21st Century Community Learning Centers
(21st CCLC) Grant
2023-2024
REQUEST FOR PROPOSALS (RFP)

Guidelines · Instructions · Assurances

Application Submission Date:
Due by 4 p.m. on Friday, January 13, 2023
Emailed to
21stcclc@doe.virginia.gov **by 4 p.m. on January 13, 2023**

Grant Award Period:
April 1, 2023 – June 30, 2024

Virginia Department of Education
Department of Student Assessment, Accountability and ESEA Programs
Office of ESEA Programs
P. O. Box 2120
Richmond, VA 23218-2120

APPLICATION GUIDELINES

Purpose of Program and General Use of Funds

1. The purpose of the 21st CCLC program is to:
    - 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 outside of the regular school day, 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 programs.
2. Funding was appropriated by the Virginia General Assembly from the federal State and Local Recovery Fund (SLRF) pursuant to the American Rescue Plan Act of 2021 to supplement the 21st CCLC Program.
3. Through a competitive process, the Virginia Department of Education (VDOE) will award 21st CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.
4. The VDOE will fund projects that will provide significantly expanded learning opportunities for children and youth, assist students to meet or exceed state and local standards in core academic subjects, and offer families of students served by community learning centers opportunities for literacy and related educational development.
5. Applicants are to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st CCLC proposals.

Application Submission Deadline and Award Dates

- The closing date for this competition is **Friday, January 13, 2023**.
- An electronic version of the completed application, cover pages of the application with **signatures***of applicant and co-applicant, letters of commitment and/or Memoranda of Understanding (MOU), and Attachment A, B (A division form that meets the requirement is acceptable), and C must also be received by 4 p.m. on **Friday, January 13, 2023**. **MOUs are required for all co-applicants.** All attachments may be scanned with the originals kept on file with the applicant.
- The anticipated date of the award announcement will be April 2023.

*Scanned copies of physical signatures or electronic signatures.

Number of Awards

1. The VDOE estimates that approximately 14 grants will be awarded from this competition.
2. No more than four applications from this competition shall be awarded to a single school division.
3. The VDOE reserves the right to conduct an additional competition during the school year, if necessary, to ensure that all funds are awarded.

Award Amount and Conditions

1. Grant amounts awarded under this program will be a minimum of $50,000, but not more than $250,000. The VDOE will not consider funding any application that requests less than $50,000. The VDOE will ensure that awards are of sufficient size and scope to support high-quality, effective programs.
2. This Virginia 21st CCLC grant is a one-year grant.
3. A percentage allowable for administrative expenses is expected.
    - Administrative expenses may include non-instructional oversight, such as a site coordinator, grant coordinator, or data/clerical staff.
    - To maintain a reasonable percentage of the grant being used for direct services to students, applicants should not exceed 25 percent of the total budget for administrative costs.
    - If administrative costs exceed 25 percent of the total budget in object code 1000 and 3000 (excluding object code 2000), a justification must be provided that clearly demonstrates the need.
4. Grant recipients are required to provide program data through the Virginia Department of Education's online data collection system Virginia Afterschool 21. Virginia Afterschool 21 is a third party application that has been vetted and approved by the Virginia Information Technologies Agency (VITA).

Special Note:

All awards are subject to the availability of federal funds. All applications are subject to budget review and revision prior to finalization of the award. Grants are not final until the grant award notification is issued.

Eligible Applicants

1. Community-based organizations, nonprofit agencies, city or county government agencies, and faith-based organizations are eligible to submit a proposal for this competition.
2. Applications can be submitted for more than one eligible school within a school division.
3. Past grantees are eligible to apply.
4. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (non federal entities that expend less than $500,000 of federal awards in a year), will obtain an annual audit in accordance with the Single Audit Act Amendments of 1996, OMB Circular A-133, and the OMB Circular Compliance Supplement and Government Auditing Standards.
    - The annual audit shall be sent to the Office of the Superintendent, Business and Risk Management, P. O. Box 2120, Richmond, Virginia 23218-2120 by

November 30 of each year.

5. Applicants may be requested to provide a financial statement prior to the awarding of grant funds to confirm that the applicant has the financial capacity to operate program services for all participants until reimbursement is received from the Commonwealth of Virginia, which may be up to 90 days.

6. Community-based nonprofit agencies, city or county government agencies, and faith-based organizations must submit a W-9 form to the Virginia Department of Education if they do not already have one on file.

7. Applicants **must apply** to be a licensed Child Care Day Center or apply for an exemption from licensure per § 22.1-289.030 of the Code of Virginia within a week of being notified of the award if they are serving students under the age of 13. Submit documentation of application submission or filing to the 21stcclc@doe.virginia.gov mailbox.
    - Information about the process of applying to become a licensed child day center can be found at Licensed Child Day Center.
    - Information about the exemption can be found at Exempt Child Day Program Filing.

Review of Proposals

1. A panel of peer reviewers will score the applications based on the requirements and review criteria in each section of the document using a rubric which is available upon request.
2. Only applications that meet the absolute priority described on page 8, and grant application submission standards/format described on page 24 will be reviewed as part of the grant review process.
3. To provide for an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each region.
    - Remaining applicants will be awarded according to the highest scoring applications.
    - A listing of the school divisions within each regional group is available at: Virginia Public Schools Divisions by Regions.

Applications Not Considered for Review

Applications may not be considered for review for any of the following reasons:

1. Failure to obtain a signature from 1) an authorized representative of the applicant (required for all submissions), and 2) co-applicant, the school division's superintendent in which the school(s) proposed to be served is located;*
2. Failure to meet the prescribed deadline for submission of all RFP documents and required attachments as stated in this document;
3. Inclusion in the application of a school that does not meet the absolute priority (see page 8 of this document for eligibility to apply);
4. Inclusion in the application of a school currently in year one or two of a Title IV-B grant award, and therefore eligible to receive a continuation award for 2023-2024; or

5. Inclusion in the application of any school that is also in another grant in this competition;
6. Grant applications for less than $50,000 and more than $250,000; and
7. Grant applications that do not propose to serve at least 50 students weekly.

*An application proposing to serve students in a private school must include the original signature of the authorized representative of the private school, not the local public school division superintendent.

Students Served

1. Students to be served by the proposed community learning center must attend schools
    - implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended;
    - schools that are accredited with conditions or accreditation denied; or
    - other schools determined by the local educational agency to be in need of intervention and support.
2. Students attending private schools and the families of those students are eligible to participate in the 21st CCLC program on an equitable basis.
    - Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant.
3. Students with special needs attending participating schools are eligible to participate in 21st CCLC programs, and applicants must plan accordingly.

Families Served

1. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults.
    - In particular, local programs must offer services to support family engagement and family literacy.
    - Services must be provided to families of students to advance the students' academic achievement.
    - Programming must be specifically designed to meet the needs of 21st CCLC families. Inviting 21st CCLC families to Title I or other school wide events does not qualify.
2. Programs are open only to adults who are family members of participating children. Only adult family members who are identified as the primary caregivers (parents and/or guardians) will count toward the number of family members served as provided by the applicant in the application.
3. Programs must provide a minimum of 12 hours of programming for adult family members identified as the primary caregivers during the school year.

Authorized Activities

Each eligible entity that receives an award may use the award funds to carry out a broad array of activities outside of the school day (including during summer recess periods) that advance student academic achievement, including:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with the following:
  - 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 (referred to in this paragraph as ''STEM''), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- 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 skills are aligned with the *Carl D. Perkins Career and Technical Education Act of 2006* (20 U.S.C. 2301 et seq.) and the *Workforce Innovation and Opportunity Act* (29 U.S.C. 3101 et seq.).

Applicants must demonstrate that the type and number of activities clearly relate to the needs of the population and support objectives stated in the application.

Implementation of Program

1. The funds to be awarded as part of this application are intended for use during the 2023-2024 summer and regular school year.
2. Grantees awarded funds from the winter 2023 competition must fully implement program services for students and families during summer 2023 through spring 2024. Child care

licensure approval must be received prior to the beginning of programming.
3. The program's enrichment and engaging academic activities must provide students at least 300 program hours during school year before, during, or after the traditional school day. Summer must be at least 20 days of programing at a minimum of 4 hours a day.

Location of Center/Transportation of Students

1. The VDOE may approve an application for a community learning center to be located in a facility other than an elementary, middle, or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary, middle, or secondary school.
2. All applications must include a detailed plan that addresses how students will be transported safely to and from the community learning center and home.
3. The VDOE will determine if the plan provides sufficient detail and evidence to demonstrate that the alternate facility is available, safe, and easily accessible.

Measures of Effectiveness

Applicants must indicate how they will meet the *measures of effectiveness* described in the law. According to the statute, programs or activities must be based on:

1. An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities (Section 1, Need for Services, pages 5-6 in the application);
2. An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (Section 2, Project Design/Services, pages 7-11 in the application);
3. If appropriate, evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards (Section 2, Project Design/Services, pages 7-11 in the application);
4. Measures of student success align with the regular academic program of the school and the academic needs of participating students (Section 2, Project Design/Services, pages 7-11 in the application); and
5. Collection of data necessary for the measures of student success described in subparagraph above (Section 2, Project Design/Services, pages 7-11 in the application).

Evidence-based

Evidence-based is an activity, strategy, or intervention that:

1. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
    a. strong evidence from at least 1 well-designed and well-implemented experimental study;
    b. moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    c. promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
2. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other

relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Employment Certifications, Fingerprinting, and Criminal Background Checks

1. Grant recipients must require on applications for employment certification that the applicant has not been:
    - convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child;
    - convicted of a crime of moral turpitude; and
    - the subject of a founded case of child abuse and neglect. In addition, the applicant must certify on the application that he has not been the subject of a founded case of child abuse and neglect.
2. As a condition of awarding a contract for the provision of services that require a contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities, the grant recipient shall require the contractor to provide certification that all persons who will provide such services have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.
3. As a condition of employment, the grant recipient must require any applicant who is offered or accepts employment, whether full-time or part-time, permanent or temporary, to:
    - submit to fingerprinting and to provide personal descriptive information to be forwarded along with the applicant's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such applicant; and
    - provide written consent and the necessary personal information for the school board to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Department of Social Services.
4. In cases where an employee is arrested, the following apply:
    - school board also must require such employee, "whether full-time or part-time, permanent, or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the employee's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee." (§ 22.1-296.2 of the *Code of Virginia*).
    - reciprocity between the divisions in this state with the following caveat: "Criminal history record information pertaining to an applicant for employment by a school board shall be exchanged only between school boards in the Commonwealth in which a current agreement of reciprocity for the exchange of such information has been established and is in effect." (§ 22.1-296.2)

Absolute Priority

By statute, grants must be awarded to programs that serve students who attend:

- schools implementing comprehensive support and improvement activities, (The lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent);
- schools implementing targeted support and improvement or additional targeted support and improvement activities (Title I and non-Title I schools, with low-performing student groups);
- schools that are accredited with conditions or accreditation denied;
- other schools determined by the local educational agency to be in need of intervention and support;
- schools enrolling 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 such students.

Competitive Priority

Competitive priority points will be awarded by the VDOE as follows:

Five Points

1. **An additional five points** will be awarded to applicants that propose to serve schools that have been identified by the VDOE as a **Comprehensive Support and Improvement for the 2020-2021 school year or Accreditation Denied for school year 2022-2023.** The applicant shall indicate each school's status on page two of the cover page in the application. In order to receive the five priority points, **all** schools included in the application must meet one of the above criteria; **or**

Three points

2. **An additional three points** will be awarded to applicants that propose to serve schools that have been identified by the VDOE as **Targeted Support and Improvement, Additional Targeted Support and Improvement for the 2020-2021 school year or Accredited with Conditions for school year 2022-2023.** The applicant shall indicate each school's status on page two of the cover page in the application. In order to receive the three priority points, **all** schools included in the application must meet one of the above criteria.

Two Points

3. **An additional two points** will be awarded to applicants that propose to serve students in middle or high schools. In order to receive the two priority points, the application must propose to serve middle or high schools only, unless the school is a combined school. If the application is for a combined school, the project must include a primary focus on interventions targeting middle school grades sixth, seventh, and/or eighth grade(s) or high school grades, ninth, tenth, eleventh, and/or twelfth grade(s). Please indicate on cover page number one and two that the application proposes to serve students in either a middle school or high school or both, or a combined school with middle or high school students.

4. **An additional two points** will be awarded to applicants that propose to serve students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program.

The 2022-2023 Accreditation Ratings report is available at: School Accreditation Ratings.

The list of Comprehensive, Targeted, and Additional Targeted Schools for the 2020-2021 school year is available at: Federal Accountability.

Note: The "local education agency" is considered to be the school division, not the individual school. The VDOE will make the final determination of the competitive priority points.

Appeals Process

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the VDOE. Appeals are limited to the grounds that the VDOE 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 grant readers will not be considered.

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

Virginia Department of Education
Director of the Office of ESEA Programs
21st Century Community Learning Centers Grant
101 North 14th Street - 23rd Floor
P.O. Box 2120
Richmond, Virginia 23218-2120

Also, an electronic copy of the appeal should be emailed to Megan Moore, director of ESEA Programs, at Megan.Moore@doe.virginia.gov.

The Department must receive the letter of appeal within 10 calendar days of the *Notification of Grant Award* announcement. Upon review of the appeal, a response will be provided to the complainant within 30 calendar days. If the appeal is successful, the grantee will be included in the following year's cohort of grantees.

Goal, Objectives, and Performance Indicators for Virginia

The goal, objectives, and performance indicators will be used as the criteria for monitoring and evaluation of 21st CCLC programs. As required by Title IV, Part B, of ESEA, the evaluation section of the application should clearly state how the indicators below will be: 1) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and 2)

made available to the public upon request, with public notice of such availability provided. Virginia's goals, objectives, and performance indicators align with the Government Performance and Results Act (GPRA) which are reported to Congress annually. A detailed description of the goal, objectives, and performance indicators is described in more detail below with examples provided.

Goal

Virginia's 21st CCLC will enhance and support student academic achievement by providing enriched, content-based learning opportunities, supported by meaningful family and community engagement so that students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics, attendance, behavior, and engagement in learning.

Objectives and Performance Indicators

The objectives must address reading/language arts, mathematics, family engagement attendance, behavior, and engagement in learning.

Objective 1
Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21st CCLC program will show gains on reading/language arts SOL assessments.

Indicator 1.1 The percentage of students regularly participating in 21st CCLC programs who show growth in reading/language arts on state assessments compared to a comparable group of students who do not participate in the 21st CCLC program.

Objective 2
Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21st CCLC program will show gains on mathematics assessments.

Indicator 2.1 The percentage of students regularly participating in 21st CCLC programs who show growth in mathematics based on performance on state assessments compared to a comparable group of students who do not participate in the 21st CCLC.

Objective 3
21st CCLC programs will engage families in opportunities for literacy and related educational development.

Indicator 3.1 The unduplicated number of family members participating as reported by school staff and activity logs.

Objective 4
Virginia students attending schools that primarily serve a high percentage of students from

low-income families and regularly attending a 21st CCLC program will show an increase in school day attendance.

Indicator 4.1 The percentage of students regularly participating in 21st CCLC programs who show an increase in school day attendance compared to a comparable group of students who do not participate in the 21st CCLC.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Please note: Each cell allows for a maximum number of characters that may not be exceeded. The number of allowable characters varies. An error message will appear until the number of characters indicated is reduced to meet the individual cell's requirement. Please note also that page numbers referenced below match the page numbering of the entire workbook. When viewed on the computer, each section (sheet) in the workbook is numbered separately. For this reason, the applicant may find it helpful to first print the entire document as a workbook (pages 1 through 60).

Main Page Tab
Type the applicant's name in cell F13. This feature will automatically insert the applicant throughout the application.

Application Directory
By clicking the buttons in this directory, you can navigate to specific sections of the application. To return to the directory, choose the "Back to the Main Page" button in any section.

Budget Check Tab
This section is designed to warn you if there are errors in the alignment of budgets. If column E is blank after the Budget Summary have been completed, then the budgets are balanced. If there are error messages in column E, then please make the necessary corrections.

Cover Pages (1-3)

1. The applicant will complete the applicant and co-applicant sections. The co-applicant must be a local school division.
2. The local school division superintendent must review and approve the application prior to submission to the VDOE unless the application proposes to serve students from a private school only.
3. The organization representative should complete the certification by securing all appropriate signatures.
4. Please indicate in the appropriate check box(es) if the application proposes to serve students in middle schools or high schools.
5. On page 2, complete the areas indicating the school(s) to be served/grade level, comprehensive/targeted/additional targeted status, accreditation status, if the school has

previously been awarded this grant, free or reduced-price lunch eligibility percentage, projected **Average Weekly Attendance (AWA)** of program participants.

Note: The projected Average Weekly Attendance (AWA) is the total number of unduplicated participants who are projected to attend at least one session during a program week.

The AWA will be used to evaluate the participation in the program. The AWA is calculated by totaling the number of unduplicated participants attending at least one session during a week, adding all the totals for all weeks of service through March 1, and dividing that number by the number of weeks of service provided. The Average Weekly Attendance should be reported for the regular school year program. Do not combine the calculations. The AWA should be calculated for the regularly occurring programming. Do not include occasional programming such as Saturday sessions unless they are a part of the weekly program.

Scenarios:

1. Student A attends a morning session on Monday and afternoon session on Monday, Tuesday, and Wednesday. The attendance count for Student A is 1.
2. Student B attends afternoon sessions on Monday, Tuesday, Wednesday, and Thursday. The attendance count for Student B is 1.
3. Student C attends an afternoon session on Wednesday. The attendance count for Student C is 1.

Note: The expectation is that the program has an AWA of at least 50 students.

6. Complete the numbers of sites, proposed number of family members to be served, beginning date, and grade levels to be served by the grant.
   Note: Fees may not be charged.
7. Complete the amount of grant funds requested.
8. Check all the program types/activities to be offered that apply.
9. Check the box if the program design includes implementing Expanded Learning Time. Expanded Learning Time is described as programming that supports enrichment and engaging academic activities that are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day and supplement but do not supplant regular school day requirements.

A. Program Abstract (Page 4)

Summarize the key elements and overall purpose of the proposed 21st CCLC program in the abstract section. The abstract is an overview of the planned project that will be used to provide information to the public about the program. The program abstract is not a statement of the need for the program, but rather a general summary of the program.

B. Program Narrative (Pages 5-9)

Section 1 Need for Services (15 points) - This section should address the following components as specified by Section 4204 of Title IV, Part B, as amended:
1) Evaluation of the community needs and available resources for the community learning center;
2) Description of the school/student/family needs, using the most current data available;
3) Description of the resources available;
4) Process for selecting the participating school(s)/student(s);
5) How the proposed program is expected to improve student academic achievement;
6) Need for academic enrichment opportunities designed to help students meet state and local academic achievement standards in the core academic subject areas;
7) Description of how the proposed program will address the students' and family members' needs (especially the needs of working families);
8) Need for opportunities for family literacy and related educational development, and the criteria to measure and the process used to track the participation of family members; and
9) Discussion and collaboration with other organizations within the community during the application development process. (If partnering organizations are not located within reasonable geographic proximity of the proposed community learning center facility, documentation about the lack of agencies or organizations with which to collaborate must be included.)

Section 2 Project Design/Services (20 points)

1) State up to nine measurable objectives that will guide the development of the program to be funded with the requested federal funds.
2) Describe the evidence-based services and activities (programs, models, instructional methods and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.
3) Measurable objectives should focus on student and/or teacher outcomes.

What is a Measurable Objective?
A measurable objective has four components:
1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
4. Time period for performance or assessment.

All content, activities, and services must be secular, neutral, and non-ideological.

C. Program Summary and Schedule (Pages 10 - 21)

Section 1 and 2 – Summer (10 points) and School Year (25 points)

Program Summary
This section should describe the structure of the summer program and school year and the procedures for managing it effectively. Included in this section should be:
1) instructional program;
2) family engagement activities;

3) planned field trips and/or special projects; budget overview; and a timeline.

The information provided in this section should align with the Budget Narrative Sheet details. This section must also include a description of a preliminary plan for how the community learning center will continue after funding under this grant ends. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included. Each required section is described in more detail below.

1) Instructional Program

a. Describe the daily activities which include academic and enrichment activities, their frequency, and locations. Stipulate if that the activities offer academic assistance (AA) or enrichment activities (EA) and the primary type of activity: Tutoring/Homework; Project Based Learning; Recreational.

- The academic assistance component must incorporate a broad array of evidence-based activities that are designed to complement the school day and help students from low-performing schools meet district academic achievement standards in mathematics and reading/language arts.
- The enrichment activities must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students.

Activities can fall within one of the three primary types of afterschool activities:

1) Tutoring/Homework Help – Extends the students' daily class work into afterschool. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.

2) Project Based Learning – Expands on students' learning in ways that are different from the school day. Activities are engaging, interactive, creative, and often project or activity focused to address several learning points at one time, allowing for exploration beyond the basic concepts. Projects should be integrated across subjects, assisting students and their family members to apply the knowledge and skills from school to real-life experiences, to explore new roles, and to understand different perspectives.

3) Recreational Activities – Do not necessarily address academic concepts, but can include lessons learned including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or reading/language arts.

b. Describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as required by the *General Education Provisions Act* (GEPA) 427, OMB Control No. l801-0004, Section 427.

2) Family Engagement

Describe the initiatives or activities of the program that will promote family participation and increase family literacy and support. Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and duration, to make sustainable changes in a family, and that integrate all of the following
activities:

- Interactive literacy activities between parents and their children.
- Training for parents and/or guardians regarding how to be the primary teacher for their children and full partners in the education of their children.
- Family literacy training that leads to economic self-sufficiency.

3) Field Trips/Special Projects

Describe the planned field trips and the objectives they will address. For consideration:

- **Field trips are not required.**
- Field trips must be educational and align with the objectives of the program.
- The cost must meet the reasonable and necessary standard.
- Field trips are allowable when directly related to a teacher's lesson as part of classroom instruction and when necessary to meet program objectives.
- Trips that are non-educational and not related directly to student learning or program objectives are unallowable under federal regulations pertaining to 21st CCLC funds.
    - If trips of this nature are planned, funds must be local or from an outside sponsor.

All field trips must be pre-approved by the VDOE prior to any expenditure related to the trip.

4) Budget Overview

Provide an overview of the process for planning and implementing the budget process that aligns with the information the applicant has provided on the Budget Narrative Form of the application.

- This overview should illustrate how grant funds as well as funds from other sources will be used in the initial project year, including any matching or in-kind funds indicated on the Partnership Information form.
- The budget overview should describe how the budget covers program expenses and specifically how it relates to the activities described in the Project Design, including transportation, and how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities.
- Costs will be evaluated against the scope of the project and its anticipated benefits. The overview should describe how costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

5) Timeline

Include a timeline for program implementation of key events starting with notification of program funding in the summer and continuing through full program implementation.

Program Schedules –

This section should describe the summer and school year program schedule. Included in this section should be:

1) number of **days** of programming;
2) number of **hours** of programming per day;
3) **total number of days of programming**; and
4) weekly schedule which includes:
    a. snack time
    b. homework help
    c. each academic and enrichment learning activity

d. student release.

The school year schedule must provide a minimum of 300 program hours for students and 12 program hours for parents. The summer program must provide a minimum of 20 days at 4 hours a day.

D. Program Support and Sustainability (Pages 24 - 25) (10 Points)

This section should describe the structure of the project and the procedures for managing it effectively. Included in this section should be:

1) Coordination
   Describe the following as applicable to the program:
   a. How students participating in the program will travel to and from the center and home and assurances for attention to safety, health, and nutrition issues;
   b. Federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
   c. Impact on the program's ability to offer a broad spectrum of services to students and their families is dependent on strong partnerships. Partnership(s) created will also include their agency. Examples of types partnerships are the following:
      i. community and faith-based organizations;
      ii. juvenile justice agencies;
      iii. law enforcement agencies, and youth groups, libraries;
      iv. cultural and sports organizations;
      v. museums;
      vi. cooperative extension agencies;
      vii. zoo;
      viii. higher education institutions;
      ix. subject experts; and
      x. businesses; and
   d. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included.
2) Letters of Commitment or Memoranda of Understanding (MOU)
   Letters of commitment or MOUs should clearly indicate the role and capacity of each partnering organization discussed in the application.
   - Applicants must have a signed MOU between them and their co-applicant that clearly defines the roles and responsibilities of each party.
   - Applicants are advised that the quality of the letters of support, with a clear demonstration of commitment from senior administrators of the partnering organization, is more important than the quantity.
   - If the partnering organization will be contracted to provide staff, include a job description for all roles that will be funded,
   - These letters are to be attached and submitted with the signed hard copy of the cover pages.
3) Quality Afterschool Staffing
   Describe the staff organization of the program and narrative descriptions for key staff.

- Provide a description of the 21st CCLC site coordinator, which should include the number of hours per week, job responsibilities, and qualifications.
- Describe the proposed projected staff ratio and list all staff positions beyond the site coordinator and the responsibilities and qualifications. Staff ratios must align with state licensing code 8VAC20-780-350.
- Include the staff professional development plan and how the applicant will meet staff and volunteer needs.

E, Evaluation (Pages 22-23) (5 points)

This section should include a local evaluation plan. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior.

1. Describe the data that will be collected including the following:
   a. Types of data that will be collected;
   b. When the data will be collected;
   c. Design and methods that will be used for data collection;
   d. Instruments that will be used;
   e. How the data will be analyzed;
   f. When reports of results and outcomes will be available; and
   g. How information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).
2. Discuss how the evaluation is thorough, feasible, appropriate to the goals, objectives, and outcomes of the proposed project, and tailored to reflect the needs of students and family members in the school(s) served.
3. Assure that no more than $1,000 will be budgeted for implementing the annual local evaluation.
4. Identify the division personnel who will be responsible for providing data for the evaluation and for all state and federal data collection.

F. Budget Narrative (Pages 26-36) (15 Points)

Please refer to *Expenditure Accounts Descriptions* on page 29 of the *Guidelines, Instructions, and Assurances*.

1. Enter the "Total Amount Requested for the First Year of the Grant" in the clear space provided. Please note, if this amount does not equal the total of individual amounts by object code entered on the Budget Narrative Sheet, an error message will appear on page one of the cover pages sheet.
2. Enter a description of each item or service and the budget amounts requested on the Budget Narrative Sheet for each object code on page 24 as specified. **It is important that whole numbers only be entered in all spaces on all budget pages of the application. Do not use decimals. Due to rounding, any entry other than a whole number may result in error messages.**
   a. Object code 1000 Personnel Services – include individual detail of staff positions and amounts for each position;
   b. Object code 2000 Employee Benefits – include the breakdown of each fringe benefit for each position;

c. Object code 3000 Contracted Staff and Purchased Services – describe and list each purchased service with a budgeted amount;
d. Object code 4000 Internal Services – describe and list each internal service with a budgeted amount;
e. Object code 5000 Other Charges – describe and list each other charge with a budgeted amount;
f. Object code 6000 Materials and Supplies – describe and list all types of materials or supplies, including major purchases of instructional curriculum with a budgeted amount; and
g. Object code 8000 Capital Outlay – describe and list each capital outlay with a budgeted amount.

3. The maximum amount for administrative staff (administrators and clerical) in object codes 1000 and 3000 may not exceed 25 percent of the total award. The percentage of direct instructional services and fringe benefits for administrative positions shall not be used to determine the 25 percent.
4. If contracting with a single agency for 25 percent or more of the award, applicants must provide a detailed budget of expenses.
5. Applicants should detail a line-item budget that includes calculations for all costs and activities. Budget calculations must include quantities, unit costs, and other similar details sufficient to verify calculations.
6. All cost must be reasonable and necessary to carry out the grant objectives.

G. Budget Summary (Page 37)

1. Entries from the Budget Narrative Sheet will populate to this sheet.
2. All subtotals and totals on this page will automatically calculate from the entries. If the amounts on this sheet do not total the figures entered on the cover pages and Budget Narrative sheets, an error message will be displayed on the cover pages sheet or Budget Narrative sheets. If any error messages appear, please revise the amounts entered. **All numeric entries must be whole numbers**.

H. Collaboration and Partnership Information (Pages 38-39)

1. Indicate the **total value of support** to be provided in the space provided. This should include cash and value of donated time, facilities, and supplies.
2. Complete a separate sheet for each partner; enter information requested in the clear spaces of the form. To insert additional copies of this sheet into the application workbook:
   - With the mouse, move the cell pointer (arrow) over the "H. Partnership Information" sheet tab and right click;
   - In the window that appears, select "Move or Copy";
   - In the next window that appears, under "Before sheet:", click on "Attachment A";
   - Check the "Create a copy" box;
   - Click on "OK";
   - A new sheet will be added after the original "H. Partnership Information" sheet, with the name, "H. Partnership Information(2)";
   - Double-click on the new "H. Partnership Information(2)" tab; and

- Rename the sheet with the abbreviated name of the partner and complete the sheet for the partner

Attachment A: Statement of Partners' Participation and Support (page 40)

1. List the legal name of each participating agency and obtain an authorized signature from a high-level official of the organization.
    - This page may either be attached to the signed cover pages, or converted to a PDF document and attached to the electronic version. The fiscal agent (applicant) must maintain the original signature on file if the electronic signature is included in the application.
2. Do not list the school division or schools proposed to be served by the application as a partner. These entities are included on the cover page of the application, and are not considered "external" partners.

Attachment B: Verification of Private School Consultation (page 41)

1. List the legal name of each participating private school.
2. If there are no private schools in the attendance area, check the box.
3. This page must either be attached to the signed cover pages, or converted to a PDF document and attached to the electronic version. The applicant must maintain the original communication on file.

Attachment C: Principal's Assurances (page 42)

The school principal must commit to supporting the program as the program supports the school. Research has shown that one of the most significant factors in creating a successful program is a positive relationship between program staff and the school principal.

Expenditure Accounts Descriptions: (page 43-45)

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division's budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Grant Application Submission Standards/Format

Please review and follow the instructions contained in the *Grant Application Submission Standards/Format* on page 22 of the *Guidelines, Instructions, and Assurances*.

Virginia Afterschool 21

This is an online application that collects data for submission to USED for the Annual Performance Report as required by congress. Grantees are **required** to use the application to report program activities, staffing, student and family participation, and program outcomes. A list of the required data on student participants is on page 23.

Additional Information

Please review the information contained in the Additional Information on pages 24-25 of the *Guidelines, Instructions, and Assurances*.

Grant Application Checklist

For your reference, on page 26, a checklist of all items is included. **Do not submit this checklist with the application**.

Appendices (Pages 27-40)

The following documents are included for the applicant's reference:

1. Appendix A: *Assurances* (Keep a signed copy at the applicant's location.), pages 27-28
2. Appendix B: *Expenditure Accounts Descriptions*, page 29-33
3. Appendix C: Virginia Out-of-School Time Best Practices, pages 34-40

GRANT APPLICATION SUBMISSION STANDARDS/FORMAT

In addition, the forms listed below, which are included in this document, are to be completed, signed as appropriate, and kept on file at the applicant's location.

Application format: The application (Excel workbook) has a maximum number of characters that may be typed in each cell (which varies, depending on the section).

- All sheets in the Excel document have been designed to maintain compliance with this requirement.
- More characters cannot be entered in any cell in the application workbook above the maximum number allowed.
- If the maximum number of characters allowed is exceeded (including spaces), an error message will appear, indicating the number of characters allowed, and Excel will not accept the data in that cell until the requirement is met.

All required Word documents must be submitted on the sample forms listed below.

- Submit an electronic version of the completed application, cover pages of the application with **original signatures** of applicant and co-applicant (school division's superintendent) (may be scanned), letters of commitment and/or Memoranda of Understanding (MOU) (a signed MOU must be provided between the organization and the school division), and Attachment A, B (A division form that meets the requirement is acceptable), and C must also be received by 4 p.m. on **Friday, January 13, 2023** to 21stcclc@doe.virginia.gov.

  Please use the following naming conventions:

  DivName_School(s) to be Served Name(s) (School Division format)
  Ex: VirginiaCountyPS_Virginia Elementary

  OrgName_SchoolDivisionName_School(s) to be Served Name(s) (Non-profit format)
  Ex: VirginiaCommunityAssociation_Virginia County PS_Virginia Elementary

Other attachments to the application are strongly discouraged.

1. Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the required documents listed above.
2. Supplementary materials such as videotapes, CD-ROMs, files on disks (other than the required Excel application file), publications, press clippings, testimonial letters will not be reviewed nor will they be returned to the applicant.

Virginia Afterschool 21 Required Program Data

The VDOE contracts with Transact to collect data for required federal and state reporting through the web-based application Virginia Afterschool 21. Applicants awarded a 21st CCLC grant are required to input program data into Virginia Afterschool 21. This includes data for all student participants that attend at least one day of programming. Below is a list of the required data on student participants.

Field Name	Description
Division/CBO	The name of the organization awarded the grant.
Site	The name of the location for the 21st CCLC program.
State Student ID	State Testing Identifier
Last Name	Student Last Name
First Name	Student First Name
School Description	Student's Assigned School

ADDITIONAL INFORMATION

What is the definition of a "community-based organization?"

As defined in Section 8101(5) of the ESEA, "the term 'community-based organization' means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community."

What are the components of a high-quality afterschool program?

According to the USED publication, *Afterschool Programs: Keeping Children Safe and Smart*, there are eight components that are generally present in high-quality afterschool programs. These include:

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

Applicants are encouraged to address as many of these components as possible in their application narrative. This document can be found at: After-School Programs: Keeping Children

Safe and Smart.

Are there afterschool best practices to use as a guide in developing a program?

The Virginia Partnership for Out-of-School Time (VPOST) has developed best practices for Virginia Out-of-School Time programs. They are listed in the Appendix C.

Where can additional information or resources be found?

- The National Institute on Out-of-School Time provides research and materials to assist applicants for 21st CCLC grants.
- The Early Childhood and Parenting (ECAP) Collaborative is home to more than a dozen projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects.
- The Institute for Urban and Minority Education provides information on program development, evaluation, and professional development.
- REL Appalachia (Regional Educational Laboratories Appalachia) is composed of a team of nationally-recognized educational research scientists. REL Appalachia's mission is to provide high-quality research, analysis and technical assistance that help state and local education systems in the region achieve higher educational standards and close the achievement gap.
- What Constitutes a Quality After-school Program?
- *The 40 Developmental Assets*
- Shared Features of High-Performing After-School Programs (Policy Studies Associates, Inc., 2005)
- Afterschool Program Quality and Student Outcomes: Reflections on Positive Key Findings on Learning and Development From Recent Research (Deborah Lowe Vandell, 2013)
- Virginia Partnership for Out-of-School Time (VPOST) Website

GRANT APPLICATION CHECKLIST

CLOSING DATE: 4 p.m. Friday, January 13, 2023

CHECKLIST:

- Has an electronic copy been emailed to 21stcclc@doe.virginia.gov? Please use the following file naming convention for the electronic submission:

  DivName_School(s) to be Served Name(s) (School Division format)
  Ex: VirginiaCountyPS_Virginia Elementary

  OrgName_SchoolDivisionName_School(s) to be Served Name(s) (Non-profit format)
  Ex: VirginiaCommunityAssociation_Virginia County PS_Virginia Elementary
- Has the application been prepared according to the format standards?
- Have each of the sections in the *Program Narrative* been designed to include only the specific requirements of that particular section?
- Have all sections of the application been completed?
- Has the hard copy of the entire Excel workbook been printed for your files so that all pages are numbered consecutively from page 1 through 43 (including *Attachments A, B, and C*)?
- Have all required forms listed below been submitted?

  - □ Signed Cover Page
  - □ Letters of Commitment(s)
  - □ Memoranda of Understanding(s)(a signed MOU must be provided between the organization and the school division)
  - □ Attachment A: *Statement of Partners' Participation and Support*
  - □ Attachment B: *Verification of Private School Consultation*
  - □ *Attachment C: Principal's Assurances*
  - □ *W-9 form if necessary*

◊ **Word document page** Appendix A: *Assurances* contained at the end of the *Guidelines, Instructions, and Assurances* document

- □ A signed copy should be kept on file in the division or organization applying as the fiscal agent for the grant (do not submit this document).

This page should <u>not</u> be submitted with the application.

APPENDICES

APPENDIX A

ASSURANCES

(Keep a signed copy at the applicant's location.)

I hereby submit that these assurances and the programs they represent were presented to and approved by the

_____ on _____

Name of Governing Body/Board/Authority Date

Signature Date

The _____ (applicant) hereby assures that:

1. The applicant will administer the 21st CCLC program in accordance with all applicable statutes, regulations, program plans and applications.
2. The applicant will adopt and use proper methods of administering the 21st CCLC program, including:
   (a) the enforcement of any obligations imposed by law;
   (b) the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
   (c) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
3. The applicant will complete any evaluation of the 21st CCLC program conducted by or for the Virginia Department of Education (VDOE), the United States Education Secretary, or other federal officials.
4. The applicant will use fiscal controls and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with VDOE accounting practices.
5. The applicant will:
   (a) make reports to the VDOE and the Secretary as may be necessary to enable the agency and the Secretary to perform their duties;
   (b) maintain such records, provide such information, and afford access to the records as the VDOE and the Secretary may find necessary to carry out their responsibilities;
   (c) provide parents of children receiving services and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand;
   (d) ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards; and
   (e) ensure that all instruction and content under this subsection are secular, neutral, and

non-ideological.

6. The community will be given notice of the intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7. The applicant will make equitable access to and equitable participation in the program's activities
   to be conducted with such assistance addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age (*General Education Provision Act* [GEPA] Section 427).
8. The applicant will comply with the Debarment, Suspension, and Other Responsibility Matters regulation (34 CFR 85.110), the *Single Audit Act*, the *Civil Rights Act of 1964*, the *Americans with Disabilities Act of 1990*, and the *Gun-Free Schools Act of 1994*.
9. The applicant will not utilize any federal funds to lobby Congress or any federal agency.
10. The applicant will meet all applicable federal, state, and local health, safety, and civil rights laws.
11. The program will take place in a safe and easily accessible facility.
12. The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
13. The program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students.
14. Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or nonfederal funds.
15. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (non-Federal entities that expend less than $500,000 of Federal awards in a year), will obtain an annual audit in accordance with Single Audit Act Amendments of 1996, OMB Circular A-133, and the OMB Circular Compliance Supplement and Government Auditing Standards.
16. The applicant will consult with private schools during the development of the grant project and provide equitable services to private school students and their families (in the attendance area served by the grant).
17. The applicant shall provide, upon request, a current financial statement, and has the financial capacity to operate program services to all participants until reimbursement is received from the Commonwealth of Virginia.
18. If applying jointly with another entity, the applicant shall execute a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement shall be executed and kept on file at the applicant's location.

APPENDIX B

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division's budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONNEL SERVICES

Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term "salaries" means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS

Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES

Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term "fee" is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under "Payments to Joint Operations" (object code 7000).

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

NOTE: TITLE IV, Part B, funds may not be used to pay for medical, dental, or clothing costs.

4000 INTERNAL SERVICES

Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES

Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.
Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient's internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient's internal travel policies require

reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

6000 MATERIALS AND SUPPLIES

Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under $5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under $5,000 would be reported in "materials and supplies."

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.
Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

Note: Grant funds may not be used for food expenditures unless either technical assistance is being provided, or the expenditure is to directly support instruction being provided and U.S. Department of Agriculture Child Nutrition Programs funds have been utilized. Snacks purchased with Title IV-B grant funds should follow U.S.D.A Child Nutrition Program nutritional guidelines and consist of components of a reimbursable breakfast or lunch.

8000 CAPITAL OUTLAY
Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

Capital Outlay Replacement
Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the "Special Note" below.)
Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the "Special Note" below.)
Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the "Special Note" below.)
Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the "Special Note" below.)

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology "hardware" for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology "hardware" such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite

transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology "infrastructure" for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

NOTE: TITLE IV, Part B, funds cannot be expended for buildings or remodeling.

APPENDIX C

VIRGINIA OUT-OF-SCHOOL TIME BEST PRACTICES

BEST PRACTICE: Active and Engaged Learning

Guiding Principle:

Programming and activities are developmentally appropriate and serve the physical, cognitive, social, emotional and creative development of all participants.

An afterschool program:

- Promotes discovery learning across all programmatic areas
- Supports participants to navigate the learning space independently
- Provides a wide variety of activities that promote youth choice
- Involves participants in planning, development and implementation
- Engages participants in project-based, hands-on experiential activities linked to learning
- Develops leadership among and provides leadership opportunities to all participants under the guidance of program staff

Activities of an afterschool program:

- Are developmentally appropriate and support youth development principles
- Promote reflection, critical thinking, problem solving and independent thinking, among other key executive function skills
- Provide a fun and supportive environment for participants and staff
- Are youth-led with staff serving as facilitators of the learning experience whenever possible
- Build on participants' natural strengths and developmental assets and foster self-confidence
- Provide an intentional link to school-day learning
- Include both individual and group-based opportunities with a range of group sizes
- Provide new opportunities for participants that they would not have access to during the school day
- Build life skills in participants

The environment of an afterschool program:

- Is fun and supportive for participants and staff
- Develops and supports resiliency

To the extent possible, an afterschool program should adopt some of the following:

- Offer opportunities for participants to receive assistance and complete their homework
- Provide apprenticeship opportunities to participants if applicable
- Provide college and career readiness activities that also promote school completion if applicable

To the extent possible, activities of an afterschool program should adopt some of the following:

- Promote and develop workforce skills that can be applied in the real world
- Incorporate financial literacy
- Provide participants opportunities to engage with technology
- Promote media literacy
- Provide opportunities for participants to engage in a wide variety of arts and music programming
- Provide opportunities for participants to engage in a wide variety of STEM programming
- Offer young people the opportunity to increase their physical activity
- Provide opportunities for participants to learn about other countries, cultures, languages, and
  global issues

BEST PRACTICE: Linkages to the School Day and the Standard of Learning State Standards

Guiding Principle:

The program intentionally links afterschool curricula and activities to the school day to ensure programming is aligned with and enrich academic standards.

An afterschool program:

- Ensures that program staff maintain two-way communication with the school principal, teachers and staff in a variety of ways
- Provides an opportunity for participants to have a voice in programming, structure and approaches to learning
- Provides participants with access to different means and types of communications and opportunities to communicate in multiple media forms
- Exposes participants to a diverse range of perspectives and cultures and encourages participants to respect and learn from them
- Offers participants access to adequate materials that support program activities and staff and participants' needs
- Provides opportunities for participants to improve their literacy skills by providing access to a diverse range of literature and topics that are developmentally appropriate
- Offers participants the opportunity to build strong content knowledge in a wide-variety of subject matter—such as math, science and social studies

Activities of an afterschool program:

- Provide opportunities for participants to build their vocabulary and practice their skills
- Provide an environment for participants to demonstrate independence and become self-directed learners
- Encourage the following habits of mind when participants use mathematics:
    - Persevering in problem solving
    - Reasoning abstractly and quantitatively

- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity in repeated reasoning

* Several of these standards come from the habits of mind of the Common Core Standards. The Virginia Partnership for Out-of-School Time plans to modify these standards periodically to ensure that they align with the Virginia Standards of Learning.

BEST PRACTICE: Health, Nutrition and Physical Fitness

Guiding Principle:

The program provides a nurturing environment in which young people can be emotionally safe, physically active, and learn and practice healthy habits.

An afterschool program:

- Promotes positive social-emotional development
- Promotes character development and healthy choices in response to peer pressure—including
  pressure to use drugs and alcohol
- Allows participants to choose from a variety of physical activities
- Demonstrates a strong commitment to promoting an active and healthy lifestyle
- Respects and positively promotes developmental and physical growth
- Displays menus publicly if providing meals
- Provides nutritious options if providing snacks and/or meals
- Ensures that staff are aware of the special health needs of participants and that staff model respectful behavior with participants

BEST PRACTICE: Environment (Indoor and Outdoor Space)

Guiding Principle:

The indoor and outdoor space provides safe environments that support the developmental, physical and emotional needs of diverse participants.

An afterschool program:

- Provides a physically safe environment in which all participants can be active and freely express themselves without fear of harm
- Ensures that the space, equipment and materials meet the needs of participants, staff and the curriculum
- Provides developmentally appropriate indoor and outdoor activities
- Provides frequent access to outdoor space when possible
- Allows for and supports participant-driven activities in the indoor and outdoor space

- Ensures that program staff are trained and certified in CPR and First Aid
- Offers supervision of participants at all times during program activities
- Has emergency procedures in place that are clearly displayed and understood by participants and staff

BEST PRACTICE: Relationships, Culture and Diversity

Guiding Principle:

The program environment creates positive connections among all staff, participants, families and the community and beyond while celebrating culture and diversity.

An afterschool program:

- Promotes a shared understanding of terms like respect, health, learning, youth development, diversity and civic responsibility among staff, participants, families and the community
- Engages staff, participants, families and the community in a culturally and linguistically appropriate manner
- Promotes positive peer interaction among participants
- Strengthens conflict resolution skills in participants
- Promotes positive social and emotional development
- Makes participants feel emotionally safe and supported at the program
- Fosters an environment that promotes diversity
- Provides opportunities for participants to interact with or learn about role models of diverse backgrounds
- Offers opportunities for participants to become more globally aware and globally competent as a component of being ready for college and career

All staff members of an afterschool program:

- Build positive relationships that are supportive, nurturing and consistent among each other, community partners, with the participants and with parents
- Build positive self-esteem in every participant
- Create open communication with participants, parents and the community around program mission and core values
- Build strong family engagement practices
- Connect participants and their families to the appropriate social services
- Model and reinforce positive behavior and use positive techniques to address negative behavior by participants

BEST PRACTICE: Staffing, Volunteers and Professional Development

Guiding Principle:

The program employs and supports the professional growth of highly effective staff and volunteers that are dedicated to creating a positive, developmentally appropriate and supportive learning environment.

All staff members and volunteers of an afterschool program:

- Promote positive youth development
- Create an inspiring learning environment
- Connect activities to academics
- Build positive relationships
- Create engaging learning experiences
- Are highly effective
- Receive training and practice using conflict resolution skills
- Are aware of individual differences of participants and their families
- Complete a criminal background check and a copy is kept on file

The administration of an afterschool program:

- Has in place and utilizes a staff and volunteer performance evaluation system
- Holds consistent staff meetings
- Works to recruit the highest quality staff and volunteers and develops strategies to decrease staff and/or volunteer turnover
- Has in place a compensation and benefits package that all staff are eligible to participate in
- Offers a clear salary structure providing a livable wage to all staff
- Creates individual professional development plans with each of their staff members on an ongoing basis
- Provides all program staff with on-going professional development that supports individual growth and builds on strategies for effective program practice
- Selects a staff-to-participant ratio that meets the needs of participants

BEST PRACTICE: Leadership and Management

Guiding Principle:

The program displays effective leadership, sound fiscal management and coherent policies and procedures that support quality and sustainability.

An afterschool program:

- Articulates program policies and procedures clearly and makes them available to participants, parents and the community for review
- Establishes clear and well-defined channels of communication—between staff members, between staff and participants, and between staff and parents

- Has a clear mission statement and philosophy that is widely understood and shared among staff, parents and the community
- Designs program elements to meets the needs of participants
- Supports the health and well-being of all participants
- Solicits frequent feedback from participants, families, staff and the community
- Has the appropriate insurance to protect staff, administrators, participants and parents
- Displays pick-up/drop-off procedures publicly and articulates them clearly to parents and participants
- Displays the hours of program operation publicly in a visible space

The administration of an afterschool program:

- Receives written consent from the parents or guardians of participants before communicating with the school and teachers
- Creates and maintains an employee handbook that clarifies internal policies and procedures
- Provides a sound budget and strong fiscal management
- Makes clear the expectations for participant behavior and encourages active and consistent participation
- Keeps records on all participants up-to-date and accessible to staff
- Ensures that staff understand their roles in the community and opportunities for community leadership
- Articulates clearly the program costs and fees to participants, parents and the community

BEST PRACTICE: Continuous Improvement

Guiding Principle:

The program has mechanisms in place that promote continuous improvement and uphold high best practices of operation and accountability.

An afterschool program:

- Has in place internal and external evaluation tools that are used to ensure effectiveness and share success with stakeholders
- Displays publicly a mission and vision that clearly connects to the activities in which participants are engaged
- Conducts a needs assessment of participants in order to target programming based on the needs and interests of participants
- Establishes measurable goals and objectives that are aligned with the mission and vision of the organization as well as research on effective out-of-school time programming
- Has a system of measurement to assess the quality of the program including staff performance and daily attendance of participants
- Has an action plan that is used and followed by staff to continuously improve the quality of the programs

- Uses qualitative and quantitative data to inform decision-making and quality improvement
- Gives participants, parents, staff and all other stakeholders opportunities to assess the program through an annual survey
- Encourages staff to approach professional development as a journey rather than a destination