

Nita M. Lowey 21ST Century Community Learning Centers

South Dakota Department of Education GY2027 Guidelines

GY2027

STATE OF SOUTH DAKOTA DEPARTMENT OF EDUCATION
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Important Information for GY2027

Beginning with the upcoming competition for GY2027, the Nita M. Lowey 21st Century Community Learning Centers (21CCLC) grant will be offered on an every-other-year cycle and funded projects will operate for a four-year period.

Purpose of the SD DOE 21CCLC Guidelines

This document is provided by the South Dakota Department of Education (SD DOE) as a resource for South Dakota's 21st Century Community Learning Centers (21CCLC) program grantees. It is intended to provide uniform practices to ensure fidelity in the implementation of the 21CCLC program.

SD DOE reserves the right to update or change the content of the 21CCLC Guidelines as well as program and fiscal requirements, policies, and procedures at any time. This guidance is not intended to replace the legislation, regulations, and Non-Regulatory Guidance published by the U.S Department (USED). Therefore, it is highly recommended 21CCLC grantees consult the appropriate resources online for complete guidance and regulations.

Reservations

The State of South Dakota Department of Education (SD DOE) reserves the right to cancel this solicitation if it is in the best interest and reject all applications received because of this request for applications. The State reserves the right to award or reject applications in whole or part, and to waive technical defects, irregularities or omissions, if it determines that doing so is in the best interest of students to be served.

The State reserves the right to negotiate modifications of the application, specific grant amounts, set conditions, change the dollar amount of grant awards, and to select certain grantees regardless of points awarded as part of the evaluation process to meet methods to ensure the quality of funded projects, federal requirements or State priorities.

The State has the right to ensure that grant recipients are competent, responsible, and committed to achieving the objectives of the award and may visit sites prior to funding to verify the application's content. The State has the right to consider experience with the 21CCLC program, the number of children served as well as grade levels targeted, and consider grantee geographic areas when determining grant awards. Applications will be given priority in accordance with statutory requirements and as outlined in these guidelines; however, priority does not guarantee an award.

Applicants should propose programs that can be fully implemented as described within the application, with a budget that appropriately justifies all planned activities, staffing, and resources, as there will be limited opportunities to modify the grant scope after award. Funding may be reduced based on program performance, including not meeting attendance projections.

Purpose of 21CCLC Program

The Nita M. Lowey 21st Century Community Learning Centers (21CCLC) Program is authorized under Title IV, Part B of Every Student Succeeds Act (ESSA), originally established through the Elementary and Secondary Education Act (ESEA).

The purpose of the 21CCLC program is to support communities in establishing or expanding community learning centers that provide students with academic enrichment opportunities and a broad array of activities during non-school hours, helping them meet state and local academic standards. In addition to strengthening academic performance, the program is designed to offer safe, supervised environments for students outside of the regular school day, particularly to support working families. By integrating academic enrichment, youth development opportunities, and family engagement 21CCLC programs ensure students have access to high-quality, well-rounded experiences that promote both academic achievement and overall well-being.

This is a competitive grant program. Funding is awarded through a rigorous application process to applicants that best demonstrate the capacity to deliver high-quality programming, meet identified student needs, and align with statutory requirements and program goals.

Eligibility

Subgrant applications must demonstrate that the proposed services are serving students enrolled in public schools eligible for Title I Schoolwide Program status or public schools with a poverty rate of 40 percent or higher, as measured by the percentage of students eligible for Free and Reduced Lunch (FRL). Eligible schools include:

- Public Title I Schoolwide programs under section 1114 of the ESEA.
- Title I public schools receiving a waiver from SD DOE to operate a schoolwide program.
- Public schools with a poverty rate of 40 percent or higher, based on FRL data from any month since the 2024-2025 school year.

Applicants must document the school's FRL percentage using official data provide by the school district, such as district reports or verified state reporting sources. Self-reported or estimated FRL data will not be accepted.

Eligible applicants include 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. Eligible entities must demonstrate that proposed services directly support students in one of the above categories. If you have questions about eligibility, please contact the school district to be served or SD DOE.

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

Middle and high school students are less likely than elementary students to participate in Free and Reduced Lunch programs. To address this, applicants may use the “feeder pattern” method, which estimates the number of low-income children in a middle or high school based on the average poverty rate of the elementary schools that feed into it.

Example of Feeder Pattern:		
Elementary School	Enrollment	Low Income #
School A	568	364
School B	329	163
School C	588	262
School D	<u>836</u>	<u>277</u>
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 ($1,066 \div 2,321$). 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%.		

This table provides Example of Feeder Pattern.

Grant Awards and Duration

Time period: 21CCLC grants are awarded for a period of four years. The grant consists of four annual grant award periods that run from July 1 – June 30.

Grant Amount: Grant awards are a minimum of \$50,000 per year, but not to exceed \$300,000 per year. Funding for 21CCLC grants, is contingent upon Federal appropriations from the U.S. Department of Education.

Collective Applications: A single application must be submitted for collective sites when those sites operate under one project and are administered by a single applicant entity. Multiple smaller agencies may also apply together for one grant, provided they meet the requirements found in EDGAR 75.128-129. Joint applications must include a copy of the formal agreement between the partnering agencies.

Applicants with very large student populations may consider submitting multiple applications. Separate applications for school clusters in different neighborhoods may be submitted, provided each application is for a separate and distinct project.

Number of grants: There is not a set number of grants to be awarded each year, the total number of grants awarded each year depends on numerous factors including but not limited to the total number of applications and level of available funding.

Continuation of Grants: In years two through four, grantees must submit a continuation application through the Grants Management System (GMS). Continuation awards are based on successful review of program implementation and compliance with the approved application and budget. Grantees that are not making substantial progress toward implementing the approved program, or that expend funds on activities outside the approved budget, may have continuation funding reduced or revoked. Continuation approval letters will be issued for all approved continuation applications.

Carryover: Carryover of 21CCLC funds is not guaranteed from year to year. The State may allow up to 10% of the prior years unspent funds to be carried over to support activities consistent with the original scope of work. Availability of carryover funds will be communicated by the State on an annual basis. Applications should be written to fully implement the project without relying on anticipated carryover funds.

Need for Project

Applicants must conduct and document a community needs assessment that clearly demonstrates the necessity of the proposed 21CCLC program. The needs assessment should use current, verifiable data to identify student academic needs; student wellness or behavioral needs; and alignment in meeting State academic standards. It should also examine school and community conditions—such as the availability of existing out-of-school time programs, transportation barriers, safety concerns, and limited youth services—that support the need for out-of-school time programs. Additionally, applicants must assess family needs, including the needs of the working family, access to literacy supports, opportunities for engagement, and safe, supervised environments for children outside of school hours.

Applicants must address both facility availability and transportation when planning the community learning center. These factors, as noted in the guidelines, are critical to ensuring that students can safely access the program and that proposed activities can be implemented effectively. Based on the needs assessment, applicants must describe how the proposed program will be implemented to address identified needs and leverage available community resources.

This link will take you to the [21st CCLC National Technical Assistance Center \(NTAC\) Planning and Implementation Toolkit and User Guide](#) that can be used by applicants to support them in the development of the SD 21CCLC application.

High-Quality Afterschool Program

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool programs*, high-quality after-school programs generally have the following components:

1. Goal setting, strong management, and sustainability
2. Quality of program staff
3. Attention to safety, health, and nutrition guidelines
4. Enriching learning opportunities
5. Communication between school-day and afterschool personnel
6. Evaluation of program progress and effectiveness
7. Strong involvement of families
8. Effective partnerships with CBO's, Juvenile justice agencies, law enforcement, and youth groups

Applicants should demonstrate how their proposed 21CCLC program incorporates these high-quality components.

Location of programs

Nita M. Lowey 21st Century Community Learning Centers programs must be 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. Programs operated in facilities outside of the schools must show how the location is at least as available and accessible as the elementary, middle or secondary school.

Applicants must describe how information about the community learning center, including its location will be shared with the community in a clear and accessible manner. Additionally, applicants must ensure that their proposed community learning center program is accessible to individuals with disabilities in accordance with section 504 of the Rehabilitation Act.

Transportation

Safe, reliable transportation to and from the facility is a vital component of any successful program. Providing transportation promotes regular attendance, reduces barriers for students, and provides supervision and safety. Applicants must describe how students participating in the program will travel safely to and from the center and home.

Program Activities

To receive the grant under this program, applicants must provide services that address the absolute priority, academic enrichment and supplement with other program activities and family engagement.

The State has not mandated a required amount of time for program hours or for a single activity category, all program components are expected to be offered regularly and consistently, with a strong emphasis on academic enrichment. Applicants will need to outline the program plans for implementation and grantees will be required to provide evidence of implementation during the monitoring process. Applicants will also need to demonstrate that the activities in the application are, as of the date of the submission of the application, not accessible to students who would be served or would expand accessibility to high-quality services that may be available in the community.

21CCLC Required Activities:

1. Academic Enrichment: Absolute priority is for programs to provide opportunities for academic enrichment, including providing tutorial services to help students meet the challenging State academic standards.
2. Broad Array of Enriching Services: Programs are to also offer students a broad array of additional services, programs, or activities that reinforce and complement the regular academic program. These services, programs, or activities may include: Well-rounded education activities; Arts and music education; Tutoring and mentoring; Literacy programs; Financial Literacy program; Environmental literacy program; Nutrition and health education; Services for students with disabilities; Programs that provide after-school support for English Learners; Cultural programs; Telecommunications and technology education; Expanded library service hours; Parenting skills programs; 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; Counseling programs; STEM; Computer science; Career and technical education, including internships and apprenticeships; Career competencies and career readiness programs Youth development activities.
3. Family Engagement: Additional to the academic enrichment and additional services and activities, program are to offer families of students served opportunities for active and meaningful engagement in their children's education, including literacy programs and other educational support.

Priority may be provided to applications that support the State's initiative to Move Literacy Forward with Instruction grounded in the Science of Reading (SOR) by showing focus on literacy and providing clear plans for implementation.

Family Nights are often a component of family engagement; however, this should not be the only type of activity provided to families. Family Engagement opportunities should be designed to provide adult family members with tools necessary to support their child's academic success. Applications will receive priority for proposed programs that emphasize evidence-based

practices for increasing student attendance and engagement, reducing rates of chronic absenteeism, and enhancing connections between students in middle grades and high school and their school, family and program partners.

Family engagement activities may be coordinated with other district, school, or Title program initiatives to maximize participation and resources. However, applicants must clearly demonstrate the 21CCLC program's role in planning, marketing, and implementing these activities. The program should actively engage families of participating students, ensuring that the 21CCLC's contribution is meaningful and directly supports student learning and program objectives. Documentation should reflect the programs involvement in all phases of the engagement activities.

Marketing

Applicants must describe how information about the community learning center, including its location and available programs, will be shared with the community in a manner that is clear, understandable and accessible to all. This includes ensuring families, students, and community members can easily access program details and enrollment information.

Hours

21CCLC grantees must provide students with educational opportunities outside the traditional school day. Programs must operate during non-school hours or periods when school is not in session, such as before school, after school, evenings, weekends, extended school breaks, and/or summers. Operational hours should be structured to ensure that students and families receive adequate contact time each week, supporting meaningful and academic enrichment and family engagement. Applicants should use the information gathered through the needs assessment to align program calendars and operational hours with the family and student needs to maximize participation and program impact.

Average Daily Attendance (ADA)

Average Daily Attendance (ADA) is a key measure of student engagement and program effectiveness in 21CCLC. Regular and consistent attendance is essential for students to benefit fully from academic enrichment student wellness supports, and other program activities.

Definition: ADA represents the average number of students who attend the program each day over a given reporting period.

ADA Calculation: Total student attendances divide by the total program days.

Reporting: Programs must track and report ADA accurately to demonstrate student participation and program impact.

Programs should monitor participation patterns, engage families, and provide a safe and welcoming environment to encourage consistent attendance. Programs that fail to meet ADA projections and expectations may face reduction or adjustment of funding.

Participation

21CCLC programs are required to primarily serve students from schools that establish program eligibility. Programs must also comply with equitable service requirements for children attending private schools and provide accessible services for students with disabilities in accordance to Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act.

In designing and implementing programs, applicants should consider the needs of a broad range of populations, including but not limited to: English Learners, students who are economically disadvantaged, students with disabilities, students performing at advanced levels and family members of participants served.

21CCLC programs must ensure that students with disabilities have meaningful access to all program activities, including academic enrichment, youth development and family engagement opportunities. Programs may not exclude students from participation solely because of a disability. Applicants will describe appropriate resources and how the location is safe and accessible to support students with disabilities.

Programs should assess the needs of students with disabilities when conducting the community needs assessment and plan accordingly in the application. 21CCLC funds may be used to support costs associated with providing accommodations, supplementary aids, or other services necessary to include students with disabilities in the program.

Applicants will receive priority points for programs that propose to target services to students who primarily attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the LEA to be in need of intervention and support to improve student academic achievement and other outcomes and who enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal delinquent activities, or who lack strong positive role models and families of students described.

Grantees and applicants are ultimately responsible to obtain proper documentation, ensure compliance and carefully review and apply requirements.

Staffing, Safety, and Supervision

Applicants must implement clear, transparent hiring processes to recruit and select qualified staff for 21CCLC programs. Agencies should maintain documented hiring procedures for staff and volunteers. These procedures should specify required qualifications, background check requirements and training expectations in accordance with federal, state, and local laws and regulations and that ensure the safety and well-being of students.

Programs must establish and implement procedures for staff evaluation that monitor performance, support ongoing professional growth and maintain program quality. Where applicable, staff must obtain and maintain all required licenses or certifications. In cases where licensure or certification is not required, programs must ensure that staff meet the minimum qualifications necessary to deliver a safe, healthy, and effective program.

Volunteers should be appropriately screened, trained, and supervised.

Licensure

South Dakota Department of Social Services requires Before and After School programs to be licensed, prior to operating, regardless of the funding source or location of the program

Applicants are not required to be licensed to apply for the 21CCLC grant, however, are required to start the process to apply for licensing.

The South Dakota Department of Social Services (DSS), Office of Licensing & Accreditation oversees licensing and can provide details about the licensing process and requirements. For more information, visit the [SD DSS Child Care Licensing page](#) or call 1-800-227-3020.

Professional Development and Staff Training

High-quality 21CCLC programs prioritize continuous professional development and training to ensure staff can be prepared to deliver effective academic enrichment and maintain the safety and well-being of participating students.

Professional development and trainings should prioritize local, state, and federal training specific to 21CCLC requirements, out-of-school-time programming, and any applicable licensing or regulatory requirements. These opportunities are essential to program compliance with federal, state and local laws and regulations; staff preparedness; child safety; and high-quality implementation.

Aligning training across the school day and out-of-school time program helps reinforce learning, support shared expectations, and strengthen overall program quality. Though not a requirement, it is encouraged for programs to align staff training and professional development

with that of the school day staff. This may include participation in the same or similar professional learning opportunities when appropriate.

Programs are expected to leverage the connections, resources, professional learning opportunities and supports available through licensure for before- and after- school programs. These trainings can help staff understand licensing requirements related to health, safety, supervision and program operations, while also enhancing program quality. Including these trainings into professional development plans helps ensure consistency, compliance and alignment across program operations.

Programs are encouraged to implement structured coaching, mentoring, and evaluation systems to support staff growth, maintain program fidelity, and foster staff retention through a supportive and engaging work environment.

Training that is broader in scope or supports the program at a larger organizational level may be incorporated into professional development plans when relevant; however, such training should be clearly connected to 21CCLC program goals and appropriately differentiated to reflect its relevance to 21CCLC programming.

Technical Assistance

The SD DOE staff conduct various opportunities for grantee staff to build capacity, obtain training, and receive technical assistance; some in which are optional while others are required. These opportunities are communicated to 21CCLC program staff.

21CCLC funds can be used to support registration and travel for staff training, professional development and technical assistance opportunities.

Consultation

21CCLC programs must be designed and implemented in active collaboration with the schools of the students participating in the program. This collaboration ensures alignment with school-day instruction and supports student learning. While certain functions—such as reporting, monitoring, or compliance—may occur at the district level, program design and implementation must be coordinated directly with each participating school.

It is the responsibility of the applying agency to consult with the schools *prior* to submission of the 21CCLC application. The consultation should include program development, creating a sharing agreement for relevant data, in compliance with applicable laws relating to privacy and confidentiality, and plans for active collaboration that is fluid and continuous throughout the four years of the grant.

Eligible Schools: Each application must be planned and carried out in active collaboration with the eligible schools of participating students. It is the responsibility of the applying agency to

consult with schools *prior* to submission of the 21CCLC application. Applications must include a sharing agreement for the relevant and required data submissions as a 21CCLC grantee.

Private School: Applying agencies must consult with private school officials during the design and development of the 21CCLC program to determine how the needs of students will be identified, what services will be offered, and how participation will be structured. In addition, grantees must engage in annual consultation to review and update services as needed to ensure ongoing equitable access.

21CCLC programs must provide comparable opportunities for participation by students from both public and private schools located within the attendance area(s) of the eligible school(s), unless otherwise determined by the applicant. Students, teachers, and other educational personnel from private schools are eligible to participate on an equitable basis. All services and benefits provided to private school students must be secular, neutral, and non-ideological, and grantees are responsible for ensuring equitable services are provided to private school students and their families.

Tribal School: Affected local education agencies (LEAs) applying for financial assistance under the 21st Century Community Learning Centers program (21st CCLC), are required to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA prior to submitting a plan or application. An affected LEA is one that either:

1. has 50 percent or more of its student enrollment made up of American Indian/Alaska Native students; or
2. received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000. (Section 8538 ESEA).

Affected LEAs are required to engage in timely and meaningful consultation with appropriate tribal officials, providing them the opportunity to substantially contribute to the application plan. LEAs consult before making final decisions on significant and substantive issues related to the application. The LEA should consider providing written responses to tribal input explaining how feedback was considered.

Each LEA must maintain the agency's consultation and provide to the South Dakota Department of Education, a written affirmation, signed by the appropriate tribal official, confirming that consultation occurred.

Collaboration and Partnerships

Forming partnerships with community organizations can greatly benefit out-of-school time programs in serving students and achieving program goals. Partnerships also increase visibility and long-term sustainability. By leveraging community resources through collaborations, afterschool programs can enhance project-based learning opportunities, offer engaging and

educational field trips, bring in assorted guest speakers, and expand support services. The result will lead to improved student outcomes and family engagement.

Applicants are strongly encouraged to form partnerships that enhance the design, implementation, and sustainability of their 21CCLC program. Partnerships may include local educational agencies (LEAs), community-based organizations (CBOs), faith-based organizations, public agencies, institutions of higher education, or other eligible entities. Applications submitted jointly by eligible entities consisting of not less than one local educational agency receiving funds under Title I part A and another entity will receive priority.

Partnerships should be structured to address documented community needs, enhance program quality, expand learning opportunities, and family engagement. Applicants should describe the involvement of partners during the development of the proposed project, their role and frequency of services with the program.

Sustainability

21CCLC grants are not intended to provide programs with long-term sustainability of their out-of-school time programs, applicants should bring together stakeholders such as local education agencies, eligible schools, and other community organizations.

Applicants should bring together community organizations, local education agencies, schools and other stakeholders to determine how to best leverage resources within the community to sustain program activities over time, and maximum impact and long-term continuation of the program. Programs are to describe their sustainability plan within the application.

Reporting

Grantees are required to submit data and/or Annual Performance Reports (APR) that describe project activities, accomplishments and outcomes. The purpose of these reports are to demonstrate that substantial progress has been made toward meeting the objectives of the project outlined in the grant application and collect data that addresses the performance indicators for the 21st CCLC program. A funded application must commit to:

1. Participating in statewide evaluation activities conducted by the South Dakota Department of Education and the U.S. Department of Education including submitting data through the federal 21APR system. Data submitted through the 21APR system is guided by the five federally approved performance measures.
2. Participating in the monitoring process which may include site visits and/or virtual reviews.
3. Submitting required documents and reports, documentation, via the Title Programs Monitoring Platform, the Grants Management System (GMS) and other noted channels.

Federal Annual Performance Report (21APR)

As a part of the Federal and State reporting requirements, grantees are required to report to the state and within the APR system the detailed information below.

Activities, Staffing and Participation (ASP)

Activities- this is the specific activities from the allowable activities noted within the guidelines offered to students. Grantees are to track activities offered and the number of participants in the offering of each activity.

Staffing- this is the number of paid and volunteer staff such as administrators, college students, community members, high school students, parents, school day teachers, other non-teaching staff, subcontracted staff, and other staff.

Participation- this is student participation numbers for program attendance. Student participation is reported by grade (K-12) and the hour bands fewer than 15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours and 270 hours) as recorded for each student participating in the program.

Within the participation reporting is reporting on students' demographics including, student sex, English Learners, students who are economically disadvantaged, students with disabilities, and family members of students in attendance at 21CCLC sponsored events.

Program Performance Outcomes (PPO)

Program Performance outcomes- often referenced as outcomes, are based on student participation information reported in the ASP reporting noted above. Based on individual student performance, programs are required to report on the following areas that are noted as Performance Outcomes.

1. **Academic Growth:** Percentage of students in grades 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in English/language arts and mathematics on South Dakota State assessments.
2. **GPA Improvement:** Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming with a prior-year unweighted GPA below 3.0 who demonstrated improved GPA.
3. **Attendance Improvement:** Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school-day attendance rate at or below 90% in the prior school year and show an improved attendance rate in the current school year.
4. **Reduction in In-School Suspension:** percentage of students in grades 1-12 attending 21CCLC programming who experience a decrease in in-school suspensions compared to the previous school year.

5. ***Student Engagement:*** Percentage of students in grades 1-5 participating in 21CCLC programming who demonstrate improved teacher-reported engagement in learning during the school year and summer.

21CCLC applicants are to consult with schools prior to the submission of the application. A component of the consultation should include a data sharing agreement, in compliance with applicable laws relating to privacy and confidentiality. The Consultation and Data Sharing Agreement that is to be completed and submitted within the application should encompass the relevant required data in this section.

Measures of Effectiveness

ESEA Section 4205 (b)(1)(A-E) says for a program or activity developed in the application to meet the measures of effectiveness, the program or activity shall:

- (A) Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- (B) Be based upon an established set of performance measures aimed at ensuring the availability to high-quality academic enrichment opportunities;
- (C) If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
- (D) Ensure that the measures of student success align with the regular academic program of the school and academic needs of participating students and include performance indicators and measures described in 4203(a)(14)(A);
- (E) Collect the data necessary for the measures of student success described in the section above.

The State has based its performance measures in alignment with the Federal Annual Performance Report, including the federal performance measures that are referenced in the 21CCLC Guidelines as Program Performance Outcomes.

Applicants must describe in its application how its proposed program or activities will meet these measures of effectiveness. The SEA monitors the effectiveness of programs and activities implemented by the program.

Evaluation

All 21CCLC grantees are required to conduct periodic program evaluations. The periodic evaluation of 21CCLC programs should review progress toward achieving the goals, federally mandated performance metrics, and overall student success.

Results from the evaluation should be used to celebrate or set forth plans for improvement and refinement of the programs and activities and be made available to the public upon request, with public notice of such availability provided.

Applicants will provide information on the program's evaluation plan including how the evaluation will address the measures of effectiveness and how it will be disseminated.

Monitoring

There are various forms of monitoring that are ongoing throughout the year as well as targeted monitoring done annually. Monitoring is conducted to ensure compliance with federal and state requirements, as well as to verify that programs are implementing activities as described in both the original application and continuation applications.

The annual monitoring process is based on a risk assessment that considers factors such as prior performance, fiscal history, staffing stability, and program compliance. As part of the monitoring process grantees are required to submit evidence of implementation—such as schedules, lesson plans, attendance logs, partnership documents, family engagement materials, evaluation results through the Crate system. The State reviews documentation for compliance, alignment with project scope and the delivery of high-quality services.

Monitoring activities may include desk reviews, virtual reviews, on-site visits, and follow-up request for clarification and corrective action when needed. The goal of monitoring is to support continuous improvement, ensure accountability, and help grantees meet objectives of the 21CCLC programs.

An ongoing part of monitoring is review of reimbursement requests in the GMS system. This process reviews supported documentation for expenditures of 21CCLC funds. Grantees receive reimbursement for expenditures listed in the most recently approved budget and application.

State and Federal Compliance

Regulations from the Education Department General Administrative Rules (EDGAR) are applicable to the 21CCLC program. Entities receiving funds for 21CCLC programs through SD DOE, must comply to regulations. They can be found on the linked [United States Department of Education website](#):

- 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

21CCLC subgrants are subject to the general prohibition against sex discrimination in 20 USC 1681 (“No person in the [US] shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”)

As part of regulations and monitoring the following may be reviewed:

- Program Inventory list
- Procurement policy
- Time and Effort Documents
- Record storage, retention and destruction policy
- Expenditure documents

Expanded learning programs are not being implemented in South Dakota.

Renewability of Awards is not being implemented in South Dakota 21CCLC programs.

Unique Entity Identifier

To apply through the South Dakota Department of Education’s online Grants Management System (GMS) applicants must obtain a Unique Entity Identifier (UEI) number, and an active registration in the Federal Award System for Award Management (SAM). These items are not required for the Notice of Intent to Apply, but they must be obtained and be current before submitting the full application. Obtaining or renewing a SAM registration may take up to 30 days, so please verify that both the UEI and SAM registration are up to date.

- The UEI and SAM registration can be obtained through the [System for Award Management site](#).
- Once the organization is assigned a UEI, you will be prompted to complete the full SAM registration, which will include receiving an expiration date.

If your entity has an indirect cost rate agreement approved by a cognizant agency of the Federal Government, please submit a copy with the Notice of Intent to Apply. South Dakota public Local Educational Agency’s (LEAs) already have an approved rate with the South Dakota Department of Education and do not need to submit additional documentation.

The Notice of Intent to Apply must list the legal name of the organization exactly as it appears or will appear in the UEI/SAM registration. This is the entity that will receive and administer the grant and will be responsible for all grant requirements for the duration of the award. If the organization operates under an additional name (such as DBA), that name may be referenced in the application; however, the legal UEI/SAM-registered entity must be identified as the official applicant and grantee.

Use of Funds

The applicant must use their 21CCLC funds to provide services directly for the specific project and participants as described in their application, including the specific activities, programs and partnerships proposed. All costs must meet the standards described in [2 CFR Part 200 Subpart E- cost principles](#).

Proposed costs must be reasonable, necessary and allocable to carrying out the program's purpose. Costs that are unallowable, not incurred specifically for the project, inflated may be reduced or removed by SD DOE. All items included in the budget must be explicitly described within the application narrative and directly tied to the proposed activities, programs and partnerships. The SD DOE may disallow costs that do not align with the approved activities. Equipment purchases are allowed in years one through three.

Selected non-allowable uses of funds are 1) Application preparation costs; 2) Facility construction; 3) Vehicle purchases or direct vehicle maintenance costs.

Reasonable, Necessary, Allocable

The Uniform Grant Guidance (UGG), which applies to all federal grants—including those from the United State Department of Education (ED)—requires that all costs charged to these grants be reasonable, necessary, and allocable, taking into account the amount of funding and specific needs of the program.

1. **Reasonable:** consistent with prudent business practice and comparable current market value,
2. **Necessary:** required to carry out the intent and purpose of the Title program; and
3. **Allocable:** chargeable or assignable in accordance with relative benefits. In addition, costs must be aligned with generally accepted accounting principles (GAAP) and adequately documented and budgeted within the grant.

Sections §200.421 through §200.475 of the UGG provide detailed guidance on selected items of cost; however, the absence of a specific cost does not imply that the cost is automatically allowable or unallowable.

UGG lists costs that may never be paid for with federal funds, costs supported with federal funds must satisfy, sets additional requirements for certain costs supported for federal funds and procurement and recordkeeping requirements for federally funded goods and services.

Grant spending has the most impact when subgrantees spend federal funds on effective programs and activities designed to meet program goals. When designing the budgets applicants are encouraged to carefully consider the needs of students, educators, and other relevant stakeholders, determine the programs and activities are most likely to effectively address needs, and prioritize those programs and activities when deciding what costs to support with the funds.

When determining whether a cost is allowable staff should ask:

- How is the expenditure reasonable, necessary, and allocable under 21CCLC?
- What need does it address, and how does it align with the 21CCLC?
- How will the expenditure be evaluated for its impact of student achievement?

Refer to the 21CCLC Allowable Cost Guide to reference common 21CCLC costs.

Supplement not Supplant

Funds requested in this proposal must be used only to increase the level of Federal, State, local and other nonfederal funds that would, in the absence of the 21CCLC funds be made available for program and activities.

21CCLC grant funds must supplement, not supplant existing services. Programs are prohibited from using 21CCLC grant funds to pay for existing levels of service funded through any source and must assure within the 21CCLC assurances that in no case will the 21CCLC funds supplant federal, state or local nonfederal funds.

Program Income

Program income is the gross income earned by a non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the performance period. Program income may include, though is not limited to participation fees collected for student participation, student activities, family activities, or community events supported with 21CCLC resources.

21CCLC programs are designed to support students attending high-poverty schools by providing high-quality enrichment opportunities during out-of-school time. It is generally unreasonable for a program to generate income. Program income cannot create a barrier for students and their families, and no participant can be turned away for the inability to pay.

If a subgrantee determines a need for program income, they must request approval for program income before it is generated. Requests must be submitted to SD DOE who then submits requests to United States Department of Education. Requests must include:

1. A description of how the subgrantee plans to generate program income and an approximate amount of income likely to be generated; and
2. An explanation of why the program income is necessary to achieve the goals of the program; and
3. A description of how program income funds will be tracked and reported to SD DOE.

US ED must approve the request before the subgrantee may begin collecting program income, SD DOE will notify the subgrantee of approval and communicate proper next steps.

Program income policies must adhere to 2 CFR 200.307 and may only be used for authorized an allowable activity already approved in the original application. All program income must be tracked separately and obligated within the same fiscal year it was generated. Income generated without prior written approval may be deducted from 21CCLC allocation, in the amount of income generated.

Resources

[ESEA Title IV, Part B-21st Century Community Learning Centers](#)

[SD DOE 21CCLC webpage](#)

[21CCLC National Technical Assistance Center | NTAC webpage](#)

[South Dakota Department of Social Services \(DSS\) Child Care Licensing and Registration](#)

[South Dakota Early Childhood Enrichment webpage](#)

[Section 504 of the Rehabilitation Act of 1973](#)

[The Americans with Disabilities Act](#)

[21st CCLC National Technical Assistance Center \(NTAC\) Planning and Implementation Toolkit and User Guide](#)

Application Submission Guidance

Notice of Intent to Apply

A Notice of Intent (NOI) to Apply must be completed for the Nita M. Lowey 21st Century Community Learning Centers Grant project. NOI's must be submitted by mail or email by the noted due date set for each competition year. Entities intending to apply for more than one grant must submit a NOI for each application. Submissions of NOI's do not obligate an agency to apply, agencies will not be able to apply without a submitted NOI.

A Notice of Intent to Apply must be completed to apply for the Nita M. Lowey 21st Century Community Learning Centers (21CCLC) Grant. A Notice of Intent to Apply must be submitted for *each* grant application and each proposed project must serve a separate student population. A Notice of Intent to Apply must be received by mail or email by the provided due date. Submitting the Notice of Intent to Apply is required to apply for funding but does not obligate an organization to submit an application.

The Notice of Intent to Apply must list the legal name of the organization exactly as it appears in the UEI/SAM registration. This is the entity that will receive and administer the grant and will be responsible for all grant requirements for the duration of the award. If the organization operates under an additional name (such as DBA), that name may be referenced in the application; however, the legal UEI/SAM-registered entity must be identified as the official applicant and grantee.

Application Process

The grant application will be completed and submitted entirely through the South Dakota Department of Education's Grant Management System (GMS). After submitting a Notice of Intent to Apply, the designated contacts will receive instructions for accessing the GMS. SD DOE 21CCLC coordinators will provide training and technical assistance to support applicants in navigating the system and completing the application process.

The application requires detailed narrative responses that describe the proposed program, including how the applicant will address the needs of students and families, implement academic enrichment, provide a broad array of activities and foster family engagement. Applicants must also describe how their program design reflects the results of the needs assessment, staffing and supervision plans, partnership collaboration, planned hours of operation, and strategies for evaluation and continuous improvement. In addition, applicants will include a detailed budget and budget justification, ensuring that all costs are reasonable, necessary, and directly tied to the proposed activities, programs and partnerships.

Throughout the application process, applicants are strongly encouraged to reference the guidelines. The information provided in the application will be used not only to assess the program's capacity, alignment with statutory requirements, and potential impact on students and families, but also as a baseline for monitoring implementation.

21CCLC Assurances

All applicants for the 21CCLC grant must review, acknowledge and submit agreement to all assurances within the GMS application.

The 21st Century Community Learning Centers attestation and assurance statements listed below:

1. The application will assure that the program will primarily target students who attend public schools eligible for schoolwide programs under section 1114 and the families of such students.
2. The applicant will transport students only in vehicles that meet applicable safety standards.
3. The applicant assures that the proposed program was developed and will be carried out in active collaboration with the schools that participating students attending, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities.
4. The applicant assures that the proposed program will be in alignment with the challenging South Dakota academic standards and any local standards.
5. An assurance that the community will be given notice of an intent to submit an application and that the application, and any waiver request will be available for public review after submission of the application.
6. The application will conduct the program in a safe and easily accessible facility that complies with all health, fire and safety requirements; facilities other than an elementary, middle, or secondary school must be at least as available and accessible to the participants as if the program were in an elementary or secondary school.
7. The applicant will coordinate and collaborate, to the extent feasible and necessary as determined by the applicant, with other agencies providing services to children, youth, and families, including health and social services.
8. The applicant will not accept a South Dakota 21st Century award and a Bureau of Indian Education 21st Century award for the same project at the same time.
9. An assurance that the subgrant funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of the funds under this part be made available for programs and activities authorized under this part, and in no case supplant federal, state or local non-federal funds

Applicants are required to review, acknowledge and agree to all programmatic, fiscal and compliance assurances within the GMS as a condition of the award.

Application Submission

Before submission, applicants should ensure all narrative sections, budgets, and supporting documentation are completed, aligned and submitted within the application. Applications are to be submitted via GMS by the stated deadline. Applications not submitted by the deadline will not be reviewed.

Submitted applications will first undergo an initial review by SD DOE staff to ensure applications were received on time, meet eligibility and include all required information, including any necessary consultation. Applicants that do not meet these basic requirements may be removed from consideration.

Eligible applications will then be evaluated and scored by peer reviewers with experience in 21CCLC, out-of-school time programs, and education. Peer reviewers review and rate the applications to determine the extent to which the applications meet the program requirements. The peer reviewers will use the criteria to guide the reviews and provide recommendations for grant awards and funding.

After scoring, SD DOE staff will conduct a final review, to review ratings, and ensure the quality of projects to determine funding decisions.

After the final application review is complete, the State will communicate funding decisions to all applicants. Notifications will include whether the application was approved for funding, the amount awarded, and any conditions or requirements associated with the grant. Applicants not selected for funding will also be notified and may receive feedback to support future applications.

Application Narrative and Criterion

Program Overview (5 points)

Provide a program overview that summarizes the services offered to students during non-school hours and periods when school is not in session. Describe programming by site for both the school year and summer term, including before- and/or after-school hours, summer operating hours, regular days of operation, and the program's standard calendar.

Criterion 1: Need for Project (25 points)

Applicants must clearly demonstrate the need for the 21CCLC program within the community they intend to serve. Applicants should use current and verifiable data, stakeholder input, and results of a comprehensive community needs assessment.

1. Describe the results of the community needs assessment. Explain how the proposed project will address the identified needs, including the needs of the working families and how the assessment informed program design. Describe how the community will be notified of the application.
2. Identify risk factors affecting students in the proposed service area- such as economic disadvantage, limited English proficiency, dropout trends, truancy patterns, juvenile delinquency rates, or unmet childcare needs that place them at risk of failing to achieve success in school. Use current data to demonstrate how these factors affect students' ability to succeed academically and socially.
3. Demonstrate that the students to be served by this project require academic improvement based on their individual performance. Use current data to support the specific academic and enrichment needs of students to be served.
4. Describe how the program will target services to students who are most at risk and in greatest need of support. How will the program recruit and enroll these students?
5. Describe current programming in the community, activities, targeted population and funding sources of the efforts already in place. Demonstrate the need for establishing or expanding opportunities.

Criterion 2: Project Design (40 points)

1. Provide a description of activities to be funded and the program's implementation schedule—what will the regular/weekly schedule look like, include frequency of implementation for:
 1. academic enrichment activities, including tutorial services
 2. additional activities
 3. family engagement and family events
2. Describe how the proposed activities are expected to improve student achievement and how they align with and meet the required measures of effectiveness.
3. Describe how the program utilized the needs assessment to align the programs hours and calendar with the school day hours and the academic calendar.
4. Describe how the program and activities are developed and will be carried out in alignment with the challenging State academic standards and any local educational standards.
5. Demonstrate the use of best practices including research or evidence-based practices to provide educational and related activities. Describe how they will complement and enhance academic performance achievement, postsecondary and workforce preparation, and/or positive youth development of the students.
6. Describe the program's location, including areas and spaces to be used for program activities. Describe how it ensures it is safe and is at least as available and accessible to all students, including students with disabilities as if the program were in an elementary, middle or high school.
7. Describe the transportation needs of students as determined by the needs assessment. How and what will the program do to meet the transportation needs? Include how the program will ensure safety of travel, how students will get to and from the center for school year and summer programming and how the students and families are made aware of the transportation policy.
8. Provide a detailed description of the program's marketing plan. Specify how information about the center will be disseminated to families and the broader community. Marketing material must include the program's location and the assurance that the program is free and no family will be denied participation due to inability to pay.

Criterion 3: Adequacy of Resources (30 points)

1. Provide a detailed timeline for the proposed project. Include stakeholder consultations, staff hiring, marketing efforts, anticipated start date for each site, and any other major project milestones.
2. Summarize the proposed practices and/or policies specific to:
 1. Nutrition
 2. Positive behavioral supports and discipline
 3. Confidentiality
 4. Emergency preparedness
 5. Staff and volunteer qualifications and training
 6. Handling of injuries
3. Describe the preliminary plan for how the community learning center will continue after 21CCLC funding ends. Include actions steps that will be taken throughout the grant period to advance the sustainability plan.
4. Describe the program's plan regarding program income. If the program will collect program income, explain how it will be collected and tracked. If the program will not collect program income, please note this in the narrative box. Program income and requirements is explained in the 21CCLC Guidelines.
5. Provide a budget justification that describes how the proposed budget aligns with the activities, programs, attendance projections and services outlined in the program narrative. Provide a cost-per-pupil analysis. Ensure justification includes all four years of the project.
6. Describe the process used to ensure budgeted items are reasonable, necessary, and allocable to the grant. Additionally, describe how the anticipated cost reflects attendance projections, include a cost-per-pupil analysis for each year of the project.

Criterion 4: Management (30 points)

1. List staff paid and unpaid(volunteer) positions to be used for operating the 21CCLC program. Summarize job descriptions and minimum qualifications for required positions within the program. A detailed staff page may be requested.
2. Describe the program's training and professional development plan for staff and volunteers and how the program will support professional development and training.
3. Describe the process used to determine the Average Daily Attendance (ADA) projection for the application, the program's attendance policy, and how the attendance data will be used for planning.
4. Describe the process used to ensure funds requested are used only to increase the level of Federal, State and local funds and not supplant existing services.

5. Describe how the 21CCLC program will ensure that all assurances, implementation requirements, and grants management requirements are continuously met throughout the grants terms.
6. Describe the process used to make decisions regarding the budget in terms of purchasing, salaries, claims etc.

Criterion 5: Partnerships and Collaboration (20 points)

1. Describe how the applicant engaged each participating school—including private schools—in the development of the proposed project. Explain how ongoing communication and alignment to the regular school day will be maintained throughout the grant period. A signed and dated Collaboration and Partnership Agreement must be submitted for every school of participating students.
2. Describe the coordination the applicant has with the school(s) for data sharing. Detail the process for the program to obtain the data for required 21CCLC reporting and how it will ensure the data collection is completed on time and accurately?
3. Explain how the proposed program will make the most effective use of public resources by coordinating its own federal, state, and local funds and by collaborating with other agencies that receive federal, state, or local funding. Include details on shared professional development, resources to serve students with disabilities, partnerships with local youth-serving programs, and strategies for delivering meaningful, integrated services to students, families, and the broader community.
4. Describe how partners were involved in the development of the proposed project. List partnering organizations providing a brief description of the roles in the program, frequency of services. Partnerships can be between the local educational agency, community-based organizations, and other public or private entities.

Evaluations and Continuous Improvement (25 points)

1. Describe the evaluation plan including:
 - a. who will conduct the evaluation
 - b. when the evaluation will be conducted
 - c. how it will review key components such as: goals/objectives, statewide measures of effectiveness, performance indicators
 - d. how it will use the results to improve and strengthen the program
 - e. how the evaluation will be disseminated to the public.