

Nita M. Lowey 21st Century Community Learning Centers Application Guidelines

21CCLC APPLICATION GUIDELINES

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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 \$250,000 per year for each of the five years of the grant. The State will only make awards to responsible grantees possessing the ability to perform successfully under the terms and conditions of the proposed project found on the original application on the Grants Management System.

IMPORTANT INFORMATION FOR GY2022

To apply for a Nita M. Lowey 21st Century Community Learning Centers (21CCLC) Grant for the period of July 1, 2021 – June 30, 2026, 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 or postmarked on or before **January 15, 2021**. After the receipt of a *Notice of Intent to Apply* (available at <http://doe.sd.gov/21CCLC/>) the applicant will receive information on how to access the application. The grant application will be completed and submitted entirely on the South Dakota Department of Education’s Grants Management System (GMS).

Reservations

The State of South Dakota Department of Education reserves the right to cancel this solicitation if it is 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 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. 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. 21CCLC grants are awarded in the amount of \$50,000 to \$250,000 each year for five years. 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.

Eligibility

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

- Comprehensive, Targeted or Additional Targeted Support and Improvement Schools;
- Schools with a poverty level of 40 percent or higher, as determined by the percent of students served Free and Reduced lunches.

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

1. Target services to students who attend schools that have been identified as Targeted Support and Improvement (TSI) schools or Comprehensive Support and Improvement) (CSI) schools. The list of those identified schools is found here: <https://doe.sd.gov/title/documents/20-ClassificationList.pdf>
2. In an effort 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 have not been served with a 21CCLC grant or subgrant funds since the 2018-2019 school year.

Licensure

According to SDCL 67:42:14:26-28, all before and after school programs are required to be licensed, regardless of funding source, to assure minimum health, fire, and life safety standards are met. There are training requirements as part of licensure; funding for training is allowable as part of the application. For additional clarification contact the Department of Social Services at 1-800-227-3020. Successful grantees *will* be contacted by the Department of Social Services regarding licensing procedures. You do not need to be licensed to *apply*.

Further licensing requirements and definitions adhering to South Dakota codified law on Before and After School Care may be found here: <https://sdlegislature.gov/Rules/DisplayRule.aspx?Rule=67:42:14&Type=All>

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.

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. 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.
 - 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
- (2) Other activities to consider:
 - Mathematics, reading, and science education activities
 - Arts and music education activities
 - Financial literacy programs
 - Tutoring services and mentoring programs
 - 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

Collaboration

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

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. 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). 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.

Community Partner(s): 21CCLC programs must provide a description of the partnership between a local education agency, a community-based organization, and another public or private entity, if applicable. These partnerships must address the community needs and how the collaboration will address those needs, including the needs of working families.

Financial Requirements

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

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

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 that do not result in a change in the scope of the project.

Selected non-allowable uses of funds:

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

Program Income

Program income is the gross income earned by the program that is directly generated by a supported activity or earned as a result of the grant. Income generated by parent fees is considered program income and subject to monitoring. All fees must be nominal, programs must detail how they will notify participants that no one will be turned away for inability to pay, and low-income students should be enrolled first with no expectation of them paying a fee.

If a program plans to generate program income, a plan must be laid out to include the anticipated amount and a description of how the generated income will be invested in the program adhering to all regulations. 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.

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 General 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

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

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

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

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

Grantee Reporting

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

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

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

Renewability of Awards

South Dakota is not currently offering renewability.

Grant Specifics

Time period: 21CCLC grants are awarded for a period of five years. The grant consists of five annual grant award periods that will run from July 1 – June 30 of each fiscal year. Funding for years two through five, of the 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 will be a minimum of \$50,000 per year but not to exceed \$250,000 per year. A single application may be submitted on behalf collective sites if the collective sites are combined under a single project and under the administration of the applicant entity. It is also possible for more than one smaller agency to apply for one grant together if they meet the requirements found in EDGAR 75.128-129 which will require a copy of the agreement alongside the application. On the other hand, applicants for very large populations may consider submitting more than one application, e.g. separate applications for school clusters in different neighborhoods. As long as each application is for a separate and distinct project.

Number of grants: SD DOE has not yet determined the number of grants to be awarded for grant year 2022. The final number is dependent upon number of eligible applications received and funds available.

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 (25 points)

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

1. Are the students to be served attending a school identified for Comprehensive or Targeted Improvement?
2. Describe the extent to which the students are in need of academic improvement based upon individual performance.
3. Describe the extent 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.
4. Describe the extent to which programming is currently in place to serve these children and their families.
5. Does the proposed program attempt to serve eligible schools in a South Dakota district that has not been served with a 21CCLC grant or subgrant funds since the 2018-2019 school year?

Criterion 2: Quality of Project Design (40 points)

1. How will the proposed project address the needs of the students and their families?
2. How does the proposed project provide engaging, diverse, and academically aligned activities?
3. How are peer-reviewed or evidence based best practices used in the curriculum?
4. How will this program enhance the current community?
5. The extent to which there are policies in place/proposed regarding things such as attendance, handling of injuries, discipline, marketing, parent engagement, etc. (These will be required for licensing.)

Criterion 3: Adequacy of Resources (20 points)

1. What are the proposed project's resource needs concerning facility, transportation, consumable supplies, etc.?
2. Does the applicant make it clear that there is little or no charge for the program? Is there an effective marketing strategy described? If a fee is assessed is there a well-defined process for letting participants know that no one will be turned away for the inability to pay?
3. The extent to which consideration has been given to a plan for sustainability after funding ceases.

Criterion 4: Quality of Management Plan (25 points)

1. Does the proposed project provide a detailed budget and budget narrative? Are the expenditures reasonable, allocable, and necessary?
2. Does the proposed project provide a detailed staff page with adequate narrative and supporting documentation? What educational qualities does the staff possess?

3. What is a timeline for anticipated travel, hiring, stakeholder consultation, marketing and policy, etc.
4. How do anticipated costs reflect attendance projections?
5. What is the proposed project's professional development plan?

Criterion 5: Cooperation Participation (25 points)

1. How will the proposed project 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. Identify and elaborate on community partnerships with the proposed project. Examples may include corporations, non-profits, community volunteer groups, etc.

Criterion 6: Goals/Evaluation (15 points)

1. Are goals and objectives clear and measurable based on the following criteria?
 - a. What data/info will be collected?
 - b. How and where the data/info will be collected?
 - c. Who will collect the data/info and when?
2. Describe how the evaluation plan will be used to improve and strengthen the program and how results will be disseminated.

Application Submission

The following considerations are used for determining award of application:

- Have previously submitted a Notice of Intent to Apply
- Meet eligibility requirements for schools served
- Meet the grant amount requirement of \$50,000 -\$250,000 per year
- Be complete with all tabs filled out
- Budget completed with all items balancing
- Include all collaboration documents in completion with all signatures
- Be submitted by March 5, 2021 at noon CST

Risk Factors to Established 21CCLC Programs

To successfully transition into the subsequent years of the grant cycles, grantees must adhere to the guidelines and policies set forth with the Elementary and Secondary Education Act 4201.

With all grant holders, there is some measure of risk assumed. The following are specific 21CCLC criteria that will increase grantee's risk: changes in administration and frontline staff, portion of allocations not spent, program staff attending Department trainings, reports late or missing to SD DOE, unresolved findings from previous monitoring, lower actual attendance than projected in original application, first year program, and not having an on-site monitoring within the last two years.

To ensure compliance and effective management strategies, the South Dakota Department of Education will tabulate risk assessments and build monitoring plans from the results. Monitoring ranges from least intensive in the form of Spring and Fall Reports to comprehensive monitoring and plans of action.

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, newsletter archives, social-emotional handouts and strategies, and more.

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