

CONNECTICUT STATE DEPARTMENT OF EDUCATION
SCHOOL HEALTH, NUTRITION, AND FAMILY SERVICES

ARP ESSER Innovation
After School Grants
for Grades Pre-K to 12

July 1, 2022- June 30, 2024

The (CSDE) reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

Release Date via eGMS: August 1, 2022

Due Date: September 6, 2022

THIS DOCUMENT IS FOR INFORMATION ONLY
The grant application must be completed on-line in eGMS.
<https://connecticut.egrantsmanagement.com>
No paper or email applications will be accepted.

RFP # 834



Charlene Russell Tucker
Commissioner of Education

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Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Louis Todisco, Connecticut State Department of Education, 450 Columbus Boulevard, Hartford, CT 06103, 860-713-6594, Louis.Todisco@ct.gov.

I. Purpose & Program Design

The United States Department of Education (USDE) has recognized the importance of after school activities to support student success, particularly with the infusion of resources to support education both inside and beyond the classroom in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted Connecticut an additional \$1.1B, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. A total of \$11 million has been set aside at the state level to support after school programming and services, as well as associated activities that ensure their success. Successful applicants will receive funding to provide programming outside of school hours during school years 2022-23 and 2023-24.

The CSDE has a long history of implementing evidence-based after school programming through the federal 21st Century Community Learning Center Grant (21st CCLC) program and the State-Funded After School Grant program. These programs partner with community-based organizations (CBO) to provide students with academic enrichment opportunities and additional activities designed to complement their regular academic program. ARP ESSER provides us with the opportunity to expand the depth of this great work while simultaneously increasing the breadth of offerings to include new and engaging after school programs. With this as the goal, the CSDE is launching a third competitive grant opportunity to support innovative after school programs that address the academic, social, emotional, and mental health needs of students.

After school programs provide an environment that helps young people develop positive relationships with peers and gives youth challenges they can rise to overcome. These programs provide enriching, creative activities, and opportunities to develop leadership and decision-making skills. Innovative programs also provide students with the tools to problem-solve, grow, and excel academically. This grant will primarily focus on creating new after school programs to reach underserved target populations, while building districts' capacity through the assistance of local and community partnerships. This grant will provide successful applicants with the necessary funding to design and implement new, high-quality after school programs that address the academic, social, emotional, and mental health needs of students across the state, especially for those who have been disproportionately affected by the COVID-19 pandemic. It also offers leaders of CBOs and other local non-profit organizations an opportunity to work alongside school districts to conceptualize and jointly execute programming that serves the most vulnerable students, including those who have been the most disengaged during this current and past school year.

Innovation Grant Project Design

Two of the most important questions in designing innovative after school programs are: 1) How can learning be fun, and 2) How can we best create environments and activities that support learning outside the traditional school day? While we believe that young people are naturally motivated to learn, it is still hard work. Tasks like paying attention, engaging in focused practice, and taking in critical feedback require real effort. Student agency is achieved through activities that are meaningful and relevant to learners, driven by their interests and self-initiated with appropriate guidance from adults. As a result, motivation, or the willingness to start, put in mental effort, and persist, is vital if learners are to engage in challenging cognitive tasks.

Research, including that by Carol Dweck and Edward Deci, has found that various factors influence a learner's motivation and, when present, can support learning and development.

When designing program plans, please keep in mind these five factors that influence motivation: (1) students finding value in the learning, relationships, and the process; (2) students' self-efficacy or a belief in his or her ability to complete the learning tasks; (3) students' sense of control over the process and outcomes of learning; (4) maintaining a productive emotional state for students while learning; and (5) students sharing in decision-making by having a voice in why, what, and how learning experiences take shape.

Program objectives must include introducing fun and exciting activities that will engage students and make learning enjoyable. Applicants are encouraged to propose programs and activities that prioritize the following:

1. Learning Recovery and Acceleration

The transition to remote learning in the 2019-20 academic year, combined with annual summer learning loss for students across all grade levels, may have resulted in major setbacks in student learning and academic achievement. The following are examples of activities that contribute to improving learning and academic achievement:

- a. provide in-person and online tutoring;
- b. provide extra support for multilingual learners and students with disabilities;
- c. create innovative extended learning opportunities; and
- d. provide education to help families support student learning.

2. Regular and Consistent Attendance in School

Chronic absenteeism, a primary cause of poor academic achievement, is defined as missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences. Programs that address chronic absenteeism may:

- a. create a culture in which all teachers and staff purposefully develop relationships with students;
- b. monitor attendance and follow up with students struggling with regular attendance;
- c. use data to identify and minimize obstacles to attendance;
- d. create opportunities for meaningful involvement;
- e. treat students with dignity and respect; and
- f. implement innovative alternatives to exclusionary discipline.

3. Student Agency

Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and a choice in how they learn. The following are some examples of activities that promote student agency:

- a. **Plan Consistent Opportunities for Student Voice:** Students need dedicated time to collaborate to problem-solve, devise higher-order questions, contribute to the creation of a product, or otherwise actively grapple with a lesson's meaning. Do students have choices regarding the work they're doing? Are students prompted to connect what they're learning to their lives outside of school?

- b. Ask Students about their Lives Beyond the Classroom: It is important to show our students that we value who they are and understand the complexities of their lives. Some students will clearly make themselves known while others will fade into the background if we let them—so we need to intentionally interact with all students. These moments of listening and sharing with students reinforce belonging and build relationships.
- c. Ask for Student Feedback-and Use It: Another important way to elevate student voice is to ask for feedback. As much as we wish we could, we will never know what it really feels like to be a student in our classrooms, and our students hold many of the answers we seek. We can ask them for feedback throughout the year and (when feasible) implement their suggestions. Student feedback not only informs instruction, it also conveys that we value their insight, and that their voices are at the center of the work that we do. When we listen to and honor our students, we can show them that their voices can be powerful instruments of learning for themselves and others, and levers of change in their classrooms and beyond.

4. Innovative Student-Centered Learning

The term student-centered learning (SCL) refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. SCL gives students the opportunity to decide two things: what material they learn and how they learn it. SCL engages students as leaders and decision-makers in their own learning. SCL also improves learning outcomes and help students develop the skills for college and career readiness.

The following are some examples of student-centered learning activities and programs:

- a. students utilizing cooperative learning as they seek to put the “puzzle” together. Each student takes responsibility for an individual component of knowledge, then takes knowledge learned and gained and applies it to the larger body of work (puzzle);
- b. service learning, internships, project-based learning, and problem-based learning;
- c. programs focusing on science, technology, engineering, math (STEM), and other hands-on and skill-building activities;
- d. programs that engage students in their own learning process and integrates their interests and skills into it by modeling “how to think”; and
- e. programs focusing on technology and enhanced student-centered environments.

II. Eligible Applicants

The following entities are eligible to apply:

- local educational agencies (LEAs);
- charter school districts;
- Regional Educational Service Centers (RESCs) applying on behalf of LEAs
- college affiliated school districts;
- community-based organizations (CBOs), including faith-based organizations (FBOs) and other public or private non-profit organizations, in partnership with a local school or school district; and
- consortia of two or more of the above-mentioned agencies, organizations, or entities.

Target Population/Underserved Areas:

While entities located in any district across the State of Connecticut will be eligible to apply for this funding, the CSDE recognizes that some districts have not been successful in receiving 21st Century Community Learning Center Grant (21st CCLC) grant funding or the State-funded After School Grant program. Therefore, to build the capacity of underserved areas, CSDE encourages submissions from and will award priority points to applicants proposing to serve students:

1. Who live in districts which, over the past five years, have NOT received 21st CCLC or State-funded After School grant funding* to provide after school programs; or
2. Who live in districts that have received 21st CCLC or State-funded After School funding in the past but attend a program site that has not been funded over the past five years.

*This excludes any/all Elementary and Secondary School Emergency Relief Funds (e.g., ESSER I, ESSER II, and ARP ESSER) received by districts since the COVID-19 pandemic began in March 2020.

See Appendix A for a full list of districts that have not received state or federal funding for 21st CCLC or State After School programming in the past five years. See Appendix B for the scoring rubric, which includes a breakdown of total bonus points awarded, based on funding history.

Collaboration and Capacity Building Requirements

Solutions and supports for student success exist outside the schoolhouse as well as inside the schoolhouse. The CSDE has built a foundation of relationships with CBOs throughout the State to support schools, families, and students, recognizing that schools can't do this work alone. Organizations such as Regional Education Service Centers (RESC), Youth Service Bureaus (YSB), Family Resource Centers (FRC), YMCAs, Boys and Girls Clubs, and faith-based organizations (FBO) as well as other local programs for children and teens are uniquely positioned to reach those families and students in greatest need. These groups also have existing relationships and direct engagement with families, which is critical in ensuring awareness and access to after school programs in the community.

While some school officials may have already generated innovative ideas and only require additional funding to execute their vision, CSDE recognizes that many more districts lack the necessary time, capacity, and/or backing from their communities to fully design, implement, and sustain new after school programs, especially during the COVID-19 pandemic. Therefore, as a condition of funding, applications submitted by LEAs must provide a detailed explanation of partnership with at least one CBO or municipal agency, 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.

Applications must include a Memorandum of Agreement for each partner upon submission. 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 Dave Erwin at Erwin@edadvance.org.

III. Required Signatures and Adequacy of Resources

All proposals require signatures from the applicant local education agency's (LEA) superintendent, or other authorized personnel, and principal(s) of the participating school(s) to be uploaded in the application. 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.

For school districts and municipalities applying as lead applicants, fiscal health and financial policies can be documented in a letter of commitment from the superintendent (for school districts) or chief elected official (for municipalities) 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, in case of a delay in funding.

For CBO(s) applying as lead applicant, fiscal health and financial policies must be documented by providing all the following information as attachments:

- 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 ending June 30, 2022. Grantees must provide training and support for all staff members, including administrators and families, on understanding and appreciating diversity and developing skills to work with people from different backgrounds.

IV. Time Period, Grant Amount and Allowable Expenses

Number of Applications

Eligible applicants may apply for a maximum of up to two grants so long as they are for different sites.

Time Period

All applications must be submitted by September 6, 2022, to be considered. Grants will be awarded in September 2022, and the grant period will end on June 30, 2024. The grant award is intended for the 2022-23 school year and the 2023-24 school year. Continuation of funding within the grant cycle is contingent upon compliance with state and federal guidelines.

Size of Grants

Grant funding requests can range from a minimum of \$50,000 per year to a maximum of \$150,000 per year. The maximum two-year award per application is \$300,000. Applicants should only apply for the amount that they are certain they will be able to spend efficiently and effectively during the grant period.

Allowable Expenses

Grant funds cannot be used to purchase office or computer equipment that does not directly support after school activities, nor can funds be used to purchase motor vehicles, facilities, or to support new construction.

For a comprehensive list of authorized uses of ARP ESSER funds, please refer to page 12 of CSDE's Guidance online ([available for download](#)).

V. Grant Application

The grant application must be completed in the Department's online electronic grants management system (eGMS) accessed here: <https://connecticut.egrantsmanagement.com>. No paper or email applications will be accepted.

The online application includes the following instructions and sections, with the specific questions shown in italics:

A. Need for Project

Provide a description of your community and the extent to which the proposed project is appropriate to and will successfully address the needs of students and their families.

1. Provide a description of the applicant community and the needs of the target population. In your response, please confirm (to the best of your knowledge) whether your town and/or organization has ever received 21st CCLC or State After School funding from CSDE (excluding ESSER funds) in the past years to support afterschool programming.
2. Please explain how the target population has been negatively impacted by the pandemic, and how the proposed project will successfully address the needs of the target population.

B. Partnership and Collaboration

1. Provide a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations.
2. Describe in detail the collaboration between partners in the project development and grant writing process.
3. Clearly describe the roles of each partner, including:
 - a. specific responsibilities of designated partner staff;
 - b. supervision, evaluation and supports for partner staff; and
 - c. plans for ongoing communication with partners.
3. Describe how program staff will collaborate with school-day teachers for coordination of student learning needs.

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4. Describe how the project will market and disseminate information about program offerings and goals.
5. Describe how professional learning and training opportunities will be shared between partner organizations.
6. Include letters of commitment from the Superintendent and administration that attests that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, in case of a delay in funding.
7. Include letters of commitment from each partner organization(s) that align with the described roles and capacity of each partner organization.

C. Program Elements

1. Clearly describe the innovation project you are proposing, including:
 - a. the number of students who will participate,
 - b. which grades will be served, and
 - c. the number of hours per day, days per week, and total number of weeks.
2. Described project goals and objectives and how they are linked to identified needs.
3. Provide a detailed description of the types of programs/services will be provided, including how the program will:
 - a. incorporate fun and exciting activities that will engage students;
 - b. promote student motivation to support learning and development;
 - c. address learning recovery and acceleration;
 - d. help address absenteeism;
 - e. promote student agency; and
 - f. prioritize student-centered learning.
4. Explain how project will provide services and activities during extended hours that are not currently available during the regular school day.
5. Provide logical and realistic project goals, objectives, activities, and timeline.
6. Describe how the proposed project is “innovative” (i.e., Has this type of programming been offered by your organization before? If so, how does it provide services in a new way, and how are you taking a different approach? If not, explain how this approach or service is novel, as well as the intended outcomes.)
7. Describe the program you are proposing in detail, and if you are providing any of the following services listed below (see scoring rubric for specifics):
 - a. provide elementary/middle school students with opportunities to be outdoors at least two hours each week as weather permits, and environmental education programming during inclement weather;
 - b. support students’ literacy and numeracy skills;

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- c. provide all students at least one hour each week of experiential/project-based learning in science/technology/engineering/math (STEM);
- d. provide all students at least one hour each week of experiential/project-based learning in the arts;
- e. support social/emotional/behavioral/mental health of students and staff;
- f. support high school students' ability to learn new skills, build career readiness and obtain employment; and
- g. provide multiple meaningful opportunities to engage with families.

D. Adequacy of Resources and Management Plan

It will be important to show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Applicants should make sure that their budget will adequately cover program expenses, including limited expenses for transportation.

It is essential to demonstrate how you will leverage existing resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. Costs will be scored on the effectiveness and efficiency of how the allocations support the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants.

Adequate supervision, training and staff development is essential for ensuring a high quality after school program. The application should include both an organizational chart showing the number of staff to supervisor ratio and a detailed description of plans to provide staff with necessary training.

Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. We recommend you clearly spell out goals, objectives, activities, events, beneficiaries and anticipated outcomes. Many successful projects budget for, and employ, a project director and seek guidance from a variety of members of the community. Successful projects have an adequate staff-to-student ratio and describe the roles and responsibilities of all key staff, as well as plan and provide resources for ongoing staff development and training.

Successful grantees will be required to enter evaluation data on student demographics and program attendance into an online database. It is recommended that proposals identify an individual who will act as the primary contact on all data issues for the program.

1. Organization Chart showing Name, Role, Responsibilities, % Time on Project, and Credentials/Background for each key staff person
2. Provide a description of the adequacy of support, including staff, facilities, equipment, supplies and other resources, from the applicant organization and its partnering organization(s). Demonstrate that these resources are adequate to achieve the stated goals.

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3. Provide a description of the adequacy of supervision and training for all staff that have contact with children.
4. Provide evidence that the organization has adequate fiscal health to sustain at least three months of programming and has adequate financial controls and policies.

E. Budget

Each grantee must complete budget details that include narrative as part of this application. The budget details apply specifically to the activities described in the application.

Provide a detailed budget narrative that itemizes how you will use grant funding, as well as funds from other sources. The application must demonstrate that the total resources are adequate to achieve the stated goals, and that costs are reasonable in relation to the number of persons to be served and to the anticipated program offerings and outcomes. Programs are encouraged to leverage additional in-kind and other funding, including sliding-scale fees to serve more students and stretch the grant dollars further. Please include how many eligible students you anticipate will be part of the program (based on historical count); if it's a new program, why are you charging a sliding scale, and how much of this funding will go toward eligible students versus higher income students. Students eligible for Free/Reduced-Price meals cannot be charged a fee to participate in the program.

Successful applicants must make sure that their budget will adequately cover program expenses, including professional learning, data entry staff to enter student attendance, transportation (if provided), family engagement activities (a minimum of 5 percent of grant budget), statewide data collection, evaluation and technical assistance project (minimum of 9 percent of grant budget) and funds to cover mileage reimbursement for at least three people to attend four Connecticut-based grantee meetings during each year of the project.

Grant funds cannot be used to purchase motor vehicles, facilities, support new construction or to purchase office or computer equipment. If the program charges fees, the applicant must establish a sliding fee scale that takes into account the income of families who are targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management. They can use the eligibility of the free/reduced lunch application or a fee calculator. Applicants may establish a sliding fee scale that takes into account the financial need of the students and families targeted for services.

Eligible students cannot be turned away from After School Grant funded programming for inability to pay or lack of payment. Funded applicants must submit documentation outlining policies and procedures for instituting a fee scale if applicable and notification to families that students are eligible to attend programming regardless of ability to pay. The LEA or CBO shall be responsible for the administration of such fees.

Transportation costs are allowed but must not exceed a maximum of 20 percent of the total budget.

VI. Data Collection, Evaluation, Quality Improvement and Professional Learning

Data Collection

Each year, grantees are required to complete end of year report. The two purposes of the report are to: (1) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project, as outlined in the grant application; and (2) collect data that addresses summative information on the following: student enrollment and attendance; financial expenditures; self-assessments of program activities; successes and challenges; and student/parent satisfaction.

The report must be completed by July 31 of Year 1 of funding to receive the second year's funding.

Quality Improvement

Programs must participate in a designated quality improvement process with the CSDE contracted technical assistance providers. This process may include trainings, meetings, conference calls, scheduled site visits for program observation, and feedback and interviews with administrators, staff, families, and students.

Programs must submit appropriate forms and receive prior approval from the CSDE Program Managers before any changes are made that differ substantially from what is presented in the grant application.

VII. Regulatory Requirements

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that the proposed program is accessible to persons with disabilities.

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 assurances on the Grant Cover Page of this application, or a copy of their current license. For licensing information, please see: <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636> or contact the Connecticut Office of Early Childhood at (860) 500-4450 for more information.

VIII. Review Process and Criteria

The CSDE will convene a panel to review and score all completed applications received by the due date and time. Grant awards will be negotiated and accepted, with modifications at the discretion of the CSDE, in time for final award. Each application will be rated according to the criteria provided in the scoring rubric in Attachment B.

IX. Management Control of the Program

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

X. Grant Award Decisions

The CSDE reserves the right to award in part, to reject a proposal in its entirety or in part, and/or 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 or state 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 or state guidelines for grant awards.

All awards are subject to availability of federal funds. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XI. 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-1 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.

XII. Freedom of Information Act

All 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.

XIII. 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 which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
- c. the applicant shall designate someone to act as liaison for the referral process.

XIII. Application Deadline

The online application must be in the LEA Superintendent Approved status in the eGMS system by **September 6, 2022, at 5 PM**. For non-LEA organizations, LEA Superintendent refers to the person with authority to approve and submit an application to the CSDE. For questions regarding how to access the eGMS system, please contact the Help Desk on the system's homepage <https://connecticut.egrantsmanagement.com>.

XIV. BUDGET AND BUDGET OBJECTS CODES

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance.

300 Purchased Professional and Technical Services

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rental-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased

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property service under a grant program. Please refer to the Allowable Expenses section of the application for details. The review of the budget justification should reveal the existence of any unallowable item.

500 Other Purchased Services

Expenses for services rendered by organizations that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

600 Supplies

Expenses for items that are consumed, worn out or deteriorated through use and have an expected useful life of less than one year.

700 Property

Expenditures for acquiring fixed assets, including land, or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.

800 Miscellaneous

Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

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Appendix A:

List of towns that have not received 21st CCLC or State-funded After School funding in the past five years to support after school programming (excluding any/all ESSER funds):

Andover	Greenwich	Prospect
Ashford	Griswold	Putnam
Avon	Guilford	Redding
Beacon Falls	Haddam	Ridgefield
Berlin	Hamden	Rocky Hill
Bethany	Hampton	Roxbury
Bethel	Hartland	Salem
Bolton	Harwinton	Salisbury
Bozrah	Hebron	Seymour
Branford	Kent	Sharon
Bridgewater	Killingly	Shelton
Brooklyn	Killingworth	Sherman
Burlington	Lebanon	Simsbury
Canaan	Ledyard	Somers
Canterbury	Lisbon	South Windsor
Canton	Litchfield	Southbury
Chaplin	Lyme	Southington
Cheshire	Madison	Sterling
Chester	Mansfield	Stonington
Clinton	Marlborough	Suffield
Colchester	Middlebury	Thomaston
Colebrook	Middlefield	Thompson
Columbia	Monroe	Tolland
Cornwall	Montville	Trumbull
Coventry	Morris	Union
Cromwell	Naugatuck	Vernon
Darien	New Canaan	Voluntown
Deep River	New Milford	Warren
Derby	Newington	Washington
Durham	Norfolk	Waterford
East Granby	North Branford	Watertown
East Haddam	North Canaan	Westbrook
East Hampton	North Haven	Weston
East Haven	North Stonington	Westport
East Lyme	Old Lyme	Wethersfield
East Windsor	Old Saybrook	Willington
Easton	Orange	Wilton
Ellington	Oxford	Windsor
Essex	Plainfield	Windsor Locks
Farmington	Plainville	Wolcott
Franklin	Plymouth	Woodbridge
Glastonbury	Pomfret	Woodstock
Goshen	Portland	
Granby	Preston	

Appendix B: Scoring Rubric

Bonus Points

Bonus points will be awarded to applicants based on their town/city’s state and federal funding history for afterschool programming within the past five years (excluding any/all ESSER funds), in comparison to the relevant LEA’s allocation of ARP ESSER funds to support afterschool programming in their town/city, using the following scoring system:

No prior 21st CCLC or State-funded After School within the past 5 years	
Total ARP ESSER Funds allocated by LEA to support after school programming	Bonus Points Awarded (Total)
\$0 - \$99k	20
\$100k - \$499k	16
\$500k - \$999k	12
>=\$1M	8

Has received state or federal funding for afterschool programming within the past 5 years	
Total ARP ESSER Funds allocated by LEA to support after school programming	Bonus Points Awarded (Total)
\$0 - \$99k	2
\$100k - \$499k	1
>=\$500k	0