

21st Century Learning Centers

Application Instructions FY25

IOWA DEPARTMENT OF EDUCATION
DIVISION OF LEARNING AND RESULTS

Application Instructions

ONLINE LETTER OF INTENT / STUDENT NEEDS SURVEY DEADLINE:

Friday, November 1, 2024

Submit the Letter of Intent [here](#).

APPLICATION DEADLINE:

FRIDAY, DECEMBER 20, 2024; 4:00 PM CST

TOTAL FUNDS AVAILABLE FY2025: \$7,327,451.40

[Link to the Online Application](#)

Address all questions to: vic.jaras@iowa.gov

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It is the policy of the Department not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. §206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Department, please contact the legal counsel for the Department, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov

Critical Dates for the Request for Application Process – FY25

September 2024	Request for Application (RFA) available on the Iowa Department of Education (Department) 21CCLC website , the Iowa Afterschool Alliance 21CCLC Website , and informational letter issued.
September – Nov 2024	Grant Technical Assistance Meetings around the state will be offered to provide aid in the development of grant applications. When specific dates and locations are made available, they will be posted to the Department website. These will be held virtually or in person.
October 10, 2024	Grant Local Evaluation Webinar – 10am-12pm
November 22, 2024	Letters of Intent to Apply must be submitted via an online application and survey of student needs (link posted on Department website in September).
December 20, 2024	Grant applications due date. Must be received electronically via the web portal by 4:00 P.M. CDT No exceptions.
December – January	Grant reviewers read and score applications for funding.
January 2025	Grant reviewers conference.
March-April 2025	Grant awards announced.
April – June 2025	Grant contracts finalized.
July 1, 2025	Program implementation may begin with summer (note: The Federal data reporting begins the school year with summer school).

Grant Overview

Background

The 21st Century Community Learning Centers (21CCLC) is authorized under Title IV, Part B of the Every Child Succeeds Act (ESSA).

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

[Federal Department of Education.](#)

Purpose

Constructive learning activities during non-school hours, combined with adult guidance through school and community-based academic and youth development programs, result in greater achievement and social outcomes for children and youth throughout their school age years.

The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement and be enhanced by and sustained through community partnerships beyond the term of the grant.

Eligible Applicants

Applications for 21st Century Community Learning Centers (CCLC) grants under the Every Student Succeeds Act (ESSA), Title IV, Part B must meet the following criteria

- One or more schools that are Title I schoolwide eligible and a minimum of 40% [free and reduced price lunch](#)
- OR a Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21CCLC program funding.
- Existing grantees that are providing high quality programs and successfully serving youth.
 - Non-compliant grantees are not eligible to apply.

Please note that a school may participate in only one 21CCLC application for funding. A district with multiple high schools may participate in up to two applications, but only one application may be made by the district. Community organizations may submit an application to support children in a high need (Title I) school on behalf of a district. **Limit of one application per year per school district.** This provision encourages equitable distribution of funds across the state.

All eligible applicants may apply for 21CCLC funds for the following purposes:

- To start a program to support at-risk children.
- To support previously funded programs and services.
- To expand to new schools/sites.

Applications will be screened for capacity to administer the program on a pass/fail basis as demonstrated by:

- Achievement of goals set during previous years.
- Evidence of that achievement.
- Acceptable levels of student attendance in the program.
- Failure to pass a risk assessment or in non-compliance.

Guidance for Community Group Applicants

Community groups seeking a secondary application must be endorsed by the school district administration. The host district must approve the remediation plans for their students. An MOU can provide this documentation (see required forms within the online application). Community groups applying for the 21CCLC grant should have a pre-application meeting with school administrators. The grant proposal should address which schools the community group will be partnering with or serving in the budget forms, even if the schools are not where the program occurs. The name of the school(s) and principal(s) who sign the assurance agreement should also be listed. Iowa has a financial capacity check for all non-school applicants. Community groups with over \$750,000 in federal awards are required to annually submit the required single audit report to the Department.

Grant Cycle (Up to 5 Total Years of Funding)

- Iowa awards five-year grants with three years at 100 percent funding, and two years at 75 percent funding (sustainability is provided by community partnerships).
- A comprehensive, successful site visit and financial review is required for grantees to be eligible for an additional two years of funding at 75 percent of the original funding request.
- Grantees who have not made sufficient progress or do not want to participate in the comprehensive site visit will automatically end their grants after three years.

Site Eligibility

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. Elementary schools and secondary schools are defined as any non-profit institutional day or residential school that is accredited under Iowa law. Applicants who are community-based organizations must identify an accredited school as a partner. Applicants proposing to provide services through the 21CCLC grant must provide documentation that:

- A minimum of 40 percent of students receiving [Free and Reduced Price Lunch](#) (FRPL) at each building is required for eligibility.
- The applicant, school district, and school are in agreement about the program site.
- If an off-campus program site is proposed, the program location will be at least as available, safe, and accessible as it would be if it were located at the school.
- There is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component.
- Safe transportation between the school and the alternate site and between the alternate site and home will be provided.

21CCLC funded programs operated in a school are categorically exempt and not considered child care. However, programs seeking child care assistance must be licensed by the Iowa Department of Health and Human Services. Applicants are encouraged to contact the Iowa Department of Health and Human Services (HHS). HHS: Todd Savage, tsavage@iowa.gov.

NOTE: ALL program staff and volunteers are subject to the health screening and fingerprint clearance requirements in law, Iowa Code, DOE rule, and district policy for personnel and volunteers in the school district.

Funds from the state administered 21st Century Community Learning Centers program (Title IV Part B), as directed by provisions of the ESSA, are intended for use with students who attend schools with a high concentration of poverty. To that end, an **absolute priority** of the program is that the target population will be students from schools designated as Title I schoolwide eligible (a school in which **not less than 40 percent** of the children are from low-income families and receiving free and reduced lunch to be eligible for “schoolwide” status). In addition, applicant agencies that serve students in schools designated “Targeted” (“Needs Improvement”) or “Comprehensive” (“Priority”) on the [Iowa School Performance Profile](#) *and/or* are doing so jointly as a collaboration between the school building(s) receiving Title I funds and other community-based organizations or public or private organizations will receive **competitive priority** in this application process.

Equitable Participation of Nonpublic School Students

Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to nonpublic school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both nonpublic and public school students in the area served by the grant. Given this requirement, a nonpublic school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with nonpublic school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to nonpublic school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs (local education agency) and nonpublic school officials on key issues that are relevant to the equitable participation of eligible nonpublic school students, teachers, and other education personnel in ESSA programs. Consultation with nonpublic schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in the Application Packet: Form F that includes contacts, meeting dates and times, and outcomes.

The Nonpublic School Consultation Meeting Log is a required downloadable template included in the online platform and provides a template for outreach and documentation of consultation with nonpublic entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of nonpublic school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. **Consultations should take place in September or October.**

Nonpublic schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Nonpublic school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the nonpublic school. Nonpublic schools, where applicable, must consult with public schools.

Nonpublic school consultation is required by federal statute. Failure to provide consultation, providing false information, or other obstructions are grounds for rejecting an application.

21CCLC Program Components

Requirements

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. We require a student needs assessment that will use data to help plan effective activities to identify and focus on critical student need areas (achievement gaps). Example: Site ABC determines after performing a Student Needs Assessment that 55% of the student population qualifies for free or reduced

priced lunch, youth are not reading or performing math functions at proficiency, and there has been a growing trend of office referrals.

All grantees are required to provide:

- An Academic Assistance component
- An Educational Enrichment component.
- A Family Engagement component. Click here for [Family Engagement Guide](#).

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement.

Activities should be aligned to federal guidelines and include many of the following components based on a local student needs assessment with items 1, 2, and 3 given priority and the remaining list as needed:

1. Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement.
2. Literacy Activities.
3. Mathematics and Science education (STEM) and Computer Science activities.
4. Programs that promote parental involvement and family literacy (Family Engagement).
5. Arts and Music education activities.
6. Entrepreneurial education programs; Employment preparation or training.
7. Tutoring services, including those provided by senior citizen volunteers, and mentoring programs to reduce achievement gaps for at-risk children.
8. Volunteer and community service opportunities.
9. Programs that provide after-school activities for English Language Learners (ELL) and that emphasize language skills and academic achievement.
10. Recreational activities, Physical Fitness, and Healthy Lifestyle education.
11. Technology education programs that connect with careers.
12. Expanded library service hours.
13. Programs that provide assistance to students who have been chronically absent, suspended, or expelled to allow them to improve their academic achievement.
14. Drug and violence prevention programs.
15. Counseling programs.
16. Supervised field trips, enrichment programs and events.
17. Character and Behavior education programs.
18. Activities that promote college and/or career readiness.

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. There is a growing wealth of research that tells us that if the nutritional needs of children are being met, they are more apt to learn. **The provision of a meal during your program hours is encouraged and must meet the USDA guidelines for nutritional needs.** Here is a link to some of the research that has been done on the connection between nutrition and student performance: [Cargill Review](#)

Grantees are strongly encouraged to provide a full meal to participating children. [Nutrition Programs](#)

Application and Deadline

Prospective applicants should notify the Department of their intent by the posted deadline to allow for arrangements for the proposal review.

Applications are to be submitted via the [online](#) platform and are due by 4:00P.M. on Friday, December 20, 2024. We **STRONGLY** encourage applicants to save the narrative sections of the application in a Word Document as grant progress cannot be saved and returned to within the online system. A PDF of the full application is provided to applicants on the landing page of the online platform so that materials can be prepared for uploading.

All questions should be directed to Vic Jaras at vic.jaras@iowa.gov or 515-402-2729.

Project Period

Funds will be made available to local programs for three years full funding and after a successful, comprehensive site visit, a continuation award (at 75 percent funding) can extend the grant an additional two years. Fiscal and progress reports will be required during the project period. Federal and state regulations, non-regulatory guidance, and laws pertaining to operations of this project will be in effect and govern the use of these funds. Sufficient progress must be demonstrated to be eligible for continuation funding. Progress will be determined by the use of a compliance and growth checklist. Grantees will be given training and technical assistance regarding this matrix upon approval of funding. Following the end of five years, all programs must re-submit an application for competitive consideration as a new applicant.

Who is Served?

All applications must serve all grades in a (K-12) school that you are proposing to serve so that the program is schoolwide. Split-grade applications that do not provide services for all children in need in that school and will not be funded.

Award Amount

Minimum grant awards will be \$50,000 per application, per year. Maximum grant awards are \$150,000 per site, per year, and \$300,000 per application, per year. However, sites are encouraged to apply for \$75,000 in years one through three thus keeping the minimum support needed for the program in years four and five. A match is not required, but you **MUST** document the contributions of community partners in your budget and within your award request to avoid supplanting.

Iowa is not an Extended Learning Time (ELT) state. We require a minimum of 60 hours a month contact time for all programs (and 30 days minimum for Summer School). This is calculated by three hours per day multiplied by five days per week when school is open. This has been a requirement since 2001. Additional hours can be offered to youth on nights, weekends and for special events. In the event of inclement weather or school closings due to holiday breaks, these are not held against the grantee. Simply count the number of days in a month the school is open multiplied by three hours per day and this becomes your new contact time. Example: the month of October should see 60 contact hours as there are typically no scheduled school closings and the chance for inclement weather is low. The month of December typically has two weeks of holiday closing and the increased chance for a weather issue. If school is in session for 15 days this month, sites are expected to log 45 hours of contact with youth.

Further Information

21CCLC Application Technical Assistance

A series of grant technical assistance workshops will be offered throughout the state (virtually or in-person) to provide technical assistance on the development of grant applications for school, community-based, faith-based, non-profit, and nonpublic organizations preparing competitive applications for 21CCLC funds. Specific workshop dates and locations will be posted to the Department website. Attendance/participation is not required but is strongly encouraged.

21CCLC Program Orientation (Post Awards)

A new grantee meeting is required for all new awards. Additional support will be offered bimonthly via webinars, conference calls and information sharing. A New Grantee page with supporting documents and information can be found on the Iowa 21CCLC website. A New Grantee-Staff Transition Committee has been established to assist programs with immediate needs throughout the year. These meetings are held monthly and address a series of topics interesting to new program sites. **Participation in this Committee is required for any newly funded grantee** or for staff in existing programs who are new to the grant program.

Additionally, Program Directors are asked to participate in monthly calls held virtually. These calls are designed to give you point in time information, address immediate questions, and provide an opportunity to network with other sites.

Required Professional Development

The Impact Afterschool (state) conference also provides technical assistance on Federal data reporting, an opportunity to visit with the SEA, and best practice sessions annually. Monthly webinars, bimonthly committees and regional workshops are provided for grantees and are required professional development. **All awarded sites will be required to document their ongoing professional development efforts through a provided template and submit this document annually.**

Informative Websites

Websites that may be of assistance in developing the application include:

- [U.S Department of Education 21st Century Community Learning Centers Website:](#)
- [Department 21st Century Community Learning Centers Website:](#)
- [Iowa Afterschool Alliance Website](#)
- Iowa 21st Century Community Learning Centers [Resources Page](#)
- [New Grantee Orientation Page](#)

Application Content

Applications are eligible for up to 139 points. 109 points are possible in the narrative section with the possibility of 30 additional points as documented in the Request for Competitive Priority template.

The full application can be found here [21CCLC RFA Apply](#) and requests the following information:

Application Information – includes contact information for key personnel, UEI number, and past grantee information

Forms – includes downloadable forms to be completed and/or signed and then uploaded into system.

Forms include:

- Legal Status of Applicant.
- Request for Competitive Priority - The following bonus points are possible:

- Five additional points for serving youth in counties with greater than 17 percent child poverty. [Child poverty | KIDS COUNT Data Center \(aecf.org\)](#)
 - Five additional points for serving communities designated “rural.” Rural is defined as any locality under 2,499 total population. [Census data](#).
 - Five additional points for serving youth from “Targeted” or “Comprehensive” schools AND submitted jointly between a school and a community partner. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. [Iowa School Performance](#).
 - Five additional points for applications who serve a full meal daily and provide evidence of this partnership with a school food system or local food bank.
 - Five additional points for applications who propose an **annual** vision screening with a vision partner such as the [Lion’s Club](#) and [Vision to Learn](#).
 - Five additional points for middle school and/or high school applicants who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university.
- Minority Impact Statement
- Nonpublic School Consultation Meeting Log
- Sustainability Planning Template and Previous Sustainability Form
- Community Partner Official Notice
- Assurances and Agreements Required of All Applicants
- Collaborative Signatures
- Memorandums of Understanding (MOUs)

Site Information – includes a summary of your Before School, After School, and Summer Programming by the numbers as well as a description of Family Engagement activities.

Financials – includes downloadable budget forms and an additional description of your approach to operational costs.

Basic Service Components – includes information about site or program names and your intention to provide a USDA approved snack or meal.

Proposal Narrative –The narrative sections’ point values are as follows:

- Narrative Text (total possible 109)
 - Proposal Abstract (not scored) – maximum two pages (8,000 characters using 12-point Arial font)
 - Student Need (20) – maximum three pages (12,000 characters using 12-point Arial font)
 - Project (24) – maximum four pages (16,000 characters using 12-point Arial font)
 - Research Base (5) – maximum one page (4,000 characters using 12-point Arial font)
 - Management and Sustainability Plan (20) – maximum four pages (16,000 characters using 12-point Arial font)
 - Communication Plan (5) – template provided
 - Partnerships (10) – maximum two pages (8,000 characters using 12-point Arial font)
 - Does not include MOUs or Letters of Support
 - Evaluation (15) – maximum two pages (8,000 characters using 12-point Arial font)
 - Budget Narrative (10) – maximum two pages (8,000 characters using 12-point Arial font)
 - Optional Bonus Points (up to 30) available in following areas: Title I School in Need of Assistance (five points), High Child Poverty – county above 17% (5 points), Partnering with food bank or food service (extra USDA funding available) to provide full meal daily (5 points), Vision partner (5 points), Rural School (5 points), Middle or High School with career or technical component (5 points).

Program Crosswalk

The following crosswalk details all program requirements monitored regularly by the Department and the corresponding application narrative section that meets each requirement. These requirements will be reviewed during the Department site visits. **Note:** The Iowa 21CCLC Narrative Section shows the alignment of the application sections with the on-site monitoring by the Department. These are required by the ESSA provisions for this grant program.

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
<p>1a The grantee is recruiting and serving the target population, and their families as identified in the approved grant application.</p>	<p>Recruitment plans and activities Enrollment records Protocol for selection of students Other:</p>	<p>Communication Plan Student Needs Assessment Template</p>
<p>1b All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (as applicable) as detailed in the approved grant application. This is required - grantees need to plan to offer this minimum number of hours and describe it in the narrative.</p>	<p>Calendar and schedule of activities Program records Parent handbooks and promotional materials Other:</p>	<p>Project Narrative</p>
<p>1c The grantee has integrated the existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, and has involved them in the planning and evaluation of the 21CCLC Program.</p>	<p>Meeting agendas and minutes, including list of attendees Schedule of meetings Other:</p>	<p>Student Needs Assessment Project Narrative Management Plan Partnerships Evaluation Assurances and Agreements Collaborative Signatures Community Partner Official Notice</p>
<p>1d The grantee provides equitable services to nonpublic school students, and their families. Comparable opportunities for the participation of both public- and nonpublic-school students in the area served by the grant are provided. The grantee has consulted with nonpublic school officials.</p>	<p>Correspondence to nonpublic schools Record of response from nonpublic school Other:</p>	<p>Student Needs Assessment Nonpublic School Consultation Log</p>
<p>2a The grantee has contracted with a local evaluator who at a minimum, will:</p> <ol style="list-style-type: none"> 1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments 	<p>Employment records or contract Local Evaluator work plan Local Evaluation report(s) Attend annual evaluator training Use current template</p>	<p>Evaluation Plan Evaluation Template</p>

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
<p>and collection systems that have been identified include:</p> <ul style="list-style-type: none"> - program data, such as enrollment, demographic, attendance, and activity information - surveys from parents, students, teachers, and staff at the end of each school year - school records data, including student grades, TEST scores, school attendance, and disciplinary actions at the end of each school year <ol style="list-style-type: none"> 2. Guide the evaluation process. 3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan. 4. Review with program staff the 21CCLC On-site Monitoring Documentation form. 5. Assist with the completion and submission of the Annual Report Form. 6. Collect any additional data requested by the local grantee. 7. Participate in required webinar(s) and/or online course. 8. Attend on-site monitoring visits. 9. Check accuracy of data and calculations prior to submitting documentation. 	<p>Other:</p>	
<p>2b The program activities reflect the goals and objectives outlined in the grant application. Student needs assessment sets key program goals with checks to measure progress in meeting goals.</p>	<p>Lesson/activity plans, with specific grant goals and objectives per the student needs assessment</p> <p>Other:</p>	<p>Project Narrative Evaluation</p>
<p>2c The program has a formal process for regular and effective communication with students' teachers to provide individualized assistance in academic areas; and to inform and receive information from in-school teachers on students' academic and behavioral progress.</p>	<p>Communication plan Meeting schedules/minutes Correspondence Survey of classroom teachers FERPA documentation/data sharing agreements Advisory group meeting minutes</p> <p>Other:</p>	<p>Project Narrative Management Plan Communication Plan Collaborative Signatures</p>
<p>2d The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to</p>	<p>Correspondence Activity logs</p>	<p>Project Narrative Management Plan</p>

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
coordinate resources, use of school facilities, and progress of program and activities.	Surveys of school administrator(s) Shared calendars Other:	Communication Plan Collaborative Signatures
3a The program offers students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, physical fitness, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students described in the grant.	Activity schedules and descriptions Flyers for parents and students describing the program Calendar of activities Other:	Project Narrative Partnerships
3b The program provides literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with supporting MOU).	Activity schedules and descriptions Flyer for parents and students describing the program Family activity sign-in sheets Other:	Project Narrative Partnerships
3c The program involves <u>students</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going advisory or decision-making roles. Student advisory groups are REQUIRED for middle and high school. Student advisory groups are encouraged in elementary.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of students Other: Note. Middle school and high school programs must have student leadership teams. Student advisory groups are encouraged in elementary.	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures
3d The program involves <u>parents</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of parents Other:	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
3e The program involves <u>seniors</u> (over age 55) and the community in three or more ways including volunteering, planning, implementation, donations, program evaluation and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Partnership with RSVP (Retired & Senior Volunteer Program).	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures
4a The program provides safe facilities and has developed written policies and procedures to effectively manage the programs that are made available to all partners.	Handbook Written/policies and procedures Other:	Management Plan Communication Plan
4b The program communicates with partners and encourages collaboration; partners/vendors actively support the program goals and objectives and this is reflected in all program activities. The program's accomplishments are assessed and problem-solving is undertaken jointly.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of partners Other:	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures
4c The program enters into formal written agreements with subcontractors (partners/vendors).	Agreements/MOUs (An MOU states responsibilities and contributions, a letter of support does not have the same credibility) Other:	Partnerships Budget Narrative MOUs
4d OPTIONAL: The facility is <u>licensed/approved</u> (ex, child care facility) or <u>exempt</u> (school buildings) by state of Iowa HHS and meets the equivalent of licensing requirements for documentation of staff and students.	Copy of license Staff background checks Exempt Other:	Management Plan
5a Safe facilities are accessible to students and their families, including plans safe transportation or escorting students to non-school facilities and home.	Transportation policies Transportation schedules Building procedures (for non-school locations) Other:	Management Plan
5b Program activities and services are advertised in the targeted schools and community through a variety of methods	Postings/announcements Press releases/articles Outreach activities Website	Communication Plan

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
and forums. All materials include recognition of 21CCLC funds.	Other: Forms or site documentation with the 21CCLC logo (available at www.iowa21CCLC.com)	
5c The program implements an attendance policy that encourages participation on a regular, consistent basis. Program meets attendance goals in application. Year One = 70%, 80% after Year Three.	Written policies/handbooks Attendance records Contact log Federal Data Reporting Other:	Management Plan Communication Plan
5d Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood. Needs of ELL students are accommodated in the program.	Correspondence Translation/assistive materials Event/meeting announcements Interpreter Other:	Student Needs Assessment Management Plan Communication Plan
6a The program has a project director with credentials appropriate to manage the program. Small programs may opt to have two co-directors.	Employment records/contract Credentials Employee Experience Other:	Project Narrative Management Plan
6b Each site has a coordinator with appropriate/equivalent credentials to meet HHS licensing to supervise and lead the daily program and personnel. (Programs that receive HHS funds must meet HHS licensing.)	Employment records/contract Credentials Employee Experience Other:	Project Narrative Management Plan
6c All staff have credentials and expertise appropriate for the positions described and there are sufficient numbers of staff planned for the numbers of students. Volunteers and non-certified staff provide supplementary activity and programmatic support.	Employment records Credentials Employee Experience Staffing plan Other:	Project Narrative Research Base Management Plan
6d Program and management staff meet regularly during the grant cycle to coordinate program offerings for continuous program improvements.	Meeting schedules/minutes Other:	Management Plan Communication Plan Evaluation
6e Program director has a written plan for local site visits including student data, daily operations, site concerns and improvement plans, etc.	Written visit schedule/plan Other:	Management Plan Evaluation Plan
7a All meals/snacks that are provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch)	Meal/Snack menus USDA Reimbursement Documentation Other:	Project Narrative

Department Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
<p>7b To enhance sustainability the program has a plan to increase community support beyond the initial project. The program uses a wide variety of methods to identify and secure material, financial and human resources. The program has established collaboration with parents, community members, volunteers and social service agencies that provide services to children and families.</p>	<p>Sustainability Plan Correspondence Documentation of methods used Meeting Notes MOUs/Contracts Other:</p>	<p>Management Plan Communication Plan Partnerships Collaborative Signatures Sustainability Planning Template and Previous Sustainability form MOU</p>
<p>7c The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting Federal data, parent, teacher, and student surveys in accordance with state evaluation timelines.</p>	<p>Federal Data Reporting Local Evaluation submission evaluation data Annual State Survey Partner List PD Template Sustainability Plan Other:</p>	<p>Evaluation</p>
<p>8a The grantee expends 21CCLC funds appropriately and submits regular claims and documentation to the Department for reimbursement. Grantees are required to submit fourth quarter expenses before <u>July 15</u>.</p>	<p>Financial summary reports Budget change requests/amendments Purchase invoices Time and effort worksheets Reimbursement Claims General ledger, required Quarterly line item adjustments Guide to Program Budgets Other: Other data as requested by the SEA</p>	<p>Budget Narrative Review budget monthly</p>
<p>8b The grantee uses 21CCLC funds to supplement rather than to supplant funds from other sources. (See page assurances in Appendix A for definition of supplement vs. supplant.)</p>	<p>Financial/program documents Program funding history Other:</p>	<p>Budget Narrative</p>
<p>8c The grantee maintains documentation for materials and equipment purchased with 21CCLC funds.</p>	<p>Purchase orders/invoices General ledger Other:</p>	<p>Management Plan Budget Narrative</p>
<p>8d The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources.</p>	<p>In-kind contribution list Volunteer log Partner agreements Other:</p>	<p>Management Plan Partnerships Budget Narrative Collaborative Signatures</p>

Note: Other documentation not listed above may be accepted after consultation with the SEA.

Experience & Best Practice

Academic enrichment should include tutoring in core academic subjects, extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. These might include chess clubs to foster critical thinking skills and math skills. Community service programs to develop positive work habits; theater programs to encourage reading, writing and speaking, as well as teamwork; goal-setting and decision-making. Book clubs can encourage reading and writing for pleasure. Cooking clubs can teach life skills and foster reading, writing, math and science skills. Poetry contests and slams encourage reading, writing and speaking. Woodworking and crafts programs encourage planning, measurement, estimation and calculation skills. Computer clubs, video, film-making; and technology, such as Google Computer Science First (learning to code). Visit the [Iowa Afterschool Alliance 21CCLC website](#), for additional examples and resources for afterschool programs.

Family Engagement Services Component

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy (Family Engagement). Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to adults who are family members of participating children. This component of the program is not intended to provide adult programming such as HiSET (formerly called GED), however, proposals must include partnerships with local HiSET providers (Iowa community colleges) to ensure family access to such services (see Appendix F for more information). Iowa Community Colleges can provide free or reduced cost adult literacy services as a partner with your program. We have provided a list of colleges that receive federal funds to offer HiSET and Adult Literacy Classes. Document your community college partnership with a memorandum of understanding (MOU). One family engagement meeting per quarter is required.

Partnerships (Required)

By bringing together community organizations with school districts, 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. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

Grant applicants must provide a description of the partnership between a local educational agency, a community-based organization (CBO), and, if appropriate, other public or private organizations. If the local applicant is another public or nonpublic organization, the applicant must provide an assurance that its program was developed and will be carried out in active collaboration with the schools that the students attend. Demonstration of such partnerships is a requirement of this grant.

Important Clarifications:

Partnerships are defined by a full, partial or vendor status. Full partners provide support to the program at no cost (e.g., A group of community volunteers who dedicate hours weekly to the program. A church who provides a meal for an event.) Partial partners provide support to the program but may require some of their costs to be offset with grant or other funds (e.g., They provide a staff person but ask the grantee to pay for supplies).

Vendors may support the program but require payment for all services (e.g., An agency who provides a training to you at a set cost). [Existing 21CCLC Partners.](#)

- A **Full Partner** contributes staff, money, time or resources.
- A **Partial Partner** may charge for some services.
- A **Vendor** provides services to programs for a cost.
- A **Memorandum of Understanding (MOU)** clearly defines the contributions that will be made, citing the resources, staff, and hours over a period of time to meet program goals.
- A **Letter of Support** differs from a MOU in that it simply acknowledges the program has been beneficial to the community. **Reviewers may deduct points for not having an MOU to evidence partnerships.** The SEA may reject any application without partners evidenced by MOUs. A minimum of five partners are required to apply for this grant.
- **Minimum partnership requirement. Five partners to apply for the grant. One new partner each year of the grant. Total 10 distinct partners per cohort.**

Experience & Best Practice

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local businesses can provide cash donations to supplement costs and provide long term sustainability to offset reductions in funding and when the grant funding expires. Even though community partners may be unique or limited in rural communities, they still add substantial value to the program. Seniors (55+), local colleges, community groups, and churches are good sources of volunteers.

Scope of Operation

21st Century Community Learning Centers services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. The 21CCLC program may also 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 when school is dismissed early.

Iowa is not an ELT (Extended Learning Time) state. Iowa requires 60 hours a month (600 hours per year) of contact time to be eligible for funding for this grant (180 days multiplied by 3.4 hours per day). This provides a research-based standard to ensure academic progress for youth.

The following minimum hours of operation must be met:

- According to Iowa Code, Section 256.7(10), the Iowa School Year Calendar is 180 days. **Do NOT apply for funding for more than 180 days (does not include summer).** Note: If you apply for the maximum of 180 days, you MUST begin after school programming on the first day of school and end on the last day of school. Summer programming is not to be included in the 180-day limit.
- **Programs must operate, at minimum, an average of 60 hours per month.** This assumes a three hour per day multiplied by the number of days your school is in session formula (see page 11 under the Award Amount heading). This monthly minimum may change depending on the number of days school is in session.
- If offering **summer programming**, programs must operate, **at minimum, 30 days.** You should have a minimum of 35 days regular attendance to be able to count a student in the federal APR data system. With youth who have a history of chronic absenteeism, the additional five days ensures that youth can miss some programming and still be included in the data reporting.
- Before-school programs must operate at least one hour per day immediately prior to school start each day program is offered.
- Programs that operate on weekends or during the summer will be required to operate for at least three hours per day that program is offered.
- Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. There is a growing wealth of research that tells us that if the nutritional needs of children are being met this helps with brain development. The provision of a meal during your program hours is considered best practice but must meet the USDA guidelines for nutritional needs.

ESSA requires a 21st Century Community Learning Center (21CCLC) to provide activities during non-school hours or periods when school is not in session. **NOTE: 60 hours MINIMUM contact time per month is required (weekend activities are allowed).** 30 days MINIMUM of summer school are recommended, but more is encouraged.

Experience & Best Practice

Research suggests that additional time spent in engaged and sustained learning activities yields greater benefits for students, according to research from the [Wallace Foundation](#). To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

Previously Funded Applications

Grantees may re-apply to serve students from a site following the end of the original five-year grant cycle. **Applicants who have previously been funded for a 21CCLC program will be required to show evidence of having operated a successful program.** Grantees who do not document new students or services will be funded at previous levels. Any additional funding must be properly documented. Failure to document sustainability over the past five years is considered supplanting. Local funds are not considered program

income and help the program towards sustainability. Local funders should be accounted for in your sustainability template.

Previously Funded grantees: Current 21CCLC grantees may apply for funds to significantly enhance services, for expansion to additional sites or to serve a significant number of additional students. The application must clearly state how new funds will be used for new programming and will not displace current funding. **To avoid supplanting, you MUST document your prior work and sustainability from your previous five years of federal funding.**

Grantees must use program funds to supplement, not supplant, other federal, state and local funds or existing after-school programs.

Sustainability checklist:

- Completed first five-year grant cycle
- Developed Community Partnerships to help sustain the program
- Completed second five-year grant cycle (10 years of funding)
- Developed Community Partners to sustain the program
- Funding support from other district programs
- Charging fees (this is NOT a best practice)**
- Complied with financial requirements
- Met program goals

The Nita M. Lowey 21st Century Community Learning Centers Grant (TITLE IV B) is the only federal title program that requires recipients to reach out to the community to develop partnerships, communicate the work of the grant (posting annual evaluations), and informing parents on a regular basis. You must notify your community of your intent to apply for this grant every year (school board meeting, website posting, newsletter, parent meeting, etc.).

In Iowa, we have outstanding community support with almost 700 partners statewide.

Example: A grant funded for \$100,000 is reduced in year four and five to \$75,000 because of sustainability requirements. Since 2011, we have held community partner meetings with programs to discuss the impact of these 25% reductions and every community has indicated that they can sustain their program.

The program reapplies for an additional five years and receives \$75,000. This gives the community additional time to cultivate and grow community support for the program. In years four and five, the grant is again reduced to \$50,000. By federal statute, we cannot fund a grant for less money.

The program was originally designed as a “seed grant” program, providing short-term funding to local communities to develop innovative and high-quality community school programs. While federal law does not necessarily preclude states from refunding programs when grants expire, many states continue to view the program as a way to provide investments to build local capacity, as opposed to a long-term funding source.

The 21CCLC program was originally established as a federal discretionary grant program to provide “seed” funding to promote the development of programs across the country. However, federal policy currently allows grantees to be funded when their grant expires, as long as a competitive process takes place.

Federal Statute:

ESSA statute contains an assurance that the State educational agency

ESSA section (4203)(a)(8)(A). Will make awards for programs for a period of not less than three years and not more than five years; and
ESSA (4203)(a)(8)(B). Will require each eligible entity seeking such an award to submit a plan describing **how the community learning center to be funded through the award will continue after funding under this part ends**;

Regular community partner meetings help develop the community relationships that can help sustain the work of this grant over time.

- [Sustaining the 21st Century Community Learning Centers 2006.](#)

Why we post all the applications

ESSA 4204(b)(2)(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application”

Award Duration

Iowa offers a five-year grant. Three years of full funding followed by a comprehensive, successful site visit will provide an additional two years of funding at 75 percent. Following the fifth year of funding, all programs must submit a new application.

Program Attendance Requirements

Attendance is critical to student success and bridging achievement gaps. Based on experience and research, the Department recommends that programs require elementary student attendance every day and middle school attendance at least three days per week of a five-day program. The Department monitors attendance data in the Federal Data Reporting System (APR) and periodically contacts grantees about the accuracy and results of data as part of ongoing desk monitoring. **Programs must meet 70 percent of their attendance goals after year one. Programs must meet 80 percent of their attendance goals after years two and three.** Best practices demonstrate that well designed programs will exceed attendance goals, largely due to community partners. Funding can be reduced if attendance goals are not met. Schools closed to inclement weather or scheduled breaks do not count against your attendance goals. Attendance is reported quarterly on the claim spreadsheet.

Sustainability

Sustainability is a key component of 21st Century Community Learning Centers. Not only does planning for and implementing sustainability activities ensure the extension of grant services beyond the timeframe of the 21CCLC grant, but it also creates a more dynamic program and greater quality of services through partnerships and diversified funding. Sustainability activities include, but are not limited to, collaborating with community partners to provide an array of high-quality activities, building local awareness of your program in building broad community support.

All Grantees must submit a Sustainability Plan. This plan is referenced in the application for funding. The plan is reviewed during a regular site visit and during a comprehensive site visit with community partners. Grantees will not be required to provide a budget match. Applicants are strongly discouraged from proposing to charge fees is not a best practice and is discouraged by the federal 21CCLC 2023 Guidance update.

If a program chooses to charge a fee for participation they must have permission from both the SEA and approval from the USDOE in advance. Programs that charge a fee must report this as quarterly income that is deducted from the grant on the claim spreadsheet. *Program income generated without written prior approval from the Department must be deducted from the funds awarded under the Federal grant. (2 CFR §200.307(b).*

Reviewers will be allowed to deduct points from the application as charging fees is not a Best Practice in Iowa.

All applicants are expected to identify and engage collaborative partners who can contribute to developing a plan to build financial capacity to support, and eventually sustain, the community learning center after 21CCLC grant funding ceases. Applicants are required to provide a sustainability plan in their application documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing local contributions. An MOU is required for evidence of each partnership. A minimum of five community partners is required to apply for the grant. A minimum of one new community partner per year is reported in your local evaluation over the life of the grant.

Each applicant is required to download, complete and upload the Sustainability Planning Template and Past Grantee Sustainability Form (if applicable) with their application, these forms are available in the online platform.

Good & Bad Examples of Operations

Good - The ABC Program at 123 Elementary School operates five days per week, Monday through Friday, from 2:30 pm to 5:30 pm during the school year. They have an early out once a month and have a monthly Saturday Field Trip. **This exceeds the 60 hour per month minimum, while adjusting for local community need.**

Bad - The XYZ program at 456 Middle School operates four days a week from 2:30-5:00pm and has a teacher in-service day each week. They changed their operational hours from the original grant application. They did not have approval and they did not meet the required 60 hours a month of contact time. The shortage was discovered during a state site visit, they were required to add additional hours of program time for students and to reimburse funds. After the adjustment, the program operated from 2:30 until 6:00 (because of parent input) and a field trip was provided each week on teacher in-service days.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21CCLC program to have teaching credentials. However, programs are encouraged to recruit certified teachers in critical areas like reading and math to provide expertise. Professionals who provide translation or parental involvement services must have a high school diploma but are not required to meet any further qualification requirements. In addition, if the 21CCLC program uses volunteers, they must be appropriately qualified to serve as volunteers (background checks are required), and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Best Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students should meet the qualifications for an instructional aide in the school district.
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1 and if HHS funding is received, then the ratio is 15 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors.
- High school, college students and volunteers play key roles in supplementing teaching staff in afterschool programs.

- The grant requires a minimum of five percent to be spent on staff and leadership professional development. **This line item in the program budget cannot be transferred.** A template is provided to help sites to plan, track, and report professional development offerings to the State.

Reporting Requirements

21st Century Community Learning Center grantees are required to submit quarterly fiscal reports (claim spreadsheet and general ledger) to the Department to receive reimbursement. Grantees must participate and provide data and other information as requested to the United States Department of Education and the Department. A Local Evaluation must be conducted annually and reports are posted online by the grantees, publicly available on their website, and an electronic copy sent to the Department **and state evaluator for aggregation to the Iowa State Evaluation**. The Iowa 21CCLC Statewide Annual Evaluation survey is required for all grantees.

Every year program data is reported to Congress through the Annual Performance Report (APR). Programs collect data on specific Government Performance and Results Act (GPRA) measurements. School districts are required to provide data to community partners serving their children with this grant.

ESSA requires the SEA to collect and post a list of community partners which is documented through an annual assessment using a required template. Professional development is also documented using a required template as well. The Department may require program information and documentation at any time.

Monitoring, Evaluation and Program Accountability Requirements

All 21CCLC grantees will be responsible for fulfilling the following monitoring and evaluation requirements:

a) Ongoing Monitoring and Program Refinement

On a regular basis, grantees shall collect data that can help them assess and refine their programs based on the impact of their activities. Grantees will participate in Department-sponsored non-evaluative activities, including best practices site visits and regular grantee network communications for sharing information among all grantees. Grantees are also required to participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes used to compile a statewide evaluation report. **Attendance is collected and reported on the quarterly financial claim sheet. It is the grantee's responsibility to monitor program attendance to meet program attendance goals.**

b) Annual Local Evaluation

Grantees must contract with a local evaluator to conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results not only for ongoing program monitoring and assessment, but also to communicate the impacts of the 21CCLC program longer-term. All evaluation results should be made available to partners and the public by posting on a web site. Data measures shall include, but are not limited to, the following:

- Student achievement data from an approved state assessment, and, if appropriate, other district-wide assessments.
- General student data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
- General student data on discipline referrals, suspensions, and school safety.
- Data on parent engagement meetings (one per quarter required).
- School and program level data from parent, teacher, and student surveys.
- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

21st Century data collection and evaluation should not violate FERPA. *We do not require student identifiable data. Only summary data about student participation in the program is needed.*

Iowa Statewide Evaluation and Monitoring Activities

Data Collection		
APR Data Reporting – Federal	Due: Summer, Fall, and Spring reporting	<ul style="list-style-type: none"> This is the federal data collection system administered online. New users must request an account from the SEA for the 21APR system and register with login.gov. Data includes feeder schools, sites, student demographics, and activity details. This spreadsheet can help grantees collect the data that will be needed for APR reporting.
Statewide Evaluation	Due: Is published the following year	<ul style="list-style-type: none"> This is Iowa’s state-level data collection. Data collected includes academics, attendance, behavior, progress on meeting goals, and anecdotal data (success stories).
Community Partner List	Due: September 30	<ul style="list-style-type: none"> Required by ESSA. Iowa posts a list of community partners vetted by 21CCLC grantees.
Professional Development and Sustainability	Due: September 30	<ul style="list-style-type: none"> Professional Development and Sustainability templates are provided to help grantees plan and organize data reported to the State. They can be found under the Templates section.
Statewide Survey	Due: Annually in January	<ul style="list-style-type: none"> This is Iowa’s process for collecting site information and feedback. Data collected includes a summary of services including a more in-depth look at daily operations.
Reporting		
Local Evaluation Report	Due: November 30	<ul style="list-style-type: none"> Guidelines for local evaluation reports and training will be provided. Local report should be posted to program website when finalized. Provide web site URL when you report. Local evaluations are read and reviewed. Grantees may be contacted to check on data quality or goals and outcomes.
Monitoring		
Grantee Compliance Monitoring	Due: Annually, and after three years	<ul style="list-style-type: none"> The Department is required to regularly monitor grantees for compliance with federal and state regulations. A regular site visit occurs once between years one and three of the grant cycle and is completed in person or using virtual meeting tools. The monitoring tools are available online. A comprehensive site visit occurs after three years of program operation to recommend additional funding.
Best Practice Site Visits	Due: Annually	<ul style="list-style-type: none"> The Department partners with the Iowa Afterschool Alliance to provide support and guidance for professional development and best practices.
Attendance	Due: Quarterly	<ul style="list-style-type: none"> Attendance is collected and reported on the quarterly financial claim sheet. You will report the number enrolled and average daily attendance.

Professional Development	Participation is required.	<ul style="list-style-type: none"> • Communities of Practice committees (enroll in one committee per cohort funded). • New Grantee/Staff Transition committee. • Monthly Director meetings. • Webinars and workshops. • Annual statewide Impact Afterschool Conference.
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ESSA requires that local evaluations are considered in your review for continued funding. In Iowa, the comprehensive site visit will review your evaluation progress.

Experience & Best Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, is a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator, [Beyond the Bell Toolkit](#).

The Iowa Afterschool Alliance has made the [Afterschool in a Box Toolkit](#) available online as a support for new programs and existing programs needed technical assistance. The Toolkit can be downloaded in its entirety or in sections.

Funding

[Download the funding estimator](#) to begin to calculate your award. **Note: this document is also made available to you in the platform.**

Note: This is a guide to determine what your funding request will guarantee of how much funding you will receive. You should first funding estimator to calculate a base award, then deduct the sustainability amount (partner contributions, district contributions, from this award to make your actual request.

21st Century Community Learning Centers grant funds are on a competitive basis for a three-year period and are disbursed on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school

Community learning centers may apply for funding based on attendance to support:

- An after-school program during the regular school year only; or
- A before and after school program during the regular school year; or
- A program operating on weekends, school breaks, or early dismissal days as an extension of the before and/or after school program; or
- A program that is operated in the summer.

The funding of a program will be awarded on a basis of number of students served:

- Up to \$7.50 per day multiplied by number of students anticipated to participate in the program multiplied by number of days the program will operate in the after-school hours; or
- Up to \$10.00 per day multiplied by number of students anticipated to participate in the program multiplied by number of days the program will operate in both the before and after school hours; or
- Number of days the program will operate on non-school days (weekends, holidays, summer) multiplied by number of students anticipated to participate in the program multiplied by \$7.50 for a three-hour program or \$10.00 for at least a four-hour program.
- A spreadsheet (funding estimator) is provided in the link above to help applicants begin to calculate a draft award request. If you only use the amount from the estimator, your budget is not complete. You must include community partner contributions, district contributions for a completed budget.
- Community partners and district support must be incorporated into the application budget/award request.

Additional data that must be included in the application budget for funding:

- Evaluation:** No more than 4% of each site’s total budget should be reserved for local evaluation efforts. You may NOT use grant funds to pay for grant writing or make purchases, enter into any contract or incur expenses before you have a signed grant agreement.
- Professional Development:** No less than 5% of each site’s total budget must be reserved by the grantee for training, staff development, and technical assistance.
 - Resource: U.S. Department of Education – [National Technical Assistance Website](#).
- Access:** Up to 8% of each site’s total budget may be used to meet local needs for:
 - Transportation costs
 - Ensuring safety and accessibility of program facilities,
 - Elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability, or

	A	B	C
1	Iowa		
2	21st Century Initial Funding Estimator (not a per diem)		
3	Add all of your buildings together to calculate allowable		
4	Amt per child	\$ 7.50	AfterSchool Only
5	Amt per child	\$ 10.00	Before & AfterSchool
6	Amt per child	\$ 10.00	Summer School
7	Number of Students for 1 year:		
8	Attendance is monitored in the Federal Data reporting system		
9	Fill in Either AfterSchool Only or Before and After School and/or Summer School		
10	Total Students:	0	AfterSchool Only
11	Total Students:	0	Before & AfterSchool
12	Total Students:	0	Summer School
13	TOTAL:	0	Students Served
14	Number of Days you will operate:		
15	Fill in the number of days you will offer programming for 1 year		
16	Count the number	0	AfterSchool Only
17	of days for	0	Before & AfterSchool
18	Programming:	0	Summer School
19			
20	Total Days	0	Days for All Programming
21			
22	Allocations:	\$ -	AfterSchool Only
23		\$ -	Before & AfterSchool
24		\$ -	Summer School
25	TOTAL FUNDING:	\$ -	for programming per year
26	In your budget deduct community contributions and in-kind support		
27	Your formula is NOT FUNDABLE (see below)		
28	Amt of request is Below Maximum		
29	Funding Formula = Number of Students X Daily Allocation per child		
30	X Number of Days= Program Allocation		
31			
32	Federal ESEA statute requires a MINIMUM of \$50,000 per Application		
33	This means you must serve a minimum number of students to be eligible.		
34			
35	TIP: YOU MUST HAVE A MINIMUM OF 40% Free and Reduced Lunch		
36	for the buildings you will serve with this program.		
37	There is a MAXIMUM of \$300.00 per application per year.		
38	NOTE: This projected budget is subject to review and possible reduction by		
39	The Iowa Dept. of Education.		

award. online
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in-kind)
awarded quarterly
students.
student

- Other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).

d) **Administrative Costs:** Up to 8% of each site's total budget may be used for administrative costs (administrative costs include indirect costs).

LEAs or other organizations may charge indirect costs to the 21CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. **Indirect costs are included in administrative costs. Iowa has set a limit to indirect costs not to exceed the 8% of administrative costs.**

Form D1 is required and will assist you in planning your program budget. Form D2 is optional. These forms can be downloaded here but are also available in the [online platform](#) for ease of use.

Download Form D1

Download Form D2

Minimum and Maximum Grant Awards

The minimum grant awarded will be \$50,000 per application per year. Maximum grant awards will be \$150,000 per site per year and \$300,000 per application per year. **A maximum of three sites per application can be funded.**

Funding Flexibility

Grantees may move up to 10 percent of the total grant amount between budget categories without an amendment as long as required allocations for evaluation, professional development, access, and administrative costs are maintained. **All budget changes must be approved by the SEA. Grantees should conduct monthly budget reviews** and plan to expend 100% of their grant award each year. Watch your required percentages during line-item transfers. See the Guide to Budgets for more information. Grantees that are local educational agencies (LEA) are permitted a certain amount of flexibility in their use of program funds, as follows:

- Schoolwide Programs

LEAs are permitted to consolidate and use funds under Part A of Title I together with 21CCLC and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21CCLC award.

- Rural Education Initiatives

LEAs eligible for the Rural Education Achievement Program (REAP) may use their “applicable funding” [funds received under the Improving Teacher Quality State Grants (Title II, Part A), (Title IV Part A), State Grants for Innovative Programs (Title V, Part A), and Student Support and Academic Enrichment (SSAE) Program (Title IV, Part A)], to carry out activities authorized under the Iowa 21st Century Community Learning Centers Program.

Title I, Part A – Improving Basic Programs Operated by LEA’s, in concert with the 21CCLC program funds, can provide additional learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. The 21CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21CCLC programs. Programs with over 50% free and reduced lunch are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for “Afterschool Snacks,” and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21CCLC programs to serve children outside of the regular school day. In no case, however, may 21CCLC funds be used to supplant other federal funding.

[USDA Food and Nutrition Services Afterschool Snacks](#)

[Child and Adult Care Food Program](#)

Additional Guidelines

The Department will require attendance reporting for each site receiving 21CCLC funds to ensure the following average daily attendance requirements are being met:

- First year grant awards should have reached 70 percent of the proposed average daily attendance of students.
- Third year grant awards should have reached 80 percent of the proposed average daily attendance of students.
 - Note: Programs that meet or exceed the 60 hours of contact time with high quality activities generally experience improved attendance.
 - Failure to meet your attendance goals can result in a reduction in future funding.
- The 21st Century Community Learning Centers Program is intended to serve as a supplementary program that can enhance an LEA’s reform efforts to improve student academic achievement. The Department strongly encourages local programs to identify other sources of related funding and to describe in the 21CCLC grant application how these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer afterschool services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21CCLC grants to drive away or supplant other programs.
- An organization that receives a 21CCLC grant may use the 21CCLC funds for allowable costs only during the grant award period. Funds are to be used only during out-of-school time. Under the 21CCLC program, grantees may carry over unobligated 21CCLC funds. The Department will conduct a review to determine whether sufficient progress is being made. If the Department determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then the Department may redistribute any unobligated funds with a special competition or append the next competition.

- Unexpended grant funds may **not** be carried forward in any fiscal year without prior permission of the Department. **All carryover requests must be submitted before May 15 to be processed. Any carryover request after May 15 requires a formal amendment.**
- The Department **strongly discourages** applicants from proposing to charge fees although community learning center programs and services funded through 21CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. **Though against best practices, programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application within the fiscal year. Fees are considered program income.** Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program. **Reviewers will be allowed to deduct points for applications that charge fees to families as this is not a Best Practice in Iowa.**

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

Prioritized Eligibility for Funding

Federal funding has currently been allocated to Iowa for 21CCLC grants to programs serving elementary, middle, and/or high school students. Grantees awarded a 21CCLC grant will receive up to a three-year grant award (at full funding) and an additional two years of funding after a successful site visit. Each year's annual award of funds will be disbursed through reimbursement on a quarterly basis and is contingent on the availability of federal funds and receipt by the Department of the state's annual award of federal 21CCLC program funds.

Absolute Priority

Under 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to applications that meet the absolute priority.

All applications must propose to serve students (and families of students) who attend (underperforming) schools eligible for Title I schoolwide programs or schools serving a high percentage (at least 40% FRPL) of low performing students from low-income families. Applications proposing to serve a school(s) that does not meet the federal absolute priority will not be reviewed.

This means that **each** school in your application **MUST** have a minimum of 40 percent Free and Reduced Price Lunch students to be eligible for this grant.

Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. (Department: [National School Lunch Program | Department of Education \(iowa.gov\)](#))

Competitive priority will be given to applications that

1. Propose to serve children and youth in schools designated "Targeted" or "Comprehensive" on the [Iowa School Performance Profile](#) and is jointly submit as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors; and/or
2. Propose to serve a county with more than 17% of its youth population in poverty; and/or
3. Propose to serve youth who reside in a rural community.

4. Propose to serve youth attending a school designed as “Targeted” or “Comprehensive” schools AND submitted jointly between a school and a community partner. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.
5. Propose to serve youth a full meal daily and provide evidence of this partnership with a school food system or local food bank.
6. Propose to serve middle and/or high school aged youth with Career and Technical Education programs with evidence of a partnership agreement with a local college or university.
7. Programs that partner with an organization to provide additional vision screening for at-risk children such as Vision to Learn or the Lion’s Club.

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria. For clarification, Title I schoolwide eligible programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost lunch through the National School Lunch Program under the United States Department of Agriculture.

Selection—Peer Review

A peer review will be conducted of all qualifying applications. The review team will assign each application a score and rank which the State Education Agency (SEA) will use to determine eligibility. Consideration will be given to an equitable geographic distribution of grant funds.

2 CFR 200.331(a) requires states to conduct a risk assessment. The SEA reviews the budget, history, personnel, project narrative and forms to ensure all laws, statutes, rules and guidance are followed.

After the peer review of applications, the SEA reviews the consensus scores and comments. Then, in rank order, does a final review before sending award notices, calculating funding and creating a table of awards. Iowa requires that applications from community based, faith based, and non-profit agencies and organizations other than local education agencies are screened for capacity to administer the program. All applicants will receive their peer review scores and notes. The Department may reduce, adjust, modify, or reject any project proposal during the risk assessment in order to comply with federal statute, state law, program guidelines, or adjust for available funding.

Determination of Awards

Grant applications go through a Peer Review Process. Applications that receive the highest scores in Peer Reviews are examined by the Department in rank order for statutory compliance, reporting of facts, assurances, and adherence to state and federal law statute and guidelines. Final award determination depends upon successful Peer Review scores, compliance with the requirements of this application and a screening process to check the capacity of the applicant. Issues that arise during this process may render an application not fundable. The Department reserves the right to reduce the award amount for any applications. A base formula is used to determine the awards using the number of students served at each school, deducting community partner contributions included in the budget. People in districts or community groups who are applying for funds are not eligible to serve as peer reviewers.

All applications will be screened for eligible sites that will primarily serve students who attend schools eligible for Title I schoolwide eligible programs and capacity to administer the program, as follows:

- Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
 - Previous experience with grant funding at the city, county, state and/or federal level
 - Fiscal capacity to operate the program for up to three months (cost per student multiplied by 60 program days); and
 - Evidence of a clear and documented plan of communication and linkage with the school district and school site.

All applications will be screened for compliance with the RFA:

- Include all required sections of the proposal.
- **Failure to upload required forms or conduct required nonpublic consultation may result in rejection of the application.**
- Include the electronic copy of the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different)
- Comply with the requirement that proposals be received by the due date.

Criteria and Scoring System

The initial ranking of applications will be conducted by representatives from stakeholder groups, including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, and faith-based organizations. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21st Century Community Learning Centers Readers' Conference.

Applications will be reviewed using the scoring criteria provided in the RFA. The key concepts of the 21CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out categories of points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the sections are totaled. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard. After the peer review, the SEA conducts a risk assessment and reviews the highest rated applications for compliance with federal statute, state law, and RFA rules. Awards will be given to applications who receive the highest scores until all available funds are allocated.

Application Preparation and Submission

All applications will be submitted [online](#). No paper copies or hand delivered copies accepted. No exceptions. We **STRONGLY** encourage applicants to save the narrative sections of the application in a Word Document as grant progress cannot be saved and returned to within the online system. A PDF of the full application is provided to applicants on the landing page of the online platform so that materials can be prepared for uploading.

The application requests information on:

- Application Information
- Forms
- Site Information
- Financials
- Basic Service Components
- Proposal Narrative

The proposal narrative requests the following information:

Abstract (Not scored)

The abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if requested.

Student Needs Assessments (20 possible points)

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

- Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer).
- Evaluates school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).
- Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.
- A description of the impact you are going to make on the youth to be served.
- Title program data.
- Achievement gap information.
- Total student population and the number you plan to serve from each school/site.
- A summary of transportation, safety, and accessibility components.

NOTE: The 21CCLC program puts forth sound measures of effectiveness to guide local grantees. All programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. For a program or activity to be compliant with this component of the law, monitored by the SEA as described in ESSA section 4205(b)(1)(A)-(E) such program or activity shall –

1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities.
2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards.
4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures.

5. And collect the data necessary for the measures of student success as described.

Project (24 possible points)

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

- Your organization's expertise in providing out-of-school time programming. Your organization's ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.
- Proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.
- The days and hours of operation. Note that programs which plan to serve youth in summer are expected to have a minimum of 30 days of service.
- Your plan provides a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.
- Detail reasonable goals and objectives.
- Align with school day instruction through relationships with school day staff and/or state or national standards.

Research Base (five possible points)

This section describes in detail the research performed to support the program. This section should include:

- A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

Management and Sustainability Plan (20 points)

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

- The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.
- The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.
- The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.
- A continuous improvement plan.
- Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.
- If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

Communication Plan (five possible points)

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section should include:

- Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website.
- Your plan that shares your Local Evaluation document with the larger community.
- Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to parents and stakeholders.

Note: Methods should include a website, social media, and online resources such as a program calendar. A downloadable template is provided to complete the Communications Plan.

Partnerships (10 possible points)

This section describes in detail how your program will access and utilize community partners to support youth and families in your program for maximum impact. This section should include:

- A description of your partners. Note: Partners can include but are not limited to businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.
- A description of existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. A contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g., in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.
- A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

Evaluation (15 possible points)

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

- Your proposed goals and outcomes pertaining to literacy and math for youth.
- Your proposed goals and outcomes pertain to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.
- Evidence that a local evaluator is in place with information about their capacity and expertise.

Budget Narrative (10 possible points)

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

- A detailed justification for each line item from Form D1, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.
- Application must describe how the program seeks to supplement, rather than supplant, current funding.
- A description of partner contributions and accounting in the requested amount.

Note: Failure to document sustainability can be considered supplanting. Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

Determination of Award Amounts

Successful grant applications will be funded at the level requested if the program application is justified and the budget submission is realistic and well supported. Minimum awards will be made for no less than \$50,000 per application or site per year. Maximum awards will not exceed \$150,000 per site per year or \$300,000 per application per year. **However, the Department reserves the right to fund any application at a lesser amount.** Furthermore, if funding is not sufficient to fully fund all applications, the Department reserves the right to fund some or all applications at a lesser amount. Applications with scores sufficient for funding are reviewed for accuracy, budgeting rules and compliance with the federal and state statutes, and application guidelines. Additional information may be required. The Department reserves the right to reject any application for violations of federal statute, state law, application rules, or false/misleading information.

High Risk Applicants

No entity that is currently in "high risk" or non-compliance is eligible to submit an application. The following criteria are used to assess "high risk" sub grantees:

- Has a history of unsatisfactory performance.
- Is not financially stable (has sufficient financial resources to run a program for three to four months before reimbursement).
- Has a management system which does not meet the management standards (or financial practices) set forth by the federal government.
- Has not conformed to the terms and conditions of previous awards, including timely submission of required fiscal and program reports.
- If the application contains elements of risk, and if the awarding agency (SEA) determines if an award will be made. Special conditions and/or restrictions shall correspond to the high-risk condition and shall be included in the award.

The Office of the Inspector General defines grant fraud as:

- Falsifying information in grant applications or contract proposals.
- Using Federal funds to purchase items that are not allowable.
- Billing more than one grant or contract for the same work.
- Billing for expenses not incurred as part of the grant or contract.
- Billing for work that was never performed.
- Falsifying test results or other data.
- Substituting approved materials with unauthorized products.
- Misrepresenting a project's status to continue receiving government funds.

Example – Your grant application reported there were no nonpublic schools within your school boundary. However, a check showed a nonpublic school a block away. No consultation was made, and false information was provided in your application.

Example – Your grant application was to provide adult literacy services in cooperation with a local community college. However, you billed the grant for the same services that the college provided with another federal grant at the same time.

Example – A program bills for expenses to repair a copy machine. The copy machine was purchased with other funds. This expense was not incurred as part of the grant.

Example – Your grant application reported serving 400 children. You failed to report an attendance problem to your SEA for technical assistance. You only serve 100 children. False information is provided in attendance monitoring that misrepresents your project status to continue funding.

Award Notification

Notification of awards will be made in writing via email to applicants and posted on the Department web site. Contractual grant agreements requiring signatures will follow the e-mail notice and must be signed to finalize the award. Applicants will be notified via email by the Department when the award is finalized.

Grant Termination

Grantees are subject to annual progress review by the Department. The department may terminate a grant with a 10-day notice as a result of a serious non-compliance issue(s). The contract will not be exclusive. The Department will reserve the right to select other Applicants to provide services similar or identical to the Scope of Services described in this contract during the term of this contract in order to ensure the needs of children are being met. See Appendix C covering Contractual Terms, including grant termination for additional terms of this agreement.

Unclaimed Funds Redistribution

For grantees covered under this agreement, the Department reserves the right to redistribute any unclaimed grant funds.

Appeal Process

Any applicant for Iowa 21CCLC funds may appeal the denial of a properly submitted competitive program request for applications or the unilateral termination of a competitive program request for applications to the director of the Department of Education. Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to Iowa Code 281-7.5, the legal authority for this process.

Rubric of Scoring Criteria for 21st Century Community Learning Centers

NOTE: TOTAL POINTS PER ITEM NUMBER

Student Need (20 Points Possible)

0 Points (Weak and not fundable)	1-3 Points (Minimally Acceptable)	4-7 Points (Sufficient)	8-10 Points (Extensive/Strong)
<p>2.1 The needs assessment provides no evidence of the student need for a before and/or after school program (may include weekends, holiday and summer), little evidence of the school and community resources* available, and little documentation of how proposed program will address student needs (including needs of students with working families). The following required data is <u>not</u> included: Title programs data available from the Department and data describing achievement gaps.</p> <p>The needs assessment does not summarize the transportation, safety, and accessibility needs of students or parents. *Take into consideration that community resources may be limited in rural communities. <i>Consult with Department before assigning 0 points.</i></p>	<p>The needs assessment provides minimal evidence that only minimally defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Department and data describing achievement gaps.</p> <p>The needs assessment only minimally summarizes the transportation, safety, and accessibility needs of students and/or parents. *Take into consideration that community resources may be limited in rural communities.</p>	<p>The needs assessment provides sufficient evidence utilizing objective data that sufficiently defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and sufficiently documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Department and data describing achievement gaps.</p> <p>The needs assessment sufficiently summarizes the transportation, safety, and accessibility needs of students and parents. *Take into consideration that community resources may be limited in rural communities.</p>	<p>The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Department and data describing achievement gaps.</p> <p>The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. *Take into consideration that community resources may be limited in rural communities.</p>
<p>2.2 There is no evidence that external stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and development of the program.</p>	<p>There is minimal evidence that a variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and</p>	<p>There is sufficient evidence that a wide variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs</p>	<p>There is extensive evidence that a wide variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs</p>

<i>Consult with Department before assigning 0 points.</i>	development of the program.	and development of the program.	and development of the program.
Project (24 Points Possible)			
0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3 Points (Sufficient)	4 Points (Extensive/Strong)
<p>3.1 There is no evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the “Student Need” section. No curriculum listed proposed to meet student needs. <i>Consult with Department before assigning 0 points.</i></p>	<p>There is minimal evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the “Student Need” section. Vague description of curriculum.</p>	<p>There is sufficient evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the “Student Need” section. Good description of curriculum used to link student need with academic goals.</p>	<p>There is extensive evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the “Student Need” section. Extensive description of curriculum used to link student need with academic goals.</p>
<p>3.2 Application does not propose a variety of 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA do not appear to be of high quality and/or do not support outcomes in literacy and math. Application does not propose to provide any meal or snack. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application proposes 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Quality of programming and services could be improved. Application proposes to provide students a meal and/or snack that does <u>not</u> meet USDA nutrition guidelines.</p>	<p>Application proposes high-quality 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Variety could be expanded but is sufficient. Application proposes to provide students only a snack that meets USDA nutrition guidelines every day of operation.</p>	<p>Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a snack and full meal that meets USDA nutrition guidelines every day of operation. This is a Best Practice of high-quality programs.</p>
<p>3.3 Application does not propose family literacy/engagement activities. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application proposes family literacy/engagement activities, but that do not align with the needs assessment.</p>	<p>Application proposes family literacy/engagement activities that align with the needs assessment.</p>	<p>Application proposes family literacy/engagement activities that align with the needs assessment and that are likely to have a significant impact on participating students’ family or the student, themselves.</p>
<p>3.4 Application does not provide goals and objectives for the activities. If offering summer programming, the program does not plan to operate for at least 30 days. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application provides minimally logical, clear, and/or measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for at least 30 days.</p>	<p>Application provides sufficiently logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for at least 30 days.</p>	<p>Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for more than 30 days to support data collection.</p>

<p>3.5 Application does not explain how programming will link to school day instruction. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application minimally explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.</p>	<p>Application sufficiently explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.</p>	<p>Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's improvement plan.</p>
<p>3.6 The applicant has no experience in providing educational and/or enrichment and related activities to school-age children. <i>Consult with Department before assigning 0 points.</i></p>	<p>The applicant has minimal experience in providing educational and/or enrichment and related activities to school-age children.</p>	<p>The applicant has experience in providing educational and/or enrichment and related activities that will complement and enhance the academic performance, achievement, and positive youth development of school-age children.</p>	<p>The applicant has extensive experience in providing educational and/or enrichment and related activities that will complement and enhance the academic performance, achievement, and positive youth development of school-age children.</p>

Research Base (5 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>4 Application provides no evidence of a research base for the proposed activities. No examples of how research will be implemented into program. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application provides minimal evidence of a research base for the proposed activities. Minimal examples of how research will be implemented into program.</p>	<p>Application provides sufficient evidence of a strong research base for the proposed activities. Sufficient examples of how research will be implemented into program. Citations (web, print) are provided.</p>	<p>Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. Extensive citations (web, print) are provided.</p>

Management and Sustainability Plan (20 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>5.1 Application does not provide a plan to ensure effective staffing. Previous grantees do not provide documentation of 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.</p>	<p>Application provides a minimally acceptable plan to ensure effective staffing, and includes few, if any, details specifically on recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.</p>	<p>Application describes a sufficient plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must</p>	<p>Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must</p>

<p>Program charging fees for sustainability (this is not a best practice, see updated USDA 2023 guidance).</p> <p><i>Consult with Department before assigning 0 points. Reviewers should deduct points for applications who indicate they will charge fees.</i></p>	<p>Previous grantees provide minimal documentation of 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.</p>	<p>document sufficient 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.</p>	<p>document extensive 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.</p>
<p>5.2 Application does not provide a plan for student transportation or plan to ensure safe and accessible facilities and services. No plan for safe student transportation home after the program ends.</p> <p><i>Consult with Department before assigning 0 points.</i></p>	<p>Application provides a minimal plan for safe student transportation to and from the program and home, where appropriate, and minimal detail regarding ensuring safe and accessible facilities and services. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours. Minimal plan for safe student transportation.</p>	<p>Application provides sufficient detail of a plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours. Sufficient plan for safe student transportation.</p>	<p>Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application details how students will be safely transported to and from the program and home. Application details how the applicant will ensure that programming takes place in safe and accessible facilities. It is okay for programs to have parents pick up youth if they have extended hours. Excellent plan for safe student transportation.</p>
<p>5.3 Application does not provide a sustainability plan. No details about the organizational and/or program leadership structure or how it will develop and engage a stakeholder advisory group. Missing advisory group meeting schedule. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application does provide a sustainability plan but in minimal detail regarding the organizational and/or program leadership structure or how it will develop and engage a stakeholder advisory group. Unclear about advisory group meeting schedule.</p>	<p>Application provides a sufficient sustainability plan that describes the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group at least quarterly.</p>	<p>Application provides a sustainability plan in extensive detail of the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group at least monthly.</p>
<p>5.4A Application does not provide a sustainability plan nor does it provide a description of how</p>	<p>5.4A Application provides minimal detail regarding a plan with continuous program improvement and</p>	<p>5.4A. Application provides a sufficient sustainability plan with continuous program improvement and</p>	<p>5.4A. Application provides an extensive sustainability plan with continuous program improvement and</p>

<p>resources will be combined or coordinated with the proposed program for the most effective use of public funds. Program proposes to charge fees.</p> <p>5.4B Previously funded grantees do not document 5 years of prior sustainability. Community partners are not increased over time. Program proposes to charge fees. <i>Consult with Department before assigning 0 points. Reviewers should deduct points for failure to provide a sustainability plan. Reviewers should deduct points for any applicant who has 10 years of funding and few community partners. These applications will receive fewer points as this is a statutory requirement of the grant.</i></p>	<p>sustainability of program following the reduction or end of 21CCLC funding and provides a minimal description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p> <p>5.4B Previously funded grantees must minimally document 5 years of prior sustainability. Community partners are not increased over time.</p>	<p>sustainability of program following the reduction or end of 21CCLC funding and provides a sufficient description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p> <p>5.4B Previously funded grantees must sufficiently document 5 years of prior sustainability including the incremental increase of community partners.</p>	<p>resources for the sustainability of program following the reduction or end of 21CCLC funding. Provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.</p> <p>5.4B Previously funded grantees must extensively document 5 years of prior sustainability including the incremental increase of community partners.</p>
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Communication Plan (5 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>6 Application does not provide the completed template, or the template is incomplete in its description of the outreach strategies or activities to be employed to share evaluation and other program information. The local evaluation is not made available on the program website. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application provides a minimally completed template describing the outreach strategies or activities to be employed to share evaluation and other program information. Use of a website is mentioned. The local evaluation is not current on the program website.</p>	<p>Application has provided a sufficiently completed template describing their outreach strategies and activities including the frequency, method, target audience and proposed impact. Target audiences for outreach activities include the broader community, parents, youth, and partners. Some use of a website, social media, and online resources such as a program calendar are noted. The local evaluation is made available on the program website (link provided if previous grantee).</p>	<p>Application has provided a complete and thorough template describing their outreach strategies and activities including the frequency, method, target audience and proposed impact. Target audiences for outreach activities include the broader community, parents, youth, and partners. Extensive use of a website, social media, and online resources such as a program calendar are noted. The local evaluation is made available on the program website (link provided if previous grantee).</p>

Partnerships (10 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
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<p>7.1 Application does not describe existing organizational and/or programmatic partnerships or their role in programming and/or sustainability. Missing an MOU to document each partnership. Only letters of support are provided for partnerships. Fewer than five partnerships are described. Take into consideration that community partnerships may be unique in rural communities. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application minimally describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability (references made to MOUs are allowed). Provides an MOU to document each partnership. Take into consideration that community partnerships may be unique in rural communities.</p>	<p>Application sufficiently describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability (references made to MOUs are allowed). 5 partnerships are described. Provides an MOU to document each partnership. Take into consideration that community partnerships may be unique in rural communities.</p>	<p>Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). Provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. Take into consideration that community partnerships may be unique in rural communities.</p>
<p>7.2 Application does not include a description or schedule of meetings with community partners. Missing documentation for most partnerships cited in narrative. Provides only letters of support. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year. Program proposes to charge fees. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application includes a non-recurring schedule of meetings with partners without adequate description of such meetings. Provides documentation (an MOU) for most partnerships cited. After 5 years, programs have less than 10 partners per cohort. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</p>	<p>Application includes a quarterly schedule of meetings with partners with some description of meetings. Outlines a sufficient plan for engaging partners, including a plan for recruiting new partners and/or maintaining those relationships with partners. After 5 years, programs should have 10 or more partners per cohort. Provides good documentation (an MOU) for almost every partnership cited. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</p>	<p>Application includes a monthly description of meetings and/or service on or with community group boards or committees. Outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. After 5 years, program should have 15 partners per cohort. Provides comprehensive documentation (an MOU) for all partnerships cited. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</p>

Evaluation (15 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
<p>8.1 Application does not provide evidence that an evaluator is in place. No evidence that data or program information will be collected. <i>Consult with Department before assigning 0 points.</i></p>	<p>Application provides minimal evidence that an evaluator is in place and provides minimal evidence of the intent to provide data and program information to the state.</p>	<p>Application provides sufficient examples of previous local evaluations (if a prior grantee). An experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the</p>	<p>Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). An experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program</p>

		local level and in cooperation with Department, and the intent to provide all requested data and program information to the state.	effectiveness, both at the local level and in cooperation with Department, and the intent to provide all requested data and program information to the state.
8.2 There is no evidence of how evaluation results will be used. The proposed evaluation procedures, if any, are not clearly aligned with the project's goals, objectives, and program activities. There is no detailed plan to make the evaluation results public in a form and language that is easily understood. <i>Consult with Department before assigning 0 points.</i>	There is minimal evidence of how evaluation results will be used. The proposed evaluation procedures are somewhat aligned with the project's goals, objectives, and program activities. There is also a minimal plan to make the evaluation results public in a form and language that is easily understood.	There is sufficient evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are aligned with the project's goals, objectives, and program activities. There is also a sufficient plan, including timelines, to make the evaluation results public in a form and language that is easily understood.	There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood.
8.3 Measure of Effectiveness for previous grantees (ESSA) As a previous grantee, applicant did not meet any local evaluation objectives over the past two years of funding. <i>Reviewers should deduct points for previous grantees who did not meet half of their local evaluation objectives.</i>	As a previous grantee, applicant met only some of the local evaluation objectives over the past two years of funding.	As a previous grantee, applicant met at least half of local evaluation objectives over the last two years of funding.	As a previous grantee, applicant met all local evaluation objectives over the last two years of funding.

Budget Narrative (10 Points Possible)

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
9.1 The basis for cost estimates is not described or does not include reserved funds for evaluation access, administration, or professional development; costs are not justified as necessary and reasonable; and costs do not align with proposed activities. Funding estimator was not used to calculate award.	The basis for cost estimates is described minimally; costs are justified as necessary and reasonable; and costs basically align with proposed activities. The funding estimator was used to calculate award. Sustainability must be minimally documented in the budget narrative,	The basis for cost estimates is described sufficiently and includes reserved funds for evaluation, access, administration, and professional development; costs are sufficiently justified as necessary and reasonable; and costs sufficiently align with proposed activities. The funding estimator was	The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. The

<p>Sustainability is not documented in the budget narrative, showing the partner contributions. Programs charging fees. This grant is for children in poverty and intended to be free of charge. <i>Consult with Department before assigning 0 points.</i></p>	<p>showing the partner contributions.</p>	<p>used to calculate award. Sustainability must be sufficiently documented in the budget narrative, showing the partner contributions.</p>	<p>funding estimator was used to calculate award. Sustainability must be extensively documented in the budget narrative, showing the partner contributions.</p>
<p>9.2 Application does not describe how requested funds will supplement, rather than supplant, existing funding. Admin costs exceed 8% or provides excessive hours for admin costs. Failure to document sustainability can be supplanting. <i>Consult with Department before assigning 0 points. Align your budget with your project and management plans – failure to document this alignment could result in loss of points.</i></p>	<p>Application minimally describes how requested funds will supplement existing funding. Admin costs within 8% and admin hours within reason. Failure to document sustainability can be supplanting.</p>	<p>Application sufficiently describes how requested funds will supplement, rather than supplant, existing funding. Sufficient hours for admin and admin costs within 8% of budget. Failure to document sustainability can be supplanting.</p>	<p>Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Admin cost below 8%, admin provided with in-kind, sufficient hours. Failure to document sustainability can be supplanting.</p>

Application Instructions

The full application can be found in the [Application Packet](#).

Application Package Checklist

Before you submit your application, have you...

Pre-Application Work

- Reviewed all RFA Instructions, the rubric, and the application?
- Determined and confirmed your site eligibility based on your Department accreditation status and Free and Reduced Price Lunch percentage?
- Confirmed that you are in compliance (if a past grantee)?
- Attended a Technical Assistance session?
- Completed a Student Needs Assessment?
- Held your Nonpublic School Consultation meeting and completed the log?
- Completed the online Letter of Intent?
- Downloaded the PDF of the application so you can work at your own pace and will be prepared to enter your data into the online platform and upload all required documents at the same time? Remember, you will not be able to save your work in the platform.

Application Requirements

The application is organized into the following sections. We suggest that you prepare each of the sections, download and complete the necessary documents (these are found in the application under “Forms”), and gather all completed materials prior to entering the online platform. **You will not be able to save your work in the platform.**

- Application Information including:
 - Agency contact information
 - Project Director contact information
 - Business office CFO contact information
 - Data collection contact information
 - Unique Entity Identifier (UEI) number (replace the DUNS number)
- Forms (these are available to download within the online application)
 - Legal Status of Applicant
 - Request for Competitive Priority
 - Minority Impact Statement
 - Nonpublic School Consultation Meeting Log
 - Sustainability Planning and Previous Sustainability Form
 - Community Notice (examples: school board meeting, website notice, newsletter, parent meeting, etc.)
 - Assurances and Agreements
 - Collaborative Signatures
 - MOUs (a minimum of five) you may have more than five, but for grant review please limit to five. You may list additional partners in the narrative.

- Site Information
 - School information, including total enrollment, FRPL percentage, and proposed number of youth to be served in your program.
 - Operational information such as before school, after school, and summer proposed start and end dates and times.
 - Proposed Family Engagement activities.
- Financials
 - Completion of section D1: Budget document (required)
 - Optional Form D2: Sustainability Planning
 - Completion of section D4: Financial Resource Information
- Basic Service Components
 - Informational questions regarding best practices at your site
- Project Narrative
 - Abstract
 - Student Needs Assessment
 - Project
 - Research Base
 - Management and Sustainability
 - Communications Plan Template (upload)
 - Partnerships
 - Evaluation
 - Budget Narrative
 - Supplemental Materials (limit of two additional pages - upload)
- Submit your proposal
- Prior Grantees – make sure to document your sustainability, meeting evaluation goals, academic reduction of achievement gaps, and partnerships.

Post Submission

Did you...

- Receive a "Success!" message after submitting your application? If your application has errors those fields will be highlighted in red and will prevent your application from successfully submitting.
- Receive an automatically generated email confirming the receipt of your application from hbrown@iowaafterschoolalliance.org? Please check your junk or spam folders.
- Review the post-application calendar of important dates?
- Receive a PDF of your complete application from Heidi Brown at the Iowa Afterschool Alliance within two days of submitting your application?

TIP: Complete your application according to the scoring criteria, point-by-point, so reviewers do not have to search for information. You could lose points if reviewers cannot find your information easily.

Overview of Mandatory Grant Content and Scoring Criteria

The possible points for application narrative are 109. Thirty additional competitive priority points are possible. It is the applicant's responsibility to request competitive priority and provide documentation.

A set of specific criteria will be used to evaluate applications for funding. Each selection criterion is listed as a bulleted item. The peer reviewers of your application will use these criteria to guide their reviews. If peer reviewers assign a score of '0' for any of the criteria, it must be explained to the Department first. **Only applications that meet the absolute priority by serving students who come from schools designated Title I schoolwide eligible will be considered.** Applicants should keep the selection criteria clearly in mind as they develop their proposals and ensure that each of these criteria is addressed