



**WEST VIRGINIA'S 21st CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations

***West Virginia Nita M. Lowey* 21st Century Community Learning Center Program Request for Proposals**

Anticipated funding: July 2025
*provided by the West Virginia Department of Education
with funding from the U.S. Department of Education*

Minimum Funding: \$50,000
Maximum Funding: \$250,000 + transportation of \$10,000

Intent to Apply Form is due Friday, March 21, 2025, by 4 p.m.
Application due date is Friday, April 18, 2025, by 4 p.m.

**Applications must be submitted online through the Grants and
Planning System (GPS).**





**West Virginia Board of Education
2024-2025**

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Introduction

Legislative Authority and Purpose

The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015.

The purpose of 21st CCLC is to provide opportunities for communities to establish or expand activities in community learning centers that

- » provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- » offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students 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 active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. (§4201(a)(1)-(3))

Allocations for each state are based upon a portion of a state’s Title I population ages 5-17, as well as census information. Current guidelines for the administration of this program were transferred to state education agencies under the Elementary and Secondary Education Act (formerly NCLB Act of 2001) and may be found under Title IV Part B—Nita M. Lowey 21st Century Community Learning Centers of Every Student Succeeds Act (ESSA) {[20 U.S.C.7171-7176]}.

Funding Amount

Approximately \$7.3 million annually is provided to the West Virginia Department of Education (WVDE), and the amount available for this grantee cohort is just over \$800,000.

Annual grant awards will range from a minimum of \$50,000 to a maximum of \$250,000 with an option for an additional \$10,000 transportation award, if funding is available, for grantees providing regular transportation from the afterschool program to student residences or nearby bus stop at the end of the program day.

The WVDE reserves the right not to award all requested grant funds and/or to negotiate specific grant amounts. All awards are subject to the availability of federal funds, and grants are not final until the WVDE grant award is fully executed.

Authorized Activities

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and/or after-school activities (including weekends and summer recess periods) to improve student academic achievement as well as overall student success. Authorized activities include

- » academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, which are aligned with—
 - the challenging state academic standards and any local academic standards; and
 - local curricula that are designed to improve student academic achievement
- » well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment
- » literacy education programs, including financial literacy programs and environmental literacy programs
- » programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs
- » services for individuals with disabilities
- » programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement
- » cultural programs
- » telecommunications and technology education programs
- » expanded library service hours
- » parenting skills programs that promote parental involvement and family literacy
- » programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- » drug and violence prevention programs and counseling programs
- » programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods
- » programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness (§4205(a)(1)-(14))

Expanded Learning Program (ELP)

Currently, the state of West Virginia does not have a waiver to allow use of 21st CCLC funds for expanded learning programs.

Award Timeline

RFP Public Release	February 3, 2025
Bidders' Conferences *Participation in a Bidders' Conference is strongly recommended but not required for submission of an application. To register go to the Application Resources webpage (https://wvde.us/21st-cclc/application-resources/)	In-person • February 11, 2025, 10 a.m.-12 p.m., Charleston, WV • February 12, 2025, 10 a.m.-12 p.m., Morgantown, WV Online • February 18, 2025, 2 p.m. – 4 p.m.
Intent to Apply Due	March 21, 2025, by 4 p.m. ET
Virtual Technical Assistance Sessions are located on the Application Resources webpage (https://wvde.us/21st-cclc/application-resources/).	• March 18, 2025, at 2 p.m. • April 1, 2025, at 2 p.m. • April 8, 2025, at 2 p.m. • April 15, 2025, at 2 p.m.
Application Due Date	April 18, 2025, by 4 p.m. ET
Peer Review with application and competition feedback	June 2025
Award Decision Process	June and July 2025
Grant Award Announcements	July 2025
Program Begins	July 1, 2025, with sites operational on or before October 15, 2025

Eligibility

Any public or private organization that meets the eligibility requirements can apply for 21st CCLC funding. An “eligible entity” refers to

- » a local educational agency (LEA)
- » a community-based organization (CBO)
- » an Indian tribe or tribal organization (25 U.S.C. Section 5130)
- » another public or private entity
- » or a consortium of two or more such agencies, organizations, or entities (20 U.S.C. Section 7171[b] [3]). This includes public school districts, Board of Cooperative Educational Services (BOCES), charter schools, private schools, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, Indian tribes or tribal organizations, and for-profit corporations. (§4201(b)(3))

An applicant for a 21st CCLC subgrant must target students who primarily attend schools eligible for schoolwide programs under section 1114 of the ESEA and their families. (Section 4204(b)(2)(F); see D-4). Under section 1114(a)(1) of the ESEA, a Title I school is eligible to operate a schoolwide program if 40% or more of its students are living in poverty or, if the school has a poverty rate of less than 40%, it received a waiver from the WVDE to operate a schoolwide program.

Statutory and Competitive Priorities

Federal statute (ESEA) requires that states give priority to applications

- » targeting services to
 - students who primarily attend schools that
 - are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and
 - enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - the families of students described above;
- » submitted jointly by eligible entities consisting of not less than
 - one local educational agency receiving funds under Part A of Title I; and
 - another eligible entity;
- » demonstrating that the activities proposed
 - are, as of the date of the submission of the application, not accessible to students who would be served; or
 - would expand accessibility to high-quality services that may be available in the community. (§4204(i))

The WVDE gives priority to applications that propose to

- » provide substantial opportunities for participants in Science, Technology, Engineering, and Math (STEM) activities; or
- » serve students in counties that have not recently operated a 21st CCLC grant program; or
- » serve only middle and/or high school students.

Applications that meet some or all of these criteria may be eligible to receive competitive priority points during the peer review scoring process. Please see the Review Process section for more information.

General Application Guidelines

Grant Awards and Renewability

Competitive grants are awarded for five years, provided the project is achieving the desired outcomes for the students being served, the grantee is in compliance with federal and state regulations, and funding is available. Grantees not making significant progress toward performance goals or not compliant with federal and state requirements may lose all or a portion of funding.

Please note that fiscal agents are permitted to submit a maximum of two (2) applications. If an applicant/fiscal agent provides more than two applications, the first two listed in the online Grants and Planning System (GPS) will be reviewed and the subsequent applications will be rejected and not scored. The fiscal agent may have a maximum of five (5) 21st CCLC grants at one time. However, the five grants must serve three or more counties.

Grants are funded based on the proposed average daily attendance (ADA). Each daily filled afterschool slot receives a maximum of \$3,050 per year. For example, an applicant that plans to serve 50 students daily could seek \$152,500 per year (50 ADA X \$3,050). If the applicant is providing daily transportation from the afterschool site to students' home or local bus stop, then a separate \$10,000 transportation award may be issued. Administrative costs are limited to a maximum of 30% of the total budget.

Applicants reapplying for previously funded sites must base the new application's funding amount on the cumulative average daily attendance using data from years three, four, and five of the previous grant(s). WVDE 21st CCLC staff will notify all applicants of the maximum amount of funding allowed to be requested within a few days of receiving the applicant's fully completed Intent to Apply form.

Due to limited funding, the WVDE does not offer the renewability option for grant awards. Section 4204(j) of ESSA allows the WVDE the option to renew grants awarded to eligible entities under ESSA, based on the eligible entity's performance during the preceding grant period. Under section 312 of the Department of Education Appropriations Act, 2016, the provisions of ESSA apply to 21st CCLC program grants awarded during the 2017-2018 school year and later years.

Disposition of Proposals

All proposals become the property of the State of West Virginia.

Applicant's Experience

Applicants are eligible to apply if they have already implemented afterschool programs or activities. The 21st CCLC funds may be used but must not supplant any federal, state, or local funds used for the afterschool program(s). The applicant must demonstrate sustainability efforts through the addition of services and/or hours provided or increase the number of students to be served.

Applicants who have previously received 21st CCLC funds will be required to provide detailed information regarding the applicant's past performance and prior success in administering the 21st CCLC program and submit evidence of sound fiscal management of the grant program. The submitted

proposal may not be a duplicate of a previous project; new strategies for addressing student needs based on a current needs assessment must be present. The WVDE reserves the right to provide peer reviewers with documentation regarding previously funded applicants' past performance and grant compliance to aid the peer review process.

Applicants who have not previously received a 21st CCLC grant or other grants from the WVDE are eligible to apply but will be required to verify their ability to administer complex grant programs and must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Program Requirements

Statutory Requirements

According to statutory requirements outlined in ESEA Title 1, Part B, applicants must assure that

- » the program will take place in a safe and easily accessible facility (§4204(b)(2)(A)(i));
- » the proposed program was developed and will be carried out—
 - in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
 - in alignment with the challenging State academic standards and any local academic standards (§4204(b)(2)(D));
- » the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students (§4204(b)(2)(F));
- » grant funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under ESEA Title 1, Part B, be made available for programs and activities authorized under ESEA Title 1, Part B, and in no case supplant Federal, State, local, or non-Federal funds (§4204(b)(2)(G));
- » the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application (§4204(b)(2)(L));
- » 21st CCLC programs must be operated in a manner that follows the Measures of Effectiveness as described in section 4205(b) of ESEA. These principles include the expectation that programs:
 - be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
 - be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
 - if appropriate, be based upon evidence-based research that the program or activity will help students meet the State and local student academic achievement standards;
 - ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
 - collect the data necessary for the measures of student success described in subparagraph (D).

Private School Consultation

Grantees must, after timely and meaningful consultation with appropriate officials of private schools located in the area served by the grant, provide to eligible private school children and educators educational services and other benefits that are equitable in comparison to such services and other benefits provided with program funds to public school children and educators (§8501(a)(1), (3)(A)). The requirement to provide for the equitable participation of private school children and educators applies regardless of whether a grantee is an LEA, CBO, or other eligible entity.

To meet this requirement, applicants must engage in timely and meaningful consultation with appropriate private school officials during the design and development of the 21st CCLC program on issues identified in section 8501(c)(1), such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. This consultation must be verified by completing the appropriate form that comprises *Appendix I* and uploading it into the "Related Documents" section of GPS. This form must be completed and signed, even if there are no private schools in the area to be served by the grant. A LEA may use the WVDE Affirmation of Consultation with Private School Officials Form, in place of the *Appendix I* Form, provided that timely and meaningful consultation occurred during the Title IV, Part B Nita M. Lowey 21st CCLC competitive grant application process.

Comprehensive guidance on meeting this requirement is included in the Title VIII, Part F of the Elementary and Secondary Education Act of 1965: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel, Non-Regulatory Guidance (July 17, 2023) available at: <https://www.ed.gov/sites/ed/files/about/inits/ed/non-public-education/files/esea-titleviii-guidance-2023.pdf>. (In particular, see Section K).

WVDE Requirements

All programs must meet the following WVDE requirements

- » **Schedule** — All programs must operate a minimum of 10 hours a week for 25 weeks during the regular school year or its equivalent. Summer programs are optional and not included in the 250-hour count.
- » **Start date** — All programs must be fully operational and serving students by October 15 of each year.
- » **Student attendance** — Programs are strongly encouraged to ensure that enrolled students attend a minimum of 90 hours each year. An attendance policy that supports consistent attendance is to be implemented.
- » **Average daily attendance** — Programs must meet 85% of their proposed school year average daily attendance (ADA) listed in the approved proposal in year one and 90% of their ADA in years two through five. After year one, grantees not meeting 50% to 85% of ADA may voluntarily request a reduction in funds or provide an action plan to become in compliance with the ADA attendance requirement. For those grantees meeting less than 50% of their ADA, reduced funding will be determined by the WVDE. In years two through four, if grantees do not meet the 90% ADA, then the grant award for the following year will be reduced. For example, a grantee proposed to serve 50 students daily but only served on average 35 students daily, or 70% of their proposed ADA, during the school year. As a result, serving 70% of the proposed ADA, the grant would be reduced by 20% ($90\% - 70\% = 20\%$) in the following year.
- » **Family engagement** — Programs must offer families of students active and meaningful engagement in their child's education, including parent/guardian education supporting their

child's academic learning. Annually, a minimum of three activities and practices for each site is required, but more are encouraged (programs may combine one activity that serves all sites at one location, virtual parent engagement, or staff practices). Parent engagement must be based on the needs identified in the "Statement of Needs" section of the application.

- » **Staffing** — Staffing is to be organized by clearly defined roles and responsibilities that are adequate to carry out the program successfully. Staff members and individuals or entities providing goods or services are to be selected based on prior experience, qualifications, and, where applicable, specialized training and/or certification. A vetting process, including a criminal background check, to ensure participant safety must be implemented for all staff and regular volunteers. A minimum of one staff member at each site must have current CPR and First Aid Certification. Grantees are required to provide continued professional development and training for staff annually.
- » **Staff to student ratio** — Staff to student ratios are to be at a level that assures participant safety, as well as the highest quality of program delivery based on the type of activity, programmatic level, and the number of participants. 21st CCLC programs are to follow the West Virginia Department of Human Services ratio guidance: <https://dhhr.wv.gov/bcf/ece/Documents/78CSR%2021%20OST.pdf>. School-age children will have at least one staff for every sixteen children. With water activities such as swimming, canoeing, and fishing, the staff to child ratio shall be one adult for every eight children. Staff to student ratio is always based on the youngest child in the group.

Evaluation Requirements

Local Evaluation

Funded applicants must conduct a periodic local evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success for each funded proposal (§4205(b)(2)(A)). The funded applicant must use the results of its evaluation(s) to refine, improve, and strengthen the program or activity as well as review and refine the performance measures (§4205(b)(2)(B)). The funded applicant must provide public notice of the availability of its evaluation and make the evaluations available upon request (§4205(b)(2)(B)(ii)). The completed local evaluation report is to be submitted to the WVDE annually along with a record of how the evaluation report was made available to the community and stakeholders.

A reasonable amount of 21st CCLC funding may be used for this evaluation. WVDE 21st CCLC defines "reasonable amount" as no more than five percent of the grant award. An independent evaluator is not required to complete this evaluation process. However, if the report is found to be unsatisfactory by the WVDE, then grantee will be required to use an external evaluator.

State Evaluation

All applicants must assure that they will participate meaningfully in required WVDE state evaluation activities consisting of the following

- » up-to-date submission of performance data through a WVDE data web-application
- » completion of Grantee Profile information and data in U.S. Department of Education 21 APR System
- » completion of the annual Teacher Survey by the regular classroom teacher of students in grades 1 – 5 participating in 21st CCLC programming
- » submission of a completed annual Program Director Survey
- » submission of annual continuation, financial, and local evaluation reports through the WVDE

GPS Monitoring Requirements

Applicants must also assure that they will participate in program monitoring conducted by WVDE 21st CCLC staff. Program monitoring consists of, but is not limited to, the following:

- » Pre-operational program Safety Review and site visits for all sites in year one of a new award. All successful applicants must submit a completed Pre-operational Program Safety Review to the WVDE seven (7) days prior to the first day of afterschool programming
- » Annual site visits conducted by WVDE Coordinators
- » Compliance monitoring and site visits with focus group interviews with key stakeholders at least once during the five-year grant period. If the annual Risk Management evaluation deems a grantee at higher risk, the grantee could be monitored for compliance annually
- » Meetings to discuss compliance monitoring results and site visits
- » Desk review of finances

Professional Development Requirements

The budget must include funding for the following required professional development:

- » The program director to attend the New Grant Cohort Training in year one. Include travel, meals and incidentals, and lodging.
- » The program director to attend the Multi-State Fall Conference or its equivalent annually. Include registration (\$250 per person), travel, meals and incidentals, and lodging.
- » The program director and one program staff member who is responsible for planning and implementing daily programming to attend the WVDE-sponsored 21st CCLC conference annually. Include travel, meals and incidentals, and lodging.

The WVDE 21st CCLC program offers a variety of training and technical assistance annually to support program implementation. The U.S. Department of Education 21st CCLC office offers a 21st CCLC Nita M. Lowey National Summer Symposium for 21st CCLC grantees annually. Other organizations conduct national afterschool conferences annually.

Fiscal Requirements

ESEA requires that grant funds supplement and not supplant other Federal, State, local, and non-public funds to provide allowable programs and activities (§4203(a)(9); §4204(b)(2)(G)).

Budget

Applicants are to submit a budget for the first year as part of the grant application. The budget is to utilize identified function and object codes from the WVDE LEA Chart of Accounts. Applicants may charge indirect costs to the grant using a restricted indirect cost rate (34 CFR §76.563). A grantee must have, or must establish, a federally negotiated restricted indirect cost rate agreement to charge indirect costs to a grant. A subgrantee that does not have a current restricted indirect cost rate may elect to use a federal de minimis restricted indirect cost rate of eight percent of the modified total direct costs (MTDC) base (34 CFR §76.564(c)(2)). Additionally, administrative costs are limited to 30% of the grant for each funded year, regardless of funding reductions. Administrative costs include indirect costs (restricted to a maximum of eight percent of the MTDC unless the applicant has a federally negotiated restricted indirect cost rate that is different) and direct administrative or management costs.

Grantees with successful implementation in year one will be required to submit a continuation report and budget in each of the final four years of the program, if federal funding continues. A grantee may seek a reduction in grant funds at any time.

Program Income

Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned because of the Federal award during the period of performance (2 CFR §200.80). Program income typically occurs in local 21st CCLC programs in connection with selling student products as part of a training or entrepreneurial project. In exceedingly rare cases, program income could be due to program fees. In accordance with 2 C.F.R. §200.307, any program income that is earned by a 21st CCLC grantee must be deducted from the 21st CCLC grant unless the grantee receives prior written approval from the U.S. Department of Education to earn program income.

Allowable Expenses

The general principles to be used in determining costs applicable to the 21st CCLC grant are specified at 2 CFR part 200, subpart E—Cost Principles (34 C.F.R. §76.530).

Below is a list of common allowable and non-allowable expenses with 21st CCLC grant funds.

Expenditure	Status	Citation	Notes
Advertising and Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.
Advisory Councils	Allowable	2 C.F.R. §200.422	
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	
Audit Services	Allowable with Restriction	2 C.F.R. §200.425	Entity must receive \$1,000,000 of federal funds or more before 21st CCLC funding may be used to pay for audit services.
Conferences	Allowable	2 C.F.R. §200.432	
Contributions and Donations	Unallowable	2 C.F.R. §200.434	
Curriculum	Allowable		
Entertainment and prizes	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.

Equipment and other capital expenditures	Allowable	2 C.F.R. §200.439	Items with a per unit cost of \$10,000 or more require prior written approval from the WVDE.
Field Trips	Allowable with Restriction		Educational in nature, no overnight stays.
Food	Allowable with Restriction		Only food used in instructional programs that students prepare, and/or instructional materials are allowable expenditures.
Incentives	Allowable with Restriction		Educational in nature \$25 maximum per student.
General Costs of Government	Unallowable	2 C.F.R. §200.444	
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	
Grant Writing Services	Unallowable		
Indirect Costs	Allowable with Restrictions	2 C.F.R §200.414, 34 C.F.R. §76.563	Based on the approved restricted indirect cost rate or 8% de minimis rate.
Lobbying	Unallowable	2 C.F.R. §200.450	
Materials, supplies, computer cost	Allowable	2 C.F.R. §200.453	
Sub-granting of funds	Unallowable		
Program Income	Restricted		Without USDE approval, program income will be removed from the total grant award.

Application Submission Procedures

Applicants are required to email a completed WVDE 21st CCLC Intent to Apply form located in *Appendix K* of this application package to Sherry Swint at sherry.swint@k12.wv.us by **4 p.m.** on **Friday, March 21, 2025**.

Technical Assistance calls are provided to support applicants in developing quality proposals. To ensure that all potential applicants have the same information and are provided consistent responses to questions, three calls will be provided using the Microsoft Teams meeting platform. Access links and times of the calls will be posted on the WVDE 21st CCLC webpage at <https://wvde.us/21st-cclc/application-resources>. All calls will be recorded and placed on the aforementioned website.

The application is to be submitted entirely online through the WVDE's Grants and Planning System (GPS). Applicants will not have access to GPS until the Intent to Apply Form (see *Appendix K*) has been received. Any applicant that does not complete and return the Intent to Apply Form by March 21, 2025, will not receive access to GPS, thereby disqualifying them from competing in the 2025 grant competition.

Completed applications must be fully submitted in GPS by **4 p.m.** on **Friday, April 18, 2025**. Applications will not be accepted after the 4 p.m. deadline. There are no exceptions.

Application format must comply with the following

- » complete application in GPS using a font size of 12 or greater,
- » chart formats are encouraged to be used in appropriate sections, and
- » citations must be in the correct Modern Language Association of America (MLA) format with a works cited page uploaded into the "Related Documents" section of GPS. Citations regarding student data must be current.

Steps for applying:

1. Submit the Intent to Apply form by the deadline to obtain access to the GPS platform
2. Participate in a Bidders' Conference and/or technical assistance conference calls
3. Enter information for all sections of the application into GPS
4. Upload all requested/related documents (see "Related Documents" section for details)
5. Complete the "Assurances" section of the application
6. Submit the application for approval within the applicant's agency (see below)
7. Fully submit the application to the WVDE by the 4 p.m. eastern standard deadline on Friday, April 18, 2025

An application has been fully submitted when it has been approved by the following assigned roles in GPS: (1.) LEA 21st CCLC Director, (2.) LEA Fiscal Representative, and (3.) LEA Superintendent. The status of a fully submitted application is "LEA Superintendent Approved." The application will be disqualified and not considered for funding if these agency-level approvals in GPS were not obtained by the deadline. Plan accordingly to allow for plenty of time for each agency representative to review and approve the application.

Review Process

All applications received on or before the due date will be reviewed for completeness and applicant eligibility before being assigned for peer review scoring. Information requested by the RFP must be contained within the designated section of the grant proposal. The WVDE selects peer reviewers who score the applications based on an established rubric (*Appendix C*) to determine the extent to which each application meets requirements and is likely to succeed.

For a submitted proposal to be eligible for the review process, it must conform to all submission requirements as outlined in this document. The proposal must be complete, and all required documents must be uploaded with signatures, as applicable. If a proposal is determined to be ineligible, the proposal will be rejected and not scored.

A proposal is determined to be ineligible if:

- » The proposal is submitted in excess of two proposals received from the same fiscal agent.
- » The applicant has five 21st CCLC grants which will be operating in the new fiscal year.
- » The proposal is submitted by a previously funded applicant that has outstanding reports of any kind.
- » The applicant has previously been cited with major and / or significant deficiencies by the WVDE.
- » The applicant is included on the state or federal Debarred or Suspended Vendor lists.
- » UEI number is not accessible.
- » The proposal was not received by the deadline
- » The proposal is incomplete and/or missing required documents with signatures
- » The proposal indicates that 21st CCLC funds would supplant and not supplement other Federal, State, local, and non-public funds to provide allowable programs and activities
- » The proposal budget exceeds the allowable award amount based on funding limits and the proposed average daily attendance
- » The proposal budget includes administrative costs that exceed 30% of the budget
- » The applicant proposes to expand services at currently operating 21st CCLC sites or provide services at a location that already houses a 21st CCLC program, regardless of the entity operating the site
- » The proposal contains plagiarism, false or misleading statements, or false or misleading references
- » The proposal is a duplicate of a previously funded grant proposal and does not contain new strategies based on a recent needs assessment

Priority points will be added to scored proposals by the WVDE if a proposal scores a minimum of 75% of the possible points. These priority points are listed below:

- » Applications submitted jointly by school districts receiving Title I funds and community-based organizations or other public or private organizations will be awarded two priority points.

The following clarification comes from the U.S. Department of Education's 21st CCLC:

Non-regulatory Guidance (2024) determining whether an application has been “submitted jointly:” States should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program; each has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in integrating the after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

- » Applicants that propose to serve only schools identified by the WVDE as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools designated as needing improvement under section 1116 of ESEA will be awarded two priority points.
- » Applicants that propose to serve schools in the following counties will be awarded one priority point: Braxton, Brooke, Doddridge, Grant, Hampshire, Hancock, Hardy, Jefferson, Lewis, Marshall, Mercer, Mineral, Ohio, Pendleton, Pleasants, Pocahontas, Putnam, Raleigh, Tyler, Wetzels, and / or Wyoming.
- » Applicants that propose to provide substantial opportunities for participants in science, technology, engineering, and mathematics (STEM) or for participants in science, technology, art, engineering, and mathematics (STEAM) will be awarded one priority point. A separate objective focused on STEM/STEAM must be listed in the Action Plan and further described in the “Afterschool Program Implementation” section to receive the point.
- » Applicants that propose to provide afterschool programs to only middle school and / or high school students will be awarded one priority point.

The WVDE reserves the right to consider geographic and programmatic diversity as factors in the selection of funded applications to the extent practicable. Regardless of geographical or program diversity, all applicants must meet minimum score requirements (75% or higher without priority points) to be funded.

Award Process

Award Notification: July 2025

Results of the application are sent via email to the individuals listed as contacts in GPS during the month of July.

Grant award announcements are made in July, with funding expected to begin that month. All awards are subject to the availability of federal funds. Grants are not final until the grant award is fully executed.

The WVDE will provide access to the two highest-scoring applications should an organization want to review these applications. If your agency is awarded grant funds and your application is one of the top two, it will be made available to others.

Appeal Process

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the WVDE. Appeals are limited to the grounds that the WVDE failed to correctly apply the standards for reviewing the application, as specified in this RFP. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered.

The appellant must file a complete written appeal, including the issue(s) in dispute, the legal authority or another basis for the appeal position, and the remedy sought. The letter must have the original signature of the authorized agent who signed the application. An original and two copies of the appeal should be delivered or mailed to:

Margaret Williamson
Assistant Superintendent
Office of Federal Programs West Virginia Department of Education
Building 6, Room 700
1900 Kanawha Boulevard East Charleston, WV 25305-0330

The WVDE must receive the letter of appeal within 30 calendar days of the Notification of Grant Award announcement. Upon review of the appeal, a response will be provided to the complainant within 30 days. If the WVDE does not rescind its ruling, the applicant may apply to the Secretary of the U.S. Department of Education within 20 calendar days of the applicant receiving written notification of the appeal results. Upon request, the WVDE will make available records about the review or appeal, including other applicants' records.

Application Sections

A 21st CCLC application must be completed in GPS. The application consists of the following sections

- » Cover Sheet
- » Assurances (See [Appendix A](#))
- » Program Summary
- » Application Narrative
- » Budget
- » Related Documents

Cover Sheet

The applicant must provide the following information in the “Cover Sheet” section of the application

- » Lead Agency Contact
- » Fiscal Agency Contact
- » Co-Applicant Partner Contact, if applicable
- » Other Collaborating Partners
- » Schools Served
- » Number of Sites
- » Funds Requested
- » Federal Employees Identification Number (FEIN)
- » Unique Entity ID (UEI)
- » West Virginia Vendor Number

Additionally, the applicant must provide a detailed description explaining matching (local) funds and in-kind support provided by the applicant, co-applicant partner (as applicable), and other collaborating partners for the proposed 21st CCLC program. If an applicant requests a \$10,000 transportation award, it must be included as an additional funding type. Do not include the transportation award as part of the Funds Request amount.

Program Summary

The applicant must provide the following information in the “Program Summary” section for the school year and for the summer, if applicable:

- » Name and Location of Each Site (include physical address)
- » Days and Times of Program Operation
- » Program Start Date
- » Program End Date
- » Estimated Average Daily Attendance
- » Federal Direct Certified Students Percentage of Low SES at School/Site (site locations that are not a school or that serve multiple schools should use the Federal Direct Certified Student Percentage of the school(s) to be served at the site). The percentage of low SES may be found in the Table of School Attributes for 21st CCLC Grant Applicants on the 21st CCLC Application Resources webpage (<https://wvde.us/21st-cclc/application-resources/>) under the “Data Sources” section.
- » Estimated Adults/Family Members Served

Application Narrative (123 points)

Statement of Need (9 points)

In this section, the applicant evaluates the community needs and available resources for the 21st CCLC program. The applicant describes how the program will address those needs, including the needs of working families. Describe how information about the 21st CCLC program will be disseminated to the community in a manner that is understandable and accessible. The narrative should

- » define the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs. The data provided should include, at a minimum, academic and social-emotional learning needs.
- » define the current local, data-based needs or demands of parents and families to be served by the grant program.
- » describe current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students.
- » describe the role of stakeholders in the process of determining needs, including how private schools are involved in the community needs assessment.

Needs data should be less than three years old and come from multiple sources, including a community needs assessment. Data should be properly cited, and a works cited page should be uploaded in the “Related Documents” section of GPS.

Action Plan (30 points)

In this section, the applicant establishes specific, measurable, attainable, realistic, and time-bound (SMART) objectives to meet the following statewide goals for all regular 21st CCLC program participants:

- » Increase academic achievement
- » Improve family engagement

Applicants are required to write a minimum of two (maximum of three) SMART objectives for each goal. For the goal, “Increase academic achievement,” one objective should focus on increasing achievement in mathematics, and another should focus on increasing achievement in English/Language Arts (ELA).

All objectives should be designed to meet the data-based needs of the students and families to be served by the 21st CCLC program as identified in the “Statement of Need” section of the application.

For each objective, the applicant will provide strategies, outcomes, progress indicators, and an evaluation plan related to the objective.

Action Plan Definitions

- » **Goal** – a broad statement of intended long-term outcomes for the program.
- » **Objective** – a specific, measurable, attainable, realistic, and time-bound (SMART) statement of intended annual outcomes that support the achievement of the goal. Objectives should measure a change in knowledge, skills, or behaviors, as opposed to outputs, which are tangible or the direct result (i.e. attendance) of a process, task, or activity such as products, goods, or services.
- » **Strategies** – specific actions or interventions that the program will undertake to meet the objective. Strategies should include specific grade-level audiences and frequency of actions or interventions.

- » **Outcomes** – short-term, specific, measurable, attainable, and realistic changes that will likely occur as a direct result of the listed strategies and that will be used to demonstrate progress toward the objective. Outcomes should be used to determine if strategy revisions are necessary to stay on track toward meeting the objective.
- » **Progress Indicators** – data sources and evaluation methods used to measure short-term outcomes such as students’ individual, small group, or whole group progress toward the objective.
- » **Evaluation Plan** –the steps to be taken to collect evidence of implementing program strategies and measure progress toward achieving the short-term outcomes and annual objective. The plan should include the process for analyzing this information, and how the information will drive changes in program decision-making as part of a continuous quality improvement process. The plan should also include a timeline that clearly aligns with all components of the Action Plan.

Afterschool Program Implementation (24 points)

In this section, the applicant describes the activities to be implemented and how the identified activities will improve student academic achievement and overall success. The applicant must also describe how the high-quality afterschool program will meet the Measures of Effectiveness listed in [Appendix B](#).

Recruitment and Retention should

- » explain strategies for recruiting and retaining at-risk students and maximizing these students’ participation, including a description of how practices will be equitable and inclusive.
- » explain how the program will ensure equitable access to, and participation by, students and program personnel with special needs.

Program Design should

- » provide a program implementation plan that includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year that meets or exceeds the minimum requirement of 250 hours of programming during the school year. Assure that the program will begin by October 15 of each year.
- » include a tentative schedule with time allotted to program components and activities for each site. Ensure separate times for meals, homework assistance/tutoring, and enrichment activities.
- » if applicable, describe strategies for implementing optional summer programs including operation schedule and duration (i.e. number of weeks, days of the week, and hours-per-day).
- » describe the use of evidence-based practices or curriculum for ELA that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- » describe the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- » describe the use of evidence-based practices or curriculum for enrichment that are aligned with the action plan and are connected with regular school day content and the West Virginia College-and Career-Readiness Standards.
- » describe a continuous quality improvement (CQI) process that provides details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards.)
- » describe plans to provide supper for participating students each day the program meets. A snack may also be offered. Food must meet USDA guidelines.

- » explain how your program will ensure that U.S. Department of Education 21st CCLC program will receive recognition.

Parent and Family Engagement (12 points)

In this section, the applicant describes the family engagement plan, which is aimed at improving parents'/guardians' involvement in their children's learning either at home, at 21st CCLC sponsored programs, at school, or elsewhere. Include how:

- » The 21st CCLC program will involve parents, families, and community members.
- » The family engagement plan is linked to the needs identified in the "Statement of Need" and "Action Plan" sections of the application.
- » The family engagement plan uses evidence-based practices and/or curriculum.
- » The 21st CCLC program will ensure equitable access to, and participation by, family members, including those with special needs.

Facility Plan (9 points)

In this section, the applicant describes how the program will take place in a safe and easily accessible facility. If a program is to be located in a facility other than an elementary school or secondary school, the applicant must describe how the program will be at least as available and accessible to students to be served as if the program were located in an elementary or secondary school. Provide a facility plan that describes:

- » how the program provides a safe environment for all participants. Include specific information about the interior/exterior of each facility to be used. Describe what rooms and outside areas will be available to the afterschool program and how it is sufficient for all activities and number of anticipated students. Describe how the facility is accessible to persons with disabilities.
- » how the transportation needs of participating students will be addressed including how student travel (e.g., dismissal procedures, busing) to and from the 21st CCLC site will be safe and, if applicable, include a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.
- » the emergency exit plan and emergency readiness plan (as created or modified for the afterschool program), how it will be communicated to the staff, students, and parents, and how drills will be conducted.

Program Personnel (9 points)

In this section, the applicant describes the use of appropriately qualified personnel, including the recruitment and use of volunteers, if applicable.

- » Use a chart to describe all staff roles and responsibilities including, but not limited to
 - a Program Director for a minimum of 10 hours per week to carry out grant responsibilities
 - a Collaborative Liaison between the school(s) and afterschool sites to ensure active communication between school personnel and site personnel
 - an Evaluator who will collect, monitor, and analyze data to produce an annual local report evaluating the effectiveness of the program in meeting its objectives and providing grant programs and services
 - staff responsible for collecting, maintaining, and entering data into the required state and federal data collection systems
 - at least one staff member per site to be certified in both CPR and first aid within one month of employment

- if applicable, describe the role of volunteers in supporting the afterschool program and implementing activities
- » Describe the process to improve staff competencies that includes
 - assessment of staff knowledge and expertise
 - targeted professional development based on staff assessment and/or performance evaluations
 - annual staff performance evaluation and feedback
 - attendance at required WVDE 21st CCLC professional development offerings as described in the Professional Development Requirements section of this RFP
- » Describe the hiring processes, including how appropriately qualified persons will be encouraged and used to serve as volunteers if the applicant plans to use volunteers, and how the staff-to-student ratio assures participants' safety as well as the highest quality of program delivery. The West Virginia Department of Human Services offers these regulations: <https://dhhr.wv.gov/bcf/ece/Documents/78CSR%2021%20OST.pdf>
- » Describe the screening procedures for all staff and regular volunteers to ensure the safety of children, including required state-level background checks. Include funds in the budget and budget narrative for this vetting expense (i.e., background checks). West Virginia Department of Human Services offers these guidelines: <http://www.dhhr.wv.gov/bcf/Providers/Documents/CIB%20Policy.pdf>

Collaboration (9 points)

In this section, the applicant describes its partnerships between local education agencies, community-based organizations, and other public and private entities, as appropriate. The applicant should also demonstrate how the proposed program will coordinate with other federal, state, and local programs. In the proposal,

- » describe how the applicant will actively collaborate with the attending students' schools to develop and implement the program. Signed Memorandum of Understanding and Commitment by the principal of each school must be included in the "Related Documents" section of GPS.
- » describe consultation with appropriate officials of private schools located in the area to be served by the grant. This communication must be verified by completing the appropriate form that comprises *Appendix I* and uploading it into the "Related Documents" section of GPS. This form MUST be completed and signed, even if there are no private schools in the service area.
- » explain the data-sharing process for
 - accessing student records for use in program planning, implementation, and evaluation (data sharing agreement is part of the MOU signed by the principal of the school(s) where students are served and is uploaded in the "Related Documents" section)
 - sharing program data and local evaluation results with stakeholders and use in the continuous quality improvement process
 - gaining parent consent to access and use student data, if applicable
- » use the following template, describe the support provided by three main partner organizations detailing their summary of services and connection to the Action Plan objectives. Signed MOUs should be included for main partners in the "Related Documents" section of GPS. Additional partners and their contributions may be mentioned in the narrative of this section.
 - If there is a co-applicant applicant partner identified on the Cover Sheet
 - include the co-applicant partner in the partner chart
 - explain how the proposal has been submitted jointly
 - describe the capacity of co-applicant partner to provide out-of-school activities that will complement and enhance academic performance, achievement, and positive youth development

Partnership Support		
Partner Organization	Summary of Services Provided	Objectives Supported by this Partnership

- » upload all Memoranda of Understanding (MOU) in the “Related Documents” section of GPS. MOUs should clearly indicate the role, capacity, tangible contributions, and in-kind value of each partnering organization.

Sustainability (6 points)

In this section, the applicant submits a plan describing how the 21st CCLC program will continue after 21st CCLC funding ends. The sustainability plan should describe

- » the Advisory Council including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program
- » how other sources of funding will be leveraged to supplement the grant award and to support services, including coordination with other federal, state, and local programs with compatible/ complementary services (i.e., Title I, Adult Basic Education, etc.)
- » how the applicant will continue an afterschool program after the 21st CCLC grant funding cycle ends, and how partnerships will support the afterschool program after the 21st CCLC grant funding cycle ends

Organizational Capacity (6 points)

New applicants. In this section, new applicants describe their capabilities and any experience implementing successful, high-quality afterschool programs. Include in the narrative how the applicant’s past experiences supported students’ academic achievement and positive youth development. Applicants should also explain their ability to evaluate and measure program effectiveness.

The applicant should describe the capacity of their organization to implement a 21st CCLC grant successfully. Specifically, applicants should describe their ability and any prior experience effectively managing federal funds. (Applicants receiving federal funds are required to have policies and procedures regarding cash management, time and effort, procurement, travel, property management, contracts, records retention, and conflict of interest.)

The applicant is to state if they have or have not had any audit findings over the last two fiscal years. If there were findings, they must describe the finding(s) and measures taken to remedy the findings.

Prior history – Previously funded applicants. In this section, previously funded applicants describe past experience and success implementing a 21st CCLC grant, including how the program improved students’ academic achievement as well as overall student success, and family engagement. This description should also include the number of hours the program operated during the last year of grant funding and the average daily attendance.

The previously funded applicant should identify how they have increased in sustainability since receiving 21st CCLC funding and how a new grant award will allow the applicant to create a greater impact with the students, families, and communities in which they work.

The applicant is to state if they have or have not had any audit findings over the last two fiscal years. If there were findings, they must describe the finding(s) and measures taken to remedy the findings.

Budget (9 Points)

In this section, the applicant provides a detailed budget and budget narrative for year one of the grant. Budget Detail and Narrative descriptions for year one that clearly explain the mathematical basis for estimating the costs of personnel salaries, fringe benefits, professional development, program staff travel, student transportation, materials and supplies, consultant and subcontract fees, indirect costs, and other program expenditures. Additionally, the applicant is to

- » limit administrative costs to 30 percent of the requested grant award. For example, administrative costs for a total grant request of \$250,000 would be limited to \$75,000. Administrative costs include administrative personnel salaries and fringe benefits, restricted indirect costs, and any other expenses incurred by the grant recipient in support of day-to-day operations of their organization that are not directly tied to a specific program purpose. Applicants must complete the “Administrative Costs Worksheet” found in [Appendix G](#) to calculate their Administrative Costs and upload the document in the “Related Documents” section of GPS.
- » separate all administrative costs from programmatic costs. Use the following GPS budget function codes for administrative costs:
 - 12211 Supervision of Improvement of Instruction Services
 - 12317 Audit Services
 - 12510 Fiscal Services-General
 - 12570 Personnel Services-General
- » name each staff position included in the “Program Personnel” section of the application and provide the formula for rate of pay and the duration of services. The full-time equivalent (FTE) percentage to be charged to 21st CCLC should be included for all full-time personnel budgeted in the grant.

The budget is to utilize identified function and object codes from the WVDE LEA Chart of Accounts. A chart of codes available in the 21st CCLC Application “Budget” section can be found on the 21st CCLC Application Resources webpage (<https://wvde.us/21st-cclc/application-resources/>) under the “Template and Worksheet” section. The applicant’s approved restricted indirect cost rate will already be placed in the “Budget” section of GPS. The applicant is to provide Information related to matching and in-kind funding resources is to be identified in the “Cover Sheet” section of GPS and not in the “Budget” section.

Application Appendices:

A: Assurances

B: Afterschool Resources

C: Scoring Rubric

D: Example of Program Summary

E: Sample Action Plan

F: Sample Budget

G: Administrative Costs Worksheet

H: Example Evidence of Joint Planning and Partnership Document

I: Private School Consultation Forms

J: Community Notice Document

K: Intent to Apply Form

Appendix A: Assurances

The applicant or grant recipient will assure the State Education Agency that they will follow all regulations applicable for the 21st Century Community Learning Centers (CCLC) program listed by selecting the appropriate check box in the “Assurances” section of GPS.

1. The applicant or grant recipient must have a Unique Entity Number and provide it to the West Virginia Department of Education. No entity may receive a federal sub-award without one.
2. The applicant or grant recipient agrees to administer the 21st CCLC project under all applicable statutes, regulations, program plans, and approved applications, including:
 - Title IV, Part B of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)
 - Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 82, 85, and 99
 - 2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
 - Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act (GEPA)
3. The applicant or grant recipient will comply with the following acts of Congress:
 - Single Audit Act of 1984
 - Civil Rights Act of 1964
 - Gun-Free Schools Act of 1994
 - Americans with Disabilities Act 1990
 - Pro-Children’s Act of 1994
 - Stevens Amendment, 1991
 - Bipartisan Safer Communities Act, 2022
4. The applicant or grant recipient will adopt and use proper methods of administering the 21st CCLC program, including the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
5. The applicant or grant recipient agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies, and award conditions governing this program. The applicant or grant recipient understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the West Virginia Department of Education may withhold funds otherwise due to the grant recipient from this grant program until the grant recipient comes into compliance, or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited).
6. The West Virginia Department of Education, by written notice, may terminate the grant award for non-performance by the sub-applicant or grant recipient at any time during the term of the award. Examples of non-performance/non-compliance include but are not limited to, the failure to:
 - Provide a high-quality program with evidence of academic progress

- Implement the program as described in the application
 - Serve students as stated in the application
 - Adhere to the signed assurances
 - Limit administrative costs to 30% of the budget
 - Submit required reports and documentation in a timely manner
 - Use funds responsibly and appropriately
 - Resolve a non-compliance audit/monitoring finding in a timely manner (four months)
 - Submit required data within the given timeframe
 - Implement a required Corrective Action Plan
7. The applicant or grant recipient will comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
 8. The applicant or grant recipient will use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with WVDE accounting practices.
 9. The applicant or grant recipient will not use these funds to supplant other federal, or state, or local, or non-public funds to provide allowable programs and activities. §4203(a)(9) and §4204(b)(2)(G)
 10. The applicant or grant recipient assures it has described steps to make equitable access and equitable participation in the programs/activities to be conducted with such assistance as addressing the needs of students, staff, and other program beneficiaries to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 - <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>)
 11. The applicant or grant recipient assures it will serve students who primarily attend schools eligible for schoolwide program under section 6314 of Title 20 or schools that serve a high percentage of students from low-income families. Additionally, the applicant or grant recipient will serve the families of the students described. §4204(b)(2)(F)
 12. The applicant or grant recipient assures that the proposed program will be 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)
 13. To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), the community must be given public notice of an organization's intent to submit an application. The application and any waiver request must be available for public review after submission.
 14. The applicant or grant recipient assures there is an established process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501
 15. The applicant or grant recipient assures that the proposed program will be in alignment with the challenging State academic standards and any local standards. §4204(b)(2)(D)(ii)

16. The applicant or grant recipient assures that it prohibits text messaging and emailing while driving during an official grant business. Federal grant recipients, sub-recipients, and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their privately-owned vehicle during official grant business, or from using government-supplied electronic equipment to a text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
17. The applicant or grant recipient will make reports to the WVDE and the U.S. Secretary of Education as may be necessary to enable such agency and the U.S. Secretary of Education to perform their duties and maintain such records, provide such information, and afford access to the records as the WVDE, and the Secretary may find necessary to carry out their responsibilities.
18. The applicant or grant recipient will cooperate in carrying out any evaluation of 21st CCLC conducted by or for the West Virginia Department of Education (WVDE), the U.S. Secretary of Education, or other federal officials.
19. The applicant or grant recipient will permit and mandate appropriate program staff to attend the required trainings specified in the Request for Proposal and will budget funds for such participation each budget year of the grant.
20. The applicant or grant recipient assures that it will uphold the agreement's parameters with the Co-Applicant or partners as outlined in the original application for the duration of the grant cycle.
21. The school district, as fiscal agent or co-applicant or grant recipient, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (21APR) data collection.
22. If a non-local education agency serves as the fiscal agent, the school district/ school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of data collection and the local evaluation report.
23. When implementing the grant funded program, the applicant or grant recipient will:
 - Begin serving students with the 21st CCLC Program by October 15
 - Meet the minimum number of operational hours as required
 - Provide dedicated program space in a safe and easily accessible facility during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities §4204(b)(2)(A)(i)
 - Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations may be secured to provide for the program

- Immediately notify the WVDE of a change of director or site coordinator
 - Allow site coordinators and directors access to 21st CCLC guidelines, approved proposal, and required WVDE trainings
24. In order to receive the fourth and fifth years of the grant funding cycle, the grant recipient must
- Demonstrate that substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years
 - Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) during the first three years
 - Maintain the scope of the original level of programs and services to the same student average daily attendance (ADA) including at reduced grant allocation in the fourth year
 - Have complied with federal and state requirements and not be a high-risk grantee
 - Abide by and remain current on the required reports including the collection of and reporting of data
25. The applicant or grant recipient must uphold these assurances regardless of a change in individuals serving in the role or capacity of representative signing the application.

Appendix B: Afterschool Resources

MEASURES OF EFFECTIVENESS

IN GENERAL- For a program or activity developed under this part to meet the principles of effectiveness, such program or activity shall

- » be based upon an assessment of objective data regarding the need for before and afterschool programs (including during summer recess periods) and activities in the schools and communities
- » be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
- » if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards
- » ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A)
- » collect the data necessary for the measures of student success described in subparagraph (D)

High-Quality Program Characteristics

According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart II—Afterschool Programs” the following components are present in high-quality afterschool programs.

- » Goal Setting, Strong Management, and Sustainability
- » Quality Afterschool Staffing
- » High Academic Standards
- » Attention to Safety, Health, and Nutrition Issues
- » Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth- Serving Organizations
- » Strong Involvement of Families
- » Enriching Learning Opportunities
- » Linkages between School-Day and Afterschool Personnel
- » Evaluation of Program Progress and Effectiveness.

Evidence-Based Programs

The U.S. Department of Education has issued non-regulatory guidance on using Evidence to Strengthen Education Investments to provide State Educational Agencies (SEAs), local educational agencies (LEAs), schools, evaluators, and partner organization with information to assist them in selecting and using “evidence-based” activities, strategies, and interventions, as defined in Title VII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Using, generating, and sharing evidence about effective strategies to support students give stakeholders an important tool to accelerate student learning. ESSA emphasizes using evidence-based activities, strategies, and interventions (collectively referred to as “interventions”).

Applicants are strongly encouraged to study and use this guide to assist them in selecting appropriate program curricula and strategies to build, implement, evaluate, and improve their 21st CCLC applications and programs. The document may be found at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>.

Appendix C: Scoring Rubric

POINTS			
Zero	One	Two	Three
Information not provided, does not meet criteria, or is inaccurate.	Met some but not all identified criteria. Requires substantial clarification or corrections.	Address criteria but did not provide thorough detail. Adequate response but could benefit from additional clarification.	Met all criteria with high quality. Clear, concise, and well thought-out.

Scoring Rubric

		POINTS			
		Zero	One	Two	Three
SECTION 1. STATEMENT OF NEED					
1.	The narrative defines the needs and risk factors of students, including student subgroups, using current, specific, and correctly cited data to document those needs.	Relevant data are missing or not connected to needs and risk factors. Citations are not provided or are incorrect	Relevant data are partially provided for academic or social-emotional student needs, but substantial clarification is needed. Data are supported by some citations, or some citations are lacking, or older than three years.	Relevant data are sufficiently provided for both academic and social-emotional student needs but is not thoroughly developed. Data are supported by citations that are current (less than three years).	Relevant data are provided for both academic and social-emotional needs, and the data are clearly connected to the identified needs and risk factors. Data are supported by citations that are current.
2.	The narrative defines the current local, data-based needs of parents and families to be served by the grant program.	Relevant data are missing or not connected to needs.	Relevant data are partially provided, but substantial clarification is needed.	Relevant data are sufficiently provided but could benefit from additional clarification.	Relevant data are provided, and the data are clearly connected to the identified needs.
3.	The narrative describes current afterschool services in the identified community and how the grant will provide new services and activities or serve additional students.	Rationale is missing, or existing and new services are not listed.	Rationale as well as current and new services are listed, but substantial clarification is needed.	Rationale as well as current and new services are listed but could benefit from additional clarification.	Rationale as well as current and new services are listed, with clear connections to existing community needs.

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
4.	<p>Goal 1: Objectives Goal 1 includes a minimum of two objectives to meet the statewide goal of increasing academic achievement. Program objectives are Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).</p>	No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 1.	Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.	Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.	All S.M.A.R.T. attributes are present across the objectives.
5.	<p>Goal 1: Strategies Goal 1 strategies describe actions needed to meet outcomes and ultimately annual objectives.</p>	Strategies are missing or do not include any details regarding actions, persons responsible, frequency, and resources required.	Strategies include some details regarding actions, persons responsible, frequency, and resources required, or the details are not likely to be feasible.	Strategies include most details regarding actions, persons responsible, frequency, and resources required, but the details are not fully clear.	Strategies include all details regarding actions, persons responsible, frequency, and resources required, and details are clear and likely to lead to meeting the objectives.
6.	<p>Goal 1: Outcomes Goal 1 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate progress toward annual objectives.</p>	Short-term changes are missing or do not demonstrate progress toward Goal 1 objectives.	Short-term changes mostly demonstrate progress toward Goal 1 objectives, but are not specific, attainable, and/or measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and most are specific, attainable, and measurable.	Short-term changes demonstrate progress toward Goal 1 objectives, and all are specific, attainable, and measurable.
7.	<p>Goal 1: Progress Indicator(s) Goal 1 progress indicators include data sources and methods used to measure short-term outcomes.</p>	Data sources and evaluation methods are not listed or are not connected with the short-term outcomes.	Data sources and evaluation methods are listed, but do not adequately measure the short-term outcomes.	Data sources and evaluation methods are listed and connected with the short-term outcomes, but not all may be feasible.	Data sources and evaluation methods are listed, clearly connected with the short-term outcomes, and are feasible.

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
8.	<p>Goal 1: Evaluation Plan Goal 1 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.</p>	<p>Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.</p>	<p>Evaluation plan describes at least responsible persons or frequency of using the tools.</p>	<p>Evaluation plan describes both responsible persons and frequency of using the tools.</p>	<p>Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.</p>
9.	<p>Goal 2: Objectives Goal 2 includes a minimum of two objectives to meet the statewide goal of improving family engagement. Program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound (S.M.A.R.T.).</p>	<p>No objectives are described as having S.M.A.R.T. attributes or are not linked to Goal 2.</p>	<p>Some S.M.A.R.T. attributes are present across the objectives, but many attributes are missing or not specified correctly.</p>	<p>Most S.M.A.R.T. attributes are present across the objectives, but some attributes are missing or not specified correctly.</p>	<p>All S.M.A.R.T. attributes are present across the objectives.</p>
10.	<p>Goal 2: Strategies Goal 2 strategies describe actions needed to meet outcomes and ultimately annual objectives.</p>	<p>Strategies are missing or do not include any details regarding specific family audiences (foster parents, grandparents, K-5 parents, etc.), and frequency of interventions/actions.</p>	<p>Strategies include some details regarding specific family audiences, and frequency of interventions/actions, but the strategies do not support attainment of the objectives.</p>	<p>Strategies include most details regarding specific family audiences, frequency of interventions/actions, and support the attainment of the objectives, but the details are not fully clear.</p>	<p>Strategies include all details regarding specific family audiences, frequency of interventions/actions, and details are clear and likely to lead to meeting the objectives.</p>
11.	<p>Goal 2: Outcomes Goal 2 outcomes identify short-term, specific, attainable, measurable changes that will likely occur as a direct result of listed strategies and that will be used to demonstrate progress toward annual objectives.</p>	<p>Short-term changes are missing or do not demonstrate progress toward Goal 2 objectives.</p>	<p>Short-term changes mostly demonstrate progress toward Goal 2 objectives, but are not specific, attainable, and/or measurable.</p>	<p>Short-term changes demonstrate progress toward Goal 2 objectives, and most are specific, attainable, and measurable.</p>	<p>Short-term changes demonstrate progress toward Goal 2 objectives, and all are specific, attainable, and measurable.</p>

SECTION 2. ACTION PLAN		POINTS			
		Zero	One	Two	Three
12.	<p>Goal 2: Progress Indicator(s) Goal 2 progress indicators include data sources and methods used to measure short-term outcomes.</p>	Data sources and evaluation methods are not listed or are not connected with the short-term outcomes.	Data sources and evaluation methods are listed, but do not adequately measure the short-term outcomes	Data sources and evaluation methods are listed and connected with the short-term outcomes, but not all may be feasible.	Data sources and evaluation methods are listed, clearly connected with the short-term outcomes, and are feasible.
13.	<p>Goal 2: Evaluation Plan Goal 2 evaluation plan describes the steps to be taken to collect evidence of completing program strategies, objectives, and outcomes, the process for reviewing this information, and how information will drive changes in program decision-making.</p>	Evaluation plan is missing or does not describe responsible persons or frequency of using the tools.	Evaluation plan describes at least responsible persons or frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools.	Evaluation plan describes both responsible persons and frequency of using the tools, including a clear explanation of how the evidence will be used in decision-making to drive change.

		POINTS			
		Zero	One	Two	Three
SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION					
14.	The narrative explains strategies for recruiting and retaining at-risk students and maximizing these students' participation, including a description of how practices will be equitable and inclusive.	Recruitment and retention strategies are not provided or are entirely passive (e.g., only sending out flyers, "open to all").	Recruitment and retention plan provides some details on either engaging at-risk students or credible strategies.	Recruitment and retention plan provides details on both engaging targeted at-risk students and credible strategies, but the descriptions are not complete or likely to lead to success.	Recruitment and retention plan to engage at-risk, targeted students is both reasonable and success probable. Credible strategies to maximize both the number of students attending and continue participating are well explained.
15.	The narrative explains how the program will ensure equitable access to, and participation by, students and program personnel with special needs.	No procedures exist to support students with IEPs, 504 Plans, and English Learner Plans.	A procedure is mentioned that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but is not specific or is not set-up to meet individualized student needs.	An adequate procedure is described that is intended to support students with IEPs, 504 Plans, and English Learner Plans, but the details included for staffing and resources are not thorough.	Equitable access is provided for all students and procedures exist to support students with IEPs, 504 Plans, and English Learner Plans, with specific details included for staffing and resources.
16.	The program implementation plan includes the number of hours of programming per week provided for students and weeks of programming per year within the regular school year. Applicant indicates a minimum requirement of 250 hours during the school year will be met.	Details are missing for the program calendar or programming time does not add up to 250 hours during the school year.	Details are unclear as to whether the program starts by October 15 th and meets the requirements of 250 program hours during the school year.	The program starts by October 15 th and meets the requirements of 250 program hours during the school year.	The program starts by October 15 th and exceeds the requirements of 250 program hours during the school year.

		POINTS			
		Zero	One	Two	Three
SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION	17. The program implementation plan includes a tentative schedule with time allotted to program components and activities and ensures separate times for meals, homework assistance/tutoring, and enrichment activities.	Program schedule is missing, of poor quality, not pre-determined, or required components are missing.	A program schedule is present but may be unclear with details or timeframes or may be missing components.	The description of the tentative schedule contains times for activities as well as details regarding the time allotted to program components and activities, including at least separate times for meals, homework assistance/tutoring, and enrichment activities.	The description of the tentative schedule is flexible and contains adequate times for activities as well as details regarding the time allotted to program components and activities, including at least separate times for meals, homework assistance/tutoring, and enrichment activities.
	18. The program implementation plan describes the use of evidence-based practices or curriculum for ELA that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR ELA content standards.	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or the WVCCR ELA content standards.	The proposed practices or curriculum are described as evidence-based, aligned with the action plan and the WVCCR ELA content standards, but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR ELA content standards. Applicant clearly documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.

		POINTS			
SECTION 3. AFTERSCHOOL PROGRAM IMPLEMENTATION		Zero	One	Two	Three
19.	The program implementation plan describes the use of evidence-based practices or curriculum for mathematics that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and the WVCCR mathematics content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or the WVCCR mathematics content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and the WVCCR mathematics content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and the WVCCR mathematics content standards. Applicant documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.
20.	The program implementation plan describes the use of evidence-based practices or curriculum for enrichment that are aligned with the action plan and are connected with regular school day content.	The proposed practices or curriculum are not described as evidence-based or are not aligned with the action plan and any relevant WVCCR content standards	The proposed practices or curriculum are described as evidence-based, but not aligned with either the action plan or any relevant WVCCR content standards.	The proposed practices or curriculum are described as evidence-based but aligned with the action plan and any relevant WVCCR content standards but could benefit from additional clarification.	The proposed practices or curriculum clearly align with the action plan and any relevant WVCCR content standards. Applicant documents/links the proposed practices or curriculum with nationally recognized databases for evidence practices for the student groups being served.
21.	The continuous quality improvement (CQI) process that includes details related to staffing, timeframes, and rubrics/instruments (e.g., WV Afterschool Program Quality Standards).	A plan for CQI processes is not included, is missing multiple components, or is not a CQI process.	A plan is described for CQI processes, but there are minimal details related to staffing, timeframes, or rubrics/instruments	A plan is described for CQI processes with details related to staffing, timeframes, and rubrics/instruments, but could benefit from additional clarification.	A plan is fully described for CQI processes with details related to staffing, timeframes, and rubrics/instruments. Stakeholders are involved in the CQI processes and receive regular updates and/or results.

SECTION 4. PARENT AND FAMILY ENGAGEMENT		POINTS			
		Zero	One	Two	Three
22.	The family engagement plan is linked to the needs identified in the Statement of Need section as well as the Action Plan.	The family engagement plan is either missing or is not connected to the Statement of Need and the Action Plan.	The family engagement plan is linked with the Statement of Need or the Action Plan, but not both.	The family engagement plan is linked with the Statement of Need as well as the Action Plan but could benefit from additional clarification.	The family engagement plan is clearly linked with the Statement of Need as well as the Action Plan.
23.	The family engagement plan describes how the program will involve parents, families, and/or community members. Family engagement activities are aimed at improving parents'/guardians' involvement in their children's learning either at home, at programs sponsored by the center, at school, or elsewhere.	Family engagement activities are not described or will likely have negligible or adverse impacts.	Family engagement activities are described, but the tentative impact or the feasibility of the methods require substantial clarifications or corrections.	The family engagement activities will likely lead to positive impacts with family engagement, but it is unclear how community member support is involved or how consistent staff-family communications will occur.	The family engagement activities will likely lead to positive impacts with family engagement, including support by community members and regular interactions between program staff and families.
24.	The family engagement plan describes implementation plans using evidence-based practices and/or curriculum.	The proposed plan is missing evidence-based practices or uses undocumented sources.	The proposed plan mentions best practices, but the evidenced-based connections are unclear.	The proposed plan describes best practices, but the details are not fully connected with nationally recognized databases or research-backed sources.	The proposed plan is clearly linked with nationally recognized databases or research-backed practices that have been vetted by experts in youth development and related fields.
25.	The family engagement plan includes steps to ensure equitable access to, and participation by, family members, including those with special needs.	The proposed plan does not include steps to ensure that all family members will have equitable access.	The proposed plan vaguely describes equitable access and inclusion but requires substantial clarification.	The proposed plan describes strategies to better ensure equitable access and inclusion but could benefit from additional clarification.	The proposed plan is detailed and will likely lead to equitable access and inclusion for all family members across various demographics and exceptionalities.

SECTION 5. FACILITY PLAN		POINTS			
		Zero	One	Two	Three
26.	The narrative describes plans for facility use, including the interior and exterior space of each facility that is used, how the rooms and outside areas will be sufficient for all afterschool program activities and number of anticipated students, and how the facility is accessible to persons with disabilities. Each afterschool site facility is described.	The facility plan is missing, or it cannot be determined if the facility can meet the stated various needs, including accessibility.	There is a facility plan for some but not all of the facilities being used, or the descriptions provided are vague and do not guarantee that the stated various needs of students will be met.	There is a facility plan for every facility used, but additional clarification is needed on the ways in which the capacity, resource, and accessibility needs of all students in a way that is developmentally appropriate.	There is a complete facility plan for every facility used and fully meets the capacity, resource, and accessibility needs of all students in a way that is developmentally appropriate.
27.	The facility plan explains how student travel (e.g., dismissal procedures, busing) to and from the 21st CCLC site will be safe and, if applicable, includes a description of the entity responsible for providing dependable vehicles and screened, qualified drivers.	The facility plan does not describe transportation provisions or does not provide details that ensure student safety.	The facility plan provides generic details related to student travel to and from the afterschool sites, but the information is not specific to each site, or clarification is needed to ensure student safety.	The facility plan contains information for each site, and provides details that ensure student safety, but could benefit from additional clarification.	The facility plan describes all viable and applicable transportation options provided for students and provides clear details that ensure student safety.
28.	The plans for emergency exit and emergency readiness are created or modified for the afterschool program and each site, and describe, how information will be communicated to the staff, students, and parents, and how drills will be conducted.	The plans are missing or meet very few criteria.	The plans address some components, but not all, and those addressed require substantial clarification.	The plans meet most specified criteria, and all components are described, but could benefit from additional clarification on a specific component.	The plans meet all specified criteria, is specified to each site, accounts for multiple different plausible scenarios, and will be clearly communicated to all stakeholders.

SECTION 6. PROGRAM PERSONNEL		POINTS			
		Zero	One	Two	Three
29.	All staff roles and responsibilities are described using a chart that specifies details for the program director, collaborative liaison, evaluator, data collection and maintenance staff, and at least one staff member per site certified in both CPR and first aid.	Many roles are missing or are not provided with any descriptive detail.	A narrative or chart is used to delineate staff roles and responsibilities, but some roles are missing, or descriptions are unspecified.	A chart is used to delineate all staff roles and responsibilities across all sites, but additional detail is needed for specific staff.	A chart is used to clearly delineate all staff roles and responsibilities across all sites. Staff descriptions are clear and complete.
30.	The narrative describes a process to improve staff capabilities, including assessment of staff knowledge and expertise, targeted professional development based on staff assessment and/or performance evaluations, annual performance evaluation and feedback, and attendance at required WVDE professional development offerings as described in the RFP.	A process is not described or is missing the use of data in decision-making.	The process describes some required criteria, but some are missing.	The process describes all required criteria but could benefit from additional details and clarification.	The process describes all required criteria and will likely lead to improved staff capabilities, with specific plans for new staff as well as addressing on-going staff needs.
31.	The narrative describes procedures for relevant screening and hiring processes and how the staff-to-student ratio assures participant safety as well as the highest quality of program delivery.	The procedures are missing or do not assure student safety.	The procedures are poorly defined and are missing specific details.	Vetting and hiring procedures are described for all staff and regular staff and regular volunteers (including state-level background checks), but additional clarification is needed with respect to staff-to-student ratios, implementation plans, or timeline.	Vetting procedures are described for all staff and regular volunteers (including state-level background checks), hiring procedures are clear and relevant to providing high quality program delivery, and staff-to-student ratios are specific to different activity types and grade-spans.

		POINTS			
		Zero	One	Two	Three
<p>SECTION 7. COLLABORATION</p>	<p>32. The narrative describes how the applicant will actively collaborate with the attending students' schools to develop and implement the program. The applicant describes how they consulted with the leadership of private schools located in the services area. Private School Consultation form is uploaded in the "Related Documents" section.</p>	<p>The plan for connecting the regular school day and afterschool programming is not present or is unapparent. No MOUs are included. No Private School Consultation form is included.</p>	<p>The plan for connecting the regular school day and afterschool program is not comprehensive and does not include multiple school day staff. An MOU is included for at least one school served. Private School Consultation form is included.</p>	<p>The plan for connecting the regular school day and afterschool program includes multiple school day staff but lacks detail. An MOU is included for each school served. Private School Consultation form is included.</p>	<p>The plan for connecting the regular school day and afterschool programming is based on consistent communication and feedback from educators, school administration, and support staff. An MOU is included for each school served. Private School Consultation form is included.</p>
<p>33. The narrative describes the data-sharing process for accessing student records, sharing data and evaluation results, and for gaining parent consent to access and use student data, if applicable. Plans are described to use data in evaluation and continuous quality improvement (CQI).</p>	<p>Data-sharing, evaluation, and CQI plans are missing. No MOUs for any schools served include a data-sharing agreement.</p>	<p>Data-sharing, evaluation, and CQI plans are lacking and require substantial clarification. Some MOUs signed by schools served include a data-sharing agreement.</p>	<p>Data-sharing, evaluation, and CQI plans are described but could benefit from additional clarification. The MOUs signed by each school served includes a data-sharing agreement.</p>	<p>Data-sharing, evaluation, and CQI plans are clear and well described. The MOUs signed by each school served includes a data-sharing agreement.</p>	
<p>34. A chart describes the support provided by the main partner organizations detailing their summary of services and connections to Action Plan objectives. MOUs are included for main partners in the "Related Documents" section. <i>If there is a co-applicant: (1) the co-applicant is listed in the chart; (2) their capacity to implement OST is described; and, (3) the narrative explains how the proposal was jointly submitted.</i></p>	<p>A chart is incomplete or missing, or there are no MOUs included.</p>	<p>The chart includes at least one partner. The chart contains some of the information requested. The applicant lists more than one partner, but an MOU is not included.</p>	<p>The chart includes at least two partners, including any co-applicant partner. The chart contains the information requested, but more detail is needed. Each partner has a signed MOU.</p>	<p>The chart includes at least three partners, including any co-applicant partner. All information is included in detail and each partner has a signed MOU.</p>	

SECTION 8. SUSTAINABILITY		POINTS			
		Zero	One	Two	Three
35.	The narrative describes the Advisory Council, including who will be a member, frequency of meetings, and the methods they will use to support and sustain the program.	The narrative does not mention the Advisory Council and its role or most of the information is missing.	The narrative includes a partial description of the Advisory Council and its role; some information is missing.	The narrative includes a description of the Advisory Council and its role but could benefit from additional details.	The narrative includes a complete, detailed description of the Advisory Council and its role, and is a diverse representation of stakeholders.
36.	The sustainability plan details how the applicant will provide the program as described with reduced 21 st CCLC funding, how other sources of funding will be leveraged to supplement the grant award, and how partnerships will support the afterschool program after the 21 st CCLC grant funding cycle ends.	The sustainability plan is not present, is missing most of the requested elements, or is inadequate.	The sustainability plan is missing some of the requested elements or may not be likely to lead to sustainability.	The sustainability plan addresses all requested elements but could benefit from some additional details.	The sustainability plan thoroughly describes the requested elements and is likely to result in the program providing the same level of services in years 4 and 5 and continuing after the grant ends.

SECTION 9A. ORGANIZATIONAL CAPACITY – NEW APPLICANTS		POINTS			
		Zero	One	Two	Three
37a.	The narrative describes the applicant's capacity and experience implementing successful, quality afterschool programs that support students' academic performance and positive youth development and their ability to evaluate and measure program effectiveness.	The applicant (or co-applicant) has no experience in implementing afterschool programming or most of the requested information is missing.	Not all elements are described, or it is unclear that the applicant is likely to implement and effectively evaluate a high-quality program.	The applicant describes all the elements but could benefit from some additional details.	The applicant thoroughly describes all elements and is likely to implement and effectively evaluate a high-quality program.
38a.	The narrative describes the applicant's capacity and methods to implement a 21 st CCLC grant successfully, and specifically, their ability to manage federal funds.	Description of organizational capacity and administrative methods is missing. Audit and any findings are not mentioned.	Substantial clarification is required to determine the applicant's capacity and methods, or applicant does not have previous experience. Audit is mentioned but findings are unknown.	The capacity and administrative methods are adequate, but additional detail is needed. No audit finding in the past two years, or any findings have been sufficiently addressed.	The capacity and administrative methods for managing federal funds are thoroughly described. No audit findings in the past two years.

		POINTS			
		Zero	One	Two	Three
<p>SECTION 9B. ORGANIZATIONAL CAPACITY – PRIOR HISTORY – PREVIOUSLY FUNDED APPLICANTS</p>	<p>37b. The narrative describes the applicant's past experience and success implementing a 21st CCLC grant, including how the program improved: (1) student academic performance and achievement, and, (2) family engagement. This description should also include the number of hours operated during the last year of grant funding and the average daily attendance.</p>	<p>Data are lacking or not clearly stated.</p>	<p>Provided some data regarding the past performance but substantial clarification is needed, or most elements were not provided.</p>	<p>Provided adequate data-informed response of the past performance but additional details and clarification would be of benefit.</p>	<p>Provided clear, detailed, data-informed outcomes and successes of last grant.</p>
<p>38b. The narrative describes how the applicant previously increased in sustainability since receiving 21st CCLC funding and how a new grant award will allow the applicant to create a greater impact with the students, families, and communities in which they work. If the applicant had any audit findings over the last two fiscal years, they are to describe the findings and measures performed to remedy findings.</p>	<p>Information is not provided or not clearly stated. Audit is not mentioned.</p>	<p>Described some information but not all identified criteria regarding sustained efforts and new funding's impact. Audit is mentioned but findings are unknown.</p>	<p>Described sustainability impact on program and how the new funding will create a greater impact but could benefit from additional clarification. No audit finding in the past two years, or any findings have been sufficiently addressed.</p>	<p>Provided detailed information on how their sustainability efforts have increased their effectiveness. It is evident that new funding will provide a greater impact and build on past programs. No audit findings.</p>	

SECTION 10. BUDGET

POINTS

	Zero	One	Two	Three
39. The budget narrative and detail include a complete, mathematical basis for estimating the costs (e.g., salaries, fringe benefits, travel, student transportation, materials and supplies, consultant and subcontracting fees, program evaluation, indirect costs, and other program expenditures). Background checks and required 21 st CCLC state trainings should be listed in budget.	The budget does not contain adequate mathematical basis for costs and may not include background checks or required trainings.	The budget contains mathematical basis but requires substantial clarifications or corrections. Background checks or required training may not be included.	The budget contains details on how costs are calculated but could benefit from additional clarification. Background checks and required trainings are included.	The budget is well-constructed and details how costs were calculated. Background checks and required trainings are included.
40. The budget and budget narrative are reasonable for the planned afterschool program. The number of students served with the proposed budget/in-kind support is sensible and sufficient; each site is provided with adequate staff, supplies, transportation, etc.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) do not support the afterschool plan.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) partially support the afterschool plan. Requires substantial clarifications or corrections.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) are adequate for the afterschool plan but could benefit from additional clarification.	Budget expenditures and other funding types (e.g., matching funds and in-kind contributions) support the afterschool plan provided in the narrative. The budget is clear, concise, and well described.
41. Administrative costs are 30% or less and are clearly listed. The Administrative Cost Worksheet is uploaded, complete, and meets the 30% limit. If an indirect cost rate is not utilized, then the indirect costs on the worksheet are clearly listed and do not exceed 8%.	It cannot be determined if budget separates administrative costs from programmatic costs, and worksheet is not complete or not correct.	n/a	n/a	The budget clearly separates administrative and programmatic costs. The worksheet is complete and correct.

Appendix D: Example of Program Summary

Name & location of each site	Days and times of program operation throughout week							Estimated average daily attendance School Year	Student Direct Certification for Federal Assistance%	Estimated adults/ family members served
	MON	TUES	WED	THURS	FRI	SAT	SAT			
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
	MON	TUES	WED	THURS	FRI	SAT				
Totals for the entire program										

Program Summary for Summer (if applicable)

Name & location of each site	Days and times of program operation throughout week							Estimated average daily attendance - Summer	Estimated adults/ family members served
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
	MON	TUES	WED	THURS	FRI	SAT			
Totals for the entire program									

Appendix E: Sample Action Plan

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/ application-resources/</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p>	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p>	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p>
<p>1.1 By the end of the school year, at least 75% of K-5 students who attend the 21st CCLC program for at least 60 hours, will meet their individual targets for expected growth from the i-Ready BOY (beginning-of- year) to the EOY (end-of-year) benchmark in English Language Arts - By the end of the school year, at least 75% 6-8 grade students who attend the 21st CCLC program for at least 60 hours, will maintain a C average or above in Language Arts during the school year.</p>	<p>1.1.1 Evidence-based tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards (WVCCRS) for ELA for all ages. Resources include staff, high interest text, computer software. 1.1.2 Small or whole group repeated readings (including read aloud and theater) and collaborative discussions to improve comprehension by building knowledge, vocabulary, and fluency with high-interest, grade-level texts. Youth choice and WVCCRS for ELA, Social Studies, and Science will be used to guide text/topic selection and instruction. (K-8) 1.1.3 Homework will be completed daily by the middle school and staff will work with students to ensure homework is submitted. (6-8)</p>	<p>Students will master explicitly taught foundational reading and writing skills. Students will demonstrate improved fluency with grade-level passages based on topics and texts under study. Students will demonstrate comprehension of grade-level informational and literary texts that are used for repeated readings and collaborative discussions. Middle School students will have a homework completion rate of 90%. Middle School students' 9-week grades will meet C average or better.</p>	<p>PALS (Phonological Awareness Literacy Screener) for foundational skills (K-5) I-Ready progress monitoring assessments for foundational skills and comprehension (K-5) Formative assessment documented by tutors with anecdotal notes, rubrics, checklists, or rating scales while students (K-8) » answer text-based questions » participate in collaborative discussions » practice phonics skills in isolation and in connected text » complete cold reads of grade- level passages based on topics and texts under study Use nine-week and semester grading records to identify homework completion rates and nine-week and semester grades. (6-8)</p>	<p>Quarterly PALS and/or i-Ready progress reports will be used by tutor and evaluator to document K-5 student growth and determine future plan for growth in ELA For interventions only, all students will be grouped according to skills needed by tutor Ongoing formative assessment and anecdotal notes will be used by tutor to assess all individual skill progress Monthly review of 6-8 grade students' grades to identify achievement and areas needing improvement by tutor Feedback discussions (every nine weeks) with students and site coordinator to determine various future ELA enrichment activities (K-8)</p>

Goal 1: Increase Academic Achievement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</p> <p>1.3 By the end of the school year, all students who attend the 21st CCLC program for at least 60 hours, will be able to demonstrate a 50% increase in knowledge of effective and healthy conflict resolution strategies as demonstrated in SEL rubric data and student self-reflection rubric.</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p> <p>1.31 Interactive instruction and guided practice for staff and students in active listening skills and accountable language stems for talking through a conflict in a healthy and respectful way (K-8)</p> <p>1.32 Instruction and guided practice for staff and students in mindfulness strategies and other methods of self-regulating emotions such as repetitive, rhythmic, physical activity (K-8)</p> <p>1.33 Staff will model active listening, healthy conflict resolution, and self-regulation strategies in interactions with students and other staff members to embed these healthy practices into the program's culture (K-8)</p> <p>1.34 Staff will monitor student interactions and will coach students on active listening, conflict resolution, and self-regulation strategies as needed (K-8)</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> Students will demonstrate increasing knowledge of active listening skills, conflict resolution, and self-regulation strategies in role-playing scenarios Students will gain confidence in their ability to actively listen, resolve conflicts in a healthy way, and use mindfulness and other self-regulation strategies independently Students and staff will increase instances where they spontaneously use active listening, conflict resolution, and self-regulation strategies with other students and staff as these behaviors become embedded into the program's culture 	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p> <ul style="list-style-type: none"> Weekly role-playing sessions and discussions Weekly student and staff written self-reflections Monthly SEL rubric Beginning of year assessment of healthy conflict resolution strategies End-of-year assessment of healthy conflict resolution strategies 	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> Following the role-playing sessions, staff will facilitate a student discussion about strengths and weaknesses demonstrated in the scenario and strategies for improvement Staff and students will keep an SEL journal in which they write weekly self-reflections documenting the successes and challenges discussed in the role-playing sessions and how they've used the strategies in real-life scenarios Staff will complete SEL rubrics monthly for each student. Students will self-evaluate with same rubric. Staff will meet with each student individually to compare and discuss results Evaluator will collect data and analyze results to determine student growth and potential changes in program activities

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://hwde.us/21st-cclc/application-resources/</p> <p>2.1 By the end of each program year, 70% of families participating in family engagement programs sponsored by 21st CCLC will report that they increased their actions to support their child's academic progress in an end of year survey</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p> <p>2.1.1 Staff will communicate with K-8 parents in person monthly about their child's academic progress</p> <p>2.1.2 School and afterschool staff will recruit and invite parents to attend PTO, attend parent teacher conferences, and volunteer in school or afterschool</p> <p>2.1.3 Training both in-person and online will be offered to aid all parents on how to communicate with teachers, use the school progress tracking system, and check their student's progress</p> <p>2.1.4 Have 3 interactive family fun workshops (virtually or in-person) at each site per year</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> • Sixty percent of parents, who have attended a training/event on the county's online grading system, will have logged in to review child's progress at least twice by the end of the year • Thirty percent of parents, who have attended a training/event on the county's online grading system, will log in monthly to the county's progress tracking system to review child's progress and grades • Forty percent of parents/guardian will contact their child's teachers at least once each semester or will attend a parent/teacher conference • Ten percent of parents will have volunteered at school or afterschool • Afterschool parents' membership will increase in the Parent Teacher Organization 	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p> <ul style="list-style-type: none"> • End of year parent survey • Feedback by parents to afterschool staff • PTO membership by afterschool parents • Online systems analytics from county's online grading system 	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> • Annual parent survey will be sent out and analyzed by program director to measure parents' confidence in interacting with the school and supporting their child's learning • Site Coordinators will review systems analytics every nine weeks to track parents contacting teachers or logging into school's grading system • Site Coordinators review PTO membership list and attendance from beginning to end of each year to identify afterschool students' parents are more active with schools • Staff will review data for outcomes and progress indicators every nine weeks to determine strategies to continue or improve • Provide annual report to advisory committee regarding family engagement at the end of every school year

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://wvde.us/21st-cclc/application-resources/</p> <p>2.2 At the end of each program year, at least 85% of parents/ family members taking part in adult educational activities will report improved skills and knowledge in the specific program(s) in which they attended through an end-of-session survey and through the end of year parent survey</p>	<p>2.2.1 Survey K-8 parents to determine educational interests</p> <p>2.2.2 Develop two series of educational-specific activities annually. Recruit adults to programs</p> <p>2.2.3 Market family engagements to parents through personal invitations, social media, phone calls/texts, and school communications</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> • Social Media Metrics will show an increase in the number of hits on advertisement of parent education activities by the end of each semester • Parent networks will increase, and parents will be more apt to contact each other for support and information by the end of the semester • Sixty percent of parents will participate in at least one adult educational or family engagement activity per semester 	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p> <ul style="list-style-type: none"> • Tracking Social Media Metrics of Facebook, Schoology, and Afterschool Website • Event post-surveys • Annual parent survey 	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> • Parent survey, social media metrics, and parent conversations with staff will be used to identify learning opportunities for the afterschool year. Data collection will be completed by the Family Engagement (FE) Specialist each nine weeks • FE Specialist will track Social Media metrics of education workshops to identify interest and use for future outreach and planning • All educational programs will have post-surveys to identify knowledge gain administered by the evaluator • Data gathered by the evaluator and FE Specialist will be used to determine the value of educational workshops, parental learning, and used in the evaluation report to improve future educational offerings to parents.

Goal 2: Increase Family Engagement				
Objectives (2-4)	Strategies	Outcomes	Progress Indicators	Evaluation Plan
<p>Detailed statements of intended annual results that must be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) https://hwde.us/21st-cclc/application-resources/</p> <p>2.3 Seventy percent of Grade 4-8 students identified as chronically absent will improve their school attendance when their families complete the Strengthening Families Program, an evidence-based curriculum by Idaho State University Extension Service</p>	<p>Actions needed to meet short-term outcomes and annual objectives</p> <p>2.3.1 Program staff and partners recruit families whose students are chronically absent in grades four to eight, to attend and complete the Strengthening Families Program</p> <p>2.3.2 Strengthening Families program will be provided in the fall for 4th to 8th grade students and their families This is an eight-week SEL evidence-based training to support students and their families</p>	<p>Short-term, specific, measurable changes that will likely occur as a direct result of listed strategies, and that will be used to demonstrate progress toward annual objectives</p> <ul style="list-style-type: none"> Seventy percent of families enrolled in Strengthening Families will complete the 10-week program Eighty percent of families, who complete the program, report increased positive family relationships Eighty percent of students report increased interest in learning by the end of the year Chronically absent students begin to attend more regularly after completing the 10-week program. 	<p>Data sources and methods used to measure short-term outcomes such as students' individual, small group, or whole-group progress toward annual objectives</p> <ul style="list-style-type: none"> Strengthening Families enrollees will complete pre- and post-survey surveys Six month follow up survey to families County Attendance data of identified chronically absent students End of program reflection and focus group 	<p>Process for collecting evidence of progress toward short-term outcomes and annual objectives including how this information will be used to drive changes in program decision-making</p> <ul style="list-style-type: none"> Evaluation, including school attendance monthly tracking, will be completed by the evaluator Participants complete surveys and reflection/focus group to measure increase in family supports to support the student's wellbeing, improved parent and student relationship, and changes in student's attitude towards learning Data will be collected and analyzed by evaluator after the 10-week program and then again after six months to determine family benefits and improvement of chronic absence for students Data will be used for future program implementation and provided to stakeholders in the annual local evaluation report

Appendix F: Sample Budget

80 ADA * \$3,050 = \$244,000

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$8,580	\$17,160.00	2 Site Coordinators @ \$22/hour x 15 hours/week (Monday-Thursdays) x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$7,800	\$5,600.00	2 Site Assistants @ \$20/hour x 15 hours/week (Monday – Thursday) x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	7	\$1,760	\$12,320.00	7 Summer Staff (2 Math, 2 ELA, 2 STEM Enrichment, 1 Recreation) @ \$20/hour x 16 hours/week (4 days/week) x 5.5 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$4,160	\$8,320.00	2 STEM Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$4,160	\$8,320.00	2 Recreation Staff @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$4,000	\$8,000.00	2 Homework Help Leaders @ \$20/hour x 8 hours/week x 25 weeks of program not hired for summer (no pre-planning time necessary and only one day of annual training)
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$4,160	\$8,320.00	2 Art Enrichment Leaders @ \$20/hour x 8 hours/week x 26 weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$3,036	\$6,072.00	2 Summer Site Coordinators @ \$22/hour x 24 hours/week (4-day week) x 5.75 summer weeks
11119	Instruction-K-12 extended day/year	112	Professional Personnel Supplemental	2	\$2,760	\$5,520.00	2 Summer Site Assistants @ \$20/hour x 24 hours/week (4-day week) x 5.75 summer weeks
11119	Instruction-K-12 extended day/year	131	Professional Personnel Substitutes Regular	1	\$350.00	\$350.00	Sub for WWDE Spring Conference 1 sub x 2 days x \$175/day

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
11119	Instruction-K-12 extended day/year	221		1	\$6,883.62	\$6,883.62	Social Security / FICA @ 7.65% of total salary costs (\$89,982) for all Instruction K-12 Extended Day/Year Salaries
11119	Instruction-K-12 extended day/year	231		1	\$6,748.65	\$6,748.65	Retirement Plan Ia @ 15% of half salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan Ia)
11119	Instruction-K-12 extended day/year	233		1	\$3,374.33	\$3,374.33	Retirement Plan Ib @ 7.5% of half salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan Ib)
11119	Instruction-K-12 extended day/year	261		1	\$1,997.60	\$1,997.60	Worker's Compensation @ 2.22% of total salary costs (\$89,982) for Instruction K-12 Extended Day/Year Salaries
11119	Instruction-K-12 extended day/year	114		2	\$4,400.00	\$8,800.00	2 ¾-time AmeriCorps Members x \$4,400 sponsorship fee
11119	Instruction-K-12 extended day/year	586		2	\$1,500.00	\$3,000.00	Educational Field Trips: \$1,500 for each site for educational afterschool and summer trips. Field trips total 2 sites x 6 per year, per site at approximately \$250/local trip for buses and student fees)
11119	Instruction-K-12 extended day/year	611		2	\$5,000.00	\$10,000.00	2 sites x \$5,000 per site to purchase supplies for afterschool and summer activities and events (i.e. pencils, paper, tutoring materials, mindfulness materials, art supplies, STEM supplies, recreational supplies)

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
12134	Health-Nursing	112	Professional Personnel - Supplemental	1	\$6,000.00	\$6,000.00	Nurse, if needed, for students with managed health conditions @ \$30/hour x 8 hours/week x 25 weeks (4 days/week)
12134	Health-Nursing	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$459.00	\$459.00	Social Security / FICA @ 7.65% of total salary costs (\$6,000) for all Health - Nursing Salaries
12134	Health-Nursing	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$450.00	\$450.00	Retirement Plan 1a @ 15% of half salary costs (\$6,000) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12134	Health-Nursing	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$225.00	\$225.00	Retirement Plan 1b @ 7.5% of half salary costs (\$6,000) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12134	Health-Nursing	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$133.20	\$133.20	Worker's Compensation @ 2.22% of total salary costs (\$6,000) for Health - Nursing Salaries
12137	Health - Personal Care	121	Service Personnel - Regular	1	\$3,600.00	\$3,600.00	SPED Personnel, if needed, for an interpreter, translator, or aide @ \$18/hour x 8 hours/week x 25 weeks (4 days/week; no pre-planning necessary)
12137	Health - Personal Care	121	Service Personnel - Regular	1	\$1,440.00	\$1,440.00	SPED Summer Personnel, if needed for an interpreter, translator, or aide \$18/hour x 16 hours/week (4 days/week) x 5 weeks of program (no pre-planning necessary)
12137	Health - Personal Care	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$385.56	\$385.56	Social Security / FICA @ 7.65% of total salary costs (\$5,040) for all Health - Personal Care Salaries
12137	Health - Personal Care	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$378.00	\$378.00	Retirement Plan 1a @ 15% of half salary costs (\$5,040) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
12137	Health – Personal Care	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$189.00	\$189.00	Retirement Plan 1b @ 7.5% of half salary costs (\$5,040) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12137	Health – Personal Care	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$111.89	\$111.89	Worker's Compensation @ 2.22% of total salary costs (\$5,040) for Health – Personal Care Salaries
12170	Parent/Family Involvement	112	Professional Personnel Supplemental	1	\$4,160.00	\$4,160.00	1 Family Coordinator @ \$20/hour x 8 hours/week x 26 weeks school year only, not hired for summer
12170	Parent/Family Involvement	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$318.24	\$318.24	Social Security / FICA @ 7.65% of total salary costs (\$4,160) for all Parent/ Family Involvement Salaries
12170	Parent/Family Involvement	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$312.00	\$312.00	Retirement Plan 1a @ 15% of half salary costs (\$4,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12170	Parent/Family Involvement	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$156.00	\$156.00	Retirement Plan 1b @ 7.5% of half salary costs (\$4,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
12170	Parent/Family Involvement	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$92.35	\$92.35	Worker's Compensation @ 2.22% of total salary costs (\$4,160) for Parent/Family Involvement Salaries
12170	Parent/Family Involvement	321	Professional Educator Services	2	\$300.00	\$600.00	Presenters for Parent Learning Activities/ Classes during the school and summer programs @ \$300 x 2 sites
12170	Parent/Family Involvement	611	Supplies General	2	\$1,000.00	\$2,000.00	2 sites x \$1,000 per site to purchase supplies for afterschool and summer parent educational programs (i.e. paper, pencils, Strengthening Families program materials)

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	8	\$14.50	\$116.00	CPR Training for 4 staff members x 2 sites x \$14.50/training
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	1	\$3,500.00	\$3,500.00	Specialized Trainers for teacher professional development and adult learning classes (Examples include classroom management, evaluation, SEL). Specialized training and classes will change each year, so a blanketed amount has been entered)
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	2	\$250.00	\$500.00	Multi-State Conference registration fees: 2 site staff x \$250 registration fee
12213	Professional Personnel Staff Development	331	Employee Training and Development Services	2	\$125.00	\$250.00	Multi-State Conference registration fees: 2 administrative staff (Director and Assistant) x \$250 registration fee x 50% (50% of costs will come from other 21st CCLC grant)
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$663.00	\$1,326.00	Multi-State Conference: 2 Site Staff hotel \$450 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$238 per person + mileage at approx. \$400
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$331.50	\$663.00	Multi-State Conference: 2 administrative staff (Director and Assistant) hotel \$450 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$238 per person + mileage at approx. \$400 x 50% (50% of costs will come from other 21st CCLC grant)

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
12213	Professional Personnel Staff Development	582	Staff Travel - Out of County	1	\$670.00	\$670.00	WVDE Spring Conference: 1 site staff hotel \$300 (2 nights) + meals and incidental expenses (M&IE) per diem for 3 days @ \$170 + mileage at approx. \$200
12213	Professional Personnel Staff Development	582	Staff Travel - Out of County	2	\$335.00	\$670.00	WVDE Spring Conference: 2 administrative staff (Director and Assistant) hotel \$300 (2 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 3 days @ \$170 per person + mileage at approx. \$200 x 50% (50% of costs will come from other 21st CCLC grant)
12213	Professional Personnel Staff Development	583	Staff Travel - Out of State	2	\$811.00	\$1,622.00	National 21st CCLC Summer Symposium: 2 administrative staff (Director and Assistant) hotel \$600 (3 nights/1 shared room) + meals and incidental expenses (M&IE) per diem for 4 days @ \$322 per person + travel at approx. \$2,000 x 50% (50% of costs will come from other 21st CCLC grant)
12544	Evaluation Services	341	Technical Services – Other Professional Services	1	\$5,000.00	\$5,000.00	Contract for local program evaluation
12570	Personnel Services - General	343	Background Investigations	10	\$25.00	\$250.00	Staff and volunteer background checks = 10 persons x \$25 per person
12711	Support Service Student Transportation – Vehicle Operation	122	Service Personnel Supplemental	5	\$2,666.67	\$8,000.00	Transport student from program to home - 5 drivers (2 for Site 1 and 3 for Site 2) @ \$18/hr x 8 hours/week x 25 weeks = \$18,000 *\$10,000 of costs to be covered by requested transportation award

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
12711	Support Service Student Transportation – Vehicle Operation	122	Service Personnel Supplemental	5	\$1,440.00	\$7,200.00	Summer Transportation for both schools = 5 drivers (2 for Site 1 and 3 for Site 2) x \$18/hr x 16 hrs/wk x 5 weeks (4 days/ week)
13121	Support Service Student Transportation – Vehicle Operation	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$2,203.20	\$2,203.20	Social Security / FICA @ 7.65% of total salary costs (\$28,800) for all Vehicle Operation Salaries
13122	Support Service Student Transportation – Vehicle Operation	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$2,160.00	\$2,160.00	Retirement Plan 1a @ 15% of half salary costs (\$28,800) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
13121	Support Service Student Transportation – Vehicle Operation	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$1,080.00	\$1,080.00	Retirement Plan 1b @ 7.5% of half salary costs (\$28,800) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
13121	Support Service Student Transportation – Vehicle Operation	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$639.36	\$639.36	Worker's Compensation @ 2.22% of total salary costs (\$28,800) for Vehicle Operation Salaries
13121	Food Preparation/Dispensing	122	Service Personnel Supplemental	2	\$1,800.00	\$3,600.00	Summer Cooks for both schools= 2 cooks x \$18/hour x 20 hrs/wk x 5 weeks (4 days a week)
13121	Food Preparation/Dispensing	221	Fixed Charges-Employee Benefits - Social Security Contributions	1	\$275.40	\$275.40	Social Security / FICA @ 7.65% of total salary costs (\$3,600) for all Food Preparation/Dispensing Salaries
13121	Food Preparation/Dispensing	231	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1a)	1	\$270.00	\$270.00	Retirement Plan 1a @ 15% of half salary costs (\$3,600) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)

Function Co	Function Code Description	Object Code	Object Code Description	Qty	Cost	Total	Narrative Description
PROGRAM COSTS							
13121	Food Preparation / Dispensing	233	Fixed Charges-Employee Benefits - Retirement Contributions - Defined Benefit Plan (1b)	1	\$135.00	\$135.00	Retirement Plan 1b @ 7.5% of half salary costs (\$3,600) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)
13121	Food Preparation / Dispensing	261	Fixed Charges-Employee Benefits - Workers Compensation	1	\$79.92	\$79.92	Worker's Compensation @ 2.22% of total salary costs (\$3,600) for Food Preparation / Dispensing Salaries
					Programmatic Costs Subtotal	\$192,006.32	
ADMINISTRATIVE COSTS							
12211	Supervision of Improvement of Instruction Services	111		1	\$21,600.00	\$21,600.00	1 Project Director @ 15 weekly hours / 48 weeks based on salary schedule of \$30/hour (37.5% FTE)
12211	Supervision of Improvement of Instruction Services	111		1	\$10,560.00	\$10,560.00	Project Assistant: 1 @ 10 weekly hours x 48 weeks x salary schedule of \$22/hour (25% FTE)
12211	Supervision of Improvement of Instruction Services	211		1	\$2,672.19	\$2,672.19	31.25% (Average FTE of administrative staff) of employer's share of PEIA health insurance benefit
12211	Supervision of Improvement of Instruction Services	221		1	\$2,460.24	\$2,460.24	Social Security / FICA @ 7.65% of total salary costs (\$32,160) for Supervision of Improvement of Instruction Services salaries
12211	Supervision of Improvement of Instruction Services	231		1	\$2,412.00	\$2,412.00	Retirement Plan 1a @ 15% of half salary costs (\$32,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1a)
12211	Supervision of Improvement of Instruction Services	233		1	\$1,206.00	\$1,206.00	Retirement Plan 1b @ 7.5% of half salary costs (\$32,160) for Instruction K-12 Extended Day/Year Salaries (on average, half of our employees are in Plan 1b)

ADMINISTRATIVE COSTS						
12211	Supervision of Improvement of Instruction Services	261	1	\$713.95	\$713.95	Worker's Compensation @ 2.22% of total salary costs (\$32,160) for Supervision of Improvement of Instruction Services salaries
12211	Supervision of Improvement of Instruction Services	581	1	\$2,187.50	\$2,187.50	Travel for Project Director and Assistant for weekly site visits Estimate based on \$0.70/mile x 125 miles/week x 25 weeks
12211	Supervision of Improvement of Instruction Services	581	1	\$175.00	\$175.00	Summer: Travel for Project Director and Assistant for weekly site visits. Estimate based on \$0.70/mile x 50 miles/week x 5 weeks
12211	Supervision of Improvement of Instruction Services	611	1	\$500.00	\$500.00	Administrative office supplies (i.e. paper, pens, staples, tape, file folders)
12211	Supervision of Improvement of Instruction Services	651	1	\$400.00	\$400.00	I-pad
			Direct Administrative Costs	\$44,886.88		
			Indirect Costs	\$7,106.80		Indirect Cost Rate for FY26 is 3.0% Indirect Cost = \$236,893.20 Direct Cost x .03 = \$7,106.80
			Administrative Costs Subtotal	\$51,993.68		Direct Administrative Costs (\$44,886.88) + Indirect Costs (\$7,106.80)
			Total	\$244,000.00		Programmatic Costs (\$192,006.32) + Administrative Costs (51,993.68)

Appendix G: Administrative Costs Worksheet

Administrative Costs Worksheet

CBO/LEA _____

The maximum amount of administrative costs that should be charged to the grant is 30% of the total grant award. Use this worksheet to calculate the total administrative CAP and determine if budgeted administrative costs meet grant requirements. Upload the completed worksheet in the “Related Documents” section of GPS. Submit a completed worksheet for each award.

Calculate Total Administrative CAP:

$$\$ \underline{\hspace{2cm}} \times .30 = \$ \underline{\hspace{2cm}}$$

Amount Requested *Total Administrative CAP*

Calculate your total administrative costs using the Direct Administrative Costs and Indirect Costs sections of this worksheet. Add additional rows to each table, as needed.

Direct Administrative Costs

Direct Administrative Costs Table		
Item	Budget Narrative	Total
Total Direct Administrative Costs		

Total Direct Administrative Costs from table above: _____

Indirect Administrative Costs

Are you using an approved federally recognized restricted indirect cost rate or the de minimis indirect cost rate of eight percent?

- YES NO

If yes, please provide the indirect cost rate being utilized and calculate the maximum allowable indirect costs.

$$\$ \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \% = \$ \underline{\hspace{2cm}}$$

Total Direct Costs *ICR* *Total Indirect Costs*

OR if no, please complete the Indirect Costs Table. Total indirect costs must be less than eight percent of the total grant award.

Indirect Costs Table		
Item	Budget Narrative	Total
Total		

Calculate the percent of indirect costs:

$$\frac{\$ \text{Total Indirect Costs}}{\$ \text{Amount Requested}} = \text{Percent Indirect Costs} \%$$

If the percentage of indirect costs equals eight percent or less, then the budget meets guidelines. If the percentage of indirect costs exceeds eight percent, the budget does not meet guidelines and adjustments to the budget are necessary.

Total Administrative Costs

Calculate Total Administrative Costs:

$$\$ \text{Total Direct Admin Costs} + \$ \text{Total Indirect Costs} = \$ \text{Total Administrative Costs}$$

Are Total Administrative Costs equal or less than the Total Administrative CAP from page 1?

YES NO

If yes, then the budget meets administrative costs guidelines. If no, then the budget does not meet guidelines and adjustments to the budget are necessary.

Guidance Regarding Administrative Costs

Total administrative costs consist of direct administrative costs and restricted indirect costs.

Direct Administrative Costs are defined as expenses related to the salaries and benefits of those responsible for the effective management and leadership of the 21st CCLC program or other administrative costs that can be directly allocated to the 21st CCLC grant. Examples include:

- » Program Director/Program Coordinator/Program Manager
- » COO, Executive Director, Compliance Officer
- » Secretary/Data Entry/Assistant
- » Financial Officer or Bookkeeper
- » Advertising for recruitment of personnel
- » Computer purchase
- » Contracts for administrative services (e.g., payroll processing, background checks, staffing agency, etc.)
- » Single Audit (must comply with federal requirement)
- » Postage or Shipping

Direct Administrative Costs are to be listed under the one of the following GPS Budget Function Codes:

- » 12211 Supervision of Improvement of Instruction Services
- » 12317 Audit Services
- » 12510 Fiscal Services-General
- » 12570 Personnel Services-General

Restricted Indirect Costs are not to exceed eight percent unless the entity has a different federally recognized restricted indirect cost rate. These costs are defined as expenses of a general nature that are not readily identifiable with the activities of the grant. However, they are incurred for the joint benefit of those activities and other activities of the organization.

Examples of indirect costs:

- » Janitorial services and supplies
- » Telephone, fax, software, and other communication services
- » Building costs, whether owned or rented
- » Building, grounds, and parking lot maintenance
- » Utilities - light, heat, and power
- » Office Supplies
- » Communication Services or Contracts (e.g. Internet, Zoom)
- » Equipment rental such as copier, printer, etc.

Indirect costs are to be listed on this worksheet unless the applicant is using their federally recognized restricted indirect cost rate or using the federal de minimis rate of eight percent.

Appendix H: Evidence of Joint Planning and Partnership Document

Co-Applicant Agreement

In determining whether an application has been “submitted jointly,” States should look for evidence in the application that the LEA and at least one other organization collaborated in the planning and design of the program; each has substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. States may want to consider what organization(s) wrote the application, what organization will be the fiscal agent, whether there is a history of these organizations working together, and whether there is evidence in integrating the after-school program activities with the regular school day program. Letters of endorsement are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

Evidence such as meeting agendas, sign-in sheets, and planning documents should be included in the pages after this signature sheet. It is strongly advised that in each letter of support, a contribution table is included.

CONTRIBUTION DESCRIPTION	SUPPORTS
Example: Provide daily meal, school facility, and transportation from afterschool to home	Example: academic enrichments; recruitment and retention of students

Co-Applicant/Partner Signature: _____ Date: _____

Appendix I: Private School Consultation Form

Applicant Affirmation of Consultation with Private School Officials

Elementary and Secondary Education Act (ESEA) Section 1117 of Title I, Part A and Sections 8501-8504 of Title VIII Uniform Provisions require that timely and meaningful consultation occur between the 21st CCLC applicant and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under these acts. Consultation shall continue throughout the implementation and assessment of the grant under this section. The requirement to provide for the equitable participation of private school children and educators applies regardless of whether an applicant is an LEA, CBO, or other eligible entity.

The following topics must be discussed during the ongoing consultation process:

- » How students will be identified.
- » How the needs of the teachers, parents, and eligible children will be identified.
- » What services will be offered.
- » How, where, and by whom the services will be provided.
- » When, including the approximate time of day, services will be provided.
- » When the services will start.
- » How the services will be academically assessed and how the results of that assessment will be used to improve those services, including how student level assessment results will be shared with the Nita M. Lowey 21st Century Community Learning Centers site as required for federal reporting.
- » How students' attendance data will be collected in the WVDE 21st CCLC Data Application.
- » The size and scope of the equitable services to be provided to the eligible private school children, teachers, education personnel, and families.
- » The amount of grant funding that may be available.
- » The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools (Title IV Part B).
- » How and when the applicant will make decisions about the delivery of services to the children.
- » Whether services will be provided directly by the applicant or through a separate government agency, consortium, entity, or third-party contractor.
- » Whether to provide equitable services to eligible private school children by pooling funds or on a school-by-school basis.
- » Whether to consolidate and use funds available for Title I equitable services in coordination with eligible funds available for equitable services under programs covered under section 8501(b) to provide services to eligible private school children in participating programs.
- » How, if the applicant disagrees with the views of the private school officials on the provision of services through a contract, the applicant will provide in writing an analysis of the reasons why the applicant has chosen not to use a contractor.

Once the initial consultation has occurred, the applicant representative and the private school representative must sign one of the following statements or if there is no private school the applicant signs number four:

- 1. We agree that timely and meaningful consultation occurred before the applicant made any decision that affected the participation of eligible private school children and teachers in the applicable Title IV Part B programs.

Applicant Representative *Date*

Private School Representative *Date*

School District

Private School Agency or School Name

- 2. We believe timely and meaningful consultation has not occurred.

Private School Representative *Date*

Private School Agency or School Name

- 3. We believe the program design is not equitable with respect to eligible private school children.

Private School Representative *Date*

Private School Agency or School Name

- 4. There are no private schools in the attendance area(s) of the school(s) to be served by this grant.

21st CCLC Applicant Representative *Date*

21st CCLC Applicant Entity

Appendix J: Community Notice Document

Verification of Sharing Intent/Application with Community

To comply with ESEA Title IV Part B Section 4204 (b)(2)(L), each applicant must sign an assurance that the community was given notice of its intent to submit an application and that the application, and any waiver request be available for public review after submission of the application. To verify that this has been done, please complete the form below:

Please explain how information was shared with the community:

Applicant Signature: _____ Date: _____

Appendix K: Intent to Apply Form

Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Grant Competition

NOTIFICATION OF INTENT TO APPLY FORM

**A separate form is required for each application. | Return to sherry.swint@k12.wv.us
Due March 21, 2025, by 4 p.m.**

The following organization will be submitting a 21st CCLC Grant application:

Name of Applicant Organization: _____

Grant Application Contact Name: _____

Email: _____ Phone: _____

Individual Submitting Form: _____

1. Average Daily Attendance. Select one

- a. ___ New proposal seeking to serve schools not previously receiving 21st CCLC funding. The proposed average daily attendance for all sites is _____.
- b. ___ Renewal proposal seeking to serve the same feeder schools and offer the same number of sites as an ending 21st CCLC grant.
- c. ___ Renewal proposal seeking to serve the same feeder schools but adding new feeder schools or sites. Please list the total number of proposed afterschool sites: _____

3. The indirect cost rate is a restricted rate. Select one

- a. ___ Local Education Agency (LEA) is the applicant.
- b. ___ Non-LEA is the applicant and wishes to use the federal de minimis indirect cost rate of 8%.
- c. ___ Non-LEA is the applicant and wishes to use no indirect cost rate.
- d. ___ Non-LEA is the applicant and is submitting their approved restricted indirect cost rate documentation with this form.

4. Transportation:

- a. ___ The applicant is seeking the \$10,000 transportation award and *will offer transportation from the afterschool program to students' residence/bus stop.*
- b. ___ The applicant is not seeking the transportation award.

Any applicant that does not return a completed Intent to Apply form by March 21, 2025, by 4 p.m. is disqualified from applying for funds in this competition. If you submit the intent form and later decide not to apply, it would be much appreciated if you would send an email to sherry.swint@k12.wv.us. Having an accurate number of applications to be scored will secure the appropriate number of reviewers.



Michele L. Blatt
West Virginia Superintendent of Schools