

Nita M. Lowey 21st Century Community Learning Centers

South Dakota Guidelines GY2025

South Dakota Department of Education
800 Governors Drive
Pierre, SD 57501-2294

21st CCLC APPLICATION GUIDELINES

Table of Contents

IMPORTANT INFORMATION FOR GY2025.....	1
Reservations.....	2
Background.....	2
Grant Specifics	2
Eligibility	3
Priorities	4
Licensure	4
Facilities	5
Consultation.....	5
Collaboration.....	6
Grantee Reporting.....	6
Measures of Effectiveness	7
Required Activities	7
High-Quality Afterschool Program	8
Financial Requirements	8
Use of Funds.....	9
Program Income	9
Supplanting.....	10
Sustainability	10
Federal Regulations	10
Renewability of Awards	11
Expanded Learning Program Activities.....	11
Technical Assistance	11
Selection Criteria	12

Nita M. Lowey 21st Century Community Learning Centers funding is contingent upon federal appropriations from the U.S. Department of Education. Applicants must apply for a minimum of \$50,000 to a maximum of \$300,000 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 found on the original application on the Grants Management System.

IMPORTANT INFORMATION FOR GY2025

To apply for a Nita M. Lowey 21st Century Community Learning Centers (21CCLC) Grant for the period of July 1, 2024 – June 30, 2029, a *Notice of Intent to Apply* must be completed. The *Notice of Intent to Apply* must be received by the South Dakota Department of Education 21CCLC office on or before **January 31, 2024**. 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 DOE reserves the right to cancel this solicitation if it is 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 21CCLC 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 Nita M. Lowey 21st Century Community Learning Centers Program was authorized by Congress under Title IV, Part B, of the Every Student Succeeds Act (ESSA), as originated by the Elementary and Secondary Education Act (ESEA).

The 21CCLC 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 during non-school hours or periods when school is not in session. This 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. The program 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.

Grant Specifics

Time period: 21CCLC grants are awarded for a period of five years. The grant consists of five annual grant award periods that run from July 1 – June 30 of each fiscal year. Funding for years two through five, of the program, are 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 are a minimum of \$50,000 per year but not to exceed \$300,000 per year. A single application may be submitted on behalf of 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: SD DOE has not yet determined the number of grants to be awarded for the new grant year. The final number is dependent upon number of eligible applications received and funds available.

Eligibility

Subgrant applications must show they are serving students that attend public schools eligible for Title I Schoolwide Program status and/or with a poverty level of 40 percent or higher, as determined by the percent of students served Free and Reduced Lunches. To reiterate, eligible grantees must serve students attending schools in one of the below categories.

- 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
- Schools with a poverty level of 40 percent or higher, as determined by the percent of students served Free and Reduced lunches. Applicants may utilize any month's free and reduced lunch count back to and including the 2021-2022 school year.

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. However, an eligible entity must show that its application is proposing to serve public schools in one of the above categories. If you have questions about eligibility, please contact the district your program would serve, or the Department of Education.

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 the middle or high school.

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 ÷ 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%.

Priorities

The Department shall give priority (up to twenty points) to applications meeting one of the following criteria.

1. Applications targeting services to students attending schools that have been identified as Targeted Support and Improvement (TSI) schools or Comprehensive Support and Improvement (CSI) schools. The list of those identified schools is found here: <https://doe.sd.gov/title/documents/23-Classification.pdf>
2. To increase geographic diversity amongst grantees, the state will offer preference points on applications that propose to serve eligible schools in a South Dakota public school district that has not been served with a 21CCLC grant or subgrant funds since the 2021-2022 school year.
3. Proposed programming that emphasizes 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.

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 the location of the program. Licensure requires annual training hours; funding for the required training hours is allowable as part of the 21 CCLC application.

South Dakota Department of Social Services can be contacted for information on licensing process and requirements. Additional information on SDDSS Child Care Licensing can be found here <https://dss.sd.gov/childcare/licensing/> or by calling 1-800-227-3020.

Successful grantees must contact the Department of Social Services regarding licensing procedures. Applicants do not need to be licensed to *apply* for the 21CCLC grant.

Facilities

Nita M. Lowey 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.

Safe, reliable transportation to and from the facility is also 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.

Both facility and transportation variables should be taken into consideration when planning and conducting a community needs assessment, prior to completing the application.

Consultation

21CCLC programs must be carried out in active consultation with relevant entities and consultation must take place during the design and development of the 21CCLC program. Documented, signed collaboration forms, as appropriate, are required for the below entities.

Eligible School: Each application must be planned and carried out in active collaboration with the eligible schools that the participating students attend. It is the responsibility of the applying agency to consult with the schools *prior* to submission of the 21CCLC application. This includes having a sharing agreement for the relevant data necessary to ensure progress towards achieving challenging State academic standards, in compliance with applicable laws relating to privacy and confidentiality. Student data for federal reporting includes state assessment results, GPA information, school day attendance rates, and suspension data. A signed school consultation form is required in the application for 21CCLC funds.

Private School: In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public- and private-school students in the attendance area(s) of the eligible school(s), unless otherwise determined by the applicant. Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students, and their families. Grantees must consult with private school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

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 officials from Indian tribes or tribal organizations and provide them the opportunity to substantially contribute to the application plan. An LEA should consult before it makes a final decision on significant and substantive issues related to the content of the application's plans. The LEA should consider providing written responses to tribal input received during consultation to explain how input was considered.

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

Collaboration

Forming partnerships with community organization can greatly benefit afterschool program in serving student 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 must describe the partnerships between a local educational agency, community-based organizations, and other public or private entities, if applicable. These partnerships must address the community needs and how the collaboration will address those needs, including the needs of working families.

Grantee Reporting

Each year, grantees are required to submit data and/or Annual Performance Reports (APR) that describe project activities, accomplishments, and outcomes. The two purposes of these reports are to: (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Center program. A funded applicant 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. The submission of data through the 21APR system is guided by the five federally approved GRPA.
2. Participating in site and/or virtual review monitoring processes.
3. Submitting document and reports, as required, via the Title Programs Monitoring Platform. 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. Local program evaluations must be publicly available.

Measures of Effectiveness

Below is a description of the performance indicators used by the South Dakota Department of Education to evaluate the effectiveness of programs and activities carried out by the 21CCLC grant. These measures emphasize an alignment with the regular academic program of the school and the academic needs of participating students. Grantees must be able to collect and submit data on the following elements:

1. 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 the South Dakota state assessments.
2. Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
3. 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 demonstrated an improved attendance rate in the current school year.
4. Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
5. Percentage of students in grades 1–5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

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 outside of the school hours. Applicants must provide students additional program hours before, during, or after the traditional school day. These activities must work towards achievement of the three goals listed below.

1. Provide opportunities for academic enrichment, including providing tutorial services to help students meet the challenging State academic standards.
2. Offer students a broad array of additional services, programs, and activities. These are including but not limited to: youth development, health and nutrition, counseling, art, music, financial literacy, etc.
3. Offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational support.

To receive a grant under this program, applicants must provide services that address the absolute priority (#1) and supplement with other program activities (#2), as described below from Elementary and Secondary Education Act 4201 (a)

(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.

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

Financial Requirements

To submit an application through the South Dakota Department of Education's online Grants Management System (GMS) applicants must obtain a Unique Entity Identifier (UEI) number referred to as a SAM number and have a current registration in the Federal System for Award Management (SAM) to receive a SAM expiration date. SAM are not required for the Notice of Intent to Apply, but will be required to submit the application. These may take up to 30 days to obtain. Please make sure both are up to date.

- The SAM number can be obtained on the System for Award Management site, www.SAM.gov.
- Once the UEI number has been assigned you will be prompted to complete the registration to receive your SAM 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 school districts already have an approved rate with the South Dakota Department of Education and do not need to provide a copy of their indirect cost agreement.

Use of Funds

The applicant must use their 21CCLC 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.

Selected non-allowable uses of funds:

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

Program Income

Program income is the gross income earned by the program that is directly generated by a supported activity or earned because of the grant. Income generated by any fees, are considered program income. Program income can only be used for authorized and allowable activities already approved in the original application. All income must be tracked separately and obligated within the same fiscal year it was generated. Program income policies must adhere to 2 CFR 200.307.

All program income must be submitted and approved before it may be generated. Grantees must submit request including:

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

Once SD DOE receives submission of requested program income from a subgrantee it will be submitted for approval by the United States Department of Education. US ED must approve the

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

Income generated without prior written approval will be deducted from 21CCLC allocation lowered by the amount of income generated. Income generated through parent and family fees to attend the 21CCLC program are defined as program income by the United State Department of Education.

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 21CCLC funds had not become available.

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.

See # 9 on the “21st Century Assurances” that can be found in the application.

Sustainability

A plan for program sustainability is required in the application. 21CCLC 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 21CCLC 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. Grantees may be provided with resources to after school networks and alliances which provide resources on adequate sustainability plans.

Federal Regulations

Regulations from the Education Department General Administrative Rules (EDGAR) are applicable to the 21st Century Community Learning Centers Program. Entities receiving funds for 21CCLC programs through SD DOE, must comply to noted regulations. 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

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.”).

Renewability of Awards

Renewability is not being implemented in South Dakota.

Expanded Learning Program Activities

Expanded learning programs (ELP) are not being implemented in South Dakota.

Technical Assistance

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 [21CCLC website](#). Within the website, there are lists of: current grantees, downloadable literacy activities, available professional development, and newsletter archives.

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

Stephanie Cronin
21CCLC Grant Coordinator
800 Governors
Pierre, SD 57501
605-773-4693
Stephanie.Cronin@state.sd.us

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

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 for further scoring information.

Criterion 1: Need for Project (14 points, plus up to 11 priority points)

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

1. Provide a detailed description and supporting data showing students being served by the project need academic improvement based upon individual performance.
2. Describe the extent, with supporting data, to which the students are exposed to factors such as poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates, or unmet childcare needs, etc. that place them at risk of failing to achieve success in school.
3. Detail the extent to which programming is currently in place to serve children and their families. If the applicant currently provides programming, describe the current activities and funding source(s).

Criterion 2: Quality of Project Design (31 points, plus up to nine priority points)

1. Describe the results of the community needs assessment and how the proposed project addresses the identified needs, including the needs of working families. Describe how the community will be given notice of this application.
2. Describe how the proposed activities are expected to improve student achievement.
3. Demonstrate the use of best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.
4. Summarize proposed and/or practiced policies regarding program attendance, nutrition, discipline, confidentiality, emergency preparedness, staff and volunteer qualifications and training, and handling of injuries.

Criterion 3: Adequacy of Resources (20 points)

1. Describe the project's resources concerning facility use and transportation. Include details on the assurance that the program will take place in a safe and easily accessible facility. Provide information on how participating students will travel safely to and from the center and home.
2. Detail the proposed project's marketing plan. Include a description of how the applicant will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible.
3. Share how the proposed project will market to families that there is little or no charge for the program. If a fee is assessed, describe the process for letting participants know that no one will be turned away for the inability to pay.

4. Describe the preliminary plan for how the community learning center will continue after 21CCLC funding ends. Include action steps that will be taken throughout the grant period to advance the sustainability plan.

Criterion 4: Quality of Management Plan (25 points)

1. Does the proposed project provide a detailed budget and budget narrative? Detail how the expenditures are reasonable, necessary, and allocable.
2. Does the proposed project provide a detailed staff page? Provide detailed information on job descriptions and minimum qualifications that are required for positions within the program.
3. Share proposed project's detailed professional development plan.
4. Provide a program timeline, including details on anticipated programming start dates for each site, hiring, stakeholder consultation, marketing, etc.
5. Describe how anticipated costs reflect attendance projections. Include a cost-per-pupil analysis.

Criterion 5: Cooperation and Participation (25 points)

1. Detail how the applicant involved the school(s) (including appropriate private schools) as a part of the creation of the project. Describe how the proposed project will continually communicate and align with the regular school day? 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? Is there a plan to coordinate meaningful services to the target population, their families, and neighborhood/community? Demonstrate how the proposed program will coordinate with Federal, State, and local youth serving programs.
3. Identify and elaborate on community partnerships with the proposed project. Describe how the applicant involved partners as a part of the creation of this project.

Criterion 6: Goals/Evaluation (15 points)

1. Are 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. Who will collect the data/info and when?
2. Describe the evaluation plan. Detail how regular evaluation will be used to improve and strengthen the program. Include how the evaluation will address the measures of effectiveness detailed in the GY2025 Guidelines. Provide the process for dissemination of the program evaluation results, including how they will be disseminated to the public.