AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

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 the Every Student Succeeds Act (ESSA) (§ U.S.C. 7171-7176).

The purpose of the grant is to fund community-learning centers that provide students with academic, enrichment, recreational, and social and 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 specific purposes of the 21st CCLC program are to:

• 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;
- list of 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 follow 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.
- provide a letter of commitment (see Partnership & Collaboration, question #5)

All Lead applicants must upload to the related documents section:
- Provide 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 21stCCLC 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: Subgrantees 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) PriorityPoints.

Integrating Multitiered Systems of Support in 21st CCLC Programs

Multitiered Systems of Support (MTSS) is a comprehensive framework designed to enhance the implementation and integration of diverse evidence-based interventions. Its primary goal is to ensure that all students, regardless of their academic or social-emotional needs, achieve significant positive outcomes. MTSS places a strong emphasis on equity, inclusion, collaboration, and fostering family and community partnerships in every step of its implementation. These principles act as the main criteria for making decisions and creating action plans at every stage of implementation. MTSS offers direction on choosing, incorporating, and executing the most effective behavioral practices that are supported by evidence, to enhance behavioral outcomes for all students, especially those who are marginalized or vulnerable.

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.
- 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. After-school Program Dosage Requirements, Traditional Grant Award and Supplemental Funding Information

Minimum Dosage Requirements

The 21st CCLC grant application process is highly competitive and may receive higher points for those that exceed the minimum requirements. 21st CCLC grant funding cannot be used to support drop-in programs. Programs must be designed to serve the same group of students consistently over time. For instance, if the target number is 50 students, the aim is for the program to serve the same 50 students every day it operates. The program needs to adhere to the minimum requirements in terms of weeks, days, hours, and staff-to-student ratio to qualify for the appropriate funding:

- minimum of 25 weeks of programming per school year;
- minimum days and hours of operation:
  - Elementary School: 4 days per week for 2.5 hours per day (minimum of 100 days open)
  - Middle or High School: 3 days per week for 2 hours per day for Middle or High School (minimum of 75 days open)
- minimum staff to student ratio is 1:15 (1:10 for Kindergarten and Pre-school);
- High School programs may target a maximum of 50 students per site;
- optional summer program (minimum of 20 days); and
- optional before school, Saturday, or non-summer vacation programming.

Maximum Dosage Requirements

The 21st CCLC grant application process is highly competitive and awards maximum points to applicants that exceed the minimum requirements. The applicant's responses to the Request for Proposal (RFP) serve as the official agreement between the CSDE and the applicant. Therefore, the applicant's proposed terms, such as the duration of the program, operating hours, days of operation, inclusion of a summer program, provision of bus transportation, and staff to student ratios, must be adhered to secure funding. Failure to meet these criteria puts the funding at risk.

The following criteria outline the maximum points that can be awarded:

- programming for a minimum of 33 weeks per school year;
- maximum days and hours of operation:
  - Elementary School: 5 days per week, with each day consisting of 2.5 hours (minimum of 165 days open).
  - Middle or High School: 4 days per week, with each day consisting of 2 hours (minimum of 132 days open).
- a 4-week Summer Program (minimum of 20 days);
- a minimum staff to student ratio of 1:10.

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

Grant Award Calculations Chart

21st CCLC Traditional Award without Transportation	21st CCLC Traditional Award with Transportation
$18 per student per day of operation.	$23 per student per day of operation.
Calculation: **$18 per target number of students** x days of program operation = Base Grant Award	Calculation: **$23 per target number of students** x days of program operation = Base Grant Award
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 Traditional Award Calculation: $118,800	Example: 50 students for 120 days during school year 30 students for 20 days during summer $23 x 50 students = $1,150 x 120 Days = $138,000 $23 x 30 students = $690 x 20 Days = $13,800 Total Year One Traditional Award Calculation: $151,800

Traditional and Supplemental Funding without Transportation	Traditional and Supplemental Funding with Transportation
Calculation: Total Year One Traditional Award + Supplemental Funding = Total Grant Award	Calculation: Total Year One Traditional Award with Transportation + Supplemental Funding = Total Grant Award
Example: Total Year One Traditional Award + High-Dose Tutoring + Student Internship Program = $118,800 + $50,000 HDT+ $30,000 (Student Internship for School Year only) = $198,800 (maximum grant award)	Example: Total Year One Traditional Award with Transportation + High-Dose Tutoring + Student Internship Program = $151,800 + $50,000 HDT + $30,000 (Student Internship for School Year only) = $231,800 (maximum grant award)

Range of Traditional 21st CCLC Awards

The size of the traditional 21st CCLC grant award can vary, ranging from a minimum of $50,000 to a maximum of up to $250,000 per year for three years. Applications that offer transportation qualify for a higher per-pupil amount. Refer to the Grant Award Calculation Chart to determine allowable per-pupil allocation and year-one grant calculation.

Grants will not be issued for less than $50,000 to ensure they are adequate to support high-quality programs. 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. It is crucial to use the funds to provide services to the identified students and families, as this is not a planning grant. Applicants should have an implementation plan in place, but can use funds for ongoing planning based on evaluation results. Prior experience or potential for success in providing educational activities must be demonstrated by applicants.

Allowable Range of Optional Supplemental 21st CCLC Awards

Applicants must successfully apply to the 2024-25 Traditional 21st CCLC grant to be eligible to apply for and receive optional supplemental funding. Applicants can also apply for up to two optional supplemental grant opportunities to support Student Internship and High-Dose Tutoring programs, each for up to $50,000. Supplemental funding requests must align with supplemental program guidance. Total supplemental requests cannot exceed $100,000 per year.

Maximum Grant Award for Applicants that Apply for Traditional & Supplemental Funding

21st CCLC Traditional Grant 2024-25 applicants that chose to apply for the maximum amount of $250,000 plus both Student Internship and High-Dose Tutoring supplemental funding opportunities cannot apply for more than $350,000 per year for three years. The number and size of awards will depend on the availability of federal funds, and quality of grant applications, with efforts made to distribute funds equitably across different geographic areas within the state.

V. 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 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., Financial, Programming, Monitoring and Data Reporting, and Grant Administration)

Grantees will be required to submit a budget, an administrative and programmatic plan that outlines the extended three-year funding period. Budget must reflect 21st CCLC Budget Requirements and Allowable Costs (see Budget Guidance and Instructions).

The scope of programming should reflect the original grant application. Overall, 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
Financial:	• All funds were spent within the required time period. • Grantee has ensured expenditure of funds within contracted dates. • If applicable, the grantee has submitted program income documentation reports by the deadlines. • Grantee maintains an accurate budget that is congruent with budgetary guidelines and allowable costs.
Programming:	• Administrative and Programmatic Plan that outlines the extended three-year funding period. • At least 80 percent of your target population must have met 80 percent of the minimum per-pupil hours. • Grantees have demonstrated growth on approved SMART (Specific, Measurable, Achievable, Relevant and Time- bound) goals.
Monitoring and Data Reporting:	• All Transact attendance data meet monthly CSDE deadlines. • Federal teacher surveys (K-5), Demographics, State Assigned Student Identifier (SASIDS) and the end-of-year assurance form completed by annual deadlines. • Pre/post Strengths and Difficulties Questionnaire survey (SDQ), the end of year survey completed by annual deadlines. • Assessment of Program Practices Tool (APT) completed by the annual deadline. • APT site visit completed with Quality Advisor within three years. • Evidence Binder Review completed by end of year-one funding period.
Meetings and Communication:	• The grantee has attended mandatory CSDE meetings and has promptly communicated with CSDE regarding items related to grant management.

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 2024-2025 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 five percent of the first year of renewability to cover the statewide evaluation, professional learning, database management, technical assistance, and quality advising services for the remainder of the grant cycle.

VI. 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;

- 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; and

- student internship programs.

Please note that all applicants must ensure, pursuant to Section 504 of the Rehabilitation Act (Section 504), that their proposed 21st CCLC program is accessible to persons with disabilities.

VII New Initiatives

1. Student Internship Supplemental Funding is an optional opportunity for qualified applicants seeking a 2024-25 grant to work with students in grades K-8. Qualified applicants have the chance to request up to $50,000 to enhance their staffing capabilities for both the school year and/or summer 21st CCLC programs. This initiative aims to provide high school students with the opportunity to earn at least minimum wage and to gain a better understanding of and interest in career pathways within the field of education. It also aims to foster connections between students and professionals in the education sector, while equipping them with the necessary skills and knowledge to pursue further education and training in teaching or other related professions.

To access additional details, please consult the Student Internship Supplemental Funding Information Page, which outlines eligibility criteria, priorities, grant requirements, and allowable use of funding. To apply, complete the Student Internship Supplemental Funding Application in section H.

Applicants must create a separate budget and budget narrative for the Student Internship Supplemental Funding. All financial information for this funding must utilize Purpose Code 02 to distinguish it from the traditional 21st CCLC budget/budget narrative.

2. High-Dose Tutoring Supplemental Funding (HDT) is an optional opportunity for qualified applicants seeking a 2024-25 21st CCLC grant. Qualified applicants have a chance to request up to $50,000 to 21st CCLC implement HDT to support English Language Arts (ELA) in grades K-5 and Math in grades 6-9. HDT is a research-based, effective strategy to accelerate learning and provide equity in accessing tutoring for all students.

For more information refer to the High-Dose Tutoring Information Page, which outlines eligibility criteria, priorities, grant requirements, and allowable use of funding. To apply, complete the High-Dose Tutoring Supplemental Funding Application found in Section I. Applicants must create a separate budget and

budget narrative for the High-Dose Tutoring Supplemental Funding. All financial information for this funding must utilize Purpose Code 03 to distinguish it from the traditional 21st CCLC budget/budget narrative.

3. 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.

VIII. Funding History and Experience
This section is for applicants who have a funding history with the Grant. Programs 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 2009. Assessment will be based on the following criteria:

1. Program operations followed the grant proposal, including the number of weeks, days, and hours that services were provided.

2. Program served the number of students targeted in the grant proposal or approved change request.

3. Program met goals for participant attendance expectations.

For Elementary and Middle School programs, 100 percent of the target number of students MUST attend **a minimum of 60 percent of the program hours,** *calculated monthly.*

For High School programs, 75 percent of the target number of students MUST attend **an average of 90 hours during the school year, ending on June 30.**

IX. 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 by the close of the grant year annually on June 30:

- All required **attendance data** is entered and certified in the TransACT AS21 System.

- **Federal Teacher Surveys** must be completed and entered in the TransACT AS21 System (elementary schools only).

- The **End-of-Year Survey**, which demonstrates progress in meeting program objectives and collects data that addresses the performance indicators of a quality after-school program must be completed.

- The **End of Year Assurance Form** is signed and submitted.

- **APT Self-Assessment Reports** (which are completed annually by January 31st).

Evidence Binder Review - All 21st CCLC programs are required to compile and maintain digital evidence binders, housed in Google Drive and shared with Quality Advisors and the CSDE, for each site location. The evidence binder will contain documentation that satisfies the indicators within the 21st CCLC Monitoring Tool. These indicators have been identified as mandatory criteria for all 21st CCLC programs based on Federal guidance. Monitoring will vary from year to year, with each site receiving a comprehensive review at least once during the three-year cycle.

Strengths and Difficulties Questionnaire Survey (SDQ) is administered bi-annually. The SDQ is designed to evaluate the role that after-school providers can play in helping young people build their social and emotional skills.

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 1 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 (three 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).

X. 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.

XI. Components of a High-Quality After-school Program
According to research conducted at the University of Connecticut, Harvard Family Research Project, and the Institute of Education Sciences (IES), the following is a synthesized list of eight characteristics exemplified by quality programs:
These are:

- prepared and experienced staff;
- intentional programming;
- alignment with the school day;
- promotion of varied youth engagement;
- strong community partners;
- safety, health and wellness;
- sustained student participation and access;
- ongoing assessment and improvement.

1. 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. 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. Beckett, M., et. al. (2009). Structuring out-of-school time to improve academic achievement: A practice guide. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance

Family Engagement

Family engagement is a required component of the 21st CCLC program. A minimum of 5 percent of the budget must be allocated to Family Engagement activities.

The following best practices should be considered when developing family engagement strategies:

• Offer family members opportunities for literacy and related educational development.

• Have adequate and welcoming space to engage families.

• Establish policies and procedures to promote family engagement.

• Communicate and build trusting relationships.

• Consider hiring staff with family engagement experience and provide training and support to staff to promote effective staff-family interaction.

• Connect families to the program staff, schools, and other community institutions, and provide opportunities and resources for families to engage and support each other.

- Help support families and their basic needs.

- Learn about students' home cultures and communities through events such as arts and culture nights, heritage showcases, and listening conferences with families.

- Regularly share students' data with parents in ways that are understandable and helpful for parents to support learning at home and school; and provide strategies for families to support students on specific learning goals.

- Assist families' abilities to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.

- Increase literacy skills by providing books and other reading materials in the home to encourage parents and other adult family members to read frequently to children.

- Use a range of methods, including email, phone calls, letters, open office hours, and formal meetings to maintain ongoing, positive, two-way communication with families.

- Differentiate communication strategies to adapt to family needs and preferences.

- Collaborate with stakeholders within the school community and external community partners to ensure that communications are in families' home languages and are culturally appropriate.

XII. 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.

XIII. 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 CSDE will notify applicants in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the CSDE will initiate a grant award letter.

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.

XIV. 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.

XV. 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).

XVI. 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.

XVII. 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.

XVIII. Application Deadline
The online application must be in the LEA Superintendent Approved status by **July 23rd, 2024 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.**

Cover Page

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

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

21st CCLC Scoring rubric.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)]	Superintendent, CBO and Principal Signature Template	

[ ] * 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

```
*  [                    ]
```

List all <u>site locations</u> being served by this grant below:

Site Location
* [   ]

* Select the grade level that you are applying to serve.

☐ Elementary

☐ Middle School

☐ High School

* 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

* Are you applying to generate program income? (For example; charging fees for participation or fundraising)

○ Yes

○ No

Optional Supplemental Funding
Please check if applying for additional supplemental funding and complete appropriate section.

☐ Section H: Student Internship Supplemental Funding
Maximum Award: Up to $50,000
Eligibility: Elementary and Middle School Applicants

☐ Section I: High-Dose Tutoring (HDT) Supplemental Funding
Maximum Award: Up to $50,000
Eligibility: Elementary School Applicants: ELA grades K-5
Middle & High School Applicants: Math grades 6-9

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. <u>Eligible Schools</u>

* 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
*

2. Priority points 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.

* 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
*

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

Grant Award Chart

Fill out chart to determine the 21CCLC year-one grant calculation. Note: this chart is not designed to automatically carry forward to the Budget Section. Further information regarding grant awards is provided in the *Overview Guidance and Instruction page; IV. After-school Program Dosage Requirements, Traditional Grant Award and Supplemental Funding Information.*

	A. Number of Students per day without Transportation	B. Number of days per year without Transportation	C. Funding for students without Transportation (A * B * $18)	D. Number of Student per day with Transportation	E. Number of days per year with Transportation	F. Funding amount per student with Transportation (D * E * $23)	G. Total Funding (C + F)
After-school			0.00			$ 0.00	$ 0.00
Non-School Days (weekend, Holidays)			0.00			$ 0.00	$ 0.00
Summer Break			0.00			$ 0.00	$ 0.00
						Subtotal	$ 0.00
						High School Internship Supplemental Funding (Optional)	$
						High-Dose Tutoring Supplemental Funding (Optional)	$
						Grant Award Calculations Total	$ 0.00

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 child care.

Documents		
Type	**Document Template**	**Document/Link**
21st CCLC Current Childcare License or Assurance Statement	📎Office of Early Childhood Child Day Care Licensure Assurance	

Office of Elementary and Secondary Education; Title IV 21st Century Schools 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)

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

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 Individualized 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 assessments	Percentage of students who are performing below standards on ELA state or district assessments	Name the assessments used for previous two columns
*	*	* %	* %	* %	* %	* %	* %	* %	*

4. SMART Goals Table

SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Following is an Academic Improvement Example:

1. Specific: Clearly define what you want to achieve. Instead of saying "improve student performance" specify "increase math test scores by 10%."

2. Measurable: Set criteria to track progress. In our 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% 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% by the end of year 1."

Remember, SMART goals help you stay focused, motivated, and accountable. Adapt these principles to your specific after-school program.

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

Needs Assessment Statement	Program SMART Goal
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.	Example: At least 80% of students who attend the after-school program regularly will demonstrate an increase in math skills by the end of the spring semester, as measured by pre- and post-program state assessment scores.
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**
*	*

* 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.

B. Partnerships and Collaboration

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

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. - (Limit 4500 characters)

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.

Partner Services Table

Activities/Service to be provided	Partner Name	Timeline	Alignment to SMART goal

Example: Cooking classes		*Example: Monthly - every 3rd Wednesday of the month*	*Example: Program staff will attend staff meetings on a regular basis and have an allocated 10 minutes of agenda time for after-school program communication.*
*	*	*	*

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 - Partner 1

Collaboration Strategy	Timeline	Outcome
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.	*Example: Monthly- every 3rd Wednesday of the month*	*Example: Program staff will attend staff meetings on a regular basis and have an allocated 10 minutes of agenda time for after-school program communication.*
*	*	*

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), 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 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.

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.

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

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.

Dosage

Minimum Dosage Requirements

The 21st CCLC grant application process is highly competitive and may receive higher points for those that exceed the minimum requirements. 21st CCLC grant funding cannot be used to support drop-in programs. Programs must be designed to serve the same group of students consistently over time. For instance, if the target number is 50 students, the aim is for the program to serve the same 50 students every day it operates. The program needs to adhere to the minimum requirements in terms of weeks, days, hours, and staff-to-student ratio to qualify for the appropriate funding:

- minimum of 25 weeks of programming per school year;
- minimum days and hours of operation:
- Elementary School: 4 days per week for 2.5 hours per day (minimum of 100 days open)
- Middle or High School: 3 days per week for 2 hours per day for Middle or High School (minimum of 75 days open)
- minimum staff to student ratio is 1:15 (1:10 for Kindergarten and Pre-school);
- high school programs may target a maximum of 50 students per site;
- optional summer program (minimum of 20 days); and
- optional beforeschool, Saturday, or non-summer vacation programming.

Maximum Dosage Requirements

The 21CCLC grant application process is highly competitive and awards maximum points to applicants that exceed the minimum requirements. The applicant's responses to the Request for Proposal (RFP) serve as the official agreement between the CSDE and the applicant. Therefore (if awarded), the applicant's proposed terms, such as the duration of the program, operating hours, days of operation, inclusion of a summer program, provision of bus transportation, and staff to student ratios, must be adhered to secure funding. Failure to meet these criteria puts the funding at risk.

The following criteria outline the maximum points that can be awarded:

- programming for a minimum of 33 weeks per school year;
- maximum days and hours of operation:
- Elementary School: 5 days per week, with each day consisting of 2.5 hours (minimum of 165 days open).
- Middle or High School: 4 days per week, with each day consisting of 2 hours (minimum of 132 days open).
- a 4-week Summer Program (minimum of 20 days);
- a minimum staff to student ratio of 1:10.

High School Applicants
High School applications may target a **maximum of 50 students per site.** High School programs are required to provide services that are appropriate to the developmental needs of the High School population. Services may include, but are not limited to, credit recovery, college and career exploration, post-secondary planning, internships, driver's education, and life skills courses.

1. Provide the information in the chart below for each site.
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)	Student to Staff Ratio
*	*	*	*	*	*	*

Program Schedule

School/Site Name	Start Date	End Date	Days and hours of the after-school program	Days and hours of the beforeschool 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.)
	*	*	*	*	*	*	*

* 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. (Limit 4500 characters)

* 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. Describe how the program will offer families opportunities for active and meaningful engagement in their children's education, including opportunities related to educational development such as events focused on literacy, collaborating with teachers and other school staff for educational purposes, or college and career awareness. To support engagement and family education, strategies must align with the needs of students and families, be ongoing, and sustained over time.

* 7. 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)

* 8. Address how children will travel safely to and from the program. Clearly indicate whether bus transportation will be provided and how this will be funded. Descriptions must align with budget allocations (Transportation < 25 percent). If transportation is not being provided, please provide evidence that transportation does not pose a barrier for the target students to attend.

* 9.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.

☐ ☑ 10. My organization will generate program income. Applicants that would like to apply to implement a program fee structure for families must follow the requirements below.
It is anticipated that 21st CCLC grant funding will encompass the entire expenditure of operating a program with the suggested allocation, without imposing a program fee to generate revenue. Applicants who do not seek to generate program income by charging program fees will receive the highest score in this category. Successful applicants that did not apply to generate program income are not permitted to seek program income generation during their funding cycle.

Per Federal guidance, all low-income students should be enrolled first in 21st CCLC programs with no expectation of them paying a fee. The generation of program income through parent fees must NOT be a barrier to the most vulnerable population of participants.

The maximum parent fee for families eligible for free/reduced lunch is $5.00 per week.

$15.00 per week is the maximum fee for those not eligible for free/reduced lunch.

All programs must have a written policy for fees for the second, third, etc., students enrolled from the same family.

No student can be excluded from the program regardless of ability to pay. A parent does not have to provide verification of financial status; they simply can state they are unable to pay.

When charging parent fees, the afterschool student population must mirror the free/reduced lunch demographics of the schools they are serving. Example: If the school being served has 50 percent of its students eligible to receive free/reduced lunch, the 21st CCLC program must also serve at least 50 percent of the students that qualify for free/reduced lunch.

Program income generated through parent fees must be used in the following ways:
- spent within the funding cycle,
- spent only on programs identified in this approved grant application,
- fees can only supplement and NOT supplant, which means afterschool programs will need to add activities (vacation club, educational field trips, etc.), to support additional students outside of the approved grant application.

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

The CSDE will approve individual program income processes on a yearly basis. Additional fiscal monitoring, including preparation of documentation, will be required of the program.

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.

Describe your program's fee structure and/or program fundraising plans. - (Limit 4500 characters)

11. Describe how your program will incorporate diversity, equity, and inclusion (DEI) policies and practices. Outline plans to ensure a DEI focus for staff hiring, activity offerings, student and family engagement, and the overall program environment.

D. Program Administration

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

D. Program Administration

Instructions

Each grant is required to designate personnel for the following positions:

Program Director
The primary purpose of the 21st CCLC Program Director position is to ensure the development and implementation of a high-quality expanded learning program for students and their families. The Program Director is responsible for the overall communication, leadership, partnership, hiring, budgeting, monitoring, professional development, data collection and reporting requirements. This is a leadership role that typically resides at the central office and oversees all 21st CCLC sites to allow for consistent practices and seamless communication. The percentage of funding to support this position must align with the time required to oversee the proposed sites outlined in the application. **If this position is funded within the LEA or CBO, the time allocated to the 21CCLC grant must be defined in the Organizational Chart below.** Responsibilities should include: leadership for all 21st CCLC funded sites, attending trainings and professional development, ensuring that communicated information regarding requirements and opportunities are shared with staff, ensuring grant requirements are met by deadlines, leading development of program goals and tracking progress, facilitating the partnership between partner organizations and with school administration, developing curriculum, seeking vendors, setting up grantee information, grant objectives, user accounts, program calendar, and partners in TransACT AS21, and reviewing Monthly Attendance Reports in AS21 on an ongoing basis to ensure program compliance.

Program Coordinator
One Program Coordinator must be designated per site. The percentage of funding to support this position must align with roles and responsibilities of coordinating programs after-school. **This role might already exist within the LEA or CBO, however, the specific amount of time dedicated to the 21st CCLC grant should be clearly outlined in the Organizational Chart below.** Adequate time must be allocated for a minimum of three required meetings during the school day per year. Responsibilities include: leadership for individual sites, attending required trainings and professional development, supervising the daily operations of programming, interacting with students and families, sharing goals and program information with school day personnel, adding partner contributions, activities, and sessions in TransACT AS21, and reviewing Monthly Attendance Reports in TransACT AS21 on an ongoing basis to ensure program compliance.

Data Personnel
Appropriate time must be dedicated to this position to ensure data entry is up to date by the reporting deadline each month. The estimated time commitment includes approximately 20 hours for site setup and then an on-going five hours per week for data entry. At least one coordinator must be designated per site. The percentage of funding to support this position must align with roles and responsibilities of coordinating programs after-school. **This role might already exist within the LEA or CBO, however, the specific amount of time dedicated to the 21st CCLC grant should be clearly outlined in the Organizational Chart below.** Responsibilities include: attending the TransACT AS21 training, ensuring required data is entered by monthly attendance report deadlines, and certifying data by end of year deadlines for Federal reporting requirements.

* 1. Describe your current staffing infrastructure for after-school. How will it change upon receiving 21stCCLC funds?

2. Organizational Chart

Complete staffing organization chart specific to this application. Refer to the Budget Guidance and Instructions and the below definitions.

Program Administration: Administrative costs/expenses are defined as general expenses that are associated with the implementation and oversight of the grant, such as staff who are not providing direct services to students, administrative personnel, bookkeeper/accountant, etc.

Direct Services are services that are typically delivered at the school/program site, where the students are the direct recipients or beneficiaries of the services. Personnel are providing direct, hands-on services to students including, but not limited to: academic support, enrichment activities, and recreational activities.

Positions

Position	Existing or New Position	Responsibilities for the 21stCCLC grant, Administrative hours	Direct Service hours	Percentage of salary funded through 21st CCLC grant
Program Director	* ○ Existing ○ New	*	*	* %
Program Coordinator	* ○ Existing ○ New	*	*	* %
Data Coordinator	* ○ Existing ○ New	*	*	* %
	* ○ Existing ○ New			%

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
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		
September		

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.

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Completing Budgets in eGMS:
- Applicants who are requesting funding for the 21st CCLC grant and one or both of the Supplemental grants to support the Student Internship Program and/or the High-Dose Tutoring Program will complete one budget.
- Budget details for the 21st Century grant should select Purpose Code 01 - 21st CCLC.
- Budget details for the Supplemental Funding for Student Internship Program should select Purpose Code 02 - Student Internship.
- Budget details for the Supplemental Funding for High-Dose Tutoring Funds should select Purpose Code 03 - High-Dose Tutoring.
- The narrative information should be comprehensive and adhere to the <u>allowable costs</u>.
- Applicants should indicate matching or in-kind funds as applicable on the *Matching/In-Kind Budget* page and not in the Budget Details.

Applicants must use the Grant Award Calculation Chart to determine the correct per-pupil allocation and year-one grant calculation.

Grant Award Calculations Chart

21st CCLC Traditional Award without Transportation	21st CCLC Traditional Award with Transportation
$18 per student per day of operation.	$23 per student per day of operation.
Calculation: **$18 per target number of students** x days of program operation = Base Grant Award	Calculation: **$23 per target number of students** x days of program operation = Base Grant Award
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 Traditional Award Calculation: $118,800	Example: 50 students for 120 days during school year 30 students for 20 days during summer $23 x 50 students = $1,150 x 120 Days = $138,000 $23 x 30 students = $690 x 20 Days = $13,800 Total Year One Traditional Award Calculation: $151,800
Traditional and Supplemental Funding without Transportation	**Traditional and Supplemental Funding with Transportation**
Calculation: Total Year One Traditional Award + Supplemental Funding = Total Grant Award	Calculation: Total Year One Traditional Award with Transportation + Supplemental Funding = Total Grant Award
Example: Total Year One Traditional Award + High-Dose Tutoring + Student Internship Program = $118,800 + $50,000 HDT+ $30,000 (Student Internship for School Year only) = $198,800 (maximum grant award)	Example: Total Year One Traditional Award with Transportation + High-Dose Tutoring + Student Internship Program = $151,800 + $50,000 HDT + $30,000 (Student Internship for School Year only) = $231,800 (maximum grant award)

Range of Traditional 21st CCLC Awards

The size of the traditional 21st CCLC grant award can vary, ranging from a minimum of $50,000 to a maximum of up to $250,000 per year for three years. Applications that offer transportation qualify for a higher per-pupil amount. Refer to the Grant Award Calculation Chart to determine allowable per pupil allocation and year-one grant calculation.

Grants will not be issued for less than $50,000 to ensure they are adequate to support high-quality programs. 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. It is crucial to use the funds to provide services to the identified students and families, as this is not a planning grant. Applicants should have an implementation plan in place, but can use funds for ongoing planning based on evaluation results. Prior experience or potential for success in providing educational activities must be demonstrated by applicants.

Allowable Range of Supplemental 21st CCLC Awards

Applicants can also apply for up to two supplemental grant opportunities to support Student Internship and High-Dose Tutoring programs, each for up to $50,000. Supplemental funding requests must align with supplemental program guidance. Total supplemental requests cannot exceed $100,000 per year. Applicants must successfully apply for a 2024-25 Traditional 21st CCLC grant to be eligible to apply for and receive a supplemental grant.

Maximum Grant Award for Applicants that Apply for Traditional & Supplemental Funding

21st CCLC Traditional Grant 2024-25 applicants that chose to apply for the maximum amount of $250,000 plus both supplemental funding opportunities cannot apply for more than $350,000 per year for three years. The number and size of awards will depend on the availability of federal funds, and quality of grant applications, with efforts made to distribute funds equitably across different geographic areas within the state.

Budget Amount Guidance

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

- 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, travel, etc.).

- Approximately 50 percent of the overall budget should support staff working directly with students.

- No more than 25 percent of the overall budget can be allocated to transportation and no more than 20 percent of the overall budget can be allocated to supplies and program evaluation services.

- No more than 10 percent of the overall budget can be allocated to program evaluation (this is considered an administrative expense and not required).

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

- An allocation of 5 percent of the year-one budget must be used to cover the statewide evaluation, professional learning, database management, technical assistance, and quality advising services for the grant cycle.

- 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.

- Budget line items must follow Allowable Cost Guidelines.

Supplemental Funding for the Student Internship Program

The Student Internship Program is an optional application. Applicants who are applying to serve Elementary and Middle School students may

apply for this funding up to $50,000 as a supplement to their comprehensive application. Applicants can only use this funding to support 21st CCLC programs. Successful grantees will receive the full award amount for all three years of the funding cycle

- School Year Only Applicants - Grantees may apply for up to $30,000 to support up to 10 High School interns during the school year.

- Summer Only Applicants - Grantees may apply for up to $20,000 to support up to 15 High School interns during the summer. Summer Only Applicants - Grantees may apply for up to $20,000 to support up to 15 High School interns during the summer.

- School Year and Summer Applicants - Grantees may apply for up to $50,000 for the Student Internship Program to work with up to 10 High School interns during the School Year and up to 15 High School students during the summer (4 week minimum).

Fund Use:

- Funds must be used solely to support the priorities of the Student Internship Program.

- Funds must be used to compensate student interns at a rate that is at least comparable with minimum wage.

- Funds may be used to support a required internship coordinator.

- Funds must follow Allowable Cost Guidelines. However, supplies should be no more than 10 percent of the overall budget and must be directly connected to supporting student interns.

- These funds may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for this purpose.

- Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs, and the purchase of materials that are used during the school day are not allowable expenses under this grant.

Expenditures: In constructing the budget, please note that all costs must be reasonable and necessary to implement the program activities. Applicants must complete both a budget and a budget narrative that demonstrates a clear connection to the proposed programming.

A budget for this grant must be created separately from the primary grant (CCLC). All Budget Details for a Student Internship Grant must use Purpose Code 02 to separate it from the regular grant.

Supplemental Funding for High-Dose Tutoring

High-Dose Tutoring is an optional opportunity for qualified applicants seeking a 2024-25 21st CCLC grant. Qualified applicants have a chance to request up to $50,000 to implement HDT to support English Language Arts (ELA) in grades K-5 and Math in grades 6-9. The maximum amount is $2,500 per student, which is based on 30 weeks of 30-minute sessions, three times per week, during before or after-school hours.

Fund Use:
- Funds must be used solely to support the priorities of the High-Dose Tutoring
- Funds must follow Allowable Cost Guidelines. However, supplies should be no more than 10 percent of the overall budget and must be directly connected to supporting High-Dose Tutoring.
- These funds may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for this purpose.
- Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs and the purchase of materials that are used during the school day are not allowable expenses under this grant.

Expenditures: In constructing the budget, please note that all costs must be reasonable and necessary to implement the program activities. Applicants must complete both a budget and a budget narrative that demonstrates a clear connection to the proposed programming.

A budget for this grant must be created separately from the primary grant (CCLC). All Budget Details for a High-Dose Tutoring Supplemental Funding must use Purpose Code 03 to separate it from the regular grant.

E. Budget

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Object	Total
100 - Personal Services > Salaries	$0.00
200 - Personal Services > Employee Benefits	$0.00
300 - Purchased Professional and Technical Services	$0.00
500 - Other Purchased Services	$0.00
600 - Supplies	$0.00
Total	$0.00
Allocation	$0.00
Remaining	$0.00

6/25/2024 2:20:47 PM

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Filter by Location: | All - $0.00 ▼ |

	Purpose	Total
Object		
Total		0.00
	Allocation	0.00
	Remaining	0.00

F. Sustainability

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

* 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 programing beyond the grant period.

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

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Integrating Multitiered Systems of Support in 21st CCLC Programs

Applicants who are applying for bonus points MUST complete this section.

Addressing broader needs has become a critical role for schools and after-school programs. This includes supporting mental health, reducing bullying, and improving academic and social outcomes. An inclusive learning community is essential for ensuring a supportive environment where every student's needs are met. A MTSS approach can help achieve this goal.

MTSS is a framework for helping all students, especially those facing the biggest challenges. It focuses on equity, collaboration, and family engagement. Many schools are using MTSS during the school day but often do not extend it to their after-school programs. Teamwork between school-day and after-school staff and training are essential for effective integration.

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.).

6/25/2024 2:20:47 PM

Student Internship Supplemental Funding Information

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

The Internship Program Supplemental funding will be used to support school year and/or summer student internship programs for High School students interested in the education or social services field to gain valuable experience and professional development while supporting PreK-8 students in current 21st CCLC schools/sites. Additionally, student interns will earn at least minimum wage while building local capacity to help meet staffing needs.

I. Funding Priorities
- supporting future educators and social service workers in developing skills helpful to entering and succeeding in multiple school-based professions.
- helping build a future of diverse professionals by providing high school students interested in a future school-based profession with real world experiences.
- creating a planning/outreach team that includes at minimum: 21st CCLC coordinator, high school representative (guidance counselor, career/vocational ed., internship coordinator, etc.), and other related district/school positions.
- managing the fiscal responsibility of helping student interns complete necessary paperwork to earn wages for their participation.

II. Grant Requirements
- Identify and support a program internship coordinator responsible for student intern recruitment, placement and monitoring. as well as professional development delivery to student interns.
- Recruit a diverse group of student interns that reflect the students served by the 21st CCLC grant funds. Student Interns who are working at Middle School programs must be a junior (11th grade) or senior (12 grade) in High School.
- Provide student interns with ongoing training and support.
- Participate in internship training, and networking sessions.
- The district/site(s) must commit to participating in an evaluation component to measure the impact of the internship program.
- Student interns are required to complete a final project as a demonstration of learning.

III. Eligibility, Funding and Expenditures

Eligibility:
Applicants must successfully apply to the 2024-25 Traditional 21st CCLC grant to be eligible to apply for and receive optional supplemental funding. Applicants who are applying to serve Elementary and Middle School students may apply for up to $50,000 as a supplement to their comprehensive application. Applicants cannot apply only for supplemental funding and can only use this funding to support 21st CCLC programs.

Funding:
Applicants can apply to the Optional Student Internship Supplemental Funding with a minimum of $20,000 to a maximum of $50,000. Successful grantees will receive the full award amount for all three years of the funding cycle.
- School Year Only Applicants - Grantees may receive up to $30,000 to support up to 10 High School interns during the school year.
- Summer Only Applicants - Grantees may receive up to $20,000 to support up to 15 High School interns during the summer.
- School Year and Summer Applicants - Grantees may receive up to $50,000 for the Student Internship Program to work with up to 10 High School interns during the School Year and up to 15 High School students during the summer (four week minimum).

Fund Use:
- Funds must be used solely to support the priorities of the Student Internship Program.
- Funds must be used to compensate student interns at a rate that is at least comparable with minimum wage.
- Funds may be used to support a required internship coordinator.
- Funds must follow Allowable Cost Guidelines. However, supplies should be no more than 10 percent of the overall budget and must be directly connected to supporting student interns.
- These funds may be used only to supplement, not supplant, funds that local educational agencies, schools, and community-based organizations would otherwise expend for this purpose.

Expenditures: In constructing the budget, please note that all costs must be reasonable and necessary to implement the program activities. Applicants must complete both a budget and a budget narrative that demonstrates a clear connection to the proposed programming. Rental of space, cash stipends to students to attend the program, cell phones, telephone and utilities, overhead costs, and the purchase of materials that are used during the school day are not allowable expenses under this grant.

A budget for this grant must be created separately from the primary grant (CCLC). All Budget Details for a Student Internship Grant must use Purpose Code 02 to separate it from the regular grant.

IV. Student Internship Considerations

When designing your Student Internship Program, applicants should develop goals for student interns that build skills and knowledge in a professional setting. Successfully applicants will foster a connection to professionals in the education field. In addition, student interns should learn about career pathways in education or other related professions. Applicants need to consider the ages and developmental stages of teen interns. This includes identifying the strengths and challenges student interns will face working and the issues around the age gap between teen interns and younger students. Successful applicants will have strategies for recruiting High School student interns that reflect the diversity of students served through the current 21st CCLC grant.

V. Selection Process & Grant Award Decisions

The CSDE reserves the right to award in part, to reject any and all applications in whole or in part, and to waive technical defects, irregularities, or omissions if, in its judgment, the best interest of the students would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts and set conditions, and to select certain grantees regardless of the quality of the application. In addition, the Agency reserves the right to change the dollar amount of grant awards. All awards are subject to availability of federal funds.

H. Optional: Student Internship Supplemental Funding Application

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Student Internship Supplemental Funding

This is an optional application for applicants with Elementary/ Middle School programs. Refer to the "Student Internship Supplemental Funding Information" page for grant requirements, eligibility and funding.

A budget for this grant must be created separately from the primary grant (CCLC). All Budget details for a Student Internship Supplemental Funding must use Purpose Code 02 to separate it from the regular grant.

☐ ☑ **My organization will be applying for the 21st Century Community Learning Centers Internship Program Supplement Grant.**

Program Team

1. Use the planning space below to decide who needs to be on your program team. If you are planning to work with high school students from multiple schools, be sure to have team members from each school represented. These may include:
Principals
School-day teachers
School administrators
Counselors
Curriculum coordinators
Parent involvement staff
Social workers
Students
Parents
Community organizations
Colleges/universities
Other

Team Chart

Name	Role	Affiliation
* [ ]	Select... ⌄	* [ ]

Narratives

* 2. Describe the specific need for student intern supplemental funding and evidence that the program proposal can be implemented within the funding timelines of this application. - (Limit 4500 characters)

* 3. Provide a clear program plan of how these funds will be used, including the proposed 21st CCLC grant/site(s) that the interns will work with, the high school(s) that you will recruit from, the number of student interns you will hire and who will hire/pay the interns. - (Limit 4500 characters)

* 4. Provide an outline of the estimated hours per week and total internship hours (school year and or summer, depending on what you are applying for). Note:

Interns must be paid at least minimum wage through this funding. - (Limit 4500 characters)

* 5. Describe the role of the student interns in supporting the 21st CCLC programming. (Interns may serve as teaching assistants, academic and social supports, mentors, etc.). - (Limit 4500 characters)

* 6. Describe plans and timeline to recruit and hire an internship coordinator. Include qualifications you will be seeking for this role. If you already have someone in mind for this role, describe their qualifications and experience. - (Limit 4500 characters)

* 7. Describe plans to connect the Internship Program to existing career pathways or work force development programs. - (Limit 4500 characters)

* 8. Describe the process, topics, and timeline for training student interns and continued supervision. Note: To ensure the health and safety of staff and students, interns will be required to be trained to follow all established health and safety protocols - (Limit 4500 characters)

* 9. Describe any plans for training program staff on how to engage with and effectively utilize student interns. - (Limit 4500 characters)

10. Student interns are required to complete a final project as a demonstration of learning. How will program staff support the interns final project

High-Dose Tutoring (HDT) Supplemental Funding Information

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

21st CCLC Supplemental Funding for High-Dose Tutoring (HDT) Guidance

21st CCLC Applicants are encouraged to implement HDT to support English Language Arts (ELA) in grades K-5 and Math in grades 6-9. Applicants may apply for up to $50,000 to support HDT as outlined in the following guidance.

Why Implement HDT in 21st CCLC Programs?

According to research, HDT is an effective strategy to accelerate learning and provide equity in accessing tutoring for all students. The intensity and frequency of HDT has been shown to accelerate learning more than any other academic intervention. An exemplary HDT model is made accessible intentionally, embedding small-group and/or individual instruction by highly qualified tutors. Every session focuses on students' identified needs with standards-based content aligned to the LEA's curriculum, grade level performance goals, and course requirements.

What Does the Research Reveal?

Research on successful HDT models reveals that if implemented appropriately, programs can produce large gains in math and reading for at-risk students. Not all tutoring is effective if certain program elements are not in place, such as minimum dosages, tutor-student ratios, tutor-teacher communication, high-quality tutor training, and standards-aligned curriculum. HDT is effective for building foundational skills in elementary grades and can aid struggling Middle and High School students. As such, this grant program will focus on foundational skills for Elementary students in ELA and learning acceleration for Middle (Grades 6-8) and High School (Grade 9) students in Math.

Is there a Need for HDT in Connecticut 21st CCLC Program?

Assessment scores shows "declines in student proficiency of around six to eight percentage points in ELA and Math." Students in grades 6-8 "may be five to seven months behind in ELA and a year or more behind in Math." Recent National Assessment for Educational Progress (NAEP) results in Connecticut reveal significant declines in Math and Reading scores since the assessment was first administered in 1990.

How much HDT Supplemental Funding can a 21st CCLC Applicant Apply For?

Applicants who apply for HDT Supplemental Funding may request a maximum of up to $50,000 to support HDT. Applicants who apply for the maximum of $2,500 per student are required to provide a minimum of 30 weeks of tutoring, three times a week, for 30 minutes per session, in group sizes of no more than four students per one tutor. Please note grant funding will be on a reimbursement basis only.

What Can HDT Supplemental Funding Support?

- LEA or school-level personnel to oversee creation, design, and implementation of the program across 21st CCLC Program(s).
- LEA or school-level personnel to serve as mentors and coaches for tutors to provide initial and ongoing training, coaching and professional development for tutors, as needed.
- Tutors and educators responsible for providing services directly to students.
- Staff to procure necessary curriculum, assessments, materials, hardware, and software to facilitate tutoring.
- Third-party tutoring organization (must be approved by CSDE), responsible for hiring, training, and managing a cadre of tutors (who could include paraprofessionals, retired teachers, AmeriCorps members, and community members) to ensure staffing needs are complete.
- Virtual tutors (must be approved by the CSDE).

Program Elements

21st CCLC applicants who apply for additional funding to support HDT will propose a plan that incorporates the following program elements.

Program Element 1: LEA Champion and Point of Contact

LEAs should designate an individual with the capacity to achieve critical program milestones, including coordinating and procuring the tutors, coordination of curriculum content between teachers and tutors, participating in training sessions, and ensuring high levels of participation from students and families.

For this program to be successful, there must be a specific individual at the LEA with time and administrative power to coordinate efforts across the participating school(s), CSDE, and other partners. This person will be the primary champion of the program, overseeing its implementation and supporting the collaboration that must happen between the school staff and after-school staff, to allow students to access high-quality tutoring services before and/or after-school.

Program Element 2: Tutoring Personnel

Having well-trained, consistent tutors is the most critical component to building an effective HDT program. Highly qualified tutors can come from a variety of backgrounds, including former, current, or retired educators, private/contracted tutors, paraprofessionals, AmeriCorps members, or college students. Regardless of tutor background, research finds those who show up consistently and form deep relationships with students have the biggest impact on student learning.

Successful applicants may use their own staff and may partner as appropriate with one of the approved external tutoring organizations for HDT training of their staff. Successful applicants also have the option to procure trained, high-quality tutors from a list of eligible vendors vetted and approved by the CSDE. External tutoring organizations who have not been vetted and approved by CSDE will be required to submit additional information to the CSDE for review and approval.

A list of the vetted and approved organizations can be found on the CSDE's High-Dosage Tutoring Webpage and in the Related Documents section of this electronic grant application. The most competitive vendors will provide tutors, particularly those new to the profession, with upfront training on relevant topics including facilitating small groups, managing student behavior, instructing students with learning differences and/or Individualized Education Programs (IEPs), responding to students' socioemotional needs, and using data to inform instruction

Program Element 3: Tutoring Dosage

Research finds that 30-minute sessions, two to three times per week, during, before, or after-school hours is the most effective dosage. At a minimum, programs must include two (2) tutoring sessions per week for at least 30 minutes per session.

Program Element 4: Tutor-Student Ratio

Tutors should work with groups no larger than four students (1:4) at a time, with the same tutor working with the same groups of students each week. It helps to pair English Learners (ELs) together, particularly if their tutor speaks their native language.

Program Element 5: Instruction Timing and Delivery

Based on rigorous evidence, it is strongly encouraged that LEAs embed HDT in person wherever possible to maximize regular student attendance, ensure coordination with teachers, and build a culture of academic engagement and collaboration.
21st CCLC programs may provide virtual tutoring in cases where hiring in-person talent is not feasible, although designated staff must be present to ensure students attend the session and are supported with using tutoring software. Priority will be given to programs that offer in-person tutoring.

Program Element 6: Curriculum

LEAs have flexibility in choosing Connecticut State Standards-based programs, evidenced-based instructional strategies, and associated materials aligned to curriculum, course, and grade level performance goals. LEAs should not use HDT as a remediation tool or rely solely on simpler materials from earlier grade

levels. Rather, the program should focus on building foundational skills directly relevant to grade-level content and core curriculum. High-quality curricula and programs, including digital materials, foster rigor and student engagement with a focus on accelerating learning.

Program Element 7: Data and Evaluation

CSDE will work with 21st CCLC grantees and an evaluation team to evaluate the end-of-year outcomes of the HDT program. While the evaluation team will determine the type, frequency, and means of specific data elements collected, 21st CCLC programs will need to collect specific data elements including attendance and dosage of tutoring received per student, curriculum-embedded and other formative measures, course grades, and feedback from students, families, educators, and tutors on the program.

Program Element 8: Priority Students

As a needs-driven program, 21st CCLC should use HDT funding to prioritize students who, based on recent data from Smarter Balanced Assessment and/or Benchmark Assessments (Interim Assessment Blocks, proprietary benchmarking systems), are performing below grade level, are classified as high need, are from historically underserved backgrounds, and/or who would benefit the most from this intensive intervention model. Students must be enrolled in your comprehensive 21st CCLC program to qualify for HDT.

I. Optional: High-Dose Tutoring Supplemental Funding Application

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

☑ My organization will be applying for High-Dosage Tutoring (HDT) funding.

Application Questions for 21st CCLC Supplemental Funding for HDT

* 1. Describe how data will be used to identify and prioritize the students who would most benefit from HDT. Include any recent summative assessment data that will be used to determine which students receive HDT.

* 2. Identify the number of students proposed to receive HDT. Applicants should build their budget around this number. The maximum amount is $2,500 per student, which is based on 30 weeks of 30-minute sessions, three times per week, during before or after school hours. Applicants are eligible to apply for up to $50,000 to support HDT as a component of their 21st CCLC program application.

* 3. What school(s) and grade level(s) will you target in math or ELA?

* 4. Describe the team that will oversee and implement the HDT program at the district, school and after school level, including their name(s) and title(s). The LEA must appoint one project director to lead programming across school(s) served by the 21st CCLC program.

5. Describe the applicant's strategy and approach to staffing their 21st CCLC HDT program. This includes addressing the following points:

A. Utilization of current staff: Explain whether the applicant plans to utilize their existing staff members for the HDT program.

B. Partnership with approved external tutoring organizations: Discuss if the applicant intends to collaborate with any of the approved external tutoring organizations for HDT training of their staff.

C. Partnership with unapproved external tutoring organizations: Mention if the applicant plans to partner with an external tutoring organization that has not yet been vetted and approved by CSDE for HDT training of their staff.

D. Procurement of trained, high-quality tutors from approved vendors: Explain if the applicant intends to procure trained tutors from a list of eligible vendors that have been vetted and approved by the CSDE.

E. Procurement of trained, high-quality tutors from unapproved vendors: Discuss whether the applicant plans to procure trained tutors from a vendor that has not yet been vetted and approved by the CSDE. Note: External tutoring organizations, not vetted and approved by CSDE, will be required to submit additional information to the CSDE for review and approval.

*

* 6. Describe how your 21st CCLC program will support new tutors over the course of the year.

* 7. What ratio of tutor-to-students will your program follow?

* 8. Describe your 21st CCLC program plans to implement or expand HDT in your program, including weekly dosage, timing (before or after school), and delivery (in person, virtual) of services. Applicants are encouraged to include a sample schedule.

* 9. Describe the instructional materials that will be used to provide HDT and their alignment to Connecticut state standards.

* 10. Describe how your LEA will evaluate the progress of students receiving HDT, including any curriculum-embedded assessment measures that will showcase student progress and inform ongoing tutoring and instruction.

* 11. What communications protocol will your program adopt to ensure teachers and tutors align HDT sessions around daily classroom instruction?

* 12. Describe how your LEA/21st CCLC program will inform families/guardians and other stakeholders about student participation in the 21st CCLC HDT program, including student selection, progress, monitoring, and attendance.

* 13. Provide a budget and budget narrative with specific details on how the HDT funding will support year one of the grant. If applicable, include any other sources of additional funding, including in-kind resources. Refer to Budget Guidance and Instruction while answering the question. To complete budget details and narrative for the High-Dose Tutoring applicant should select Purpose Code 03 - High-Dose Tutoring

Related Documents

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Required Documents		
Type	**Document Template**	**Document/Link**
Mandatory Superintendent, CBO and Principal Signature Document [Upload at least 1 document(s)]	📎Superintendent, CBO and Principal Signature Template	
21stCCLC Superintendent and Principal Letter of Commitment [Upload at least 1 document(s)]	N/A	
21stCCLC Lead Partner Letter of Commitment [Upload 1 document(s)]	N/A	
21st CCLC MOA/MOU [Upload at least 1 document(s)]	N/A	
Affirmative Action Certification [Upload at least 1 document(s)]	N/A	
Affirmative Action Compliance Report [Upload at least 1 document(s)]	N/A	

Optional Documents		
Type	**Document Template**	**Document/Link**
21st CCLC RFP Checklist [Upload up to 1 document(s)]	📎RFP Checklist Template	
21st CCLC Current Childcare License or Assurance Statement	📎Office of Early Childhood Child Day Care Licensure Assurance	

Nita M. Lowey 21st Century Community Learning Project Allocations

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
TESTINGSCHOOL21C	$0.00	$0.00	$0.00	$0.00

6/25/2024 2:20:47 PM

AFCAMP (temp-5004) Non-Traditional LEA - FY 2024 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - Rev 0 - Nita M. Lowey 21st Century Community Learning Centers - New (20863) - TESTINGSCHOOL21C (temp-5004-SG00002) () - - New

A grant award letter has not yet been generated.