

SAMPLE AFTER SCHOOL GRANT TEMPLATE

COVER PAGE

- Option A Elementary School
- Option B Middle /High School

Lead Applicant

Partner Applicant

Organization

Contact Person

Address

City, State, Zip Code

Telephone

Email

Organization Type

School District

Municipality

Community-based Organization

Faith-based Organization

Other

School District

Municipality

Community-based Organization

Faith-based Organization

Other

If other type selected, enter type

Office of Early Childhood Child Day Care Licensure Assurance

Programs that plan to serve school age students through this funding opportunity are obligated to meet child day care licensing requirements, as defined under Section 19a-77 of the Connecticut General Statutes. Please indicate below whether your public school system administers the above named after-school program(s). Upload the assurance statement signed by the Superintendent or Authorized Personnel.

Yes, the Board of Education administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program for the length of this grant funding.

No, the Board of Education/Municipality does not administer the above named program; a copy of the current license is included.

*

Yes No

Documents

Type	Document Template	Document/Link
After School Grant Day Care Licensure Assurance		
After School Grant Signature Page [Upload at least 1 document(s)]		

APPLICATION ABSTRACT













* Program Name:

* Program Director:

* Program Director Email:

* Program Director Phone:

\$ * Total Annual Budget Amount Requested - (populated from Budget page)

Site	Schools Served	Grades served	Partners	Target # students served	Program start date	Program end date	Total weeks of operation	Days and hours of operation
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>
*	*	*	*	*	*	*	*	*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/> 	<input type="text"/>	<input type="text"/>

Objectives

* Briefly state the objectives of the project (Limit 8000 characters).

Project Design

* Provide a brief description of the overall plan for the project (Limit 8000 characters).

NEED FOR PROJECT

Instructions:

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

* 1. Provide a description of the applicant community and the needs of the target population. Please include data that describes the need including: percentage of students who receive free or reduced price lunch, are English learners, are chronically absent, and/or are identified with special education needs. - (Limit 16000 characters)

* 2. Describe how the proposed project will successfully address the needs of the target population. Describe how your proposed program will supplement and not duplicate existing services. - (Limit 16000 characters)

PARTNERSHIPS AND COLLABORATIONS

Instructions:

Identify partner agencies and describe an established plan for ongoing communication and collaboration for the purposes of the proposed project.

Clearly delineate the roles for each of the partners, describing who will do what, when and where, to what ends and with what anticipated results. Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of letters of commitment, with a clear demonstration of commitment from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded. If more than one school is involved in the proposed program, please include letters of support from each of the schools' principals and superintendent.

Partner Applicant Commitment Letter

Include letters of commitment from the district superintendent and each school site principal that programs have the capacity to invest time and resources to support program start-up and implementation as specified in the grant proposal notwithstanding a delay in funding. Programs are expected to begin operating within two months after notification of award.

- Use school/community-based organization letterhead stationery (one letter from each school or from each partner, except that you may combine school principals in one letter).

- The letter of commitment should include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to: evaluations, data collection (including State-Assigned Student ID – SASIDs), and reporting, technical assistance, and meetings associated with the grant program for the duration of the grant.

- Letters must include signature, printed/typed name, title, organization, and date.

* 1. Provide a detailed description of the partnership between the LEA(s), or school(s), and CBO(s), or other public, or private organizations. - (Limit 16000 characters)

2. Clearly delineate roles of partners, including:

- * a. specific responsibilities of designated staff; - (Limit 8000 characters)

- * b. supervision, evaluation and supports for staff; - (Limit 8000 characters)

- * c. plans for ongoing communication; and - (Limit 8000 characters)

- * d. allocation of resources. - (Limit 8000 characters)

* 3. Describe how program staff will collaborate with school day teachers and disseminate information about program offerings and goals. - (Limit 8000 characters)

* 4. Describe how professional learning and training opportunities will be shared between partner organizations. - (Limit 8000 characters)

Type	Documents	
	Document Template	Document/Link
After School Grant Partner(s) Applicant Commitment Letter [Upload at least 1 document(s)]	N/A	
After School Grant MOA/MOU	N/A	

GUIDANCE FOR PROJECT DESIGN (this page is guidance only, no data is entered here)

Important guidance:

Dosage

This funding cannot be used to support drop-in programs. Programs must be designed to serve the same students consistently over time.

Clearly describe your target population, including:

- the target number of students who will receive a minimum dosage, as defined:- elementary school: number expected to attend a minimum of 60 percent of all program activities during the school year;- middle school: number expected to attend at least 45 days of programming during the school year; and- high school: number expected to attend at least 30 days of programming during the school year.

- the total number of students that each site will serve; and

- To be eligible for second year funding, programs must demonstrate at the end of the first year, that they have met 80 percent of their target number for minimum dosage. Additional hours from field trips and special events can be included. Any of these activities planned for students should be thoroughly described in this section

Clearly describe how the after school program will provide students with a variety of learning opportunities that complement and enrich, but do not duplicate, school-day instruction. Clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. For example, explain how your project will provide services and activities that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with school day teachers to assess a student's needs.

Successful grant applications are clear in addressing how specific activities in the project design will assist students in their area(s) of need. For instance, merely asserting in an application that the project will assist students in meeting or

exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this expectation will occur. It is also suggested that you carefully tailor your activities to address the specific needs of program participants to achieve the desired outcomes. Successful applicants address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Program Schedule:

Clearly address the number of weeks which the program will operate, with proposed start and end dates, not later than two months after the award notification. The minimum number of weeks that the program must meet is 25, although additional points will be awarded for those programs that start in the first week of school run continuously, and end in the last week of school. Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are inadequate and will not be funded.

Specify the number of hours per day and the number of days per week the program will meet. Because dismissal times vary between school/districts, programs must explain how their hours and schedule will meet the needs of their students and families.

Elementary school programs (Option A) must provide services for a minimum of nine hours per week and not less than four days per week on average.

There are different requirements for the schedules of programs serving older students. Middle school programs and programs at K-8 schools that will target participants in Grades 6-8 (Option B) must provide a minimum of four days of services per week. This may be offered in two, two-day sessions, with Group A meeting on Mondays and Wednesdays, and Group B meeting on Tuesdays and Thursdays, as long as participants are allowed to sign up for both groups if they so choose. The expectation is that middle school programs should provide services for a minimum of eight hours per week. The program must be scheduled in a manner that allows the majority of middle school participants to attend a minimum of 45 days of programming during the school year.

High school programs (Option B) must provide a minimum of two days and five hours of services per week. The program must be scheduled in a manner that allows the majority of high school participants to attend a minimum of 30 days of programming during the school year.

A high level of student attendance in the after-school programs is essential to achieve the desired program outcomes. "Drop-in" programs and those without adequate registration processes and structured activities will not be considered. Programs must start operation as outlined in the grant proposal, not later than two months after the award notification.

Literacy Component:

A literacy component must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students using strategies consistent with Connecticut's Common Core State Standards for English Language Arts or research-based literacy practices, such as those included in "Literacy Strategies for After School" available here: [Connecticut Common Core Standards](#). Up to an additional 15 points will be awarded based on the quality of the proposed literacy component.

STEAM Component:

A STEAM component must be offered in the program and include at least two of the following content areas: Science, Technology, Engineering, Arts and Mathematics (STEAM). Describe how STEAM activities align with program goals. Describe how the program will use strategies consistent with Connecticut's Common Core State Standards for Mathematics and/or the Connecticut's Science, Technology Education and Arts Curriculum Frameworks. Activities should incorporate literacy and technology whenever possible. Up to 15 points will be awarded based on the quality of the STEAM component.

Wellness & Recreation Component:

This component must be aligned with the program goals and include the following: high-quality physical and wellness activities, social and emotional activities, as well as recreational activities. Examples of high-quality physical and wellness activities include walking, running, dancing and playing games. Examples of social and emotional activities include group work focused on interpersonal communication skills, problem-solving and team-building activities. Games and activities that include hopping, skipping and jumping rope are also appropriate. Schools can also reinforce academic concepts through activities such as Energizers (physical activities that integrate physical activity with academic concepts). Every student should have an equal opportunity to participate regardless of ability level. Activities should be age-appropriate, enjoyable, offer variety, promote active play and structured physical activity. For more information go to:

[Physical Education](#)

[Recommended Standards for After-School Physical Activity](#)

[Physical Education and Healthy Schools](#)

Programs should provide a daily healthy snack that contains at least two different food items from the following four components: a serving of low-fat plain or fat-free plain or flavored fluid milk; a serving of meat or meat alternative; a serving of vegetable(s) or fruit(s) or full-strength juice (vegetable, fruit or combination); a serving of whole-grain or enriched bread or cereal. Sites that are located where at least half the children in the school attendance area are eligible for free or reduced-price school meals are required to participate in the United States Department of Agriculture (USDA) After-School Meals Program, which will enable them to provide a more substantial meal after school.

In addition, the wellness component should also include opportunities to put into practice skills developed as a result of these components. Document how you will use strategies consistent with Connecticut's "[Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education](#)". Up to an additional 10 points will be awarded to programs based on the quality of the wellness and recreation component.

College and Career Readiness Component (Required for Middle/High Schools Only):

A meaningful exploration of postsecondary activities must be included as part of middle school and high school after school programs. Up to an additional 10 points will be awarded to programs based on the quality of this component.

Family Engagement (Parent Involvement)

Family engagement is defined as a full, equal and equitable partnership among families, educators and community

partners to promote children's learning and development from birth through college and career. Before and after school programs provide a particularly important opening for supporting schools and families. Community agencies can collaborate to provide integrated family support services that build upon existing community resources and link with public schools. For more information on how high-impact family engagement looks in after-school programs, go to [Full-Equal-and-Equitable-Partnerships-with-Families](#).

All grantees must commit a minimum of 5 percent of their grant budget to support family engagement activities, including staff training to support family involvement activities. The use of funds shall support activities designed to build the program's and the family's capacity for strong family involvement to support student achievement. Please include a description of the family engagement activities in the project design section of the proposal.

Appropriate uses of funds for family engagement include:

- purchasing materials and training to help families work with their children to improve their child's achievement, such as literacy training and using technology, as appropriate, and to foster family involvement;
- training for staff on how to reach out to, communicate with and work with families as equal partners, implement and coordinate family programs and build ties between families and the program;
- reasonable and necessary expenses associated with local family engagement activities, including transportation and child care costs, to enable all families to participate in meetings and training sessions;
- training families to enhance the engagement of other families;
- offering meetings at a variety of times in order to maximize family engagement and participation;
- developing appropriate roles for CBO(s) and businesses in family engagement activities;
- establishing a family advisory council to provide advice on all matters related to family engagement in the program; and
- providing such other reasonable support for family engagement activities as families may request.

PROJECT DESIGN

Instructions: - See "Guidance for Project Design Responses"
(12000 characters equal approximately three pages in a Word document)

* 1. Identify target population, including number of students to be served and address needs of target population. -
(Limit 12000 characters)

* 2. Provide logical and realistic project goals, objectives, activities, and timeline. - (Limit 12000 characters)

* 3. Offer students a broad variety of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education that complement the regular academic program of participating students. - (Limit 12000 characters)

* 4. Outline plans to incorporate cultural competency practices into activity offerings and overall program environment. Describe how your program will incorporate diversity, equity and inclusion policies and practices. Provide examples. -
(Limit 12000 characters)

* 5. A minimum of 5% of awarded funds must be allocated to family engagement. Describe how your program will spend these funds. Please provide examples of family engagement activities, staff training, and creating a welcoming program environment for families. - (Limit 12000 characters)

* 6. Describe how children will travel safely to and from the program and home. Clearly indicate whether bus transportation will be provided and how this will be funded. Descriptions must align with budget allocations. - (Limit 12000 characters)

*7. Describe your strategies for recruiting students to fully participate in the program. Middle and high school programs should include a peer marketing component. (Limit 12000 characters).

*8. Describe how snack and/or supper will be provided for program participants. School district applicants with more than 50% of the students eligible for free or reduced-price lunch must be reimbursed by the Child and Adult Care Food Program (CACFP) if eligible. (Limit 12000 characters).

GUIDANCE FOR ADEQUACY OF RESOURCES, MANAGEMENT PLAN AND BUDGET
(this page is guidance only no data is entered here)

Adequacy of Resources

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

It is essential to demonstrate how you will leverage existing resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that costs should be allocated and will be judged against the

scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants

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

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

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

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

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

Applicants will be asked to identify the physical location where all programming will be held and describe how the facility is safe and accessible. Each site must create and maintain a site safety plan, and the letter of support from the lead applicant, either the School Superintendent, Town Chief Elected Officer, or nonprofit CEO or Executive Director, must include a statement to this effect.

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

Management Plan

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

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

Budget

Each grantee must complete budget details that include narratives using the Budget section for the first year of the grant as part of this application. The Budget section is for grant funding only. For year two, each grantee will resubmit an updated budget at the conclusion of year 1. The budget details apply specifically to the activities described in the application.

Program operations	Maximum funding allowable for elementary/ middle schools	Maximum funding allowable for high schools
<ul style="list-style-type: none"> Minimum 25 weeks per school year 	\$2,200 per pupil	\$1,700 per pupil
<ul style="list-style-type: none"> Minimum 30 weeks of programming per school year 	\$2,800 per pupil	\$2,100 per pupil
<ul style="list-style-type: none"> Full school year (approximately 35-38 weeks) from first to last day of school 	\$3,500 per pupil	\$2,500 per pupil

Provide a detailed budget narrative that itemizes how you will use grant funding, as well as funds from other sources. The application must demonstrate that the total resources are adequate to achieve the stated goals, and that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. Programs are encouraged to leverage additional in-kind and other funding, including sliding-scale fees to serve more students and stretch the grant dollars further. This additional funding is not included in the per pupil maximum, only the state funding is used to calculate the per pupil expense. For example, a program requesting the full amount of \$200,000 per year would need to serve a minimum of 90 elementary students at the minimum of 25 weeks per school year.

There is no matching requirement for this grant however, additional points are awarded to programs that reach more students by stretching state dollars, using other funding sources, and receiving in-kind support. To provide funding and details for matching or in-kind support, complete the form on the Matching and In-Kind page.

Budgets must align with the described scope and services outlined in the narrative sections and adhere to the following requirements:

- A minimum of 5% of the budget must be allocated to support family engagement.
- An allocation of 5% of the budget must be used to cover the evaluation, professional learning, database management, technical assistance and quality advising services that will be provided during the grant cycle.
- Transportation costs cannot exceed 20% of the total budget.
- Funds cannot be used to purchase facilities or support new construction.
- Funds cannot be used to support large technology purchases or vehicles.
- Grant funds cannot be used to purchase office or computer equipment.

Family fees are permitted. If the program charges fees, the applicant must establish a sliding fee scale that takes into account the income of families who are targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management. They can use the eligibility of the free or reduced-price lunch application or a fee calculator.

Master Budget Form Object Code Descriptions

111A Non-Instructional: Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional: Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

200 Personal Services - Employee Benefits: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while

not paid directly to employees, nevertheless are part of the cost of personal services.

300 Purchased Professional and Technical Services: Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

400 Purchased Property Services: Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Examples include professional development and training.

600 Supplies: Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

800 Debt Service and Miscellaneous: Amounts paid for goods and services not otherwise classified above.

ADEQUACY OF RESOURCES

Guidance for applicants:

Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Applicants should make sure that their budget will adequately cover program expenses, including limited expenses for transportation. It is essential to demonstrate how you will leverage existing resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants.

1. Organizational Chart - Required Positions

Name	Role	Responsibilities	Hours per Week on Project	Credentials and Background
<input type="text"/>	Program Director	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Program Coordinator	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Data Coordinator	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional Positions - Complete all fields for each position (add extra rows as needed)

Name	Role	Responsibilities	% Time on Project	Credentials and Background
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> %	<input type="text"/>

* 2. Provide a description of the adequacy of support, including staff, facilities, equipment, supplies and other resources, from the applicant organization and its partnering organizations. Demonstrate that these resources are adequate to achieve the stated goals. (16000 characters)

* 3. Provide a description of the adequacy of supervision and training for all staff that have contact with children. (8000 characters)

* 4. Demonstrate that total costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. (8000 characters)

* 5. Provide evidence that the organization has adequate fiscal health to sustain at least three months of after school programming, and has adequate financial controls and policies. (8000 characters)

For CBO(s) applying as lead applicant, fiscal health and financial policies must be documented by providing all of the following information as attachments below: • copy of IRS determination letter; • organization chart; • list of board of directors with names and affiliations; • organization's most recent financial statements (audited, if available) and management letter (if available); and • organization's annual operating budget and actual income and expenses for the current fiscal year.

Type	Documents	
	Document Template	Document/Link
CBO IRS Determination letter	N/A	
CBO Financial Statement	N/A	
CBO Organization Chart	N/A	
CBO Board of Directors Names and Affiliations	N/A	

CBO Management Letter(not required)	N/A
CBO Budget, Income and Expenses	N/A

* 6. Identify the physical location where all programming will be held and describe how the facility is safe and accessible. (8000 characters) align

MANAGEMENT PLAN

* 1. Describe how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible, including translation services as applicable. (16000 characters)

* 2. Provide a description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks. (16000 characters) align

* 3. Provide a description of the coordination of the proposed project between families, teachers, the community and students. Include planning and preparation time for after-school teachers to align the program activities with classroom expectations. (16000 characters)

MATCHING AND IN-KIND BUDGET

Instructions:

This page is to detail matching and in-kind support ONLY. The budget for After School Grant funding will be entered on the Budget page of this application

1. Match and In-Kind Program Budget - Use the table to itemize budgeted funding from other sources. Match funding cannot be derived from other state or federal funds.

Codes	Descriptions	In-Kind	Description
100	Personal Services-Salaries	\$ <input type="text"/>	<input type="text"/>
200	Personal Services-Employee Benefits	\$ <input type="text"/>	<input type="text"/>
300	Purchased Prof/Tech Services	\$ <input type="text"/>	<input type="text"/>
400	Purchased Property Services	\$ <input type="text"/>	<input type="text"/>
500	Other Purchased Services	\$ <input type="text"/>	<input type="text"/>
600	Supplies	\$ <input type="text"/>	<input type="text"/>
700	Property	\$ <input type="text"/>	<input type="text"/>
800	Miscellaneous	\$ <input type="text"/>	<input type="text"/>
	Total	\$ <input type="text" value="0.00"/>	

Fee Structure

Applicants may establish a sliding fee scale that takes into account the financial need of the students and families targeted for services.

Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management.

Students cannot be turned away from After School Grant funded programming for inability to pay or lack of payment.

Funded applicants must submit documentation outlining policies and procedures for instituting a fee scale if applicable and notification to families that students are eligible to attend programming regardless of ability to pay. The LEA or CBO shall be responsible for the administration of such fees. Fees collected from the After School Grant program must be used to support After School Grant programming during the same fiscal year.

* 2. Describe the fee structure, if applicable, or indicate that a fee structure will not be instituted.





BUDGET

Action Object	Total
<u>Modify</u> 111A - Non-Instructional Salaries	\$0.00
<u>Modify</u> 111B - Instructional Salaries	\$0.00
<u>Modify</u> 200 - Personal Services > Employee Benefits	\$0.00
<u>Modify</u> 300 - Purchased Professional and Technical Services	\$0.00
<u>Modify</u> 400 - Purchased Property Services	\$0.00
<u>Modify</u> 500 - Other Purchased Services	\$0.00
<u>Modify</u> 600 - Supplies	\$0.00
<u>Modify</u> 800 - Debt Service and Miscellaneous	\$0.00
	Total \$0.00
	Allocation \$0.00
	Remaining \$0.00

BUDGET OVERVIEW

Object	Purpose	01 - Public School Activities	Total
111A - Non-Instructional Salaries		0.00	0.00
111B - Instructional Salaries		0.00	0.00
200 - Personal Services > Employee Benefits		0.00	0.00
300 - Purchased Professional and Technical Services		0.00	0.00
400 - Purchased Property Services		0.00	0.00
500 - Other Purchased Services		0.00	0.00
600 - Supplies		0.00	0.00
800 - Debt Service and Miscellaneous		0.00	0.00
Total		0.00	0.00
		Allocation	0.00
		Remaining	0.00

RELATED DOCUMENTS

Type	Document Template	Document/Link
After School Grant Partner(s) Applicant Commitment Letters - Upload one letter signed by the district superintendent and each school principal. Also upload at least one letter from the primary partner applicant.	N/A	
After School Grant Signature Page [Upload at least 1 document(s)]	 After School Grant Program Signature Page Template	
Standard Statement of Assurances for Grant Programs, signed and dated	 Standard Statement of Assurances for Grant Programs	
Affirmative Action Certificate	 Affirmative Action Certificate	
Bidder Contract Compliance Monitoring Report	 Bidder Contract Compliance Monitoring Report	
After School Grant Day Care Licensure Assurance	N/A	

After School Grant MOA/MOU	N/A
CBO IRS Determination letter	N/A
CBO Financial Statement	N/A
CBO Board of Directors Names and Affiliations	N/A
CBO Management Letter (not required)	N/A
CBO Organization Chart	N/A
CBO Budget, Income and Expenses	N/A
Other After School Grant Documents	N/A

ASSURANCES

The lead applicant must read, sign, date and upload the Standard Statement of Assurances for Grant Programs to ensure that the potential grantee is complying with all relevant laws and regulations. See the Statement of Assurances in the Related Documents section above.

AFFIRMATIVE ACTION ASSURANCE

ASSURANCE THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. However, municipalities or municipal school districts with an Affirmative Action Plan on file must certify by signing and uploading the “Affirmative Action Certificate” under the Related Documents section above.

Applicants that are not Municipalities or Municipal School Districts must complete the Bidder Contract Compliance Monitoring Report under the Related Documents section above and email it to Attorney Louis Todisco, Connecticut State Department of Education, at louis.todisco@ct.gov. This must be completed as a part of this application.

Please check this box to certify that this step has been completed.

ANNIE E. CASEY FUNDING

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

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

* Indicate one of the statements below

- I am NOT part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation.
- I am part of a collaborative effort funded by Annie E. Casey and have complied with requirements.

CSDE APPLICATION REVIEW STATUS CHECKLIST

This checklist is a means of communication between the CSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the CSDE will review the application and mark each section as 'OK' or 'Attention Needed'.
- If the application is marked as 'Attention Needed', it will be returned to the LEA with a status of 'Returned - Revisions Needed' and will require modifications. The LEA will review the checklist for specific written feedback, explanations, and comments that identify areas that need to be addressed in order to move the application to Approved status.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the CSDE determines that the item has been corrected, 'Attention Needed' will be changed to 'OK' by the CSDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of 'Returned - Revisions Needed'.
- An application will move to Approved status once all comments and concerns in the application have been addressed.