

Nita M. Lowey 21st Century
Community Learning Centers



**District of Columbia
Nita M. Lowey 21st Century Community
Learning Centers
2021-22 School Year
Request for Applications**

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NOTE: In order to access and complete the 21st CCLC application, applicants are required to agree to and save, at minimum, all assurances and certifications in Central Data. There are three Assurances/Certifications tabs in Central Data and all three must be completed and saved. See Appendix B in the Request for Applications for additional information on Central Data.

PROGRAM NAME

Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC)

SPECIFIC FUNDING AUTHORITY

The 21st CCLC Grant Program is authorized under Part B of Title IV of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015. The grant is supported through federal funds awarded to the District to support the 21st Century Community Learning Centers and through local funds as part of a strategic citywide effort to increase access to high quality child care and support DC's efforts under the Child Care and Development Block Grant Act of 2014, effective November 19, 2014 ((P.L. 113-186; 42 U.S.C. 9858 et seq.) (2012 Repl. and 2015 Supp.)).

FUNDING PURPOSE

The 21st CCLC program is funded to provide opportunities for communities to establish or expand activities in community learning centers that enhance the students' regular academic program, and to engage adult family members through educational and personal development opportunities. Community learning centers --

- provide academic enrichment opportunities, including the provision of tutorial services to help students, particularly those attending low-performing schools, to meet the challenging state academic standards;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. ESEA, Section 4201 (a), as

amended. See Attachment C: Program Operation Information for Adult Literacy activity examples.

21st CCLC programs offer safe environments for students before-and after-school hours, weekends, holidays, and summer, and may have one or multiple centers/sites which may be in schools, community facilities, and/or faith-based facilities.

In accordance with Federal law (ESEA, Section 4204(b) (D), as amended), the District of Columbia (DC) Office of the State Superintendent of Education (OSSE) requires applicants to assure that the program will be carried out in active collaboration with the local educational agencies (LEAs) that participating students attend, all relevant parties within the eligible entity, and any other partnership entities, in compliance with applicable laws relating to privacy and confidentiality. The program must also be carried out in alignment with DC's challenging academic standards.

'COMMUNITY LEARNING CENTER' DEFINITION

ESEA, Section 4201(b)(1), as amended, states that a 'community learning center' is an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other educational and recreational activities during non-school hours or periods when school is not in session.

Program activities must reinforce and complement the regular academic programs of the schools attended by the students served, target students' academic needs, and align with the instruction students receive during the school day. The entity must also offer students' families opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

ELIGIBILITY CRITERIA

Any LEA, Community-based organization (CBO), Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 5304)), another public or private entity, or a partnership/consortium of two or more such agencies, organizations, or entities is eligible to apply for the 21st CCLC grant. Individual schools in an LEA are not eligible to apply directly for funds and cannot sign partnership agreements. All applications and school partnership agreements must be submitted and signed by the LEA on behalf of the school. Partnership or consortiums must meet the following requirements:

- The partnership or consortium must appoint one of the eligible entities to be the lead applicant and fiscal agent for the grant.
- The applicant must receive and administer the grant funds and submit the required reports to ac-



count for the use of grant funds, within the dates and guidelines established by OSSE.

- The applicant must require consortium partners to sign an agreement that specifically outlines all services each partner will provide. The agreement must be submitted to 21stcclc.info@dc.gov at the time of application submission.

Organizations that do not have prior experience in running after-school programs can enter into agreements with an agency or other entity that has demonstrated success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of students. Reference the *Prescreened External Organizations* section of this document for information regarding prescreened external organizations.

Additional requirements:

- **Financial Soundness** — Organizations must demonstrate that they are financially sound. 21st CCLC payments are based on a reimbursement system through OSSE. Organizations must demonstrate that they have enough funding and resources to maintain a 21st CCLC program during the reimbursement process. OSSE anticipates that payments will be issued approximately 30 days from the date an approved reimbursement request is submitted.
- **Supplement not Supplant** — Applicants should be aware that grant award funds must be used only to supplement, not supplant, any federal, state, or local dollars available to support programs and activities allowable under the 21st CCLC program. This means that funding may not be used to replace existing funding for the same activity or service targeting the same population.
- **Current Subrecipients** — Current 21st CCLC subrecipients in the first or second year of funding are *ineligible* to apply for the 2021-22 school year (SY). This does not apply to 21st CCLC subrecipients in their third and final year of funding (ending Sept. 30, 2021). Current subrecipients may check OSSE's 21st CCLC webpage at <https://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers-cclc> to determine when they will be eligible to apply for funding. Current subrecipients serving more students than projected as documented in quarterly reports may seek supplemental funding subject to availability of additional funds at the time of submission of a continuation application. Email 21stcclc.info@dc.gov to request more information about this process.

PRESCREENED EXTERNAL ORGANIZATIONS LIST

In accordance with ESEA Section 4203, as amended, OSSE is required to provide a list of prescreened external organizations as a resource for 21st CCLC appli-

cants. The term "external organization" is defined, by ESEA, as: "(A) a nonprofit organization with a record of success in running or working with before- and after-school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before- and after-school (or summer recess) programs and activities (ESEA, Section 4201(b)(4))."

The list of prescreened organizations is available on OSSE's 21st CCLC webpage at <https://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers-cclc>.

OSSE will periodically verify "good standing" status for each organization using the debarred vendor list found in DC's Excluded Parties List as well as the suspended and debarred list at <https://www.sam.gov/SAM/>. All prescreened external organizations will remain on the list for two years from the date posted on the OSSE website. This list is not meant to be exhaustive and does not include a complete list of all eligible organizations. Please note that inclusion of an organization on this list is not an endorsement of the organization, nor is it a certification or guarantee of the quality of service provided by the organization.

COVID-19 GUIDANCE

As a part of DC's response to coronavirus (COVID-19), OSSE has created the [Guidance Related to Coronavirus \(COVID-19\): 21st CCLC Frequently Asked Questions](#). This guidance is intended to provide clarity on questions and concerns OSSE has received regarding the function and operation of 21st CCLC programs during and beyond the COVID-19 public health emergency. This guidance is not intended to supersede any local or federal regulations and may expire during the course of the grant.

PROGRAM REQUIREMENTS

Authorized Program Activities - Under ESEA, Section 4205(a), as amended, each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including activities that occur before-and after-school, during school holidays, or during summer recess) that advance student academic achievement and support student success. According to USED guidance, program activities for local subrecipients are limited to:

- academic enrichment learning programs, mentoring programs, remedial education activities;
- tutoring services that are aligned with (1) the challenging State academic standards; and (2) local curricula that are designed to improve student academic achievement;



- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide after-school activities for students who are English language learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy (open to adults who are family members of participating students);
- 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 and counseling programs;
- programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Service Hours — Research demonstrates that effective 21st CCLC programs have students participating on a regular (not drop-in) basis. Eligible 21st CCLC programs must offer services for:

- a minimum of three hours per day at least four days per week for 25 weeks (a total of at least 300 hours per regular school year) of services to students in pre-K through eighth grade; and
- a minimum of three hours per day at three days per week for 25 weeks (a total of 225 hours per regular school year) for students in grades nine through grade twelve.

Services to adult family members do not contribute to the 9 or 12-hour minimum. The minimum hours do not include summer program hours. Note: 21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year.

In considering hours of operations of a center, programs should also remember that they must report attendance for students, indicating the number of students who are considered “regular attendees.” As described, USED defines “regular attendees” as those students who attend the program for 30 or more days during a program year. Service hours must be offered when most enrolled students are able to participate. Services may be offered as follows:

- Before-school (at least one hour per day, ends just before school begins);
- After-school (at least two hours per day, begins when school dismisses);
- Both before and after-school (at least one hour before and two hours after to meet the three hour daily minimum);
- Non-school hours during weekdays during the typical school year and Saturdays (at least 4 hours per day); and
- Summer break (at least four hours per day)

If an applicant does not propose to meet the minimum number of required service hours, a waiver request may be submitted to OSSE at 21stcclc.info@dc.gov during the application process. The request must detail why required service hours will not be met, what the proposed service hours will be, and how all other services, goals, and objectives addressed in the application will be met. The waiver request must be submitted on the applicant’s official letterhead and signed by the applicant’s executive director. OSSE reserves the right to deny waiver requests or require edits to proposed service hours based on its review.

Expanded Learning Time — 21st CCLC funding may be used to conduct authorized activities during non-school hours, including periods when school is not in session (as described under service hours). Expanded Learning Time (ELT) is the time that an LEA or school extends its normal school day, week, or year to provide additional instruction or educational programs for students beyond the mandated requirements for the minimum number of hours in a school day, days in a school week, or days or weeks in a school year.

ELT does not include the minimum of one hundred eighty (180) regular instructional days that are at least six (6) hours in length for students, including time allotted for and services implemented to meet District requirements pursuant to 5-A DCMR § 2100.3 (<http://dcrules.elaws.us/dcmr/5-a2100>).



Only certain grantees may use 21st CCLC funding to support ELT programs. Specifically, OSSE will only approve the use of 21st CCLC funding to support ELT programs where the application meets the following requirements:

- Activities are included as part of an expanded learning program that provides students at least 300 additional program hours, before, during, or after the traditional school days;
- Funded activities supplement but do not supplant regular school day requirements; and
- The applications meet the requirements of OSSE's Priority Tier System, explained in Criteria 2.

Where there is an existing ELT program, 21st CCLC funds may only be used to supplement, and in no case supplant, local resources. If an applicant proposes to use 21st CCLC funding to support an existing ELT program, the applicant must clearly describe how 21st CCLC program funding will be used to increase the size and/or scope of the existing program. Increased size and scope of services may include, but are not limited to, the number of sites served, site location changes, grades served, number of students and adults served, hours and days of services, and program curriculum changes that differ from the existing program. For more information regarding the requirement related to supplementing, but not supplanting funds, please see:

<https://www2.ed.gov/programs/21stcclcf/faq.html>.

If an applicant proposes to use 21st CCLC funds to support ELT services previously supported with non-federal funds that are no longer available, the applicant must submit evidence to 21stcclcf.info@dc.gov that the program would not be implemented in the absence of a 21st CCLC award. Acceptable evidence includes documentation to confirm that, in the absence of 21st CCLC funds, the applicant would have eliminated staff or other services in question. Applicants should be mindful that if the entity currently offers ELT services for SY 2021-22, then 21st CCLC funds can only be used to expand the existing program and not to fund elements of the program for which nonfederal funds have already been reserved.

Inclusive Practices — 21st CCLC programs as federally-funded programs are subject to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 (Section 504). Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive any Federal financial assistance. Section 504 states: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ."

Entities that operate a 21st CCLC program must comply with the requirements of Section 504 and provide reasonable accommodations as required by law and regulations to enable a child with a disability to participate in the 21st CCLC program.

In addition, under the Individuals with Disabilities Education Act, LEAs must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's individualized education program (IEP) team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities under IDEA an equal opportunity to participate in the 21st CCLC program. (34 CFR Section 300.107).

If the IEP for a child with a disability requires accommodations, modifications, or supports to be provided during an after-school program, the LEA must ensure that these supports are provided at no cost to the child's family, and IDEA funding may be used to pay these costs.

If the LEA is partnering with a community-based organization to provide the 21st CCLC program, the LEA must ensure that 21st CCLC staff are aware of accommodations, modifications, and supports required by the IEP, including how to implement them.

Family Engagement — To assist applicants with the need to engage families during 21st CCLC programming, the following best practices should be considered when developing family engagement strategies:

- Offer family members opportunities for literacy and related educational development. See Attachment C: Program Operation Information for Adult Literacy activity examples.
- Have adequate and welcoming space to engage families.
- Establish policies and procedures to promote family engagement.
- Communicate and build trusting relationships.
- Consider hiring staff with family engagement experience and provide training and support to staff to promote effective staff-family interaction.
- Connect families to the program staff, schools, and other community institutions, and provide opportunities and resources for families to engage and support each other.
- Help support families and their basic needs.
- Learn about students' home cultures and communities through events such as arts and culture nights, heritage showcases, and listening conferences with families
- Regularly share students' data with parents in ways that are understandable and helpful for parents to



support learning at home and school; and provide strategies for families to support students on specific learning goals.

- Assist families' abilities to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.
- Increase literacy skills by providing books and other reading materials in the home to encourage parents and other adult family members to read frequently to children.
- Use a range of methods, including email, phone calls, letters, open-office hours and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences.
- Collaborate with stakeholders within the school community and external community partners to ensure that communications are in families' home languages and are culturally appropriate.

Sources: [The Expanded Learning and Afterschool Project](#), [Boston Public Schools: Office of Family and Student Engagement](#)

Participation of Students Enrolled in Nonpublic and Private Schools — In accordance with ESEA Sections 1117 and 8501-8504, as amended, students who attend private schools in the area to be served by the proposed program are entitled to equitable services under the 21st CCLC program. These services and other benefits must be comparable to the services and other benefits provided to public school children, teachers, and other personnel participating in the program and they must be provided in a timely manner.

To ensure equitable participation, the applicant must:

- assess, address and evaluate the needs of private school students and teachers;
- spend an equal amount of funds per student to provide needed services consistent with this grant program;
- provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and
- offer services that are secular, neutral and non-ideological.

Federal regulations contain requirements for timely and meaningful consultation between appropriate public and private school officials. The goal of the consultation process is to design and implement a program that will provide equitable services and meet the needs of eligible private school students and/or teachers and other education personnel. Consultation between the entity

receiving Federal financial assistance and private school officials must occur before any decision is made that could affect the ability of private school students, teachers and other education personnel to receive benefits under the grant and must continue throughout the implementation and assessment of activities. Consultation generally must include discussion on such issues as:

- how the needs of children will be identified;
- what services will be offered;
- how and where the services will be provided;
- who will provide the services;
- how the services will be assessed and how the results of assessment will be used to improve those services;
- the amount of funds available for services; the size and scope of the services to be provided; and
- how and when decisions about the delivery of services will be made.

In addition, a thorough consideration of the views of private school officials on the provision of contract services through potential third-party providers must take place, and, where the entity receiving assistance disagrees with the views of the private school officials on the provision of services through a contract, the entity must provide a written explanation of the reasons why the entity has chosen not to use a contractor.

Use of Funds Requirements for Students Enrolled in Nonpublic and Private Schools (EDGAR 76.650—76.662) — When providing benefits to nonpublic and private school students with Federal funds, the following must be addressed:

- The subrecipient shall maintain continuing administrative direction and control over funds and property. (No funds can flow directly to the nonpublic or private school via a subrecipient).
- The subrecipient may place equipment and supplies in the nonpublic or private school for the period of time needed for the grant. The subrecipient must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic or private school without remodeling the nonpublic or private school facility.
- Funds cannot be used for construction of nonpublic or private school facilities.
- Funds must be used to meet **specific needs** of students and staff, rather than the needs of the nonpublic or private school or the **general needs** of its students. (Funds cannot supplant benefits normally provided by the nonpublic or private school).
- Funds may be used to pay for services of an employee of the nonpublic or private school if the employee performs the services outside of his or her



regular hours and the employees performs the services under the supervision of the subrecipient.

- All benefits provided, including equipment and materials, must be **secular, neutral** and **non-ideological**.

Equipment — All technology equipment purchased with 21st CCLC funds must meet the Partnership for the Assessment of Readiness for College and Careers (PARCC) Technology Guidelines found at <https://www.isbe.net/Documents/Technology-Guidelines-for-PARCC-Assessments.pdf>.

Equipment must be properly inventoried and labeled to reflect this requirement. Further guidance regarding general grant provisions will be given at the mandatory post-award conference for successful applicants.

GRANT FUNDING

Number and Amount of Grant Awards — In accordance with ESEA Section 4204(g) & (h), as amended, a 21st CCLC grant may not be made in an amount that is less than \$50,000 annually for an award period of no less than 3 years. No matching funds are required.

The total funding available for 21st CCLC awards for SY 2021-22 is \$2,000,000. OSSE anticipates that 5-7 new awards will be made. Grant award amounts will be made in consideration of the number of students to be served, the needs of students who will be served and the services to be provided to the families of participating students. In determining the appropriate budget needed to implement the proposed program, applicants must conduct market research to determine costs that are reasonable. The average amount of funding requested to support a 21st CCLC program recipient is between approximately \$1,000 and \$2,225 per student. If the proposed budget exceeds this per pupil rate, the applicant must provide a strong justification in the budget narrative.

Award Decisions — The review panel for this RFA is composed of external, neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development. Specifically, OSSE selects grant reviewers who have at least one of the following: (1) Knowledge of the impact that afterschool learning opportunities have on improving the academic achievement of students; (2) Experience in an education-related field; (3) STEM Education experience; (4) Specialized education experience; (5) English learners experience; (6) Social and Emotional Learning experience; (7) Experience working with a variety of community members to forge meaningful partnerships that foster commitment to improving the lives of youths and families; or (8) Previous experience/expertise as a grant reviewer.

OSSE may use multiple review panels. The review panel(s) will score all components of each application submitted. In general, applications will be funded in accordance with the Priority Tier System identified in Criteria 2 with Tier 1 being given the highest priority. OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved. OSSE also reserves the right to make final decisions regarding any applicant's priority status. Regardless of application scores, OSSE has discretion to determine final award decisions based on any other factors consistent with the federal statute.

A denied applicant may appeal OSSE's decision only on the grounds that OSSE has violated a District or Federal statute or regulation in denying its grant application.

Grant Award Notification (GAN) — All awards are subject to availability of Federal and local funds as applicable. Grant applications are subject to negotiation with OSSE, and final awards may be lower than proposed. All applicants will receive notification of their final award decision. Applicants will receive email notifications regarding the outcome of their application within a timeframe that allows those funded to request a reasonable amount of time to prepare program services, and for those that have not received funding, to request OSSE feedback. Grant awards are not final until approved by OSSE and the subrecipient receives a grant award notification.

Annual Continuation Application — All awards are made for a period of no less than three years. Applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two and three. The continuation application will be online in OSSE's Enterprise Grants Management System (EGMS). For additional information on EGMS see Appendix B. Information regarding the application will be communicated to subrecipients prior to the end of each program period. Continuation of awards in years two and three is contingent upon:

- the availability of Federal and District funds;
- the subrecipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the subrecipient, including the submission of quarterly reports;
- compliance with District and Federal laws, regulations, and guidance;
- operation of the grant program as submitted in the application; and
- the appropriate expenditure of funds throughout each grant award period.



Participation Requirements — By March 30 of each award year, subrecipients are required to serve at least 75 percent of the number of regularly attending student participants for which they have been funded. Regular attendees are defined by USED as students who attend the program 30 days or more during a program year. Program participants must sign a daily attendance sheet that must be maintained by each program. If the subrecipient fails to serve 75 percent of the number for which the program was funded (projected number of participants), OSSE may reduce the award amount to align with the number of students actually being served. The reduction of the award to reflect the number of students being served will start at the beginning of the second or third year of the 21st CCLC award. OSSE will offer technical assistance to assist subrecipients in developing strategies to increase enrollment and improve attendance of program participants.

Note that if a subrecipient demonstrating compliance with grant requirements serves more regularly attending students than originally projected, the subrecipient may seek and be considered for supplemental funding during continuation grant periods, subject to the availability of additional funds.

Renewability — OSSE will not participate in the renewability option as found in Section 4204(j) of ESEA. Section 4204(j) of ESEA provides OSSE the option to renew grants awarded to eligible entities under ESEA based on the eligible entity's performance during the preceding grant period.

OSSE will continue to use ongoing monitoring and reporting systems to track 21st CCLC program performance. The first and second year of the three-year grant award will be reviewed annually for consideration of continued funding. 21st CCLC subrecipients desiring to provide 21st CCLC services beyond the third year of the three-year grant award will need to submit a new 21st CCLC competitive application, but receiving a new award is not guaranteed.

PROGRAM FEES

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to Federal law, OSSE strongly discourages charging fees to these low-income students and families since this can create serious equity issues and unintentionally create barriers to enrollment for low-income students and families. Programs are encouraged to consider their student population as defined in the Needs Assessment of the application to determine the practicality of this practice.

Application Requirements — If an applicant intends on charging fees to program participants, its application

must contain a Program Income Plan which must include certain information. Specifically, applicants that anticipate generating program income to assist in defraying costs of the 21st CCLC program must:

- State the purpose of charging fees;
- Describe the process by which fees will be collected;
- Provide the policies and procedures which will be in effect to ensure that all students who wish to participate in the program, regardless of ability to make payment of the fee, are able to take part in the program. OSSE will review these procedures annually to ensure appropriate implementation;
- Identify how the applicant's accounting system will be able to accurately track and report both the collection and expenditure of the fees. When accounting for program income, the subgrantee must use fiscal controls and fund accounting procedures that ensure proper disbursement of and accounting for such funds (see 34 CFR Section 76.702).; and
- Identify how fees will be used to support the 21st CCLC program

Implementation Requirements — These guidelines apply to all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees. As federal regulations generally require that program income must be deducted from the total allowable costs of the program, OSSE reserves the right to reduce requested funds based on the proposed fees.

Fees for 21st CCLC services must be:

- Used only to fund 21st CCLC program activities specified in the 21st CCLC statute, uniformed guidance, other Federal and state regulations, and the approved application;
- Approved by OSSE and determined reasonable and encouraging under the spirit of the law;
- Offered on a sliding scale for those who cannot afford to participate;
- Collected by the subrecipient, not by any subcontracting partners of the subrecipient;
- Reported as revenue and spent during the applicable fiscal year; and
- Reported in OSSE's 21st CCLC Quarterly Performance Interim Reports.

All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring activities. Appropriate documentation supporting all fees and expenses must be maintained on file and must be available for review by OSSE during on-site monitoring visits. Program fees cannot be collected after the grant has ended.



Program income must be expended by the end of the grant period. If a subrecipient collects fees for the previous year, the funds must be spent by the end of the grant period. OSSE may also choose to implement further terms and conditions for individual programs.

REQUIRED TRAINING AND PROFESSIONAL DEVELOPMENT

In order to ensure that 21st CCLC programs implement effective strategies through ongoing technical assistance and training; and to coordinate professional development for staff in specific content areas and youth development (ESEA, Section 4203(a)(6)), all newly-funded 21st CCLC subrecipients must attend a Post Award Conference (provided for all new program directors and coordinators). The conference will take place after 21st CCLC grants are awarded. Subrecipients will be notified of the time and location.

All subrecipients are required to attend no less than three technical assistance trainings offered by OSSE during each annual award period. 21st CCLC staff responsible for the programmatic and fiscal administration of the 21st CCLC program are required to attend training relevant to their respective areas of work. It is important to ensure that staff who work directly with students have access to professional development opportunities. Please contact OSSE at 21stcclc.info@dc.gov if you would like assistance in identifying appropriate professional development opportunities.

In addition, OSSE requires all 21st CCLC subrecipients to select one or more program staff members and supporters (to include a reasonable combination of the program director, a site director, instructors, or a partner representative) to attend the annual Foundations, Inc. Beyond School Hours Conference. Participation costs include registration costs of approximately \$600.00 per person plus travel, food, and lodging. For more information about Beyond School Hours, go to: <https://beyondschoolhours.org/>.

One or more program staff members and supporters must attend at least one additional out-of-school time national or local conference. Below is a list of some suggested out-of-school time conferences:

- National Afterschool Association Convention (<https://naaweb.org/convention>)
- Best of Out-of-School Time Conference (<http://www.boostconference.org/>)
- National Summer Learning Association Conference (<https://www.summerlearning.org/national-conference/>)

Note that costs associated with attending allowable conferences, such as registration, travel, lodging, per diem, etc. should be factored into the proposed 21st

CCLC budget. See Detailed Planning Expenditures section for budget information.

PROGRAM MONITORING AND REPORTING

OSSE will monitor grants by analyzing and approving continuation applications and budgets prior to the start of each program year and by requiring quarterly interim reports. OSSE will also conduct announced and unannounced on-site visits to subrecipients. For the announced monitoring visits, the subrecipient will be required to present additional, pertinent information that will allow OSSE to conduct a constructive, proficient, and successful site visit.

Interim Reports — Subrecipients are required to submit quarterly performance reports to OSSE. These interim reports describe program activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and state requirements, and as outlined in the grant application and any subsequent contingencies. Documentation to support interim reports should be readily available for monitoring purposes. Documentation includes, but is not limited to, contracts and agreements, program agendas, lesson plans, and sign-in sheets.

Timely submission of these interim reports is essential to ensure compliance with state protocol in managing this grant. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet these reporting requirements. Failure to submit timely interim reports may result in delayed award payments and possible suspension of the grant award.

Federal Data Collection System Reporting — In accordance with the terms and conditions of the 21st CCLC grant award, subrecipients are required to collect and submit Annual Performance Report (APR) information through the USED's 21APR data collection system.

The web-based 21APR data collection system, funded by the USED, is designed to collect comprehensive information on program characteristics, services, and performance data across a broad range of outcomes from state-administered 21st CCLC programs. Data are collected in order to monitor how the program is operating under state administration, and to provide USED with the capacity to respond to Congressional, Office of Management and Budget (OMB), and other USED inquiries about the program.

The 21APR data collection system will provide system generated reports to help all system users to understand the attributes of programs in their state and nationwide; to assess subrecipient performance relative to the performance indicators for the program; and to obtain information that will inform monitoring, evaluation, and program improvement efforts.



A technical assistance session about 21APR data submission requirements will be provided to grantees during spring 2021.

Annual External Evaluation Report — Subrecipients are required to submit a copy of the annual 21st CCLC program evaluation report to OSSE within 30 days of the beginning of the next 21st CCLC program year. Total external evaluation costs cannot exceed eight percent of the total award amount. The annual 21st CCLC program evaluation must be conducted by an external evaluator or organization. See Frequently Asked Questions in Appendix A for external evaluation requirements.

TIMELINE OF ACTIVITIES

Date	Task
April 16, 2021	Notice of Funding Availability
April, 30, 2021	Release of Request for Application (RFA)
May 5, 6 & 11, 2021	Webinar Application Training Sessions
May 18, 2021	Questions Due to OSSE for Public Q&A
June 14, 2021 at 3:00 p.m.	Application Deadline
June & July 2021	Peer Review of Applications
August 2, 2021	21st CCLC Grant Award Notification (GAN)
August 2021	Post Award Training Sessions
No later than October 1, 2021	New Programs Must Commence

PRE-APPLICATION TECHNICAL ASSISTANCE SESSIONS

Applicants are encouraged to attend one of three web-based pre-application technical assistance sessions. The pre-application technical assistance sessions will be held on **Wednesday, May 5, Thursday, May 6 and Tuesday, May 11, 2021**. Each session will include the same overview of the 21st CCLC grant program, the competition, and application submissions through EGMS. Technical assistance will also be provided to address inquiries related to the grant competition. Potential applicants may register for one of the technical assistance sessions at:
<https://attendee.gotowebinar.com/rt/5467972893192006672>.

POINT OF CONTACT AND PUBLIC Q&A

For questions or additional information regarding this RFA and the associated competitive process, please send your query to 21stcclc.info@dc.gov or contact the following program staff:

Myles Cliff
21st CCLC Program Analyst
Phone: (202) 531-2792
Email: 21stcclc.info@dc.gov

Tanisha L. Brown, Ed.D.
21st CCLC State Director
Phone: (202) 741-4699
Email: 21stcclc.info@dc.gov

All questions must be submitted by May 18, 2021. OSSE will publish its answers to these questions on its website by June 1, 2021.

APPLICATION GUIDANCE

Prior to submitting an application, applicants must to agree to and save, at minimum, all assurances and certifications in Central Data through the EGMS (see Appendix B for additional information on EGMS and Central Data). To submit an application, applicants must review and complete the ten tabs described below and found in the online 21st CCLC application. The tabs are as follows:

OVERVIEW

Applicants will find an overview of the purpose, review process and review rubric in this section of the application.

CONTACT INFORMATION

Applicants will provide 21st Century “Grant Manager” and “Program Contact” information. If the “Grant Manager” also fulfills the “Program Contact” role, populate both sections with the same information. Up to five additional email addresses may be included for staff who wish to receive copies of automated EGMS approval/disapproval notices.

SITE CONTACT INFORMATION

Applicants will include the number of 21st CCLC program sites and will provide 21st CCLC program site contact information, including the site name, point of contact, physical address, and the DC ward number, phone number and email address for the point of contact. This information will be published on OSSE’s website.

FUNDING DISTRIBUTION

Amounts in the “Funding Distribution” section will reflect the application budget after the application is submitted and approved. Until the application and budget are approved, the amounts in this section will remain at \$0.



PROGRAM APPLICATION REQUIREMENTS

Criteria 1: Executive Summary (Maximum 3 Points)

— Applicants will be required to provide a summary that describes the proposed 21st CCLC program. The summary must:

- Describe a need for the 21st CCLC program
- Identify the schools to be served and the reasons for selecting the target population
- Include a theory of action
- Identify the program's key design elements and evidence-based practices to achieve desired program outcomes
- Describe all program partners and their capacity to effectively support the 21st CCLC program

Applicants will also provide a brief overview of the ward and neighborhood that they serve. This description will not be scored, but provides an opportunity for applicants to assist reviewers in receiving a more comprehensive understanding of the applicants' program.

Criteria 2: Application Priorities — Section 1: Determination of Eligibility While any applicant meeting the basic eligibility criteria outlined in the Eligibility Criteria section is eligible to apply for 21st CCLC funding, in accordance with ESEA Section 4204(i)(1), as amended, priority will be given to the following. Note that applicants need only meet one condition within a tier to be eligible to claim that tier. Applicants may only claim one tier, even if conditions across multiple tiers are applicable:

- Tier 1 (highest priority)
 - Programs that will primarily serve students who attend schools that are implementing Comprehensive Support and Improvement activities - Type 1 (CS-1)) under OSSE's [School Transparency and Reporting \(STAR\) accountability framework](#) for performing in the bottom 5% of schools in DC.
 - Programs that are specifically structured to support a significant number of students with disabilities.
 - Programs that propose to provide 21st CCLC services to students for 120 hours or more during the summer break period.
- Tier 2
 - Programs that primarily serve schools that are identified as Comprehensive Support and Improvement – Type 2 schools (CS-2) under [OSSE's School Transparency and Reporting \(STAR\) accountability framework](#) for having a graduation rate less than 67%.
 - Programs that primarily serve schools that are identified as Targeted Support and Improvement schools (TS) under [OSSE's](#)

[School Transparency and Reporting \(STAR\) accountability framework](#) for having at least one student group that is performing at or below the level of the lowest performing schools in DC.

- Programs that are specifically structured and targeted to support students in grades 9–12.
- Tier 3
 - Programs that partner with schools determined by the LEA to need intervention and support to improve student academic achievement and other outcomes and that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.
 - Programs that are specifically structured and targeted to support students in grades 6-8.
 - Programs that plan to implement STEM programs to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.
 - Programs that will be administered jointly with an eligible entity(ies) consisting of not less than one LEA receiving funds under part A of title I; and a CBO or other public or private entity;
 - Programs that demonstrate the proposed activities in the application are not currently accessible to the students who would be served, as of the date of the application, or would expand accessibility to high-quality services that may be available in the community.

***SPECIAL RULE.** OSSE shall provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality to meet the requirements (ESEA, 4204 (i)(2)).

Section 2: Justification of Priority Eligibility For the competitive priorities selected in Criteria 2, applicants must explain how the program will meet any competitive priority criteria selected, and if applicable, how students meeting the selected priority will be recruited for the program and why there is likely to be a significant number of participants from the prioritized group(s). In this description, specify the number and



name of sites at which the selected priorities will be implemented.

Criteria 3: Needs and Resource Assessment (Maximum 20 Points)

— In accordance with ESEA, Section 4204(b)(2)(I), as amended, each applicant must use evidence-based data to evaluate the needs of students, families, and the community to be served; as well as available resources to support the proposed 21st CCLC program. In addition to describing the needs and resource assessment and results, the applicant must describe how the proposed program will address the identified needs, including the needs of working families, to increase the academic performance, and college and career readiness of participants.

This needs assessment must include:

- A description of the needs of students at risk of educational failure in the targeted community.
- Statistics, including but not limited to, area poverty rates; the number of students in identified, low-performing schools.
- The percentage of Title I students, dropout rates; literacy rates; youth risk behavior statistics (i.e. violence, sexual activity, drug and alcohol use), and student state assessment results.
- Relevant data regarding the needs of family members of the students to be served, including but not limited to educational levels in the targeted area(s) where the center(s) will be located, parental engagement data, and community concerns.
- A summation of currently available out-of-school time programming (i.e. after-school, before school, summer programs/camps, etc.), and academic supports for students and their families in the targeted school areas, or the lack of such support for students and their families.
- How the applicant collaborated with relevant stakeholders such as students, parents, teachers, and principals to determine the needs of students and their families, as well as gaps in services.

Criteria 4: Evidence-Based Program Design (Maximum 56 Points)

— Applicants are required to demonstrate their experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students. According to the USED publication “Working for Children and Families: Safe and Smart II-After-School Programs”, there are nine characteristics present in high-quality expanded learning programs. The 21st CCLC peer reviewers will look for these qualities in the program design. These qualities are:

- Goal Setting, Strong Management, and Sustainability;
- Quality After-School Staffing;

- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with CBOs, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and After-School Personnel;
- Monthly Program Activities and Timeline; and
- Evaluation of Program Progress and Effectiveness.

Evidence-Based Practices — As defined by ESEA Section 8101(21) “evidence-based” means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- strong evidence from at least 1 well-designed and well-implemented experimental study;
- moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- an activity, strategy, or intervention that demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- includes ongoing efforts to examine the effects of said activity, strategy, or intervention.

Applications must:

- Demonstrate the use of systematic research, based on the nine characteristics of high-quality expanded learning programs, in developing the program and instructional design.
- Describe the use of current best evidence in making programing and design decisions.
- Describe how selected programs and/or practices have had positive outcomes for the population to be served.
- Describe how evidence-based instructional practices align with the academic activities in the day school curriculum.
- Provide research-based data that demonstrates the program will help students meet state and local student achievement standards.
- Describe how activities are expected to improve student academic achievement as well as overall student success.

Section 1: Measurable Objectives — Applicants must create measurable objectives to evaluate programs and activities, with emphasis on alignment with the reg-



ular academic program of the school and the academic needs of participating students. Applicants must address the following four components in each measurable objective:

1. Subject (who is the target or focus?);
2. Behavior (what will be changed/ improved?);
3. Specific criteria for assessing improvement, readiness, or achievement; and
4. Time period for performance or assessment.

Applicants must:

- Identify a maximum of five measurable objectives for students and family members. Applicants may use the 21st CCLC performance indicators found in Appendix G, Federal and State Performance Indicators as a guide for creating measurable objectives.
- List the objectives that will guide development of the program to be funded with requested funds. These are to be clearly identified and measurable.
- Provide a timeline for completion of each objective's major activities for the year. Note: Weekly 21st CCLC program schedules must align with the objectives and activities presented in the 21st CCLC application.
- Describe the evidence-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by requested funds.

Sample Measurable Objective — Twenty percent of students will move from the approached expectations to the met expectations in math on PARCC/MSAA after the first year of 21st CCLC program implementation and an additional 10 percent will move from approached expectations to the met expectations in each subsequent year of the grant award period.

Criteria 5: Program Management and Implementation (Maximum 88 Points) — The instructional program should embed all nine components of a high-quality after-school program, including enrichment learning activities. Enrichment learning activities can fall within one of three primary types of after-school activities:

- Tutoring/homework help – Extends the students' daily class work into after-school. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.
- Enrichment – Expands on students' learning in ways that are different from the school day. Activities are often interactive and project-focused.

- Recreation – Does not necessarily address academic concepts but can include lessons learned in recreational activities, including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or English language arts.

Key Instructional Practices and Design Elements —

In accordance with ESEA Section 4201(a) as amended, each application will be evaluated on the basis of the extent to which it is able to clearly and specifically explain how the key instructional practices and major design elements of the program will:

- provide academic enrichment to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects such as English language arts, mathematics and science;
- offer students a broad array of services that are designed to reinforce and complement the academic program offered during the regular school day for participating students; and
- offer the families of students served by community learning centers opportunities for literacy and related educational development to support students learning at home and school.

Section 1. Alignment to Needs Assessment — Applicants must describe the extent to which the proposed program addresses the needs of student and the community. Applications must describe:

- Services that are aligned with the identified needs in the targeted area(s) where the center(s) will be located.
- How the proposed program will help to remedy the risk factors (needs) identified in the needs assessment.

Section 2. Program Implementation — Applicants must describe:

- How the proposed program will help families support their children's learning at home and to partner effectively with schools to support their children's education.
- How the proposed program will include opportunities for youth development and enrichment through hands-on project-based and community service-learning activities.
- How the proposed program activities will address the 21st CCLC Program goals, objectives, and indicators located in the Program Monitoring and Reporting Section. This description must include measurable performance goals for improved outcomes that will assist the program in successfully accomplishing state performance indicators.



- A specific and detailed description of the following:
 - Objective data regarding the need for the before-school, after-school programs, expanded learning, summer recess activities and/or other proposed activities in the schools and community.
 - Service gaps to be addressed by the program, to include how the 21st CCLC grant will establish or expand on the current programs available to students at the schools being served. Please note that this listing must be comprehensive and include programs beyond those that the applicant organization administers.

Program Implementation Timeline — Applicants are required to provide a schedule of activities/events with projected dates of implementation (Oct. 1, 2021 through Sept. 30, 2022) for all major activities listed in the program design and evaluation section. Please include the beginning and ending dates for the proposed 21st CCLC program, activities to be offered, and dates when the program will not be in session.

Section 3: Program Coordination — Applicants must describe:

- Partnership(s) that will be created with CBOs, juvenile justice agencies, law enforcement agencies and youth groups, and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results);
- Student recruitment and retention activities, including those that target private school student participation that will be implemented;
- How students in the proposed program will travel safely to and from the center and home. The applicant must include in its description of transportation/travel procedures how it will ensure that student whereabouts are accounted for throughout the transportation/travel period, including having appropriate procedures for checking students in and releasing students from the transportation/travel. Programs located in facilities other than school buildings must demonstrate that the program is at least as available and accessible as if the program were located in a school building. Note that consideration must be given as to how this plan will meet the transportation needs of working families;
- How the 21st CCLC program will ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with disabilities as required

by the General Education Provisions Act (GEPA) 427, OMB Control No. I801-0004, Section 427;

- How information will be disseminated to the community about the center(s) (including their location) in a manner that is understandable and accessible. This includes how the information will be disseminated to English language learner populations;
- How program staff will continuously collaborate with regular school day teachers, and school and LEA administrators to ensure the program connection is maintained with local school and District initiatives;
- How parents, teachers, students, the business community, a variety of disciplinary and professional fields, and recipients of services will be included in planning for and operating the program;
- How the program schedule will meet the schedule of working families;
- How students and families will access technology (i.e. internet access) and how children will be supervised while using the internet; and
- If the applicant plans to use volunteers in activities carried out through the community learning center, how the eligible entity will encourage and use appropriately qualified volunteers.

21st CCLC Program Staff — The selection and hiring of appropriate personnel to conduct and manage program services is critical to the 21st CCLC program success. Program directors, site coordinators and all other staff should be qualified and experienced in providing services to youth, and actively engage family in the education of their children. All 21st CCLC program staff must be able to accomplish the duties outlined in the proposed scope of work for each position. OSSE will evaluate staffing positions based on the duties and responsibilities described, as well as the relevant and appropriate skills required to implement the proposed program. For a list of all required staffing positions, see Required Staffing Positions in Appendix C. Applications will be evaluated on the extent to which there is strong evidence that qualified and capable staff will be hired to implement an effective program. OSSE reserves the right to require changes based on its review. The names of proposed employee must not be included in the application.

Applicants must clearly describe:

- The staff recruitment and retention strategies that will ensure qualified staff will be hired;
- The required qualifications for proposed employees and contractors;
- Staff training, including implementation timelines, in the area of safety (i.e. emergency preparedness, CPR, First Aid, etc.);



- Measures to be taken to ensure consistent professional development/staff training in instances of staff turn-over during the program year;
- A tentative listing of professional development/staff training topics and a projected timeline for implementation;
- The frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design; and
- How program staff will vary their approaches to help meet the individual needs of students and improve their achievement in core academic areas to meet or exceed local and state standards.

Note that while combining professional development/staff training resources is encouraged to help promote sustainability and linkage to the school day, all professional development/staff training must be focused on evidence-based practices for out-of-school time activities.

Finally, in an unscored narrative, the applicant must describe how it will ensure that English language learners receive meaningful access to its program. What constitutes meaningful access should include consideration of a number of factors. The applicant should consider the number or proportion of English language learners in the eligible service population, the frequency with which English language learners come in contact with the program, the importance of the service provided by the program, and the resources available to the applicant.

Criteria 6: Program Evaluation and Monitoring (Maximum 20 Points) — In accordance with ESEA, Section 4205(b)(2)(A-B) applications will be evaluated on the extent to which the administration, methodology, and use of periodic (at minimum annually) evaluations will be used to refine, improve, and strengthen programs, including activities, and to refine measurable goals for the program. The evaluation plan must include ongoing program assessment of program implementation and quality improvement aligned with the applicant's measurable objectives. The applicant must describe how the evaluation is aligned with the goals, measurable objectives, expected outcomes of the proposed program, and the current Performance Indicators for the 21st Century Community Learning Center. The evaluation plan must include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess the program's impact on student learning and behavior. The plan must include a description of the evaluation design by indicating:

- What types of data will be collected (must include student English language arts and math achievement data) noting what data from program records, such as activity logs and attendance rosters, will be

utilized in the evaluation and how such data relate to specific program objectives;

- Who will be responsible for collecting the data;
- When the data will be collected;
- Which design, and methods will be used for data collection;
- Instruments that will be used;
- How the data will be analyzed;
- How students and family members will be involved in the evaluation planning and implementation activities;
- When reports of results and outcomes will be available;
- How findings from the evaluation will be used by the program to monitor progress and modify program activities and delivery;
- How information from the evaluation will be shared with parents and other stakeholders including OSSE;
- Explanation of how the external evaluator will be identified; and
- Qualifications of the external evaluator who will collect and analyze data to assess progress toward meeting the program's goals and objectives.

Each application must also:

- Indicate how proposed performance measures relate to the intended outcomes of the program, will be used to collect reliable and valid quantitative and qualitative data, and will realistically verify student accomplishment;
- Identify clear benchmarks (assessed annually or more often) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months in order to reach an objective relating to improved English language arts and/or math scores or grades after one year of involvement);
- Explain how staff will collaborate with regular school day teachers to assess and measure student needs;
- Include a clear description of evaluation tools that will be used to measure the program's impact on the population being served, including all students, families and the community at large. These tools can assess outcomes that impact student learning and behavior including but not limited to standardized test scores; quarterly report cards; teacher, parent, or student surveys; interviews and/or other data collection instruments;
- Describe what designs or methods will be used (e.g., participants compared to a similar group of non-participating students case study, pre/post assessment), avoiding overly general statements,



(i.e. “qualitative and quantitative data will be collected”);

- Describe how the data will be analyzed (indicate appropriate examples of quantitative and/or qualitative analysis, such as comparison of means, or content coding of responses);
- Describe how evaluation information will be used to monitor progress and to provide accountability information to stakeholders about success at program site(s);
- Provide a timeline of evaluation data collection and reporting activities, including who will receive reports; and
- State how it will make evaluation results available to OSSE, families, schools, and other partners; and
- Describe how the program will ensure that staff have the capacity to manage the 21st CCLC program in order to effectively meet the goals and objectives of the 21st CCLC program. The role and responsibilities of each program partner that will be providing services to students and families must be discussed in this section. This includes how all program partners will adhere to mandated data collection and reporting requirements.

External Evaluator — A subrecipient must budget for an ongoing and annual program evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the measures of effectiveness outlined in ESEA Section 4205(b) and in Appendix F, Measures of Evaluation and Effectiveness.

The ongoing and annual program evaluation must be completed using an external evaluator. The external evaluator shall have in-depth knowledge of the 21st CCLC program to collect qualitative data by observing students’ participation and parents’ engagement to obtain feedback from parents and students about the 21st CCLC program. The evaluator is expected to provide useful feedback about program effectiveness and recommendations for program improvements based on the collection and analysis of data used to assess progress toward meeting the program’s goals and objectives as stated in the approved 21st CCLC application. The cost of the external evaluator may not exceed eight percent of the total annual amount of the 21st CCLC budget.

Criteria 7: Sustainability (Maximum 8 Points) — In accordance with ESEA, Section 4204(b)(2)(K), as amended, applications will be evaluated based on the inclusion of a preliminary plan for how the community learning center will continue after funding under this part ends.

Applicants are required to outline a sustainability plan that specifies how the program will accomplish sustainability in years 1-3 and beyond. The plan must include

a description of current public/private partnerships, the plan to expand these partnerships, and the plan to develop public/private partnerships. It is expected that all programs will acquire funds to assist in sustaining the program after the end of funding.

The sustainability plan will use effective, realistic means to maintain funding and continue the program after funding has ended. The applicant will provide evidence of understanding the commitment of sufficient in-kind/matching funds to continue the original level of service to the original number of students proposed to be served after funding has ended.

Each application must:

- Provide a convincing, reasonable preliminary plan for sustaining the community learning center(s) after Federal funding ends. This preliminary sustainability plan must address efforts to garner increased community involvement and support and set goals and timelines for fundraising activities to support the program activities after the grant award;
- Describe all 21st CCLC program partners’ commitment of resources to the program, including, but not limited to, facilities, equipment, supplies and in-kind contributions; and
- Describe how federal, state and local funds will be coordinated for the most effective use of public resources.

ATTACHMENTS

The following information must be added into the Attachments section prior to submitting an application. For additional information, see Appendix B.

Attachment A: Program Summary — Applicants must provide 21st CCLC site information including the percentage of students at each site who are at risk, the percentage of English language learner students, and the estimated number of students and adults to be served. Under ESEA, Section 4203 (a)(3), as amended, applicants will need to indicate if a site is an eligible Title I School-Wide building and in Title I School Improvement (i.e., if the school is designated as a Comprehensive Support 1 or 2 school, or Targeted Support 1 or 2 school). Finally, applicants will need to indicate a site’s school support designation as identified on OSSE’s [School Transparency and Reporting \(STAR\) accountability framework](#).

If a 21st CCLC site is not a school, the applicant will include the school status for the school from where the majority of 21st CCLC participants attend.

Attachment B: Population Served Checklist — For each 21st CCLC site, applicants will indicate which populations will be served, which services will be pro-



vided in the 21st CCLC program, and when the 21st CCLC program will be in operation. Under “Services”, describe in detail how each service will be included in the 21st CCLC program.

Attachment C: Program Operation Information —

For each 21st CCLC site, applicants must show the SY 2021-22 21st CCLC program start and end dates; as well as what days and hours the 21st CCLC program will be held throughout the school year and summer if applicable, and what days and hours adult literacy activities will occur. Examples of adult literacy activities may include:

- Financial literacy
- Computer and technology literacy
- Resume building and job counseling
- Language courses
- Nutritional education
- Physical Fitness

If adult literacy activities are not held consistently, applicants will address the days and hours when adult literacy activities are most commonly held.

Attachment D: Community Partnership Information —

Applicants will list their community partnerships and the types of partnerships involved in the 21st CCLC program.

POST APPLICATION DOCUMENTATION

The following documentation must be submitted to OSSE at 21stcclc.info@dc.gov upon notification that an applicant has been considered for a 21st CCLC grant award. These documents do not need to be provided prior to submitting the application. Electronic signatures secured using password and date stamp protections are allowable. Signatures fonts, pictures and other signature inserts will not be accepted.

Partner Attestation Form — All 21st CCLC applicants who partner with an LEA or CBO must submit a Partner Attestation Form for each partnering organization. By signing the Partner Attestation Form, an LEA or CBO is committed to ensuring the 21st CCLC program will be carried out in the manner set forth in the application and approved by OSSE, including in the event of leadership change at the individual schools to be served.

A copy of the Partner Attestation Form may be found in Appendix I. Partner Attestation Forms must be signed by an authorized LEA or CBO administrator.

Documentation of Private School Consultation — In accordance with ESEA Sections 1117 and 8501-8504, as amended, students who attend private schools in the area to be served by the proposed program are entitled to equitable services under the 21st CCLC pro-

gram. If there are private schools located in the area to be served, the applicant must consult with the private school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to private school students who want to attend the proposed 21st CCLC. This opportunity must be provided before any decision that affects the opportunities of students, teachers, and other educational personnel from these nonpublic schools, became final as part of this application.

The Documentation of Private School Consultation form must be signed by the 21st CCLC applicant and by a private school representative to certify that the Participation of Students Enrolled in Private Schools Information was read and the private schools were offered an opportunity to participate in the development of the application. The applicant is responsible for maintaining documentation of private school contact and consultation, which is subject to review by OSSE.

A copy of the Documentation of Private School Consultation form may be found in Appendix J.

Proof of Liability Insurance — All applicants must maintain sufficient insurance to protect the items purchased through Federal funds and against accidents that may occur on the property.

Building Use Agreement — All facilities offered for the provision of service under the grant agreement shall be accessible to persons with mobility and other limitations (e.g., persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated into the grant agreement. The facilities must be opened for visiting by families and convenient to reach by public transportation.

BUDGET CONSOLIDATION

This flexibility is only available to LEAs who are implementing school-wide programs and want to consolidate 21st CCLC funds into a “school-wide program” pool of funds. An LEA that chooses to consolidate and use funds from different Federal programs shall not be required to maintain separate fiscal accounting records by program that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the school-wide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that was consolidated to support the school-wide program. LEAs that opt to consolidate funds must complete the Consolidation section and create a 21st CCLC budget based on the revised 21st CCLC amount, as applicable.



DETAILED PLANNING BUDGET EXPENDITURES (Maximum 20 Points)

Applicants must provide a detailed description of the costs for all proposed activities according to categories of expenditures provided. This section should say exactly what will be purchased and who intended users will be.

The budget costs should be reasonable and appropriate to cover program expenses, including student transportation. Budgets must include travel and lodging for at least one person to attend at least one local or regional professional development event each year and at least one person attending the two required national conferences listed in the RFA. Subrecipients are required to attend specified trainings implemented by OSSE (see Required Training and Professional Development section). Training attendees may include staff who are not administrators, but who work directly with students. All budgetary costs must be allowable.

The budget must clearly:

- Justify the per pupil amount against the anticipated number of students and family members to be served, anticipated results, and benefits. Costs must be allocated (and will be judged) against the scope of your program and its anticipated benefits;
- Establish what resources/funding will be used to ensure that evaluation/data collection, adult literacy, and staff professional development opportunities will occur;
- Address the plans for meeting the cost of security, facility usage, and transportation; and
- Justify allowability for all costs.

It is strongly suggested that the applicant's business office is consulted when preparing the budget. The program should drive the budget, not the budget driving the program.

Fiscal Control and Oversight — Applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including but not limited to partners. At a minimum, applicants must maintain direct control of 51 percent of the total grant award during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited to, existing 21st CCLC programs and other agencies in a grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

Fiscal Requirements — Approved 21st CCLC providers are required to keep on file all supporting documentation (i.e. requisitions; cost estimates; requests for bids, proposals, etc.; copies of bids, proposals, etc. submitted; evaluation documents; purchase orders or

contracts; invoices; proof that items purchased were received; and/or inventory records) for expenditures and to ensure such documentation is available to other authorized entities for review, upon request. Examples of such documentation include but are not limited to: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

Allowable Expenses — Program funds must be used for activities that directly support the accomplishment of the 21st CCLC program purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and Federal laws, regulations, and guidance. Allowable costs must:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles;
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to the types or amount of cost items;
- Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity;
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost;
- Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part;
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior grant period;
- Be adequately documented; and
- The net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments.

Unallowable Expenses — Program funds may not be used to supplant existing programs and/or funding. Additionally, all expenditures must be consistent with applicable state and Federal laws, regulations and guidance. Unallowable expenses include, but are not limited to:

- Preparation of the 21st CCLC Proposal
- **Entertainment and Refreshments:** A field trip without approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.



- Incentives (e.g. prizes, plaques, trophies, stickers, t-shirts, giveaways)
- Promotional or Marketing Items (e.g., Flags, banners)
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Furniture
- Capital Improvements, Permanent Renovations (except with prior written approval from OSSE)
- Supplanting Federal, state or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations or societies

PROGRAM BUDGET SUMMARY

Applicants must project how funds will be used for the second and third year of the projected grant period. A summary of how funding will be used in the first year of the program will be prepopulated on the basis of information that the applicant has entered in the “detailed planning expenditures” section. As applicable, applicants will include estimated in-kind contributions and program fee amounts for years 1-3 in the summary.

APPENDICES

APPENDIX A: FREQUENTLY ASKED QUESTIONS ABOUT THE 21ST CCLC PROGRAM

Adapted from the 21st Century Community Learning Centers Non-Regulatory Guidance, February 2003, U.S. Department of Education, Office of Elementary and Secondary Education. STEM language adapted from the U.S. Department of Education's Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education. The complete Non-Regulatory Guidance document is located at <https://www2.ed.gov/programs/21stcclc/guidance2003.pdf>. To the extent that Non-Regulatory Guidance conflicts with ESEA, the statute controls.

Why can't individual schools within an LEA apply directly for funds? In accordance with ESEA, Section 4201 (b)(3), only LEAs are eligible to apply, not individual schools.

What if an outside agency wants to work with an individual school within an LEA? The outside agency such as a CBO or faith-based organization (FBO) must enter into an agreement directly with the LEA, not the individual school. This will ensure that collaboration is present with the LEA, and in the event the leadership

at the individual school changes, the program will be able to continue implementation with, perhaps, minor modifications.

Is collaboration a requirement for organizations eligible to apply? ESEA, as amended, contains several provisions about the importance of collaboration. Section 4204 (b)(2)(H) requires applicants to provide a description of any partnership between an LEA, a CBO, and another public entity or private entity, if appropriate. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that states give priority to applications submitted jointly by an LEA receiving funds under part A of Title I and another eligible entity. This priority also applies to LEAs targeting schools in need of improvement, but which demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality. By bringing together community organizations with LEAs, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

May a community learning center be located or take place outside of a school? Yes. Applications for a community learning center to be located in a facility other than elementary or secondary school may be approved. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. This determination will be made by OSSE.

If the community learning center is located outside of a school, must it provide transportation? Whether the program takes place in a school building or other facility, the application must address student transportation (i.e. how students will travel safely to and from the community learning center(s) and home) and the budget for transportation, if applicable. Please note that Federal funds may not be used for the purchase of a vehicle to transport students to and from the facility. (See Title 2 of the Code of Federal Regulations (2 CFR) Section 200.439). Federal funds may be used to rent or lease a vehicle to transport students to and from the facility if an analysis is made showing that rental or lease costs are the most economical approach (See 2 CFR Section 200.318(d)).

Can 21st CCLC program funds support services to adults? Yes. Adult family members of students par-



participating in a community learning center may participate in educational services or activities appropriate for adults. Local programs may offer services to support parental involvement opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and educational development.

Can 21st CCLC student activities take place during the regular school day? No. Services are to be provided outside of the regular school day; that is, before-school, after-school, evenings, weekends, or summer. 21st CCLC funding may be used to conduct authorized activities during expanded learning time (ELT) provided that the ELT does not include the minimum of 180 regular instructional days that are at least six hours in length for students, including time allotted for and services implemented to meet District requirements pursuant to 5-A DCMR § 2100.3. The program may offer services to students during normal school hours on days when school is not in session, e.g. school holidays or teacher professional development days.

Can 21st CCLC funds be used solely to support summer programs? 21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year for a minimum of three hours per day on at least four days per week for 25 weeks (a total of at least 300 hours per regular school year) for pre-K through eighth grade students and a minimum of three hours per day at three days per week for 25 weeks (a total of 225 hours per regular school year) for ninth through twelfth grade students.

Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program? Yes. Civil laws apply to recipients of Federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975.

Section 8534 of ESEA, as amended, provides that nothing in ESEA shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, or disability in any program funded under ESEA.

Are faith-based organizations (FBOs), including entities such as religious private schools, eligible to receive 21st CCLC grants from OSSE? Yes. FBOs are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this

program. To ensure that a local subrecipient, including an FBO, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, OSSE will not discriminate against grant applicants with regard to religion. Thus, FBOs and CBOs are encouraged to apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religion instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. The Uniform Administrative Requirements, Cost Principles, and Audit Requirements in 2 CFR Part 200 provides further guidance regarding these accounting requirements.

What criteria are required for conducting a STEM-centered 21st CCLC program? A STEM-centered 21st CCLC program may include various methodologies, but the basic criteria are as follows:

- Must focus on STEM-related curriculum and activities;
- Should address or involve one or more interdisciplinary STEM topics, career, or "real life" applications, skills, processes, knowledge, or academic subject area;
- Must demonstrate the use of out-of-school approaches of informal education, hands-on learning, relevancy, child/youth development, family engagement, demonstrations of learning, or similar;
- May be led or facilitated by program staff, specialists, partners, family or community members, or combinations thereof; and
- Must engage children and youth populations who are underserved and underrepresented in STEM programs and careers (e.g., English language learners, students of color, etc.).

Successful results and outcomes in meeting STEM-centered program goals or objectives must be demonstrated in the 21st CCLC application. If the program is a new program, the application should include a compelling description of why the proposed program is likely to be successful. OSSE recommends the use of a high-quality evaluation tool such as the Dimensions of Success Tool which combines metrics behind Positive Youth Development and high-quality STEM learning. The Dimensions of Success Tool can be found at <https://www.thepearinstitute.org/dimensions-of-success>. OSSE also recommends researching Com-



mon Core Math and New Generation Science Standards found at <https://osse.dc.gov/service/next-generation-science-standards-ngss-page>.

What are the facility requirements for a 21st CCLC subrecipient? The facility requirements for a 21st CCLC subrecipient are as follows:

Regulations: Facilities used by the applicant during the performance of this agreement shall meet all applicable Federal, state and local regulations regarding its intended use throughout the duration of the grant agreement. The applicant shall maintain current required permits and licenses for the facilities. The applicant's failure to do so shall constitute a failure to perform under the agreement and be a basis for termination of the agreement for default.

Accessibility: All facilities offered for the provision of service under the grant agreement shall be accessible to persons with mobility and other limitations (e.g. persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95- 602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated into the grant agreement. Facilities must be open for visitation by families and convenient to access by public transportation. **A copy of a Building Use Agreement must be submitted to OSSE upon notification that an applicant has been considered for a 21st CCLC grant award. See the Post Application Documentation section for details.**

Insurance: All applicants must maintain sufficient insurance to protect the items purchased through Federal funds and against accidents that may occur on the property. The applicant is responsible for securing all property and ensuring that the facility is maintained in an acceptable condition; and must be able to show proof of insurance coverage as required by law. **Proof of liability insurance must be submitted to OSSE upon notification that an applicant has been considered for a 21st CCLC grant award. See the Post Application Documentation section for details.**

Site Inspection: OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved.

What are the security requirements for a 21st CCLC subrecipient? All programs must be able to ensure that adequate security is provided for participants and that the costs are budgeted.

Can the 21st CCLC program be located in a facility that currently has another after-school program? Yes; however, this is not always the optimal situation. If there is currently an after-school program in a facility,

careful negotiations should be made to ensure that the programs work together, rather than competitively. Issues of space, resources, and students often become sources of conflict. Consideration of merging programs to expand on an existing program or to create a new program using the techniques, activities, objectives, and philosophies of the different programs is encouraged.

Only one 21st CCLC program may be located in a single facility, unless two separate organizations are serving two different populations of students (i.e. one program is geared toward elementary and the other is geared toward secondary students). Each program would be individually accountable for its program outcomes.

Can a 21st CCLC program serve students who live outside of Washington, DC? No. OSSE 21st CCLC awards are given to applying organizations that will serve students who attend private, public, and charter schools in Washington, DC. Students who are homeless, but residents of DC are eligible to participate in 21st CCLC, even if temporarily housed in a neighboring jurisdiction.

Who is the target population to be served by the 21st CCLC grant program? Recipients of a 21st CCLC award must demonstrate that the program will market its services to all students across the District of Columbia. This includes students who attend private schools, charter schools, parochial schools, and other community residents and their families. All 21st CCLC subrecipients must provide comparable opportunities for all students within the area to be served by the grant.

What are the audit requirements for a 21st CCLC subrecipient? Any subrecipient that expends \$750,000 or more of Federal awards in a fiscal year must have a single or program-specific audit conducted for that year in accordance with the provisions set forth in 2 CFR Part 200, Subpart F – Audit Requirements. Subrecipients must submit a copy of their single audit report and financial statement to OSSE. These reports must be submitted within nine (9) months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first. If a subrecipient did not expend \$750,000 or more in Federal awards, the subrecipient must complete, sign, and submit to OSSE the Single Audit Exemption Certification form and a copy of its financial statement. Subrecipients may contact the OSSE Office of Grants Management and Compliance for form templates and more information.

Is there a matching funds requirement? No. OSSE does not require matching funds.



What are the required clearances for 21st CCLC programs? Grant administrators will be required to have the following background checks on all staff and volunteers in the organization who have regular (at least weekly interaction) and direct contact with children and youth:

- A cleared FBI background check
- Results from National Sex Offender Registry
- DC Criminal Background Check

Clearances must be valid through August 31, 2022. One-day visitors and guests must be under the direct supervision of a staff member with appropriate clearances, at all times. All clearances must be valid for the duration of the grant period and align with program site requirements (DCPS, DCPCS, etc.). Employees, volunteers or contractors who are newly hired or under contract by the organization and have direct and unsupervised contact with children and youth, must have background checks and clearances prior to working with program participants. Subrecipients must ensure that appropriate documentation is kept within each personnel file.

Grant administrators will also be required to have results of unexpired tuberculosis (TB) tests on file for all staff and volunteers in the organization who have regular (at least weekly interaction) and direct contact with children and youth.

Approved 21st CCLC subrecipients must comply with District of Columbia Municipal Regulation 5A-137.1, which requires TB tests (with results) for employees and volunteers. Persons with positive test results shall be promptly evaluated by a licensed health care practitioner immediately and after the second year.

It is important to note that all 21st CCLC programs are solely responsible for payment of background and FBI fingerprint checks and TB testing. LEAs have the discretion to have additional clearance requirements for providers who will interact with students. Approved 21st CCLC subrecipients must conduct background checks every two years for employees and volunteer staff prior to allowing these individuals to work directly with students.

Additionally, all 21st CCLC programs must annually show that they are in compliance with all District and Federal tax codes and requirements.

What is the award period? 21st CCLC grant funds are awarded for a minimum of three years in accordance with ESEA, as amended. At the completion of each year of implementation, the 21st CCLC subrecipient will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report submitted to USED; programmatic

and fiscal reviews; and the completion of an annual continuation application. See Program Monitoring and Reporting section for additional information.

Note that if an awardee serves more students than projected, an awardee may seek supplemental funding subject to availability of additional funds. Regular attendees are defined by OSSE as students who attend the program for 30 days or more during the course of a program year.

How are award payments distributed? Requests for reimbursement must be submitted at least once quarterly but no more than once monthly. OSSE highly recommends that subrecipients submit reimbursement requests on a monthly basis. Programs are expected to expend 100% of their funds during the period for which an award is made. Subrecipients in the first and second year of their grant award may carry over up to 15 percent of the federal portion their award into the next program year. Programs that fail to expend a minimum of 85 percent of the federal portion of their award may be subject to a reduction of their continuation award. No carryover is allowed during the third and final year of the program.

All funds must be liquidated by December 1st of the final year. All awards will be reviewed annually for consideration of continued funding. Compliance with programmatic and fiscal implementation and reporting will be considered.

What is the grant award amount to 21st CCLC subrecipients? The minimum funding amount under this competition will be **\$50,000** per application, per year, for a minimum of three years. Costs per center may vary; depending on the number of individuals served, the array of activities, hours of operation, transportation costs, and the availability of additional resources.

Are there any restrictions on purchases made with 21st CCLC funds? 21st CCLC funds must be used in accordance with applicable Federal guidance. There are several restrictions on purchases made with 21st CCLC funds. Some of the costs that 21st CCLC funds may generally not support include but are not limited to the following:

- Preparation of the Application Proposal
- Entertainment and Refreshments (A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are not allowable expenditures.)
- Unapproved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g. gift cards, prizes, plaques, trophies, stickers, t-shirts, giveaways)



- Advertising and Public Relations (e.g., flags, banners, buttons, keychains, pens)
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Furniture
- Capital Improvements or Permanent Renovations (except with prior written approval from OSSE)
- Supplanting Federal, state or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations or societies

Can I use grant funds to purchase food for the program? Food may only be purchased using Federal funds when the cost is associated with meetings and conferences in which the primary purpose is the dissemination of technical information, i.e. professional development conferences and trainings (2 CFR Section 200.432). For additional guidance, see <https://www2.ed.gov/policy/fund/guid/gposbul/faqs-grantee-conferences.doc>.

All applicants are strongly encouraged to apply for the U.S. Department of Agriculture's (USDA's) food and nutrition programs available to organizations who work with students during out-of-school time hours. The Federal government understands that in many cases in order to get parental involvement and/or student participation, a healthy nutritious snack may need to be provided. All successful applicants are again strongly encouraged to apply for existing Federal programs that assist with providing snacks and meals to students and their families.

After-school programs can access funds from the USDA's Food and Nutrition Service through the Child and Adult Care Food Program, National School Lunch Program and Summer Food Service Program. These Federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in after-school programs.

Applicants can follow the link to the Child Nutrition program on USDA's website: www.fns.usda.gov/cnd. The Child Nutrition program under the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement. OSSE's Wellness and Nutrition Services Department has additional information regarding food programs and resources on their webpage at <https://osse.dc.gov/service/health-and-wellness-0>.

What is the indirect cost rate to be used in the SY 2021-22 21st CCLC Budget? The 21st CCLC program allows a restricted indirect cost rate of eight percent of a subrecipient's SY 2021-22 allowable direct costs for non-profit organizations. Indirect costs may be included in the budget in accordance with the allowance.

LEAs must obtain OSSE's approval of an indirect cost rate for the fiscal year by submitting an indirect cost proposal and applicable supporting documentation to OSSE for review and approval. A new indirect cost rate must be obtained for each fiscal year. LEAs are not required to develop an indirect cost proposal; however, LEAs which fail to do so will not be allowed to recover any indirect costs related to federal programs. LEAs must submit an indirect cost rate proposal to OSSE for review using the approved LEA Indirect Cost Rate Template found at <https://osse.dc.gov/publication/indirect-cost-information-and-templates>.

Once reviewed and approved, OSSE will issue a letter to LEAs documenting the approved rate and the period for which that rate is applicable.

Institutes of Higher Education must provide a letter each fiscal year from The Department of Health and Human Services stating their approved indirect cost rate. If the letter does not specify a separate restricted and unrestricted rate, the De Minimis rate of eight percent will be used as the restricted rate. The rate on the letter will be used as the unrestricted rate.

For-Profits are not entitled to the De Minimis rate of eight percent. They must provide an approved indirect cost rate letter from a federal agency to OSSE to receive an indirect cost rate on their OSSE grants.

Can a 21st CCLC program hire full-time employees? The Federal statute does not prohibit full-time employees in a 21st CCLC program. If a program chooses to employ full-time workers, the justification of scope of work must be determined reasonable and 100 percent of duties must be related to the implementation of the 21st CCLC program. As a best practice, OSSE finds that in order to effectively manage and administer the program, no more than one full-time employee is needed, depending on the size and scope of the program.

Are there guidelines for determining staff compensation? Compensation for staff should be reasonable. Staff salaries must follow general market rates for hourly wages.

Can employees of the program be hired as independent contractors? No. Employees of the program, such as tutors and program administrators, may



not be hired as independent contractors. These individuals must be listed under the personnel line item, and standard Federal tax deductions must be accounted for in the budget.

Independent contractors are those individuals who are not affiliated with the subrecipient or its partners and who work for organizations that are contracted as vendors to provide a service to program participants, i.e. security services, contracted instruction, external evaluators, etc.

All employees and independent contractors must have a detailed employment agreement/contract outlining the scope of work, days and hours to be worked, hourly payment rate, and duration of employment. All contracts and/or employment agreements must be presented to OSSE upon request.

Can LEA employees be hired as 21st CCLC staff?

Yes. LEA employees acting as independent contractors unaffiliated with the awardee or its partners will need to follow the independent contractor requirements described in the preceding section. LEA staff not acting as independent contractors but who are 21st CCLC staff will need to complete monthly Time and Effort documentation indicating that 21st CCLC funds did not supplant payments received from an LEA for their day-time program job responsibilities.

Can employees receive raises, bonuses, or incentives under this grant award?

Yes. Employees may receive additional compensation under this award if it is accepted in the final approved application and budget and the conditions by which these increases will be granted is explicitly stated in both the application and the contracts/employment agreements. Programs should keep in mind that award increases will not be implemented to support these salary increases.

What fringe benefits are allowed under this grant award? For full-time employees, fringe benefits may not exceed 23 percent. For part-time employees, fringe benefits may not exceed eight percent.

Annual, sick, and holiday leave may be paid for under this grant award. Health benefits may also be paid for under this grant award.

Can the fiscal agent subcontract the management of the program?

No. The fiscal agent may not subcontract the management of the program.

What are the requirements for sustainability under this grant?

In accordance with the Federal statute, all programs must demonstrate the ability to sustain programming after the Federal grant award has been exhausted. Throughout the grant award period, it is understood that subrecipients are constantly building

relationships that will result in additional funding resources for program sustainability. Each year, subrecipients are required to collect data that can help them analyze and refine their programs based on the impact of activities. Programs with proven records of effectiveness are those that are most likely to be sustained after Federal funding ends.

OSSE has found that one of the best practices in sustainability efforts has been for new subrecipients to build partnership relationships with existing program counterparts. This relationship allows for a sharing of ideas and services to maximize fund usage and provide a more efficient use of program resources.

In regard to evaluation and accountability, what evidence is required from state and local programs to determine whether 21st CCLC programs are research-based and effective?

There are two elements to evaluation and accountability. The first element involves basing your program on activities that have proven effectiveness (activities proven through evidence-based research). The second element involves evaluating the effectiveness of your program using evidence-based principles. For the purpose of state evaluation, program submissions will include measures toward the state performance indicators, as listed in Appendix G, State and Federal Performance Indicators, at a minimum. Subrecipients are required to comply with state level evaluation activities.

What is evidence-based research? 21st CCLC programs must indicate how they meet the principles of effectiveness described in the law. According to ESEA Section 8101(21), as amended, 21st CCLC activities, strategies, and interventions must:

- demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - strong evidence from at least one well-designed and well-implemented experimental study;
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- includes ongoing efforts to examine the effects of such activity, strategy, or intervention.



While the ESEA definition of “evidence-based” states that “at least one study” is needed to provide strong evidence, moderate evidence, or promising evidence for an intervention; subrecipients should consider the entire body of relevant evidence and prioritize strong and moderate evidence. Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

Relevance of the evidence – specifically the setting (e.g., elementary school) and/or population to be served (e.g., students with disabilities, English language learners) by the intervention – may predict how well an evidence-based intervention will work in a local context. Local capacity also helps predict success of an intervention. Therefore, available funding, staff skills and resources, and support for interventions should be considered when selecting an evidence-based intervention.

An evidence-based implementation plan, developed with input from stakeholders, is more likely to result in successful 21st CCLC program implementation. Implementation plans may include the following components:

- A logic model informed by research or an evaluation that suggests why the intervention is likely to improve relevant outcomes;
- Well-defined, measurable goals;
- Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;
- Implementation timelines for successful execution;
- Resources required to support the intervention; and
- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation.

Additional evidence-based research and implementation guidance may be found in the *USED Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* at <https://ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.

What are evidence-based practices? Evidence-based means an activity, strategy, or intervention that:

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- strong evidence from at least one well-designed and well-implemented experimental study;
- moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

What are the components of a high-quality after-school program? The North Central Regional Educational Laboratory has produced a list of 20 characteristics used to help integrate 21st CCLC programs with the regular school day and existing partnerships within the community. These characteristics describe learning taking place in varying formats and designs.

After-school programs are rich with educational opportunities. Programs can make what is learned during the traditional day vibrant and relevant to the lives of children. Comprehensive programs that are integrated into the regular school program and that draw on resources within the community can yield positive outcomes for students and families. Moreover, the process of integration can compound the positive results of after-school programs.

High-quality after-school programs seek to create connections with the curriculum and instruction offered by the school during traditional hours, without duplicating or repeating these efforts. Positive experiences in recreational programs and the development of strong relationships with staff and peers may motivate a child to become excited about learning and to do better in school.

High-quality programs stress not only core skills (i.e. English language arts, writing and math), but also problem-solving, communication, teamwork, perseverance and conflict resolution. The key to this integration is planning and strong relationships between after-school program management and the teachers and staff working with students during regular school hours.

The following are 20 characteristics that lead to comprehensive program planning for integration:

- Climate for inclusion
- Community partnerships
- Qualified staff



- Cohort retention
- Consistent attendance and participation by cohort
- Monthly program of activities schedule
- Coordination with the regular school day learning program and community partners
- Culturally-sensitive climate
- Engaging the public
- Evaluation design
- Facilities management
- Focus on at-risk students
- Funding
- Leadership and governance
- Linkages between after-school, regular school and community partner personnel
- Parental involvement
- Recreational programming
- Safe and healthy environments
- Staffing - qualifications and training; and
- Volunteers

What are the evaluation requirements for local subrecipients? Each subrecipient must budget for and conduct ongoing program evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the principles of effectiveness in Appendix F. The results of the evaluation must be:

- used to modify, improve, and strengthen the program to meet the needs of students and families used to refine the performance measures;
- used to assess effectiveness of activities;
- shared with OSSE and other stakeholders; and
- made available to the public upon request.

Local subrecipients must work with OSSE to evaluate the academic progress of children participating in the state's 21st CCLC program. Program subrecipients will be required to complete the APR indicating locally-collected data such as: number of hours of programming; enrollment per site; achievement and grade data; regularly-participating students, etc. Subrecipients will also be responsible for participating in activities and evaluation programs conducted by the state by its statewide evaluator. These activities may include, but are not limited to, conducting state-mandated surveys and participating in interviews with the statewide evaluator. It is the responsibility of the subrecipients to distribute and collect said surveys, and the information gathered will be reported on the APR.

In addition to the evaluation requirements described,

subrecipients are required to conduct annual 21st CCLC program evaluations using an external evaluator. The external evaluator will conduct the formative (ongoing) and summative (annual) evaluation. Total cost for the external evaluation may not exceed eight percent of the award amount.

What are the reporting requirements for local subrecipients? Each year, subrecipients are required to submit APR data into USED's 21APR data collection system describing program activities, performance measure outcomes, and other data as required. Additionally, quarterly programmatic reports will be required to track and document progress over time. Included in the interim reports will be descriptive data addressing, quarterly projected and actual participant attendance, feeder schools, program activities, partner information, external evaluation status, and lessons learned.

All program data management will be the responsibility of the subrecipient. OSSE will provide general support to subrecipients including the provision of quarterly report templates, technical assistance and related online training.

Timely submission of the Annual External Evaluation Report, APR to USED's 21APR data collection system, quarterly reports, and other data as requested is required. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet the rigorous Federal and state reporting requirements of this grant. Failure to submit timely reports may result in delayed award payments and possible suspension of the grant award.

Results of announced and unannounced site visits may also be a part of the quarterly reporting process for 21st CCLC subrecipients.

What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program? The following regulations are applicable to the 21st CCLC Program: 2 CFR Part 200; Uniform Administrative Requirements, Cost Principles, and Audit Requirements, Subpart B—General Provisions, Subpart C— Pre-Federal Award Requirements and Contents of Federal Awards, Subpart D—Post Federal Award Requirements, Subpart E—Cost Principles, and Subpart F— Audits; 34 CFR Part 76—State-Administered Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; and 34 CFR Part 99— Family Educational Rights and Privacy. The Code of Federal Regulations can be found at <https://www.ecfr.gov/cgi-bin/ECFR?page=browse>.

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 (<https://www2.ed.gov/about/offices/list/ocr/504faq.html>) to en-



sure that their proposed community center program and facility are accessible to persons with disabilities.

What flexibility do 21st CCLC subrecipients have in making changes to a program's size and scope of services? 21st CCLC applicants are awarded funds deemed sufficient to implement the program as described in the application and may not modify the program without written approval from OSSE. Modifications will be considered when the program has been implemented for a period that is sufficient to determine that student needs have changed. Attempting to modify the program after receiving an award and prior to implementation would circumvent the competitive process and consequently is not allowed.

21st CCLC subrecipients who wish to make changes to the size and scope of services of a 21st CCLC program must submit a formal 21st CCLC Program Modification Letter to OSSE. Changes in 21st CCLC program size and the scope of services include, but are not limited to, the number of sites served, site location changes, number of students and adults served, hours and days of services, key staff positions, and changes to program curriculum that differ from the approved program. Depending on the modification, additional documentation, such as best practice research, program lesson plans, and similar evidence must be submitted with the Program Modification Letter to support any modifications.

The 21st CCLC Program Modification Letter must be submitted on the 21st CCLC subrecipient's official letterhead and signed by the 21st CCLC Director. The letter and supporting documentation may be submitted to OSSE at 21stcclc.info@dc.gov. OSSE will review the letter and supporting documentation, and provide feedback as needed. Note that if a program modification is rejected by OSSE, the 21st CCLC subrecipient must continue to provide the same scope of services as currently approved.

OSSE has the right to decrease 21st CCLC funding for programs that fail to serve at least 75 percent of the projected number of students for which funding was provided, by the end of the second quarter.

APPENDIX B: ENTERPRISE GRANTS MANAGEMENT SYSTEM

All applications must be submitted online through OSSE's Enterprise Grants Management System (EGMS). Instructions for completing the 21st CCLC application are available online through OSSE's EGMS website at <http://grants.osse.dc.gov/> and in the Application Guidelines section.

New Vendor Accounts — Applicants that have not done so will need to create a new vendor account in EGMS. The new vendor account will require the follow-

ing information:

- The applying organization's Employer Identification Number (EIN). Information on how to apply for an EIN can be found [here](#).
- A completed W-9 Request for Taxpayer Identification Number and Certification form.
- A completed Master Collection Form (MCF). Links to the W-9 and MCF can be found in the EGMS.
- A Data Universal Number System (DUNS) number. Information on how to apply for a DUNS number can be found [here](#). A DUNS number is required to apply for a SAM account and for the 21st CCLC application.
- A System for Award Management (SAM) account. For information on how to apply for a SAM account click [here](#). A SAM account must be obtained prior to the commencement of a program, pursuant Federal Acquisition Regulation (FAR). See FAR guidance [here](#).

Central Data — Note: In order to access and complete the 21st CCLC application, applicants are required to agree to and save, at minimum, all assurances and certifications in Central Data. There are three Assurances/Certifications tabs and all three must be completed and saved.

In order to complete Central Data section, applicants must enter or acknowledge the following elements.

- **Central Contacts** — Applicants will provide contact information for the "Administrative Office", "Head of School/Organization", and "Business Manager." If the "Head of the Organization" also serves as the "Business Manager", populate both sections with the same information.
- **Data Universal Number System (DUNS) Number** — All entities doing business with the Federal government (receiving Federal grant funds) will need to register for a Data Universal Number System (DUNS) number to complete the Central Data section. Instructions on how to apply for a DUNS number can be found in the EGMS and in the Eligibility Criteria section of the RFA. Applicants must have a current DUNS number to apply for grant funding. An expired DUNS number will not be accepted.
- **System of Award Management (SAM) Account** — All entities doing business with the Federal government (receiving Federal grant funds) will need to register for a System of Award Management (SAM) account to complete the Central Data section. Instructions on how to apply for a SAM account can be found in the EGMS and in the Eligibility Criteria section of the RFA. Applicants must have a current SAM account to apply for grant funding. Information for an expired SAM account will not be accepted.



- **Certifications and Assurances** — Certifications and assurances must be approved by the applicant's director prior to submission. See the Attachments section in Application Guidance for a list of required certifications and assurances for upload. Applicants should refer to the regulations cited on the "Assurances" tab in Central Data and in the 21st CCLC application to review the certifications and assurances to which they are required to attest. Applicants should also review the instructions for certifications and assurances included in the regulations before completing them. All certifications and assurances shall be treated as a material representation of fact. Applicants who do not complete required "Assurances" will not be eligible to apply for the 21st CCLC grant.
- **Allocations and Funding Summary** — The amounts in the "Allocations and Funding Summary" section will reflect the application budget after the application is submitted and approved. Until the application and budget are approved, the amounts in this section will remain at \$0.
- **Submit** — Applicants must run a consistency check for all Central Data information prior to the final submission. If no issues appear as a result of the consistency check, the applicant may submit the Central Data information.

APPENDIX C: REQUIRED 21ST CCLC STAFFING POSITIONS

Program Director — The program director will be responsible for managing and implementing the fiscal and programmatic components described in the approved application. This is to ensure that all 21st CCLC programs comply with all local and Federal regulations and guidelines under the grant agreement, in a timely manner.

The director's responsibilities include, but are not limited to:

- Overseeing and ensuring implementation of approved program activities (programmatic and fiscal, monitor program/ budget appropriately);
- Completing required reports and ensuring timely submission to OSSE;
- Developing an attendance policy and calendar of activities;
- Supervising site coordinators, administrative staff, and program volunteers;
- Conducting program orientation for staff, parents, students, volunteers, and other key program staff;
- Developing and maintaining health and emergency plans/files;
- Attending mandated meetings for program directors, in addition required professional development trainings; and

- Ensuring compliance with evaluation requirements, including data entry into the 21st CCLC program APR data collection system.

Site Coordinator — This position is required for each site. The site coordinator will be responsible for daily operation, coordination and delivery of services at their respective program site(s). The site coordinator must collaborate with the target school(s) to ensure appropriate academic instruction is provided to 21st CCLC program participants. Support staff must have appropriate expertise and education experience to work with the specified age group(s) assigned. If an agency has only one site, the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program.

Site Coordinator responsibilities include, but are not limited to:

- Ensuring staff and students are assigned classrooms;
- Ensuring that daily student attendance is recorded and secured for monitoring, evaluation, and compliance;
- Overseeing the documentation and daily sign-in process for staff and volunteers;
- Overseeing the drop off and pick up of students;
- Coordinating and distributing daily snacks;
- Ensuring activities are delivered as approved;
- Ensuring field trip activities are completed as scheduled and emergency contacts are accessible; and
- Communicating with school-day teachers regarding specific student needs

Administrative Support — This position is required for all programs. This person will be responsible for gathering registration forms, attendance sheets and other forms required by the program. Additionally, this person is responsible for other administrative tasks as assigned by the Program Director.

APPENDIX D: PROGRAM SPECIFIC ASSURANCES (Revised 6/16/2017)

As the duly authorized representative of the applicant I certify that:

1. The applicant will participate in all required State 21st Century Community Learning Centers Program trainings and post-award conferences as required by the Office of the State Superintendent of Education and the U.S. Education Department.
2. The applicant will place all 21st CCLC award funds and program income in a separate non-interest bearing account.
3. The program will take place in a safe and easily accessible facility.



4. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend and the partners with whom they will collaborate (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality.

5. The proposed program was developed, and will be carried out, in alignment with the challenging State academic standards and any local academic standards.

6. The program will target students who primarily attend schools eligible for school wide programs under Section 1114 and the families of such students

5. The 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 funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.

6. The applicant has sought out public comment on the 21st Century Community Learning Centers grant proposal before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.

7. The community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

8. The program will be carried out as proposed in the application.

9. All staff members and volunteers who will be working directly with children have completed FBI fingerprint and criminal background checks, and have current TB test results on file prior to working directly with students.

10. All programs will provide professional development to the staff as needed.

11. The program administrator will prepare and submit to OSSE such reports, in such form and containing such information, as OSSE may require to determine the extent to which activities carried out with funds provided to the program are effective in improving the educational achievement and to meet federal reporting requirements.

12. Provisions for security and building use agreement have been made.

13. All programs will establish an advisory board which will meet regularly and offer input into program operations.

14. The fiduciary agent is financially sound, meeting all Federal, State, and Local tax compliance requirements.

15. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

16. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law au-

thorizing the program provides for assistance to those entities.

17. The public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

18. The applicant will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

19. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

20. the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

21. The applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

Additional Terms and Conditions

1. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit the Agency to make an award.

2. The Agency reserves the right to accept or deny any or all applications if the Agency determines it is in the best interest of the Agency to do so. The Agency shall notify the applicant if it rejects that applicant's proposal. The Agency may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement.

3. The Agency reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.

4. The Agency shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.

5. The Agency may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.

6. The Agency may enter into negotiations with an applicant and adopt a firm funding amount or other revi-



sion of the applicant's proposal that may result from negotiations.

7. The Agency shall provide the citations to the statute and implementing regulations that authorize the grant or subgrant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by the granting Agency; and compliance conditions that must be met by the grantee.

8. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

APPENDIX E: GRANT WRITING TIPS

- While matching funds are not required, including matching funds shows a commitment from the providing partners to maximize every state dollar provided. When addressing issues of sustainability, matching funds demonstrate a long-term commitment to continue the program long past the life of the grant.
- Include contingency plans for emergency or unexpected interruptions to the schedule.
- Look for solid connections to curriculum and content standards. For example, an activity involving drama could meet a reading and writing standard, and sport programs could meet health and fitness standards.
- Examine your program activities to find ways to incorporate the school curriculum and state standards. For example, a sports activity could award bonus points for answering an academically-related question.
- A sustainability plan should include goals, a timeline to accomplish specific goals, management and partnership roles, and financial sources. Clearly identify steps to gain the support and finances. The management structure should address who does what and when. Staff development should relate to program design as well as support retention. Answer the question, "What does the staff need to be prepared and supported while managing the program during and after the 21st CCLC funding cycle?"
- Provide information on the specific sustainability programs to be implemented, not just the organizational history of raising funds, but a clear description of activities with specific timelines to be implemented to generate funds or in-kind contributions. Whenever possible, use and connect to assessments already completed such as those included in the school improvement plan.

- Use data to demonstrate the needs and resource assessment for the sustainability plan. This is an opportunity to justify the need for your proposed 21st CCLC program. If an external grant writer develops the proposal for your organization, ensure that the program is totally reflective of the capacity and intent of the applicant organization. A constant flow of communication must be maintained to submit an application that the applicant organization can defend.

APPENDIX F: MEASURES OF EVALUATION AND EFFECTIVENESS

Periodic Evaluation — The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Results of these evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures. They must also be made available to the public upon request, with public notice of such availability provided.

Measures of Effectiveness — The 21st CCLC program is based on sound principles of effectiveness that will guide local subrecipients to identify and implement programs and activities that can directly enhance student academic achievement. In accordance with ESEA Section 4205(b), programs must be based on the following:

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

APPENDIX G: FEDERAL AND STATE PERFORMANCE INDICATORS

USED 21ST CCLC program goals, objectives, and indicators — Listed below are the Objectives and Indi-



cators the U.S. Department of Education (USED) has required for all 21st CCLC:

Goal: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural and recreational needs of their communities.

Objective 1: Participants in 21st CCLC programs will demonstrate education and social benefits and exhibit positive behavioral changes.

- 1.1 Achievement — Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
- 1.2 Behavior — Students participating in the program will show improvement on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

Objective 2: 21st CCLC will offer a range of high-quality educational, developmental and recreational services.

- 2.1 Core educational services — More than 85 percent of centers will offer high quality services in core academic areas, e.g., English language arts, mathematics and science
- 2.2 Enrichment and support activities — More than 85 percent of centers will offer enrichment activities such as nutrition and health, art, music, technology and recreation.
- 2.3 Community involvement — Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implanting and sustaining programs.
- 2.4 Services to adult family members of participating students — All centers will offer services to eligible adult family members.

Objective 3: 21st CCLC will serve children and community members with the greatest need for expanded learning opportunities

District of Columbia 21st CCLC State Performance Indicators — OSSE's 21st CCLC program is aligned with ESEA, as amended, to support students in meeting the state's challenging standards of learning. The program's authorizing statute (Title IV, Part B) requires that OSSE will *evaluate the effectiveness of the program using performance indicators*.

The goal and objectives cited below provide the overall framework not only for the District-wide program, but for local subrecipients. The state's performance

indicators offer local subrecipients and their external evaluators a set of standards to which their local programs can aspire and against which they can measure growth based on a **continuous improvement model**. The evaluation will use the performance indicators to guide data collection and monitor District-wide program development, best practices, and technical assistance delivery.

Goal: The District of Columbia's 21st CCLC Program will enhance and support participating students' academic achievement by providing enriched, content-based learning opportunities supported by meaningful parent and community engagement.

Objective 1: District of Columbia students consistently attending a 21st CCLC program will show gains in their state assessment results, grades, and engagement in learning applications.

Performance Measures for Objective 1:

- 1.1 Pre-K through grade 5 regular program attendees will have a 90 percent daily attendance rate OR the program will produce a plan for improving daily attendance toward the goal of at least 90 percent daily attendance.
- 1.2 Grades 6-12 regular program attendees will have at least a 75 percent daily attendance rate OR the program will produce a plan for improving daily attendance towards the goal of at least 75 percent daily attendance.
- 1.3 Forty percent of regular program attendees participating in core content enrichment activities will make gains in grades from fall to spring.
- 1.4 Between five and ten percent of regular program attendees in grades 3-8 and 10 will have a five percent gain in percentage points on the English language arts and math state assessment.
- 1.5 Between five and ten percent of regular program attendees in grades 10-12 will score five percent above state averages in their PSAT and SAT reading and math results.
- 1.6 Eighty percent of regular program attendees will show improvement (from fall to spring) in homework completion based on surveys completed by the school classroom teacher.
- 1.7 Seventy-five percent of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness, based on surveys completed by the school classroom teacher.

Objective 2: Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

Performance Measures for Objective 2:

- 2.1 A cumulative of sixty percent of family members of student program participants will attend at least



three annual program events where 21st CCLC program information is disseminated, as measured by attendance logs and parent surveys. Program events may include, but are not limited to, program orientation events, program planning and/or advisory committee meetings, or family engagement events that incorporate activities based on 21st CCLC curriculum.

- 2.2 At least two family members of student program participants will serve on program planning and/or the advisory committee or board, as documented by program rosters.
- 2.3 Programs will offer at least three academically - enriched student/family events designed to increase parent engagement and knowledge of their student's academic program, as measured by program activity logs and surveys.

Objective 3: Programs will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the 21st CCLC program.

Performance Measures of Objective 3:

- 3.1 Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.
- 3.2 Program activities will be supported and/or directly provided by community partner(s), as documented by activity logs.
- 3.3 Community partner(s) will serve on program planning committees and advisory committees or board, as documented by meeting notes and rosters.

APPENDIX H: OUT-OF-SCHOOL TIME RESOURCES

The websites below describe some key resources on out-of-school time programs. USED and OSSE do not endorse the materials or programs that are featured on the web sites not directly affiliated with either agency. This list is not meant to be exhaustive.

- Learn24 <https://learn24.dc.gov/>
- You for Youth <https://y4y.ed.gov/>
- Afterschool Alliance www.afterschoolalliance.org/
- National Afterschool Association <https://naaweb.org/>
- The 50 State Afterschool Network <http://www.statewideafterschoolnetworks.net/>
- The Wallace Foundation <https://www.wallacefoundation.org/pages/default.aspx>
- Foundations, Inc. <https://foundationsinc.org/>
- Federal Resources for Educational Excellence <https://www2.ed.gov/free/index.html>
- Global Family Research Project Articles <https://globalfrp.org/>

- National Institute for Out-of-School-Time <https://www.niost.org/>
- SEDL National Center for Quality Afterschool <http://www.sedl.org/afterschool/toolkits/>
- Best of Out-of-School Time Collaborative <http://www.boostcollaborative.org/>
- U.S. Department of Education — 21st CCLC Program <https://www2.ed.gov/programs/21stcclc/index.html>
- U.S. Department of Health and Human Services <https://www.hhs.gov/>
- U.S. Department of Agriculture — Child Nutrition www.fns.usda.gov/cnd

APPENDIX I: PARTNER ATTESTATION FORM

https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/Partner%20Attestation%20Form%204.30.20.docx

APPENDIX J: DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION FORM

https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/Private%20School%20Consultation%20Form%204.30.20.docx

APPENDIX K: REVIEW SCORING RUBRIC

The 21st CCLC application is based on a 215 point scoring system. In addition to scores, reviewers are required to provide comments for each criterion addressing strengths and weaknesses.

Criteria 1: Executive Summary (Maximum 3 Points)

The Executive Summary should capture the information contained in the questions below. Does the response:

1. Demonstrate a need for the 21st CCLC program and identify the schools to be served and the reasons for selecting the target population? (0 to 1 point)
2. Include a theory of action and identify the program's key design elements and evidence-based practices to achieve desired outcomes? (0 to 1 point)
3. Describe program partners' capacity to effectively support the 21st CCLC program? (0 to 1 point)

Criteria 2: Application Priorities (0 Points)

Unscored but reviewer comments based on the selected priority tier and justification are required.

Criteria 3: Needs and Resource Assessment (Maximum 20 points)

The application includes:

1. • A description of the needs of students at risk of educational failure in the targeted community.
- Statistics, including but not limited to, area poverty rates; the number of students in identified, low-performing schools. (0 to 4 points)



2. The percentage of Title I students, dropout rates; literacy rates; youth risk behavior statistics (i.e. violence, sexual activity, drug and alcohol use), and student state assessment results. (0 to 4 points)
3. Relevant data regarding the needs of family members of the students to be served, including but not limited to educational levels in the targeted area(s) where the center(s) will be located, parental engagement data, and community concerns. (0 to 4 points)
4. A summation of currently available out-of-school time programming (i.e. after-school, before-school, summer programs/camps, etc.), and academic supports for students and their families in the targeted school areas, or the lack of such support for students and their families. (0 to 4 points)
5. How the applicant collaborated with relevant stakeholders such as students, parents, teachers, and principals to determine the needs of students and families and the gaps in services. (0 to 4 points)

Criteria 4: Evidence-Based Program Design (Maximum 56 points)

The applicant:

1. Provides a specific and detailed description of the evidence-based research services and activities (program, models, instructional methods, strategies, and techniques) designed to address the needs identified in Criteria 3 (Needs and Resource Assessment). (0 to 8 points)
2. Demonstrates the use of systematic research, based on the nine characteristics of high-quality extended learning programs, in developing the program and instructional design. (0 to 8 points)
3. Describes how selected programs and/or practices will have positive outcomes for the population to be served. (0 to 8 points)
4. Describes how evidence-based instructional practices align with the academic activities in the day school curriculum. (0 to 8 points)
5. Provides research-based data that demonstrates the program will help students meet state and local student achievement standards. (0 to 8 points)
6. Includes measurable objectives addressing high-quality academic enrichment opportunities that are aligned with the targeted needs to be addressed and the overall objectives of the 21st CCLC program. Each objective must include and describe the four components of a measurable objective: (1) subject (who is the target or focus?); (2) behavior (what will be changed/improved?); (3) specific criteria for assessing improvement, readiness, or achievement; and (4) time period for performance or assessment. (0 to 8 points)
7. Discusses up to five (5) program objectives for students and family members. The objectives align with the 21st CCLC performance indicators identified in the RFA. (0 to 8 points)

Criteria 5: Program Management and Implementation (Maximum 88 Points)

1. The application includes the applicant's description of the proposed instructional activities and services include enrichment learning activities. Enrichment learning activities can fall within one of the three primary types of afterschool activities: (a) Tutoring/homework help, (b) Enrichment -- interactive and project-based, and (c) Recreation -- include social skills, team-work, leadership, competition, and other disciplines that demonstrate a connection to improving achievement in mathematics or reading/language arts. Description includes: (a) All nine (9) components of a high-quality afterschool program, (b) A broad array of services that are designed to reinforce and complement the regular school day academic program, and (c) Literacy and other educational activities for parents and their children (0 to 2 points)
2. The applicant discusses the literacy and other educational activities and services that will be offered to families of participating students. (0 to 2 points)
3. The applicant describes how the proposed program will help to remedy the risk factors (needs) identified in the needs assessment section of the application. (0 to 2 points)
4. The applicant describes interactive literacy activities between parents and their children. (0 to 2 points)
5. The applicant describes training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (0 to 2 points)
6. The applicant describes how the proposed program will include opportunities for youth development and enrichment through hands-on project-based and community service-learning activities. (0 to 2 points)
7. The applicant describes how the proposed program activities will address the 21st CCLC program goals, objectives, and indicators located in the Program Monitoring and Reporting Section. This description must include measurable performance goals for improved outcomes that will assist the program in successfully accomplishing state performance indicators. (0 to 2 points)
8. The applicant provides a schedule of activities/events with projected dates of implementation (Oct. 1, 2021 through Sept. 30, 2022) for all major activities listed in the program design and evaluation section is provided. (0 to 2 points)
9. The applicant describes partnership(s) that will be created with CBOs, juvenile justice agencies, law enforcement agencies and youth groups, and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what



- ends, and with what anticipated results). (0 to 4 points)
10. The applicant describes student recruitment and retention activities, including those that target private school student participation that will be implemented. (0 to 4 points)
 11. The applicant describes how students in the proposed program will travel safely to and from the center and home. The applicant must include in its description of transportation/travel procedures how it will ensure that student whereabouts are accounted for throughout the transportation/travel period, including having appropriate procedures for checking students in and releasing students from the transportation/travel. (0 to 4 points)
 12. The applicant describes how the 21st CCLC program will ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with disabilities as required by the General Education Provisions Act (GEPA) 427, OMB Control No. I801-0004, Section 427. (0 to 4 points)
 13. The applicant describes how information will be disseminated to the community about the center(s) (including their location) in a manner that is understandable and accessible. This includes how the information will be disseminated to English language learner populations. (0 to 4 points)
 14. The applicant describes how program staff will continuously collaborate with regular school day teachers, and school and LEA administrators to ensure the program connection is maintained with local school and District initiatives. (0 to 4 points)
 15. The applicant describes how parents, teachers, students, the business community, a variety of disciplinary and professional fields, and recipients of services will be included in planning for and operating the program. (0 to 4 points)
 16. The applicant describes how the program schedule will meet the schedules of working families. (0 to 4 points)
 17. The applicant describes how students and families will access technology (i.e. internet access) and how children will be supervised while using the internet. (0 to 4 points)
 18. The applicant describes if the applicant plans to use volunteers in activities carried out through the community learning center, how the eligible entity will encourage and use appropriately qualified volunteers. (0 to 4 points)
 19. The applicant describes staff recruitment and retention strategies that will ensure qualified staff will be hired. (0 to 4 points)
 20. The applicant describes roles and responsibilities of key staff. (0 to 4 points)
 21. The applicant describes the required qualifications for proposed employees and contractor. (0 to 4 points)
 22. The applicant describes staff training, including

implementation timelines, in the area of safety (i.e. emergency preparedness, CPR, First Aid, etc.). (0 to 4 points)

23. The applicant describes measures to be taken to ensure consistent professional development/staff training in instances of staff turn-over during the program year. (0 to 4 points)
24. The applicant describes a tentative listing of professional development/staff training topics and a projected timeline for implementation. (0 to 4 points)
25. The applicant describes the frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design. (0 to 4 points)
26. The applicant describes how program staff will vary their approaches to help meet the individual needs of students and improve their achievement in core academic areas to meet or exceed local and state standards. (0 to 4 points)

Criteria 6: Program Evaluation and Monitoring (Maximum 20 Points)

The applicant describes:

1. Types of data to be collected (must include student English language arts and math achievement data) noting what data from program records, such as activity logs and attendance rosters, will be utilized in the evaluation and how such data relate to specific program objectives. (0 to 2 points)
2. Who will be responsible for collecting the data, and the design and methods that will be used for data collection. (0 to 2 points)
3. What evaluation tools will be used to measure the program's impact on the population being served, including all students and families; and when and how the data will be analyzed. (0 to 2 points)
4. How proposed performance measures relate to the intended outcomes of the project will be used to collect reliable and valid quantitative and qualitative data, and will realistically verify student accomplishments. (0 to 2 points)
5. How information from the evaluation will be shared with parents and other stakeholders including OSSE. (0 to 2 points)
6. How students and family members will be involved in the evaluation planning and implementation activities. (0 to 2 points)
7. How the external evaluator will be identified; and the qualifications of the external evaluator who will collect and analyze data to assess progress toward meeting the program's goals and objectives. (0 to 2 points)
8. How the program will be monitored and evaluated for effectiveness, quality, and compliance; and how evaluation information will be used to monitor progress, modify program activities and instruction strategies, and to provide accountability information to stakeholders about success at program site(s). (0 to 2 points)



9. How staff will collaborate with regular school day teachers to assess and measure student needs. (0 to 2 points)
10. The timeline for evaluation data collection and reporting activities, including who will receive reports, and when evaluation results will be available to OSSE, families, schools, and other partners; and clear benchmarks (assessed annually or more often) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months in order to reach an objective relating to improved English language arts and/or math scores or grades after one year of involvement). (0 to 2 points)

Criteria 7: Sustainability (Maximum 8 Points)

1. The applicant describes: (a) The 21st CCLC program current partners' commitment of resources to the program, including, but not limited to, facilities, equipment, supplies and in-kind contributions; and (b) how federal, state and local funds will be combined or coordinated for the most effective use of public resources. (0 to 4 points)
2. The applicant provides a description of current public/private partnerships and its plans to expand these partnerships; and a convincing, reasonable preliminary plan for sustaining the community learning center(s) after federal funding ends, including the applicant's experience or capacity (promise of success) to continue to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. (0 to 4 points)

Criteria 8: Detailed Planning Budget Expenditures (Maximum 20 Points)

The applicant:

1. Justifies the per pupil amount against the anticipated number of students and family members to be served, anticipated results, and benefits. Costs must be allocated (and will be judged) against the scope of the program and its anticipated benefits. (0 to 4 points)
2. Establishes what resources/funds will be used to ensure that evaluation/data collection, family literacy and family education, and staff professional development opportunities will occur. (0 to 4 points)
3. Addresses the plans for meeting the cost of security, facility usage, and transportation. (0 to 4 points)
4. Identifies the amount of Federal, state, and local program funding, if any, that will be combined or coordinated with the proposed 21st CCLC program to make the most efficient use of public resources. See Criteria 3: Needs and Resource Assessment for funding resources. (0 to 4 points)
5. Identifies the estimated budget amount and actual use of all in-kind contributions or any anticipated program fees and justifies the use of all resources

identified. See Program Budget Summary for details. (0 to 4 points)



APPENDIX I: APPLICATION CHECKLIST

CLOSING DATE: Monday, June 14, 2021 at 3:00 p.m.

The Application Checklist Form is a tool to assist applicants in ensuring that all required components of the application have been addressed.

(DO NOT SUBMIT WITH APPLICATION)

- _____ DUNS number and SAM account information has been received and has not expired.
- _____ At minimum, Central Data assurances and certifications have been agreed to and saved prior to accessing the application.
- _____ The applicant organization/entity has responded to all sections of the Request for Application (RFA).
- _____ The entire application has been completed according to the standards set in the RFA.
- _____ All budget narrative responses are descriptive and align with the correct program categories.
- _____ The "Year 2" and "Year 3" budget totals equal the "Year 1" budgeted total amount.
- _____ "External Evaluation" costs total does not exceed eight percent of the 21st CCLC grant amount.
- _____ The applicant received confirmation from OSSE's online application system that the application has been received. Applicants are encouraged to submit at least one day prior to the deadline to ensure any potential technical questions or issues may be addressed and not inhibit an applicant from submitting an application for review.

The review panel will not review applications with missing content.



Nita M. Lowey 21st Century
Community Learning Centers

