Before-school, Saturday, or non-summer, vacation programming

High School Applicants

High School applications have a maximum target of 50 students per site.

V. Program Income

Program income may be generated through fundraising activities or, in limited circumstances, through participant fees.

Fundraising

All programs are eligible to generate program income through fundraising activities, which may include events such as car washes, merchandise sales, or other initiatives designed to raise funds in support of your program. Requests for fundraising income are generally approved, provided they meet federal and state requirements.

Participation Fees

Section 4204(b)(2)(F) of the ESEA states that a 21st CCLC program must target students who primarily attend schools eligible to operate a schoolwide program, meaning schools with a poverty rate of at least 40 percent. Therefore, under the U.S. Department of Education's 21st CCLC Non-Regulatory Guidance, charging participant fees to generate program income is generally not allowable because 21st CCLC programs are intended to serve low-income students.

Beginning with the U.S. Department of Education's September 2024 issuance of the updated 21st CCLC Non-Regulatory Guidance, requests to charge participant fees are no longer allowable unless the fees are required by another coordinated federal grant program, such as the Child Care and Development Fund (CCDF).

Programs approved to charge participant fees prior to September 2024 may continue operating under their previously approved terms through the end of their current grant period; however, if a renewability award is granted, it will not include approval to charge participant fees. All requests to charge participant fees submitted after September 2024 require the CSDE to submit the request to the U.S. Department of Education (USDE) for review, and fees may not be charged unless the applicant receives prior written approval from the USDE.

Any approved program income activity must comply with all U.S. Department of Education (USDE) and Connecticut State Department of Education (CSDE) requirements. All program income generated must be used solely for approved 21st CCLC program expenses and must be tracked and reported in accordance with federal and state requirements.

If approved, the participation fee must guarantee that afterschool enrollment reflects the free/reduced lunch demographics of the school(s) named in the grant application. For example, if a program received a grant to support students who attend a school where 65 percent are eligible for free or reduced-price meals, at least 65 percent of the afterschool program enrollment must consist of students who qualify for these meals.

Eligible applicants must apply annually and establish an enrollment process that clearly communicates to all families that no child will be turned away due to inability to pay. All program materials must include the statement: "No student will be turned away from participating in the 21st CCLC program due to an inability to pay." In addition, students

who are eligible for free and reduced-price meals must be enrolled first, with no expectation of paying a fee.

Participation fees must not prevent any student from participating. Programs must provide parents with a discreet option during registration to indicate that they are unable to pay and may not request proof of financial need.

For programs using an online enrollment system, a credit card cannot be required to enroll, nor can families be asked to provide proof of income. The participation fee cannot serve as a barrier to student participation, and programs may not assess late fees or chase payment. If, at any point, a family indicates that the fee is a barrier, or if a student's attendance drops when payment is due or becomes late, the fee must be waived immediately. In such cases, the program must notify the family that the fee has been waived to ensure the student maintains full access to the program.

Fee Structure for Approved Grantees

- The maximum participation fee for a single student eligible for free or reduced-price meals is \$5 per week.
- The maximum participation fee for a single student not eligible for free or reduced-price meals is \$15 per week.
- Programs must have a written policy that provides reduced fees for additional students from the same family.

Application to Generate Program Income

Applicants seeking to generate program income through fundraising or participation fees must complete an application linked in Section C. Program Elements, Question #12.

Annual Review and Monitoring:

Programs must agree to additional fiscal monitoring and reporting to ensure the proper use of funds and compliance with CSDE and federal policies. If the Program Income application is approved, it will be the responsibility of the program to provide the following documentation:

- Projected Program Income Budget and expenditure reports throughout the year;
- Separate account for generated program fee income;
- Program Income Expenditure Report three times a year.

CSDE reserves the authority to deny or revoke approval at any time if program income activities are found to be inconsistent with applicable state or federal regulations or if guidelines are not properly followed.

In addition, applications must be submitted annually at the beginning of each funding year. Written approval from CSDE is required before generating any program income to ensure that all activities align with federal and state guidelines.

VI. Renewability

Section 4204(j) of the ESSA authorizes the CSDE to renew grants awarded to eligible entities under ESSA, based on the eligible entity's performance during the preceding grant period.

The 21st CCLC original grant award term is three years. Following the initial award, subsequent award years will be contingent upon: (1) availability of funding from the specific funding authority; (2) satisfactory performance by the grantee as evaluated by CSDE, and (3) compliance with all grant requirements and meeting all conditions set forth within the 21st CCLC Request For Proposal (RFP). Successful grantees will have the opportunity one time to apply for renewability for a period not to exceed the duration of the original grant award period or three years. Renewability will be based upon continued availability of funds from the United States Department of Education and satisfactory performance of the grantee in the previous years.

Renewability Process

Renewability criteria is contingent upon 21st CCLC risk assessment indicators (i.e., Program Administration, Fiscal Requirements, Compliance, Surveys and Assessments, Transact Submission Requirements, Sites, Revision Request, Evaluation, and Program Leadership and staff)

To be eligible for renewal of an additional three years of funding, grantees must submit a budget along with an administrative and programmatic plan outlining the extended three-year funding period. The budget must reflect 21st CCLC Budget Requirements and Allowable Costs (see Budget Guidance and Overview).

The scope of programming should reflect the original grant application. Grantees that receive renewals must continue to serve the same population and equal number of youth.

CSDE will initiate the renewability process in year two of the funding period. Below are performance requirements for renewability:

| Requirement | Renewability Indicators |
|-------------------------|---|
| Program Administration | <ul style="list-style-type: none"> • All programs must begin and end on the dates specified in the RFP. The program start date may vary by no more than five (5) days, excluding school cancellations, and the grantee must notify CSDE of any late start. No changes are allowed for the program end date. • A minimum of 80 percent of the target population must meet at least 80 percent of the required minimum per-pupil program hours. |
| Fiscal Requirements | <ul style="list-style-type: none"> • Budget Accuracy and Compliance: Programs must maintain an accurate budget in full compliance with established budgetary and allowable cost guidelines. • All expenditures must be clearly identified and classified as either administrative or direct service expenses, in accordance with allocation requirements: <ul style="list-style-type: none"> ○ A maximum of 25 percent administrative ○ A minimum of 75 percent direct service ○ A minimum of 5 percent family engagement • Budget Submission and Approval: The budget must be entered into the required system (EGMS) and receive formal approval within the specified time period (30 days) outlined in the grant terms. • Timely Use of Funds: All awarded funds must be fully expended within the fiscal period (July 1st - September 30th). |
| Compliance | <ul style="list-style-type: none"> • If, during the grant cycle, programs are required to participate in a compliance meeting with the Connecticut State Department of Education (CSDE) due to noncompliance, the grant will not be eligible for renewal. |
| Surveys and Assessments | <ul style="list-style-type: none"> • Strengths and Difficulties Questionnaire (SDQ): A minimum of 60 percent of the target number of |

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| | <p>students must complete the pre- and post-surveys by the designated annual deadline.</p> <ul style="list-style-type: none"> • End-of-Year Survey: This survey must be completed and submitted by the designated annual deadline. • Assessment of Program Practices Tool (APT): This tool must be completed and submitted by the designated annual deadline. • Smart Goal Annual Assessment This assessment must be completed and submitted by the designated annual deadline. |
| <p>TransACT Submission Requirements</p> | <ul style="list-style-type: none"> • Student Demographics: Must be entered in accordance with all established annual deadlines, which include SASIDs, gender, limited English proficiency (LEP), ethnicity, special education status (SpEd), grade, school, and lunch status. • Attendance Data: All TransACT attendance data must be entered and submitted in compliance with the Connecticut State Department of Education (CSDE) monthly deadlines. If there is more than one month with inaccurate or missing data per year, the grant will be rendered ineligible for renewal. • Federal Teacher Surveys (Grades K–5) and GPA Data (Middle and High School): A minimum of 80 percent of Federal Teacher Surveys and/or GPA data (current and prior year) must be collected and entered into the system by the established end-of-year deadlines. |
| <p>Sites</p> | <ul style="list-style-type: none"> • For programs, encompassing multiple sites listed in the grant award, noncompliance at one or more sites will render the grant ineligible for renewal. • If any existing site within the grant is no longer eligible for 21st CCLC funds, the grant is ineligible for renewability. • Sites already funded under another 21st CCLC project are not eligible for renewal. |

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| Revision Request | <ul style="list-style-type: none"> Any submitted revision request that results in a reduction of program dosage, including but not limited to program days, hours of operation, student grade levels served, or target enrollment numbers, will render the grant ineligible for renewal. Any revision request that terminates the contractual agreement with the lead partner listed in the grant or eliminates transportation offerings will render the grant ineligible for renewal. |
| Evaluation | <ul style="list-style-type: none"> Each program is required to conduct at least one evaluation during the three-year cycle to assess progress toward providing high-quality academic enrichment opportunities and supporting overall student success. |
| Program Leadership and Staff | <ul style="list-style-type: none"> The leadership team and staff are required to participate in annual orientation, in-service training, and staff evaluations. |

Based on the renewability criteria outlined above, if approved for a 21st CCLC grant, LEA/CBO and the Partnering Agency must ensure that your proposed program plan is executed with fidelity before the first day of programming for the 2026-2027 grant cycle. In addition, LEA/CBO and the Partnering Agency will maintain high-quality programming and be eligible for renewability on and after the first day of programming.

If the 21st CCLC grant is renewed for another three years, grantees must allocate 2 percent each year to cover the statewide evaluation, professional learning, database management, technical assistance, and quality advising services for the remainder of the grant cycle.

VII. Eligible Activities

Each eligible organization that receives an award must provide homework help. Homework help is mandatory for Elementary School programs and must be available for Middle School and High School programs. The homework help staff in elementary programs are expected to circulate and provide students with the necessary resources and assistance to support homework completion. In addition, programs will use the funds to carry out a broad array of

before- and after-school activities (including summer recess periods and school vacations) that advance student achievement, including:

- educational activities and academic enrichment learning programs;
- science, technology, engineering, and/or mathematics (STEM) activities;
- arts and music education activities;
- skills training;
- entrepreneurial education programs;
- tutoring services and mentoring programs;
- High-Dose Tutoring (HDT) research-based, effective strategy to accelerate learning and provide equity in accessing tutoring for all students.
- activities for English Learners (EL)/Multilingual Learners (ML) students that emphasize language skills and academic achievement;
- health and wellness activities;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote family engagement and family literacy skills;
- assistance to students who have been chronically absent, truant, or suspended;
- drug, violence, and pregnancy prevention programs, counseling programs, and character education programs;
- service-learning activities;
- global education and world languages;
- college and career readiness activities, including Federal Student Aid-Financial training, mentoring programs and internships;
- credit completion and recovery programs;
- student internship programs;
- driver's education and
- life skills courses.

Family Engagement

Family engagement is a key part of 21st CCLC programs and plays an important role in supporting students' learning, development, and well-being. It involves a collaborative partnership between families, educators, program staff, and community organizations. Effective family engagement is a shared responsibility, where programs reach out to families in meaningful ways and families actively support their children. It focuses on building trust and respect, sharing information about student progress, honoring home cultures, and connecting activities to program or school improvement goals.

Family Involvement vs. Family Engagement

21st CCLC programs are expected to move beyond traditional family involvement toward meaningful family engagement.

Family Involvement typically includes:

- One-way communication initiated by program staff
- Program-led events such as family nights, talent shows, or open houses
- Informing families about program activities

Family Engagement includes:

- Two-way communication between program staff and families
- Ongoing interactions with families and community partners
- Inviting family input in program planning and decision-making

Program Expectations

Applicants must:

- Demonstrate a commitment to meaningful family engagement
- Allocate at least 5 percent of grant funds to family engagement activities

Programs should implement strategies such as:

- Regular communication with families about student progress and program activities
- Shared learning opportunities for families and students, including literacy, STEM, arts, and enrichment activities
- Family participation in program planning, feedback, and decision-making
- Activities that support college and career awareness
- Connecting families with community resources and supports

Applicants should explain how family engagement activities will:

- Provide meaningful opportunities for families to participate in their children's learning and development
- Support communication and collaboration between families, program staff, and school personnel
- Be ongoing, culturally responsive, and sustained throughout the program year to meet the needs of participating families

Field Trips, One-Day Events, and workshops.

Educational field trips are an allowable use of 21st CCLC funds. Field trips are defined as any activity in which students leave the program site, whether by provided transportation or by walking. Field trips must be connected to academic or enrichment programming and provide an educational experience that supports students' academic growth. Field trips must be designed specifically for students enrolled in the 21st CCLC program and, when relevant, their families.

Beginning March 1, 2026, all subgrantees must obtain prior approval for any 21st CCLC funded field trips. Approval must be obtained before the trip is scheduled, advertised, or implemented. Costs incurred without approval may be disallowed. See [21st CCLC Field Trip Guidance](#) for more information.

Requirements Field Trips:

- Must have a direct, documented connection to academic or enrichment programming and provide an educational experience that supports students' academic growth.
- Primarily focused on entertainment (e.g., amusement parks or professional or collegiate sporting events) will not be approved unless they incorporate a clearly defined academic or enrichment component. A plan must be submitted and include a detailed lesson plan outlining the educational objectives and activities.
- Must align with allowable program activities and the approved program budget.
- Must support students enrolled in the 21st CCLC program and, when relevant, their families.
- Must not interfere with the program's ability to meet required student participation levels, or the number of days and hours of operation outlined in the awarded grant.

The primary purpose of the 21st CCLC program is to prioritize the use of funds for activities and programming that occur over multiple weeks and provide sustained, meaningful benefits to students. Accordingly, one-day events, and workshops, should not serve as the central focus of program design. These activities should be incorporated sparingly and budgeted judiciously, ensuring they remain reasonable in scope. When included, they must be intentionally connected to learning and reinforce the skills and content students are developing through the core program. All such activities should directly support the program's academic and student achievement goals rather than stand alone as isolated experiences.

VIII Students with Disabilities

All 21st CCLC programs must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004.

Inclusive Practices: Eligible students with disabilities must be able to participate in 21st CCLC programming, and programs must work to ensure that barriers to participation are addressed. Programs must make reasonable modifications to policies, practices, and procedures to support participation of qualified students with disabilities.

Federal law is designed to protect the rights of individuals with disabilities in programs and activities that receive any federal assistance. Entities that operate a 21st CCLC program must:

- Provide reasonable accommodations as required by law and regulations to enable a child with a disability to participate in programming.
- Provide instances where a student's individualized education program (IEP) requires participation in the 21st CCLC program, provide supplementary aids, modifications, and support determined appropriate and necessary (by the IEP team) to afford the child an equal opportunity to participate in the program.
- The supplementary aids, modifications, and support must be provided at no cost to the child's family, and the entities that operate a 21st CCLC program and the LEA must collaborate to support implementation.

More information, refer to [Children with Disabilities and Participation in 21st Century Community Learning Center Funded Programs](#) document.

IX. Funding History and Experience

This section is for applicants who have a funding history with the Grant. Applicants can lose up to 6 points in this section based on past performance. The CSDE program manager will assess the most recent year's performance data for any applicant who has received or is receiving CCLC funding since 2016.

Assessment will be based on the following questions:

1. Did the applicant operate according to the grant proposal or approved revised plan, including the number of weeks, days, and hours that services were provided?
2. Did the applicant serve the number of students targeted in the grant proposal or approved change request?
3. Did the applicant meet goals for participant attendance expectations?
4. Has the applicant consistently managed its budget and used funds in accordance with grant requirements?

5. Has the applicant reliably submitted required data, surveys, and assessments on time?
6. Has the applicant maintained quality and compliance across all sites and program activities, including staff training and evaluations to support student success?

These questions provide a comprehensive assessment of the applicant's past performance, including program operations, student outcomes, financial management, reporting compliance, and overall program quality.

X. Data Collection, Evaluation, Quality Improvement, Monitoring and Professional Learning

Data Collection

A funded applicant must commit to submission of program and student data for Monthly Attendance Reports by the seventh day of each month of programming. The data to be collected will include:

1. Program data:
 - a. site information;
 - b. details of activities offered (e.g. start and end dates, type of activity);
 - c. teacher surveys; and
 - d. staff information.
2. Student data:
 - a. SASID information;
 - b. student demographics;
 - c. program attendance;
 - d. school attendance; and
 - e. student surveys.

Programs must designate a staff member for data entry. Identified staff must attend database training and address data issues by required deadlines.

Programs that do not meet attendance requirements are subject to a decrease in funding or termination of funding.

Evaluation

- Grantees must meet the following requirements annually by June 30:

- Enter and certify all required attendance data in the TransACT AS21 System.
- Complete and submit Federal Teacher Surveys (elementary schools only) in the TransACT AS21 System.
- Complete the End-of-Year Survey to demonstrate progress toward program objectives and address performance indicators of a quality after-school program.
- Sign and submit the End-of-Year Assurance Form.
- Complete the APT Self-Assessment Report by January 31 annually.
- All 21st CCLC programs must create and maintain a digital evidence binder for each site, housed in Google Drive and shared with Quality Advisors and the CSDE. The binder must include documentation that addresses all indicators in the 21st CCLC Monitoring Tool, which are required based on Federal guidance. Monitoring will vary annually, and each site will receive a comprehensive review at least once during the three-year cycle.
- Administer the Strengths and Difficulties Questionnaire (SDQ) bi-annually to assess social and emotional skill development.
- Conduct the SMART Goal Annual Assessment to measure progress toward program goals and set new goals based on findings.

Quality Improvement and Monitoring

Programs must participate in a designated quality improvement process with the CSDE and subcontracted providers. Each 21st CCLC program will be monitored annually using a risk assessment tool that aligns with Federal and State guidelines. Each program will receive an individualized monitoring and technical assistance plan. This plan may require additional training, meetings, conference calls, scheduled site visits for program observation and feedback and interviews with administrators, staff, families and students.

Programs must submit a revision request application and receive prior approval from the CSDE Program Manager before any changes are made that differ substantially from what is presented in the grant application.

Professional Learning

21st CCLC required trainings and professional development include:

New Grantee Orientation for an overview of 21st CCLC policies and procedures (year one of grant funding cycle, minimum of two staff and fiscal officer);

Directors Meeting at the beginning of each year to review any updates to 21st CCLC policies and procedures;

21st CCLC Networking Meetings for relevant professional development and networking opportunities (two annually, minimum of two staff);

Assessment of Program Practices Tool (APT) for expectations of program quality and assessment (two trainings offered annually, new directors and coordinators must complete training);

TransACT AS21 User Training for entering program and attendance information for State and Federal reporting (training offered annually, recording and timed agenda will be made available, two staff complete training).

XI. Licensing Requirement

Please note that programs that plan to serve school-age students through this funding opportunity are obligated to meet child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. All applicants must provide the requested assurance on the Grant Cover Page of this application, or a copy of their current license. For licensing information, please see: <https://www.ctoec.org/licensing/> or contact the Connecticut Office of Early Childhood at (860) 500-4450 for more information.

XII. Components of a High-Quality After-School Program

Based on research from the University of Connecticut, the Harvard Family Research Project, and the Institute of Education Sciences (IES), this framework reflects a synthesis of commonly identified characteristics of high-quality after-school programs, including prepared staff, intentional programming, alignment with the school day, active youth engagement, strong partnerships, safe and supportive environments, consistent participation, and ongoing assessment and improvement.¹²³

¹ **Source:** Palmer, K. L., Anderson, S. A., & Sabatelli, R. M. (2009). *How is the after-school field defining program quality?* *After-school Matters*, 8, 1–12.

² **Source:** Little, P. M. D., Wimer, C., & Weiss, H. B. (2008). *After-school programs in the 21st century: Their potential and what it takes to achieve it.* *Issues and Opportunities in Out-of-School Time Evaluation*, 10, 1–12. Retrieved from <http://www.hfrp.org/content/download/2916/84011/file/OSTissuebrief10.pdf>

³ **Source:** Beckett, M., et al. (2009). *Structuring out-of-school time to improve academic achievement: A*

practice guide. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

XIII. Management Control of the Program

The grantee has complete management responsibility for this grant. While the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

XIV. Review Process, Criteria, and Grant Award Decisions

Review Process

The CSDE will convene a panel to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award. The Connecticut State Department of Education will notify all applicants in writing by providing a list of successful applicants.

Criteria

Each application will be rated according to the criteria provided within the 21st CCLC Scoring rubric referenced on the cover page. The rubrics ensure the likelihood that a proposed 21st CCLC will help program participants meet 21st CCLC requirements.

Grant Award Decisions

The CSDE reserves the right to award in part, to reject a proposal, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet federal requirements or the State Board of Education's priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. All awards are subject to availability of federal funds. Grants are not final until award letters are executed. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XV. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements, as set forth in Connecticut General Statutes Sections 4a-60

and 4a-60a and Sections 4a-68j-l *et seq.* of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner, and in such time, as may be prescribed by the Commission on Human Rights and Opportunities.

Branding: When promoting activities funded by the Nita M. Lowey 21st Century Community Learning Centers program, the 21st CCLC logo must be incorporated into the branding (e.g., on fliers, brochures, newsletters, registration forms, websites, and other 21st Century program printed materials). CSDE will provide subgrantees with the proper logo to use upon funding.

XVI. Office of Elementary and Secondary Education; Title IV 21st Century Schools Assurance

For the duration of the grant, applicants must guarantee the below statutes to remain congruent with Federal and CSDE 21st CCLC assurances.

1. The program will take place in a safe and easily accessible facility § 4204(b)(2)(A)(i).
2. The program gives timely notice of intent to apply to the community and that the application and any waiver request will be available for public review after submission of the application § 4204(b)(2)(L).
3. The program targets students who primarily attend schools eligible for schoolwide programs and their families § 4204(b)(2)(F).
4. The program is developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities § 4204(b)(2)(D)(i).
5. The program is in alignment with the Connecticut State academic standards and any local standards § 4204(b)(2)(D)(ii).

XVII. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act (FOIA), Connecticut General Statutes Sections 1-200 *et seq.* The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

XVIII. Annie E. Casey Foundation

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- a. The collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE.
- b. The proposal or application submitted provides information detailing the activities that assure priority access to services to children, youth and families referred by the collaborative oversight entity.
- c. The applicant shall designate someone to act as liaison for the referral process.

XIX. Application Deadline

The online application must be in the LEA Superintendent Approved status by _____, 2026 at 4:00 pm. For non-LEA organizations, LEA Superintendent refers to the person with authority to approve and submit an application to the Connecticut Department of Education. No Extensions Shall Be Granted.

Budget Guidance and Instructions

Applicants must submit a clear, accurate budget aligned with 21st CCLC guidelines and [Allowable Cost Guidelines](#). All expenses must be reasonable, necessary, and directly support program implementation. The budget narrative must justify each cost and demonstrate alignment with the proposed program design.

The approved application serves as the contract with the Connecticut State Department of Education, and only the costs listed and approved in the application may be charged to the grant. When completing the budget in eGMS, select Purpose Code 01 – 21st CCLC.

Budget Narrative Guidelines

- All program costs must be clearly labeled as administrative or direct service, and the budget narrative must include detailed calculations to explain each expense and support proper classification.
- Applicants must list all administrative and direct service staff, explain their responsibilities, and show how many hours per day, per week, and weeks per year each position supports the 21st CCLC program. If a staff position includes both administrative and direct service duties, the percentage of time and related costs for each must be clearly documented.
- Only expenses that directly support the 21st CCLC grant program are allowed.

- Applications in which administrative costs exceed 25 percent of the total requested amount will be considered non-compliant and will not be eligible for funding.
- Applications in which direct service costs are less than 75 percent of the total requested amount will be considered non-compliant and will not be eligible for funding.

Administrative Expenses

Administrative expenses support overall program management, operations, and oversight rather than direct student instruction.

Examples of Administrative Expenses:

- Staff
- Hiring, supervising, and evaluating program staff
- Training and professional development for program personnel
- Scheduling and coordinating program activities
- Alignment of curriculum with school-day learning goals and grant objectives
- Communication with families, school-day staff, and community partners
- Compliance monitoring, data collection, and required grant reporting
- 2% for CREC data license and evaluation
- Overall program oversight and fiscal management

Administrative staff:

Applicants should review detailed guidance on staffing requirements and roles for 21st CCLC programming in Section D: Staffing Structure.

If an existing LEA or CBO staff member assumes additional duties for the 21st CCLC program, a proportional share of their salary may be charged to the grant, provided the time and responsibilities dedicated is clearly documented in the Administrative Staffing Chart and Budget Narrative.

Salaries for top-level administrators (e.g., superintendent, CFO, CEO) may not be charged to the grant and are considered in-kind. Charging these positions to 21st CCLC funds constitutes supplanting and is not permitted.

Budget Narrative Example – Program Coordinator (Administrative)

Program Coordinator provides overall program oversight, staff supervision, scheduling, compliance monitoring, and coordination with school-day staff to ensure program goals and grant requirements are met.

| Narrative Description |
|--|
| <p>Program Coordinator Salary: \$50/hour × 10 hours/week × 30 weeks = \$15,000 Fringe (30%) = \$4,500 Total Administrative Expense = \$19,500 Category: Administrative Expense</p> |

Direct Service Expenses

Direct service expenses support direct student instruction, enrichment, and engagement activities during out of school hours. These costs must be directly tied to services provided to students and families.

Examples of Direct Service expenses:

- Certified teachers
- Tutors and academic coaches
- Enrichment instructors
- Youth interns
- Supplies and materials used in student activities or instruction
- Educational technology or software that supports learning
- Family engagement activities
- Field trips
- Transportation for students participating in program activities
- Security for students
- Additional expense for cleaning direct service spaces
- Professional development for staff providing direct services
- Incentives or recognition items for student participation and achievement
- Contracted providers delivering direct programming
- Snacks or meals provided to students during program hours

Budget Narrative Example – Certified Teacher – (Direct Service)

Certified teachers provide targeted academic support to students during 21st CCLC program hours, aligned with school-day learning, to improve performance in reading, math, and other core subjects.

| Narrative Description |
|--|
| <p>Certified Teacher Salary: \$40/hour × 5 hours/week × 30 weeks = \$6,000 Fringe (30%) = \$1,800 Total Direct Service Expense = \$7,800 Category: Direct Service Expense</p> |

Budget Narrative Example: Certified Teacher – Administrative & Direct Service Blended Position

The certified teacher allocates 25% of time (2.5 hours/week) to administrative duties, such as organizing family nights and collaborating with school-day teachers. In addition, the certified teachers allocate 75% of time (7.5 hours/week) to direct student services, including daily homework support and small-group literacy and math instruction.

| Narrative Description |
|--|
| <p>Certified Teacher Total salary: \$50/hour × 10 hours/week × 30 weeks = \$15,000 Fringe (30%): \$4,500 Total Cost: \$19,500 Category: Administrative portion: \$4,875, Direct service portion: \$14,625</p> |

Budget Amount Guidance

1. Applicants must use the Grant Award Calculation Chart to determine the correct year-one grant calculation.

| 21st CCLC Grant Award Calculation Chart |
|--|
| \$18 per student per day of operation. |
| Calculation: \$18 per target number of students x days of program operation = 21st CCLC Grant Award |

After School Program Example:

50 students for 120 days during school year

$\$18 \times 50 \text{ students} = \$900 \times 120 \text{ Days} = \$108,000$

30 students for 20 days during summer

$\$18 \times 30 \text{ students} = \$540 \times 20 \text{ Days} = \$10,800$

Total Year One 21st CCLC Grant Award Calculation: \$118,800

Transportation:

50 students use 2 busses home for 120 days

2 busses = \$90/day

$\$90/\text{day for 120 days} = \$10,800$

Total Year One 21st CCLC Grant Award with Transportation: \$128,800

2. Range of 21st CCLC Grant Awards

21st CCLC awards range from \$50,000 to \$250,000 per year for three years. Grants below \$50,000 will not be funded to ensure program quality. Applications requesting more than \$250,000 without the required in-kind contribution documentation included on the Cover Page will be deemed ineligible and will not be reviewed.

Programs that include transportation must add the estimated cost per bus to their total request, without exceeding the \$250,000 maximum award. A bus company cost estimate must be uploaded with the application, as indicated on the Cover Page.

3. Field Trips, One-Day Events, and workshops.

Educational field trips are an allowable use of 21st CCLC funds. Field trips are defined as any activity in which students leave the program site, whether by provided transportation or by walking. Field trips must be connected to academic or enrichment programming and provide an educational experience that supports students' academic growth. Field trips must be designed specifically for students enrolled in the 21st CCLC program and, when relevant, their families.

Beginning March 1, 2026, all subgrantees must obtain prior approval for any 21st CCLC funded field trips. Approval must be obtained before the trip is scheduled, advertised, or implemented. Costs incurred without approval may be disallowed. See [21st CCLC Field Trip Guidance](#) for more information.

Requirements

- Field trips must have a direct, documented connection to academic or enrichment programming and provide an educational experience that supports students' academic growth.
- Field trips primarily focused on entertainment (e.g., amusement parks or professional or collegiate sporting events) will not be approved unless they incorporate a clearly defined academic or enrichment component. A plan must be submitted and include a detailed lesson plan outlining the educational objectives and activities.
- Field trips must align with allowable program activities and the approved program budget.
- Field trips must support students enrolled in the 21st CCLC program and, when relevant, their families.
- Field trips must not interfere with the program's ability to meet required student participation levels or the number of days and hours of operation outlined in the awarded grant.

The primary purpose of the 21st CCLC program is to prioritize the use of funds for activities and programming that occur over multiple weeks and provide sustained, meaningful benefits to students. Accordingly, one-day events, and workshops, should not serve as the central focus of program design. These activities should be incorporated sparingly and budgeted judiciously, ensuring they remain reasonable in scope. When included, they must be intentionally connected to learning and reinforce the skills and content students are developing through the core program. All such activities should directly support the program's academic and student achievement goals rather than stand alone as isolated experiences.

4. Indirect Costs

21st CCLC grant funds may not be used to cover general administrative expenses, overhead, or any costs that are not a direct result of operating the program. All expenses must directly support the program design. Using grant funds for indirect costs reduces the amount of funding available for directly serving students and carrying out program activities.

5. Use of Grant Funds for Staff

Grant-funded staffing must align with the program schedule for both direct service and administrative staff. For example, if a program operates two hours per day, three days

per week, for thirty-two weeks, the grant may not be charged for staff working eight hours per day, five days per week, for fifty- two weeks.

Administrative staff may perform grant-related duties outside of program hours; however, staffing levels and total hours should reasonably reflect the program's operating period, including reasonable time for preparation, required reporting, and mandatory meetings with the CSDE.

This funding is intended to support the direct implementation of program activities and is not a planning grant. All proposed expenses must directly support the implementation and operation of the funded program.

6. Subcontracted Partners

Applicants must provide a copy of the approved funding application to each subcontracted partner, submit copies of all executed subcontracts to the 21st CCLC grant contact at CSDE, detail all subcontracted costs in the Budget and Budget narrative under Other Purchased Services, and itemize and label each expense as either Administrative or Direct Service.

When calculating the total Administrative and Direct Service costs for the grant, include all subcontracted amounts and ensure that no more than 25 percent of the total award is allocated to administrative costs and at least 75 percent is allocated to Direct Service costs.

Administrative costs must be directly related to the funded services and may not supplant or replace existing costs of the subcontracted partner. CSDE may communicate directly with subcontracted partners regarding the terms, conditions, and implementation of the grant.

Subcontracted Partner Example:

Community Tutoring Agency – Direct Service: \$8,100 for after-school tutoring, two hours per day, three days per week, for 30 weeks at \$45 per hour. Administrative: \$2,700 for program administration, including hiring, training, and supervision of tutors.

7. No less than 75 percent of the overall budget can be allocated to direct services, contracted supports, transportation, and supplies.

8. No more than 25 percent of the overall budget can be allocated to administrative services; this is inclusive of any administrative activities (salaries, benefits, supplies, equipment, mileage, etc.).

9. No more than 25 percent of the overall budget can be allocated to transportation

10. There is no specific cap on program supply expenses; however, all supply costs must be necessary, reasonable, and directly aligned with the scope of the program described in the application. As a general guideline, many applicants allocate approximately 10 percent of the grant to program supplies. Supplies of significant value (e.g., laptops, iPads, or other durable equipment) must be purchased in the first year of the grant and used to support the program for the duration of the three-year funding period.

11. Applicants must allocate 2 percent of grant funds to Capitol Region Education Council (CREC) annually to cover the statewide evaluation, professional learning, database management, technical assistance, and quality advising services for the grant cycle. CREC supports a contract with the University of Connecticut to meet the evaluation requirements associated with this funding. This is considered an administrative cost.

12. An independent program evaluation is not required. Applicants who choose to include the cost of an independent evaluation must provide justification demonstrating that the expense is necessary and reasonable.

12. A minimum of 5 percent of the overall budget must be allocated to support family engagement.

14. 21st CCLC funds cannot be used to supplant or replace existing funding for staff, programs, or services.

15. Applicants writing to serve schools where at least 50 percent of the student population receives free or reduced-price meals, are eligible to participate in the Child and Adult Care Food Program (CACFP) to offer reimbursable snacks and/or supper options after-school. Programs must use this reimbursement process, if eligible, instead of using grant funds.

16. This is not a planning grant. Some administrative planning is necessary to properly staff the program, train staff, and align curriculum and activities to student needs. Most grant funds should support staff providing direct academic and enrichment

opportunities, as well as program supplies and educational experiences during program hours.

17. Existing LEA or CBO leadership positions with oversight responsibilities must be documented as in-kind.

18. Budget line items must follow the [Allowable Cost Guidelines](#).

Cover Page

For the scoring criteria regarding this grant, click on the rubric link below:


[21st CCLC Scoring rubric.pdf](#)

For a checklist to help you complete your application, click the link below:

[21stCCLC RFP Checklist.pdf](#)

| | Lead Applicant | Partner Applicant |
|-----------------------|----------------|-------------------|
| Organization | | |
| Contact Name | | |
| Address | | |
| City, State, Zip code | | |
| Telephone | | |
| Email | | |

All Lead applicants must upload Mandatory Superintendent, CBO and Principal Signature Document below.

| Documents | | |
|--|---|---------------|
| Type | Document Template | Document/Link |
| Mandatory Superintendent, CBO and Principal Signature Document [Upload at least 1 document(s)] |  <u>Superintendent, CBO and Principal Signature Template</u> | |

Number of schools proposed to be served by this grant

Number of students proposed to be served by this grant during the school year

Number of families proposed to be served by this grant during the school year.

List all schools being served by this grant below:

| |
|-------------------------------|
| School Name |
| • (will populate more cells) |

List all site locations being served by this grant below:

| |
|-------------------------------|
| Site Location |
| • (will populate more cells) |

Select the grade level that you are applying to serve.

| |
|-----------------|
| • Elementary |
| • Middle School |
| • High School |

Grades to be served through the grant (example; K-5 or 9-12 etc.)

Are you applying to operate a summer program as part of your 21st CCLC grant?

Yes

No

Number of students proposed to be served by this grant during the summer program

Does the lead applicant currently participate in another federal grant program that requires participation fees, such as Child Care and Development Fund (CDF)?

- Yes
- No

Is the applicant requesting approval to generate program income through any of the following activities? (Select all that apply.)

- Fundraising activities
- Participation fees (only allowable if required by another federal grant)
- Not applying to generate program income

Are you including daily transportation for students to and/or from the program?

- Yes
- No

Applicants are required to upload a cost estimate from a bus company as part of their application.

| Documents | |
|--------------------------------|---------------|
| Type | Document/Link |
| Cost Estimate from Bus Company | |

Does your program budget include a one-day event, field trip, or workshop with costs exceeding \$2,500?

- Yes
- No

If yes, please provide a detailed outline of each workshop or activity included. Refer to the Budget Overview and Guidance section on one-day events, workshops, and field trips for 21st CCLC expectations.

Funding Calculation Chart Instructions

Complete the Funding Calculation Chart to determine the total 21st CCLC grant funding you may request. Follow each step carefully.

Step 1: Enter Program Data

- Column A: Number of students to be served per day in each category (After-School, Non-School Days, Summer Break)
 - Column B: Total number of program days per year for each category
 - Column C: Multiply Column A \times Column B \times \$18 to calculate the total funding for each category
- The \$18 rate represents the allowable per-student, per-day funding

Step 2: Calculate Totals

1. Add totals from all program categories to get a subtotal
2. Enter the estimated cost of daily bus transportation (based on quote)
3. Add subtotal and transportation cost to determine the total program cost

Step 3: In-Kind Contributions (if applicable)

List all In-kind contributions and include a list of funding sources and the secured amounts for all in-kind contributions

Requirements for In-Kind Contributions:

- Must be secured and identified at the time of application
- May include blended or braided grants or other confirmed funding sources
- Must be aligned with the program design
- Note: Total program cost may exceed \$250,000 with the inclusion of in-kind contribution but the 21st CCLC grant award will not exceed \$250,000.

Step 4: Enrollment and Funding Limits

- Ensure the number of students proposed to be served is fully supported by available funding, including any in-kind contributions
- Do not propose to serve more students than your confirmed funding can support
- Applications whose total program cost exceeds \$250,000 and do not provide the required in-kind information will be deemed ineligible and will not be considered for funding

Funding Calculation Chart

| | A. Number of students per day | B. Number of program days per year | C. Total Funding (A * B * \$18) |
|--|---|---|---------------------------------|
| After-School | | | \$ |
| Non- School Days (weekends, holiday breaks, conference days) | | | \$ |
| Summer Program | | | \$ |
| | | Subtotal | \$ |
| | | Estimated cost of daily bus transportation | \$ |
| | | Total Cost of 21st CCLC Application Design | \$ |
| | | In-Kind Contribution Must include if Row #6 is more than \$250,000 | \$ |
| | *This represents the total amount to be allocated in the budget section of the application. | Total Requested Amount (Cannot Exceed \$250,000) | |

Note: The Funding Calculations Chart is provided solely as a calculation tool to determine the allowable annual funding request under the 21st CCLC program. It does not auto-populate or carry forward into the Budget Section of the application.

Applicants are required to separately and fully complete the Budget Section and accompanying Budget Narrative, ensuring all requested funds are clearly justified, aligned to program activities, and consistent with allowable cost guidance.

Instructions regarding grant awards are outlined in the Overview Guidance and Instruction page; IV. After-school Program Dosage Requirements and 21st CCLC Grant Award. In addition, reference Budget Guidance and Overview.

Are you including in-kind contributions as part of your Funding Calculation Chart?

Yes

No

If yes, provide a list of funding sources including documentation demonstrating that these funds are secured at the time of application submission through blended or braided grants or other confirmed funding sources.

Priority Point Eligibility

1. Connecticut schools eligible to receive priority points are Title I schools designated as either Turnaround or Focus schools identified through the current Next Generation Accountability System results. [Eligible Schools](#)

Is your school site designated a Turnaround or Focus School?

Yes

No

If yes, list all schools that designated a Turnaround or Focus Schools below:

| |
|---------------------------------|
| Turnaround or Focus School Name |
| • (will populate more cells) |

2. Priority points will be awarded to applicants that submit a joint application involving at least one local educational agency receiving Title I, Part A funds and one other eligible entity.

Does your application include at least one local educational agency receiving Title I, Part A funds, and another eligible entity?

- Yes
- No

If yes, list all schools that receive Title I, Part A funds, and another eligible entity below:

| |
|------------------------------|
| School Name |
| • (will populate more cells) |

3. Applications that incorporate the LEA's existing Multi-tiered Systems of Support (MTSS), aim to enhance the social, emotional, and academic growth of each student. To earn MTSS priority points, complete "G. Optional: Multi-tiered Systems of Support (MTSS) Priority Points."

Are you applying for MTSS priority points?

- Yes
- No

Office of Early Childhood Child Day Care Licensure Assurance or Current License

Programs that plan to serve school age students through this funding opportunity are obligated to meet child day care licensing requirements, as defined under Section 19a-77 of the Connecticut General Statutes. Please indicate below whether your public school district administers the above named after-school program(s). Upload the assurance statement signed by the Superintendent or Authorized Personnel. If the school district does not administer the program, a copy of the current license must be uploaded.


Yes, the school district administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff

employed at the program and the children attending the program for the length of this grant funding.

No, the Board of Education does not administer the above named program; a copy of the current license is uploaded below.

Select a response.

- Yes
- No
- NA, Program is for High School and does not require childcare.

| Documents | |
|---|--|
| Type | Document/Link |
| 21st CCLC Current Childcare License or Assurance Statement |  <u>Office of Early Childhood Child Day Care Licensure Assurance</u> |

Office of Elementary and Secondary Education; Title IV 21st Century Schools Assurances (Check the box to verify adherence to Federal and CSDE 21st CCLC assurances).

- The Applicant hereby assures the CSDE that the organization follows all regulations applicable for CSDE, including those outlined below.

For the duration of the grant, applicants must guarantee the below statutes to remain congruent with Federal and CSDE 21st CCLC assurances.

1. The program will take place in a safe and easily accessible facility, §4204(b)(2)(A)(i)
2. The program gives timely notice of intent to apply to the community and that the application and any waiver request will be available for public review after submission of the application §4204(b)(2)(L)
3. The program targets students who primarily attend schools eligible for school wide programs and their families. §4204(b)(2)(F)

4. The program is developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities.

§4204(b)(2)(D)(i)

5. The program is in alignment with the Connecticut State academic standards and any local standards. §4204(b)(2)(D)(ii)

A. Need For Project

Applicants must conduct a needs assessment for each program site to ascertain the need for the 21st CCLC funds. A needs assessment is a process for determining the needs, otherwise known as "gaps," between current conditions and desired outcomes.

1. Describe how the lead applicant, proposed school(s), families, students, and community members determined the need for the project. Include the data, survey results, and other factors that determined the need.

2. Describe the factors that place students at-risk of educational failure in the communities to be served. Include poverty rates, homeless children/families data, and community unemployment data.

3. Needs Assessment Data - Provide the requested information in the Needs Assessment Table for **EACH** school site. Answers must reflect the entire school population. Applicants applying to serve multiple schools are required to add a row per school.

| School/ Site | Total Number of Students | Percentage of students who receive free or reduced lunch | Percentage of students who are identified as English Learners (EL) or Multilingual Learners (ML) | Percentage of students who have Individualiz ed Education Plans (IEP) | Percentage of students who are chronically absent | Percentage of students with behavior incidences | Percentage of students who are performing below standards on MATH state or district assessment s | Percentage of students who are performing below standards on ELA state or district assessment s | Name the assess ments used for previou s two column s |
|----------------------------|-----------------------------------|---|---|---|---|---|--|---|--|
| Will popula te cells | | | | | | | | | |

SMART Goals Table

All applicants must develop four SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) for their program.

1. **Specific:** Clearly define what you want to achieve. Instead of saying "improve student performance" specify "increase math test scores by 10 percent."
2. **Measurable:** Set criteria to track progress. For example, measuring test scores provides a clear metric.
3. **Achievable:** Ensure your goal is realistic. Consider available resources, time, and constraints. For instance, aiming for a 100 percent increase in test scores might be unrealistic.
4. **Relevant:** Align the goal with your program's mission and priorities. If your program focuses on STEM education, improving math scores is relevant.
5. **Time bound:** Set a deadline. For instance, "increase math test scores by 10 percent by the end of year one."

These goals should represent measurable improvements that can realistically be achieved within a single school year, considering your program design, target population, and available resources. Goals will be reviewed annually and updated based on outcome data through the SMART Goal Annual Assessment, ensuring continuous program improvement.

General Guidance for All SMART Goals

- Goals must be clearly defined and measurable.
- Goals must be attainable within one school year.
- Goals should align with the objectives of the 21st CCLC program.

Each goal must include:

- Clear strategies to achieve the goal.
- Measurable outcomes.
- A method for assessing progress throughout the program year.

Example of a Realistic SMART Goal

Goal: By June 30, 2027, 60 percent of regularly attending students will improve their reading proficiency by at least one grade level or demonstrate measurable growth on school benchmark assessments, as documented by teacher reports and pre- and post-program assessments.

Why this example is considered a realistic SMART Goal:

- Goals are measurable, specific, and achievable within a single school year.
- The target of 60 percent reflects reasonable expectations based on program attendance and available support resources.

- Assessment methods, including teacher reports and benchmarks, are practical and easily accessible.

Unrealistic SMART Goal Example

Goal: By June 30, 2027, 100 percent of participating students will increase their reading level by two or more grade levels regardless of initial proficiency.

Why this example is considered an Unrealistic SMART Goal:

- Expecting 100 percent of students to achieve a large growth within one school year is unlikely, even with strong programming.
- Does not account for variations in student starting levels, learning pace, or external factors.
- The goal is overly ambitious and not grounded in the realities of student performance and program capacity.

SMART goals help programs stay focused, motivated, and accountable. Adapt these principles to your specific after-school program. Programs can create SMART goals tailored to their unique needs, or refer to our [2026–2027 Connecticut SMART Goal Suggestions for 21st Century Community Learning Centers](#) as a helpful starting point.

Using the results of the needs assessment, complete the chart below. Set 4 SMART Goals to address each of the following components: Academic Improvement, Academic Enrichment, Social and Emotional Learning and Family Engagement.

| Needs Assessment Statement | Program SMART Goal |
|--|---|
| <i>Example: Our fourth-grade students are falling behind in their math skills, based on state assessment scores. While talking with school-day teachers, we heard that many students have difficulty with fractions.</i> | <i>At least 85 percent of students that regularly participate in the 21st CCLC program will increase math and ELA performance as measured by district i-Ready Benchmark assessments and pre- and post-program state assessment scores after the first year of after school programming.</i> |
| Needs Assessment Statement | Program SMART Goal #1 Academic Improvement |
| | |

| | |
|----------------------------|---|
| Needs Assessment Statement | Program SMART Goal #2 Academic Enrichment |
| | |
| Needs Assessment Statement | Program SMART Goal #3 Social and Emotional Learning |
| | |
| Needs Assessment Statement | Program SMART Goal #4 Family Engagement |
| | |

B. Partnerships and Collaboration

Instructions

Applicants are required to identify an external strategic partner (Lead Partner) with a mutually established agreement collaboration in creating and executing the after-school program design. Additionally, they should show that each party has significant responsibilities in providing services, utilizing grant funds, and engaging in the management and supervision of the program. Lead Partners are defined as invested stakeholders who share funding, staffing, curricula development, services, professional development, and expertise for the common goals of the program. Applicants who are not LEAs must identify the partner school(s) to be served.

Letters of Commitment

a. Upload letters of commitment from the Superintendent and Principal(s) that programs have a capacity to invest time and resources to support program start-up and implementation as specified in the grant proposal notwithstanding a delay in funding. These signatures serve as attestation to the accuracy of the information provided in the proposal and certify compliance with State and Federal laws and regulations, including the sharing of State Assigned Student Identifier (SASID) numbers for the CSDE data collection and reporting. The letter from the Superintendent must include the district level administrative position responsible for after-school, including the title of the position, contact information, percentage of time, and responsibilities. (Partnerships and Collaboration Question # 4)

b. Upload a letter of commitment from the lead partner that includes a commitment of program staff to participate in all 21st CCLC activities, including, but not limited to

evaluations, data collection and reporting, networking meetings, and all mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant. The letter must include an administrative level position responsible and include signature, printed/typed name, title, organization, contact information, and date. (Partnerships and Collaboration Question # 5)

c. Upload letter of commitments, or Memoranda of Agreement (MOA), from subcontractor/vendor organizations receiving more than \$15,000 from the 21st CCLC grant. Letters should clearly indicate the role and capacity of each partner organization. Commitments should include services and activities as outlined in the narrative and the name and role of a designated liaison for each site. (Partnerships and Collaboration Question # 6)

d. All letters of commitment use school/community-based organization letterhead stationery (one letter from each school and partner, except that you may combine school Principals and Superintendent in one letter from the school district). All letters of commitment must include signature, printed/typed name, title, organization name, and date.

e. All letters of commitment should include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to; evaluations, data collection and reporting, networking meetings, and all state mandated professional learning, technical assistance, data collection, trainings, and meetings associated with the 21stCCLC grant program for the duration of the grant.

1. Describe why the lead partner agency was selected for this project and whether this is a new partnership or one with an existing history. Include partner agency areas of expertise that align with the stated program goals and needs assessment findings for each program site. Explain how the lead partner agency contributed to the planning of the project, including the development of goals and activity offerings.

2. Complete the chart below. For each activity and/or service, add the partner responsible, timeline and SMART goal it will address. Include the strategies partners will use to meet the SMART goal.

| Activities/Services to be provided | Partner Name | Timeline | Alignment to SMART goal |
|---|-------------------------------|---|---|
| <i>Example: Cooking classes</i> | <i>Chef from Sur de Table</i> | <i>Monthly - every 3rd Wednesday of the month</i> | <i>This activity supports our SMART goal by helping students build social-emotional skills such as teamwork, confidence, and communication through collaborative cooking sessions. It aligns with our goal to increase students' ability to demonstrate positive peer interactions by 20 percent by June.</i> |
| <ul style="list-style-type: none"> (will populate more cells) | | | |

3. Complete the chart below to describe ongoing communication and collaboration between school and after-school staff. List collaboration strategies, timeline, and outcomes for the purposes of the proposed project. Use the chart to address sharing learning goals, resources, and disseminating information about program offerings and goals.

School Partnership Collaboration Table

| Collaboration Strategy | Timeline | Outcome |
|--|--|--|
| <i>Example: After-school staff will be included as part of the school day staff meetings, getting to know staff, roles, and what is going on at the school. During the dedicated time, program staff will be able to share information about the program and make suggestions for the alignment of services.</i> | <i>Monthly- every 3rd Wednesday of the month</i> | <i>Program staff will attend staff meetings on a regular basis and have an allocated 10 minutes of agenda time for after-school program communication.</i> |
| | | |

4. Include a detailed letter of commitment from the district superintendent and EACH SITE PRINCIPAL stating that programs have the capacity to invest time and specific resources, in alignment with the stated narrative, to support program start-up and implementation as specified in the grant proposal notwithstanding a delay in funding. The letter from the Superintendent must include the district level administrative position responsible for after-school, including the title of the position, contact information, percentage of time, and responsibilities.

| Documents | | |
|---|--------------------------|----------------------|
| Type | Document Template | Document/Link |
| 21stCCLC Superintendent and Principal Letter of Commitment [Upload at least 1 document(s)] | N/A | |

5. Include a detailed letter of commitment from the lead partner which must include a commitment of program staff to participate in all 21st CCLC activities, including, but not limited to evaluations, data collection and reporting, networking meetings and all mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant. The letter must include an administrative level position responsible and include signature, printed typed name, title, organization, contact information and date.

| Documents | | |
|--|--------------------------|----------------------|
| Type | Document Template | Document/Link |
| 21stCCLC Lead Partner Letter of Commitment [Upload 1 document(s)] | N/A | |

6. Include a detailed letter of commitments, or Memoranda of Agreement (MOA), or Memoranda of Understanding (MOU), from subcontractor/vendor organizations for each site receiving more than \$15,000 from the 21st CCLC grant. Letters should clearly indicate the role and capacity of each subcontractor/vendor organization. Commitments

should include services and activities as outlined in the narrative and the name and role of a designated liaison for each site.

| Documents | | |
|--|--------------------------|----------------------|
| Type | Document Template | Document/Link |
| 21st CCLC MOA/MOU [Upload at least 1 document(s)] | N/A | |

7. Describe how the program will convene an Advisory Committee for on-going focus on program quality and progress. Outline a process for recruiting a diverse representation of committee members (at least five) including school administrators, program partners, parents, and students. Include a timeline for meeting at least three times per school year.

8. Describe how the proposed program will coordinate with Federal, State, and local programs to make the most effective use of public resources.

C. Program Elements

Instructions

Program Start Up

Programs must start operation as outlined in the grant proposal notwithstanding a delay in funding. Programs are expected to begin operating after notification of award.

Minimum Dosage Requirements

The 21st CCLC grant application is highly competitive, and applications that exceed minimum requirements may receive higher scores. Grant funds cannot be used for drop-in programs; programs must consistently serve the same group of students. For example, if the target is 50 students, the program should aim to serve these same 50 students each day it operates.

To qualify for funding, programs must meet these minimum requirements:

- Weeks of programming: At least 25 weeks per school year

Days and hours of operation:

- Elementary School: 4 days/week, 2.5 hours/day (minimum 100 days open)
- Middle/High School: 3 days/week, 2 hours/day (minimum 75 days open)
- Staff-to-student ratio: 1:15 (1:10 for Kindergarten and Pre-K)

Optional programs:

- Summer program (minimum 20 days)
- Before-school, Saturday, or non-summer, vacation programming

High School Applicants

High School applications have a maximum target of 50 students per site.

1. Provide the information in the charts below for each site. Make sure that the information aligns with Cover Page Summary.

21st CCLC School/Site Overview Information

Target Population

| School/site name | Site location (i.e at school or off site with location) | Total student population of the school | Grades to be served through the grant | Total number of students to be served by this grant | Total number of students served by grade level (e.g. 10th grade = 20 students) | Students to Staff Ratio |
|------------------|---|--|---------------------------------------|---|--|-------------------------|
| | (will populate more cells) | | | | | |

Program Schedule

| School/Site Name | Start Date | End Date | Days and hours of the after-school program | Days and hours of the before school program | Total weeks the program will operate during the school year | If applicable, days and hours the program will operate for Saturday or vacation programming | If applicable, days and hours the program will operate during the summer (i.e., M-Th 9 a.m.- 3 p.m.) |
|------------------|------------|----------|--|---|---|---|--|
| | | | | | | | |

| | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|
| (will populate more cells) | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|

2. Detail your strategies for recruiting students to fully participate in the program. Middle and High School programs should include a peer marketing campaign. Describe how language barriers will be addressed.

3. Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day. Describe how academic and enrichment program offerings such as literacy, math, science, health, arts, nutrition, and recreation will be incorporated.

4. Homework help is mandatory for Elementary School programs and must be available for Middle School and High School programs. In addition to homework help, tutoring services are strongly encouraged to help students who are not meeting academic benchmarks. Describe how homework help will be provided. Who will be assisting with homework help? Include staff-to-student ratio and staff credentials. How much time will be allocated for daily homework help and why? Describe the alternative activities that will be made available for students who do not have homework or have completed their homework.

5. Address how the program will attempt to meet the individual and specific needs of students, including: students with Individualized Education Plans, English Learners (EL)/Multilingual Learners (ML) students, and those at risk of academic failure. Include plans for on-going meetings and communication with school day staff to align services. Include plans for communicating with families regarding rights to services.

6. Check all that apply

- A. The application includes High Dose Tutoring (HDT)
- B. The application includes the High School Internship Program

If either or both options are selected, use the space below to provide a detailed description of the program(s). Refer to the [High-Dose Tutoring Guidance](#) and the [High School Internship Program Guidance](#) when writing your response.

7. Describe how the program will provide families with ongoing opportunities for active and meaningful engagement in their children’s education.

Include how the program will support family learning and participation in areas such as literacy, collaboration with teachers and school staff, and college and career awareness.

Strategies should reflect the needs of participating students and families and be sustained throughout the program year.

8. Describe how snacks and/or supper will be provided for program participants. Applicants writing to serve schools where at least 50 percent of the student population receives free or reduced-price meals, are eligible to participate in the Child and Adult Care Food Program (CACFP) to offer reimbursable snacks and/or supper options after-school. Programs must use this reimbursement process, if eligible, instead of using grant funds. Programs that will offer supper, or, supper and snack, will receive maximum points for this section. - (Limit 4500 characters)

9. Address how children will travel safely to and from the program. Clearly indicate whether bus transportation will be provided. Descriptions must align with budget allocations (Transportation < 25 percent). Programs are required to upload a cost estimate from a bus company as part of their application on the Cover Page.

10. If transportation is not being provided, please provide evidence that transportation does not pose a barrier for any student to attend. Must include results from a school wide survey.

11. Describe explicit strategies and coordination efforts between LEA/CBO and the partnering organization to provide inclusive and meaningful opportunities for students with disabilities that will help ensure access and equity.

12. Check all that apply

- My organization will generate program income by means of Fundraising and will be submitting a Program Income Application.
- My organization will generate program income by charging a Participation Fee and will be submitting a Program Income Application.
- My organization will not generate program income

Program income may be generated in two ways: through fundraising activities or by charging a Participation fee. Both approaches require prior approval from CSDE, and all income generated must comply with the United States Department of Education (USDE) and the Connecticut State Department of Education (CSDE) guidelines and be used exclusively for approved 21st CCLC program expenses.

Refer to the Overview and Guidance Section V. Program Income that describes the guidelines, rules and regulations. To apply, complete the [2026-2027 21st CCLC Program Income Application](#)

Note: If a 21st CCLC program chooses not to charge participation fees, they will receive maximum points for this section. If awarded a 21st CCLC grant, successful programs, who applied to charge program fees, will be required to get written approval from the CSDE on their program fee processes before charging any fees.

13. Describe how your program complies with the obligations under Title VI of the Civil Rights Act of 1964 and the Fourteenth Amendment's Equal Protection Clause, ensuring that no preferential or adverse treatment is given to students or groups of students based on race, color, or national origin. Outline plans to ensure unbiased practices for staff hiring, activity offerings, student and family engagement, and the overall program environment.

D. Staffing Structure

21st Century Community Learning Centers (21st CCLC) Staffing Requirements

Grant funds may be used to compensate administrative and direct service personnel only for time and effort directly attributable to the implementation of the approved program. All compensation shall be reasonable, necessary, and allowable in accordance with 2 CFR §200.430.

Each applicant must provide a comprehensive staffing plan identifying all administrative and direct service positions supported, in whole or in part, by grant funds. For each position, the applicant must specify the hours, schedule, rate of compensation, and duties associated with the role. Staffing levels and assigned hours must align with the proposed program schedule, dosage and staff to student ratios. Compensation rates shall be comparable to those paid for similar work in the local labor market and shall reflect the qualifications and experience required for each position.

A full-time director position cannot be supported by a single 21stCCLC application. However, an LEA or organization administering multiple grants or funding streams may allocate a proportional share of each award toward such a position, provided that such allocation does not result in supplanting. A full time Coordinator Position can be supported by a single 21st CCLC application. This includes both direct and administrative responsibilities.

Administrative personnel are responsible for the management, oversight, and compliance proposed program, including but not limited to fiscal management,

reporting, supervision of staff, coordination with partners and families, program planning, data entry & collection, and adherence to all applicable federal and state requirements.

Direct service personnel shall be responsible for the implementation of program activities and shall work directly with students and families to deliver academic support, enrichment opportunities, and social-emotional programming consistent with the approved program design.

An individual may serve in multiple roles (administrative and direct service), provided that all responsibilities are clearly defined, and the allocation of time is reasonable, necessary, and proportionate to the scope and duration of the program.

Staffing must align with 21st CCLC Allowable Cost Guidance:

- Administrative costs shall not exceed twenty-five percent of the total grant award.
- Direct service costs shall constitute no less than seventy-five percent of the total grant award.
- Grant funds shall not be used to supplant existing positions or funding sources.

1A. Example of Administrative Titles and Responsibilities:

Program Director

Provides overall leadership and grant oversight; manages budget and fiscal compliance; ensures accurate reporting; oversees program quality across sites; develops program goals, curriculum framework, and calendar; supervises staff; maintains partner and school communication; ensures AS21 management and grant compliance.

Site Coordinator / Program Coordinator

Manages daily site operations; supervises direct service staff; ensures student safety and program quality; coordinates with school-day personnel; communicates with families; monitors attendance; supports documentation and reporting; assists with AS21 entries and compliance.

Data Personnel

Oversees data management; sets up sites in AS21; enters and verifies attendance and activity data; monitors participation and outcomes; prepares reports; ensures data accuracy; certifies information for federal reporting.

Administrative Staffing Chart

Administrative staffing shall be commensurate with the size, scope, and complexity of the proposal. Applicants may utilize a combination of new and existing personnel; however, the application must clearly demonstrate the capacity to carry out all required administrative functions, including but not limited to program oversight, fiscal management, staff supervision, data collection and reporting, and compliance monitoring.

Existing positions within a Local Educational Agency (LEA) or Community-Based Organization (CBO) that perform administrative or oversight functions must be identified as in-kind contributions and shall not be supplanted with grant funds.

Complete the Administrative Staffing Chart to describe your proposed administrative staffing for your 21st CCLC after-school program during the school year and, if applicable, during summer.

Complete the Administrative Staffing Chart and, for each position, provide:

- Position Title
- Key responsibilities related to the 21st CCLC program
- Existing or New Position
- Position Supports School Year and or Summer
- Number of hours per week supporting 21st CCLC Grant
- Funded through grant or In-Kind

| Administrative Staffing Chart | | | | | |
|--------------------------------------|---|---------------------------------|----------------------------------|-----------------------|--------------------------------|
| Administrative Position/Title | Description of Administrative Responsibilities | New or Existing Position | School Year and/or Summer | Hours per Week | Grant Funded or In-Kind |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Administrative Staffing Cost Chart

Applicants must provide a detailed accounting of administrative staffing costs, including salaries and associated fringe benefits, calculated based on hours worked and rate of compensation. Fringe benefits may be charged to the grant in accordance with established organizational policies and 2 CFR §200.431, and may include leave, insurance, retirement contributions, and similar benefits.

Note: When building your budget, administrative staffing costs are only one component of the total administrative costs. Administrative costs must not exceed 25% of the total grant. Additional administrative expenses may include:

- Professional development and training for administrative staff
- Travel required for administrative duties
- Supplies and materials needed to support administrative functions
- Any other costs directly associated with accomplishing the administrative responsibilities outlined in your application, including oversight, program coordination, and grant compliance

Administrative Service Staff Calculator

| Title of Position | Hours per Day | Days per Week | Weeks per Year | Hourly Rate | Total Fringe if Applicable | Total Cost |
|--------------------------------|---------------|---------------|----------------|-------------|----------------------------|------------|
| | | | | | | |
| <i>SAMPLE: Data Specialist</i> | 2 | 5 | 30 | \$20 | \$1800 | \$7,800 |
| | | | | \$ | | |
| | | | | \$ | | |
| Other: _____ | | | | \$ | | |
| Administrative Total | | | | | | \$ _____ |

1B. Examples of Direct Service Staffing Roles and Responsibilities

Teacher / Instructor

Provides direct academic and enrichment services during after-school hours, for example structured homework support and facilitation of STEM-focused activities.

Tutor / Interventionist

Provides targeted small-group or 1:1 academic support; assists with skill remediation; monitors student outcomes; documents progress; communicates with teachers and families.

Paid Student Intern

Assists staff with classroom and enrichment activities under supervision; supports student engagement and activity preparation;

Social Worker

Provides social-emotional support; assesses student needs; connects students and families to resources.

Paraprofessional

Assists teachers and staff; supports classroom management; facilitates small-group or individual support; helps deliver enrichment and academic activities.

Direct Service Staffing Infrastructure Chart

Direct service personnel are responsible for the delivery of program activities. This includes working with students during program hours, reasonable time for preparation, dismissal, and clean up. A qualified individual may serve in multiple roles, provided responsibilities are clearly defined and time allocations are reasonable and necessary.

Complete the Direct Service Staffing Chart to describe your proposed direct service staffing structure for your 21st CCLC after-school program during the school year and, if applicable, during summer programming.

Complete the Direct Service Chart and, for each position, provide:

- Position title
- Key responsibilities related to the 21st CCLC program
- Existing or new position
- Position supports School Year and/or Summer
- Number of hours per week supporting the 21st CCLC grant

Direct Service Staff Cost Chart Instructions

Complete the Direct Service Staffing Cost chart to calculate the total Direct service staffing costs for your 21st CCLC program.

Applicants must provide a detailed accounting of direct service costs, including salaries and associated fringe benefits, calculated based on hours worked and rate of compensation. Fringe benefits may be charged to the grant in accordance with established organizational policies and 2 CFR §200.431, and may include leave, insurance, retirement contributions, and similar benefits.

Note: When building your budget, direct service staffing costs are only one component of the total direct service costs. Direct service costs must be at least seventy- five percent of the total grant award.

Additional direct service expenses may include, but are not limited to:

- Supplies and materials used in student activities or instruction
- Educational technology or software that supports learning
- Family engagement activities
- Field trips
- Transportation for students participating in program activities
- Security for students
- Additional expense for cleaning direct service spaces
- Professional development for staff providing direct services
- Incentives or recognition items for student participation and achievement
- Contracted providers delivering direct programming
- Snacks or meals provided to students during program hours

| Direct Service Staff Costs | | | | | | |
|--|----------------------|----------------------|-----------------------|--------------------|-----------------------------------|-------------------|
| Title of Position & Number of Positions | Hours per Day | Days per Week | Weeks per Year | Hourly Rate | Total Fringe if Applicable | Total Cost |
| <i>SAMPLE: Student Interns: three</i> | 3 | 3 | 30 | \$19 | N/A | \$15,390 |
| | | | | \$ | | |
| | | | | \$ | | |
| | | | | \$ | | |
| | | | | \$ | | |
| Other: _____ | | | | \$ | | |
| Direct Service Total | | | | | | \$_____ |

1C. Staff Budget Summary

Complete the Staff Budget Summary and answer the following questions.

| Administrative and Direct Service Staff | Amounts |
|--|----------------|
| Total Administrative Cost | \$ _____ |
| | _____ |

| | |
|--|--|
| Total Direct Service Cost | \$ _____ _____ |
| Total Staffing Cost | \$ _____ _____ |
| Grant funds do not supplant existing positions | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| All costs directly support the 21st CCLC program | <input type="checkbox"/> Yes <input type="checkbox"/> No |

2. Describe your proposed staffing structure for after-school during the school year and, if applicable, during summer. If grant funds support a full-time coordinator, provide information demonstrating that this position is reasonable, necessary, and allowable. Include administrative and direct service responsibilities.

3. Administrative and Programmatic Timeline

Applicants are required to provide a detailed timeline, month by month, that encompasses all administrative and programmatic activities to be accomplished throughout the grant year. It is important to indicate which staff will be responsible for each task.

Timelines must include the following:

- planning meetings with advisory, school day staff, and 21st CCLC staff,
- staff hiring practices, including volunteers and/or student interns' recruitment;
- participation in professional learning sessions such as New Grantee Orientation, Directors Meeting, 21st CCLC Networking Meetings, APT training, TransACT AS21 User Training, and staff certifications like CPR,
- student recruitment activities,
- program start and end dates, including summer if applicable,
- implementation of family engagement initiatives;
- data collection through attendance tracking and surveys, along with evaluation using APT and Evidence binder,
- before school, Saturday, school vacation, and summer programming, if applicable.

| Month | Tasks | Staff required to complete |
|--------|-------|----------------------------|
| July | | |
| August | | |

| | | |
|-----------|--|--|
| September | | |
| October | | |
| November | | |
| December | | |
| January | | |
| February | | |
| March | | |
| April | | |
| May | | |
| June | | |

4. If volunteers are being utilized to support the proposed program, please detail the vetting process, including the steps involved in conducting background checks. Additionally, outline the specific responsibilities and activities that will be assigned to volunteers as part of the program. If applicants are not utilizing volunteers, indicate "N/A" in the response field.

5. Identify where all programming will be held and describe how the facility is safe and accessible. Include the site safety plan and specify when drills will occur during program hours.

6. Address how the community has been provided with notice of intent to submit an application and that the application is available for public review.

7. Federal Non-Regulatory Guidance states that students who attend private school and reside in an area served by the 21st CCLC school are eligible to attend the 21st CCLC program. It is the responsibility of the 21st CCLC program to notify all private schools in the district of this opportunity. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Outline the process through which eligible private school students will be notified of the program and how officials were included in the planning and design of this proposal.

8. Describe how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible. Communication plans must include translation services as applicable.

E. Budget

Go To [▶](#)
Download Budget Data

| View All | Object | Total |
|----------------------|---|---------------------|
| View | 100 - Personal Services > Salaries | \$115,229.00 |
| View | 200 - Personal Services > Employee Benefits | \$18,000.00 |
| View | 300 - Purchased Professional and Technical Services | \$32,300.00 |
| View | 500 - Other Purchased Services | \$0.00 |
| View | 600 - Supplies | \$3,176.00 |
| | Total | \$168,705.00 |
| | Allocation | \$168,705.00 |
| | Remaining | \$0.00 |

Go To [▶](#)

F. Sustainability

1. Explain the plan to communicate and disseminate information about your program and its achievements to stakeholders, partners, potential partners, as well as district and school leadership.
2. Describe the partnership plan for continuous strengthening between the local educational agency, external partners, community-based organizations, and other public or private entities.
3. Explain what actions the site Principal will demonstrate throughout each Program Year to increase capacity and support for staff involvement, family engagement, and student achievement to meet the identified objectives and activities.
4. Describe strategies for securing partnerships and other sources of funding or in-kind resources to maintain 21st CCLC programming beyond the grant period.
5. List all local, state or federal after-school funding you are currently receiving for EACH proposed school site to support after-school programs. Include funding start and end dates. Describe how the proposed program will supplement existing services provided at EACH school site. Explain how the proposed program will not supplant other Federal, State, local and non-public funds to provide allowable programs and activities.

G. Optional: Multitiered Systems of Support (MTSS) Priority Points

Integrating Multitiered Systems of Support in 21st CCLC Programs

Applicants who are applying for the MTSS priority points MUST complete this section. MTSS is a framework designed to support all students, especially those facing the greatest challenges. It emphasizes equity, collaboration, and meaningful family engagement. While many schools implement MTSS during the regular school day, it is often not fully extended into after-school programming. Effective integration requires

strong teamwork between school-day and after-school staff, along with consistent training for both groups.

Building an inclusive learning community is essential to creating a supportive environment where every student's needs are met. This includes promoting mental health, reducing bullying, and strengthening both academic and social outcomes.

MTSS Priority Points Questions

1. Project Description:

Describe the challenge(s) your LEA intends to focus on with this grant as it relates to implementing MTSS in the 21st CCLC after-school program to create more inclusive learning environments.

2. Evidence-based Programming:

What initiatives, activities, and resources will your LEA implement to ensure that all students receive appropriate interventions tailored to their individual needs both during the school day and in after-school programs?

3. Stakeholder Engagement:

Who are the key stakeholders involved in identifying the challenges and choosing the interventions for students in the 21st CCLC after-school program?

4. Year One Plan:

Provide a comprehensive plan for integrating MTSS into 21st CCLC programming over one year. Include number of meetings, frequency of meetings, and communication strategy (in person, virtual, email, phone, etc.).