

Guidelines for 21st Century Community Learning Centers

**South Dakota Department of Education
Pierre, SD 57501-2294**

**Deadline for Letters of Intent: January 18, 2019
Deadline for Applications: March 1, 2019, 12:00 P.M. CST**

**21st CENTURY COMMUNITY LEARNING CENTERS
PROGRAM GUIDELINES**

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21st Century Community Learning Centers funding is contingent upon federal appropriations to the U.S. Department of Education.

Applicants must apply for a minimum of \$50,000 to a maximum of \$250,000 per year for each of the five years of the grant. The state will only make awards to responsible grantees possessing the ability to perform successfully under the terms and conditions of the proposed project.

IMPORTANT INFORMATION FOR THIS YEAR

To apply for a 21st Century Community Learning Centers (21st CCLC) Grant for the period of July 1, 2019 – June 30, 2024, a *Notice of Intent to Apply* must be completed. The *Notice of Intent to Apply* must be electronically received by the South Dakota Department of Education 21st CCLC office on or before **January 18, 2019**. After the receipt of a *Notice of Intent to Apply* (available at <http://doe.sd.gov/21CCLC/>) the applicant will receive information on how to access the application. The grant application will be completed and submitted entirely on the South Dakota Department of Education’s Grants Management System (GMS).

Reservations

The State of South Dakota Department of Education reserves the right to cancel this solicitation if it is considered to be in its best interest. The State reserves the right to negotiate modifications to the application. The State reserves the right to reject any and all applications received as a result of this request for applications. The State reserves the right to consider equality in the geographic areas. The State reserves the right to consider the applicant's previous experience with the 21st CCLC program. The State has the right to consider number of children served as well as grade levels targeted. The State reserves the right to assure that the grant recipients are competent, responsible and committed to achieving the objectives of the awards they receive. The State reserves the right to visit sites prior to awarding the grant to verify the content of the application. There will be few allowances to change the scope of grants once the grants are awarded, so be sure that the program proposed is one that can be carried out for the amount requested. The State reserves the right to decrease funding based on the performance of the grant program.

Background

The 21st Century Community Learning Centers Program was authorized by Congress under Title IV, Part B, of Every Student Succeeds Act (ESSA), as originated by the Elementary and Secondary Education Act (ESEA).

The 21st Century Community Learning Centers program is a grant to establish or expand community learning centers that provide students with academic enrichment along with activities designed to complement the students' regular academic program. Centers provide a range of high-quality services to support student learning and development which includes a milieu of educational opportunities. These opportunities include but are not limited to: homework help, tutoring, mentoring, STEM activities (science technology engineering and math) and literacy programs. Additional services might include community service opportunities, as well as music, arts, sports and cultural activities. The 21st CCLC grant is focused on providing out-of-school time opportunities to students that attend eligible schools. The grant is intended to help these students meet challenging state and local standards in core subjects, especially reading and mathematics. At the same time, centers help working parents by providing a safe and enriching environment for students when school is not in session. 21st Century grants are awarded in the amount of \$50,000 to \$250,000 each year for five years.

The 21st CCLC must offer families of students served opportunities for active and meaningful engagement in their children's education including opportunities for literacy and related educational development.

Eligibility

School districts, community-based organizations, non-profit entities, for-profit entities, local governments, institutions of higher education, public or private organizations, BIE/tribal schools, and religious organizations are eligible to apply. Programs must be located in public school facilities or in facilities that are at least as available and accessible to the students as if the program were located in the public elementary, middle, or high school. Subgrant applications must show they are serving students that attend schools that are in one of the below categories. If

you have questions about eligibility, please contact the district your program would serve, or the Department of Education.

- Comprehensive, Targeted or Additional Targeted Support and Improvement Schools;
- Schools on the cusp of becoming a Comprehensive, Targeted or Additional Support and Improvement School;
- Schools that have just exited one of those categories;
- Schools with a poverty level of 40 percent or higher, as determined by the percent of students served Free and Reduced lunches.

Flexibility on how to count children from low-income families in middle and high schools.

High school and middle school students are far less likely to participate in free and reduced lunch programs than elementary students. To address this situation, the applicant may use the “feeder pattern” concept. This concept allows the applicant to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary schools that feed into that school.

Example of Feeder Pattern:		
Elementary School	Enrollment	Low Income #
School A	568	364
School B	329	163
School C	588	262
School D	836	277
Total	2,321	1,066

Calculate average percentage of poverty for the four elementary school attendance areas by dividing the total number of low-income children by the total enrollment (1,066 ÷ 2,321). The average percentage of poverty is 45.93%.

Because these four elementary schools feed into the high school, the poverty percentage of the high school is projected to be 45.93%.

Facilities

21st Century Community Learning Centers programs must be located in public school facilities or in facilities that are at least as available and accessible to the students served as if the program were located in a public elementary, middle, or secondary school.

Licensure

According to SDCL 26-6-14 (7), all before and after school programs are required to be licensed, regardless of funding source, to assure minimum health, fire, and life safety standards are met. SDCL 26-6-27 does allow for an exemption for tutoring programs that strictly assist children with school work. There are training requirements as part of licensure; funding for training is allowable as part of the application. For additional clarification contact the Department of Social Services at 1-800-227-3020. Successful grantees *will* be contacted by the Department of Social Services regarding licensing procedures. You do not need to be licensed to *apply*.

Collaboration

Applications should demonstrate a commitment between two partners. The first beings the applicant who, in turn, partners with a local education agency (LEA) or community-based organization. If the applicant is a public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. All LEAs/applicants receiving 21st CCLC grants must notify and offer program

attendance to private schools in the attendance area. If you are a Local Education Agency (LEA) and have a private school in your attendance area you must complete Attachment C in the application. (Also, see #10 in “General Assurances” attached to the application.)

Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how children’s needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. The Affirmation of Consultation with Private School Officials form must be signed and submitted with the application.

Sustainability

21st CCLC grants are NOT intended to provide programs with long-term sustainability of their out-of-school time programs. Local education agencies and community-based organizations need to work together in making critical links to sustaining 21st Century programs beyond their grant period. Applicants should bring together community organizations with local education agencies to determine how best to leverage resources within the community for long-term continuation of the program.

Grant Specifics

Time period: 21st Century Community Learning Centers grants are awarded for a period of five years. The grant consists of five annual grant award periods that will run from July 1 – June 30 of each fiscal year. Funding for years two through five of the project is dependent upon continued federal appropriations to support this program.

Continuation award letters: Sent out annually, continuation letters are based upon successful reviews and implementation of the program. The state may not award continuing grants if the grantee is not making substantial progress towards the implementation of the program described in the application. If the grantee is spending grant funds on activities that are not included in the approved program budget, continuation may be revoked.

Size of grants: The range of grant awards will be a minimum of \$50,000 per year but not to exceed \$250,000 per year. A single application may be submitted on behalf collective sites if the collective sites are combined under a single project and under the administration of the applicant entity. It is also possible for more than one smaller agency to apply for one grant together if they meet the requirements found in EDGAR 75.128-129 which will require a copy of the agreement alongside the application. On the other hand, applicants for very large populations may consider submitting more than one application, e.g. separate applications for school clusters in different neighborhoods. As long as each application is for a separate and distinct project.

Number of grants: The number of grants to be awarded for 2019 – 2024 is yet to be determined by SD DOE. The number of funded grants is dependent upon number of eligible applications received and funds available. Grantees will be selected based on the pooling number of applications received and original funds available.

Required Activities

Applicants must propose an array of inclusive and supervised services that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for

children. Applicants may also include a variety of other activities for children and community members including but not limited to: physical fitness and wellness programs, musical activities, health and nutrition programs, creative arts, parent education classes, structured literacy programs, technological advancement options, cultural awareness and appreciation, life skills practices, and social or vocational exploration.

To receive a grant under this program, applicants must provide services that address the absolute priority (#1) and may add other program activities (#2), as described below:

- (1) Absolute priority: Provide academic enrichment and remedial activities (including tutoring and homework help) to students to help them meet state and local standards in the core content areas, including reading, math, and science, as well as to improve their overall academic achievement.
- (2) Other activities to consider:
- Mathematics, reading, and science education activities
 - Arts and music education activities
 - Financial literacy programs
 - Tutoring services and mentoring programs
 - Drug and violence prevention programs
 - Counseling programs
 - Programs that provide after school activities for limited English proficient students that emphasize language skills and academic achievement
 - Telecommunications and technology education programs
 - Expanded library service hours
 - Programs that promote parental involvement and family literacy
 - Nutrition and health education
 - Youth development activities
 - Internships and apprenticeships

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities and must comply with the equitable participation requirements for children attending private schools.

Use of Funds

The applicant must use their 21st Century Community Learning Centers funds to provide services for the specific project and participants as described in their application. All costs must meet the standards described in 2 CFR Part 200 Subpart E – [Cost Principles](#)

Proposed costs must be reasonable and necessary to carry out the program’s purpose and objective and be allocable to the grant application. The Department of Education may reduce proposals to remove unallowable costs, costs not incurred specifically for the project, or excessive (unreasonable) costs that do not result in a change in the scope of the project.

Selected non-allowable uses of funds:

- Application preparation costs
- Facility construction
- Vehicle purchases and direct vehicle maintenance costs

Supplanting

Funds requested in this proposal must be used only to supplement the level of federal, state, local, and other nonfederal funds, and not to replace any funds that would have been available to conduct activities if the 21st CCLC funds had not become available.

21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.

See # 9 on the General Assurances that can be found in the application.

High-Quality Afterschool Program

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, eight components are generally present in high-quality after-school programs. The eight components are:

- Goal setting, strong management, and sustainability
- Quality out of school time staffing
- Attention to safety, health, and nutrition regulations
- Enriching learning opportunities
- Communication between school-day and afterschool personnel
- Evaluation of program progress and effectiveness
- Strong involvement of families
- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups

Priorities

The Department shall give priority to those applications that:

1. Target services to students who attend schools that have been identified as Targeted Support and Improvement (TSI) schools or Comprehensive Support and Improvement) (CSI) schools.
2. Comprise organizations submitting a joint application consisting of a qualifying LEA (Local Education Agency) and at least one community-based organization or other public or private entity. An exception to this required priority is made to LEAs that do not have qualified community organizations within reasonable geographic proximity.

Grantee Reporting

Each year grantees must submit to the federal government an annual performance report (*21APR*) that describes project activities, accomplishments, and outcomes. Areas addressed consist of tracking progress towards meeting the objectives of the project as outlined in the grant application, data collection that addresses information about goals, partnering organizations, time of operation, staff, activities provided, attendees, and comparison test score data in the areas of reading and math.

Grantees also must submit two reports (fall and spring) to the state which include current data on programming, staffing, and progress on reaching goals. An end-of-the-year Project Completion financial report is also required.

Grantees are required to describe a regular plan that will be used to evaluate their program(s). How the results from this evaluation will be used to refine, improve, and strengthen the program also need to be clarified. Discussions of this evaluation may be part of site visits and program monitoring.

Federal Regulations

The following regulations in the Education Department General Administrative Rules (EDGAR) are applicable to the 21st Century Community Learning Centers Program. They can be found on the United States Department of Education website:

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

- PART 200— Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- Part 180—OMB Guidelines to Agencies On Government-wide Debarment and Suspension (NONPROCUREMENT)
- Part 76-State-Administered Programs
- Part 77-Definitions that Apply to Department Regulations
- Part 82-New Restrictions on Lobbying
- Part 99-Family Educational Rights and Privacy

Applicants must comply with applicable state laws that may include teacher certification requirements, childcare licensing requirements, transportation requirements, and state and local health, safety, and fire codes.

Financial Requirements

All applicable applicant organizations must obtain a **DUNS** number and maintain an active registration in the **System for Award Management (SAM)**. SAM information must be updated at least every 12 months to remain active. More information on these two items is located below.

- Dun & Bradstreet (D&B) provides a D-U-N-S number which is a unique nine-digit identification number for each physical location of your business. To learn more visit <http://fedgov.dnb.com/webform>.
- System for Award Management (SAM): <https://www.sam.gov> Note: In some instances, to complete the SAM process to get a new or renewal expiration date could require 5-7 days or more. We strongly encourage sub grantees to begin the process at least 2 weeks before the grant application due date.

Renewability of Awards

South Dakota is not currently offering renewability.

Selection Criteria

Six criteria will be used to evaluate applications for funding. The relative weight for each criterion is indicated in parentheses. The peer reviewers of the applications will use these criteria to guide the reviews. See the Scoring Information tab available on the Grants Management website located in the Overview section.

Criterion 1: Need for Project (15 points)

It must be demonstrated that there is current data to support that students at the site(s) are in need of services and/or at risk of educational failure.

Are the needs of the proposed target population clearly described? Are the facts and figures cited representative of this community and not just general information?

1. Are the students to be served attending a school identified for Comprehensive or Targeted Improvement?
2. The extent to which the students are in need of academic improvement based upon individual performance.
3. The extent to which the students are affected by factors such as poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates, or unmet child care needs, etc. that place them at risk of failing to achieve success in school. Consideration should be given to the lack of programming opportunities available.

Criterion 2: Quality of Project Design (40 points)

1. To what extent are the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable?
2. To what extent will the design of the proposed project successfully address the needs of the target population while offering opportunities for active and meaningful engagement to families of participating students which may include literacy and other related educational development?
3. To what extent does the proposed program design provide an interesting, challenging, and meaningful learning experience for the young people involved, while ensuring activities align with the challenging State academic standards (note descriptions of typical after-school and/or summer day experiences for students)?
4. The extent to which research or evidence-based, best practices are used in the development of activities.
5. To what extent this opportunity will bring new, or expand accessibility to high-quality services that may be available in the community while offering support to developing a positive environment in the neighborhood/community.
6. To what extent are there policies in place/proposed regarding things such as attendance, handling of injuries, discipline, marketing of program, and engagement with parents, etc. (These will be required for licensing.)

Criterion 3: Adequacy of Resources (20 points)

1. The extent to which there is adequacy of support including facilities, personnel, training, equipment, transportation, supplies, and other resources that are adequate to carry out the program described in the grant application and to meet required state health, safety, and fire code standards.
2. Does the applicant make it clear that there is little or no charge for the program? Is there an effective marketing strategy described? If a fee is assessed is there a well-defined process for letting participants know that no one will be turned away for the inability to pay?
3. The extent to which consideration has been given to a plan for sustainability after funding ceases.
4. Is the project location described adequate for the number of students and it is easily accessible to the students to be served? If needed, are the transportation needs described to and from the site?
5. Does the project clearly describe how funds will supplement and not supplant current federal, state or local funds.

Criterion 4: Quality of Management Plan (25 points)

1. Has the applicant provided a detailed budget and budget narrative appropriate to carrying out the project? Are the activities clearly allocable to the project and target the population of the identified schools?
2. Do the costs seem appropriate for the number of children involved and the programming prescribed?
3. Are staffing needs, qualifications and responsibilities clearly defined? Is a list of qualifications/resume for the project director included? Is there a description of the organizational structure? Is there a description of the responsibilities of an advisory committee (if established) and possible committee members (such as teachers, parents, students, administrators, community members, etc.)?
4. Is there a timeline, including management responsibilities and milestones, for achieving clearly delineated and measurable objectives?
5. Is the type, quality, and quantity of initial and ongoing staff training adequate? How will that training be provided and funded

Criterion 5: Cooperation (10 points)

1. Has the applicant demonstrated that they have support of the appropriate school-day programs and school management teams from LEAs (Local Education Agencies) that serve the children targeted in this grant? (Signed and dated Collaboration and Partnership agreements MUST be present for each school that the targeted children are attending.)
2. To what extent will the proposed project stimulate development and coordination among appropriate organizations that are also serving this population? What are the management responsibilities of the partners to the application? Is there a plan to coordinate meaningful services to the target population, their families, and neighborhood/community? (Signed and dated Collaboration and Partnership agreements are present for each of the partners listed.)

Criterion 6: Goals/Evaluation (15 points)

1. Are goals and objectives clear and measurable based on the following criteria?
 - a. What data/info will be collected?
 - b. How and where the data/info will be collected?
 - c. What standards will be used to determine if objective has been achieved?
 - d. Who will analyze the data/info and determine if objective has been accomplished?
 - e. What is the timeline for data collection?
2. Describe how the evaluation plan will be used to improve and strengthen the program and how results will be disseminated.

Preparation to Apply

Carefully look through all the tabs in the application section. The tabs that require completion are Overview, Contact Information, Program Information, Budget Pages and Assurances. The information located on these tabs identifies who is eligible to apply under this competition, what applicants must propose, what must be contained in an application, and what criteria will be used to evaluate applications. Specific guidelines for information to be included in the application can be found in the Program Information tab.

Applicants selected for a new 21st Century Community Learning Centers grant will be required to attend a State sponsored orientation meeting as a condition of receiving their grant award. The State reserves the right to withdraw the proposed grant award of any applicant that fails to attend this orientation meeting without prior written approval from the State.

The time and date of this year's meeting will be determined after federal funds have been allocated and grants can be awarded.

Application Submission

To be reviewed for funding, all applications must:

- Have previously submitted a Notice of Intent to Apply
- Meet eligibility requirements
- Meet the grant amount requirement of \$50,000 -\$250,000 per year
- Be complete with all tabs filled out
- Be submitted by March 1, 2019 (12:00 noon CST)
- Include all required documents

Note: Failure to submit all the required information may result in removing an application from consideration.

The department will be offering an informational webinar about the application process and other information regarding the 21st CCLC grant. There will be two opportunities to participate. Once all the Notices of Intent to Apply are received, information will be sent regarding the webinars.

Further technical assistance is available from South Dakota Department of Education, contacts are listed below. More information on the grant application process can be found on the [21st CCLC website](#).

Alan Haarstad
21st CCLC Grant Coordinator
800 Governors Drive
Pierre, SD 57501
605-773-5238
Alan.Haarstad@state.sd.us

Lauren Jahn
21st CCLC Grant Coordinator
800 Governors Drive
Pierre, SD 57501
605-773-4693
Lauren.Jahn@state.sd.us

Mark Gageby
Grants Management
800 Governors Drive
Pierre, SD 57501
605-773-3727
Mark.gageby@state.sd.us