

Nita M. Lowey 21st Century Community Learning Centers (21CCLC) Request for Applications

Important! Do not use your browser back, forward, or refresh buttons. You will lose your progress on your application. Only use the navigation below and the “continue” buttons at the bottom of each page to navigate the application form. Your information will not be saved if you leave this page.

Application Information – Forms – Site Information – Financials – Basic Service Components – Proposal Narrative – Ready to Submit?

Application Information

Applicant Service as Fiscal Agent (Application Agency):

County:

Amount Requested: (Total for Year 1 from Form D1, Maximum of \$300,000, Minimum \$50,000)

Director of Agency:

Contact Name: (Superintendent, Principal, Executive Director, etc.)

Agency Name:

Address: (street address)

City:

Zip Code: (5-digit zip code)

Phone: (###)- (###)- (#####)

Email Address:

Is the Grant Contact/Project Director the same contact as the Director of Agency?

YES

NO

Grant Contact/Project Director:

Fiscal Contact (your school or organization's Chief Financial Officer/Business Manager):

Agency Name:

Address:

City:

Zip Code:

Phone:

Email Address:

UEI (Unique Entity Identifier):

Local Evaluator Contact Name:

Phone:

Email Address:

Are you a past grantee? YES NO

Only past grantees are required to fill out this section.

Please respond to the following questions.

ESSA 4203(a)(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204(b)(2)(E) a description of how the activities will meet the

measures of effectiveness described in section 2305(b); ESSA 4205(b)(1) IN GENERAL. – For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14).

Section 4204(j) of the ESEA authorizes SEAs to renew sub-grants awarded to eligible entities under ESSA, “based on the eligible entity’s performance during the preceding sub-grant period”. Based on the plain meaning of the language of this provision, SEAs have discretion to renew sub-grants that they award to eligible entities under ESSA, **provided that the eligible entity’s performance under the preceding sub-grant was satisfactory**. Under section 312 of the Department of Education Appropriations Act, 2016, the provisions of ESSA apply to 21CCLC program sub-grants awarded during the 2017-18 school year and later years. Therefore, SEAs may renew 21CCLC program sub-grants awarded on or after July 1, 2017. Under the orderly transition authority of ESSA, ED authorizes SEAs to renew sub-grants awarded under the ESEA, as amended by NCLB prior to July 1, 2017.

Have you ever been in non-compliance (received a letter notice from Iowa Department of Education (Department) stating non-compliance) with 21CCLC rules and regulations in the past three years?

- YES
- NO

Did you meet your attendance goals for the past two years? (21CCLC funded sites are required to meet their attendance goals at a rate of 70% in year one and 80% by year three)

- YES
- NO

Please provide your enrollment numbers for the last three years of your previous 21CCLC grant

(Example) 2017-2018 School Year: 100

Please provide your average daily attendance for the last three years of your previous 21CCLC grant.

(Example) 2017-2018 School Year: 25

Did you meet your academic goals for the past two years?

- YES
- NO

How many of your local evaluation goals did you meet over the past two years?

- Over 75%
- Over 50%
- Less than 50%
- None

How much have office referrals been reduced over the past five years of your grant?

- Over 75%
- Over 50%
- Less than 50%
- None

Have you provided children with the required snack?

YES

NO

Have you exceeded the snack requirement by providing a full meal?

YES

NO

How many parent engagement meetings did you have in the last year of your most recent 21CCLC grant? (Minimum of one per quarter is required).

Number of parent engagement meetings:

How many field trips did you provide in the last year of your most recent 21CCLC grant?

Number of parent engagement meetings:

Are you charging program fees to families? (This is not a best practice and must have prior approval from the U.S. Department of Education)

YES

NO

After 5 years, how many community partners for sustainability have been recruited?

More than 50 More than 25 More than 10 Less than 10

Have you participated in the required committee work in the last year? Attended:

All Meetings Some meetings (3-5) Rarely participated (1-2) None

Have you attended the required Professional Development opportunities in the last year? Attended:

All Meetings Some meetings (5-9) Rarely participated (1-4) None

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

Iowa 21CCLC Request for Applications

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Forms

Legal Status of Applicant

Please download the “Legal Status of Applicant” document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Request for Competitive Priority

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of the applications. In the downloadable form, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

Please download the “Request for Competitive Priority” document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Minority Impact Statement

Please download the “Minority Impact Statement” document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Nonpublic School Consultation Meeting Log

Please download the “Nonpublic School Consultation Meeting Log” document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Please download the “Sustainability Plan Form” document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Past Grantee Sustainability Form

Existing 21CCLC programs are required to document efforts of sustainability according to federal law. This template serves as an opportunity for existing 21CCLC grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

Supported formats: Word or PDF. Only submit if you are a past grantee.

Community Partner Official Notice

Districts that are eligible for a community partner to apply in a high need urban area **MUST** provide the Iowa Department of Education with official notice of who that partner will be and a partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in **ONLY** the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

Required for community-based organizations only.

Supported formats: Word or PDF

Assurances & Agreements Required of All Applicants

Please download the "Assurances & Agreements" document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Collaborative Signatures

Please download the "Collaborative Signatures" document, fill out the form, and upload the complete form using the button below.

Supported formats: Word or PDF

MOU Template

Please download the "MOU Template" document, fill out the form, and upload each completed form using the button below. Please upload at least five and up to 10 MOUs. If you have more than 10 MOUs, please cite the total number of MOUs in your narrative.

Supported formats: Word or PDF

Site Information

2025 Site Profile

School/Agency Name:

Target Schools

School Name (can apply for up to three sites)

Schoolwide Information

of Youth Served

Enter School Name Below School Number	Grades	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	Before School	After School	Summer
School 1							
School 2							
School 3							

Total _____

Before School (BS) Site Operations

Please mark each field NA if it does not apply to your site

Estimated Start Date:

Estimated End Date:

Total Number of Service Days:

Start Time:

End Time:

Days of the Week:

Total hours of Before School Services per typical week:

Afterschool (AS) Site Operations

Please mark each field NA if it does not apply to your site

Estimated Start Date:

Estimated End Date:

Total Number of Service Days:

Start Time:

End Time:

Days of the Week:

Total hours of After School Services per typical week:

Summer (SUM) Site Operations

Please mark each field NA if it does not apply to your site

Estimated Start Date:

Estimated End Date:

Total Number of Service Days:

Start Time:

End Time:

Days of the Week:

Total hours of Summer Services per typical week:

Family Engagement

All 21CCLC programs are required to host a minimum of four family-centered events each year. A general rule of thumb is one per quarter. Examples of events include back to school celebrations, literacy nights, family game nights, recreational events, guest speakers, and so on.

Describe Frequency, Duration, and Focus of Meetings:

Ex: Quarterly family events, 2 hours. Activity description.

School Name	Total Number of Family Events	Estimated Total Number of Adult Family Members Served

Financials

Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program. The funding estimator does not need to be uploaded. It is just a resource. This tool is designed to assist you in determining an appropriate budget request. Your partner contributions should be documented and deducted from your accounting for an accurate estimation of the request.

Form D1: 21CCLC Application Funding Budget (Excel Spreadsheet)

[Form D1 1 year funding budget spreadsheet](#)

21CCLC Total 1-year Funding Request*

(Before and/or Afterschool and Summer Program Funds)

Number of Program Sites included in Application:

Total number of students being served (all sites for one year):

Total first-year funding request (all sites):

Total three-year funding request (all sites):

*Grants are eligible for five years of funding. Three years at 100% and two years at 75% demonstrating community sustainability because of partnerships.

Funding For Each Site Included in This Application

Note. A program site may serve students from many schools. For example, a location that serves students from three different schools would be considered one Program Site.

School Year

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3 year total)	Number of students served per site per year.

Summer School

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of students served per site per year.

Form D2 Budget Document (Optional)

Optional form for each site you will operate under your 21CCLC grant.

2 CFR 200.331(a) requires states to conduct a risk assessment. Each quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like Professional Development). We are adding a quarterly attendance check. Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students. The average daily attendance shows how many students attend on a regular basis.

The Grant Application requires you to service 70% of the D1 number by the end of year 1. The Grant Application requires you to serve 80% of the number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal. If your program provides engagement activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance.

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

Form D3: (No longer required for the application.)

Form D4: Applicant Agency’s Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities or government agencies, possess sufficient fiscal resources to start up and operate the program being requested for a period of up to three months. Please indicate if you are a public entity or a private/non-profit by checking the appropriate box below and then use the text box at the bottom of the page to answer the questions regarding fiscal resources for start-up costs and operational costs.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity).

Check this box if you are a private nonprofit organization, private for-profit organization, community-based organization, or Tribal Council.

In the textbox below, please describe your funding sources that can be used to start up and operate the program for up to six months. For example, public entities should include their budget line-item number, account numbers, or any other applicable references. Private organizations should describe cash, lines of credit, emergency loans, etc. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account).

Note: if you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project. Agencies that do not have adequate fiscal resources on hand are ineligible to participate in the application process. However, the applicant must describe in this section the agency’s plan to secure the necessary fiscal resources for this program application.

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Note. Agencies must validate their resources before any award can be made.

Basic Service Components

If location for the program is different from the school where children attend, list both below:

School or Site/Building Name: _____

School or Site/Building Name: _____

School or Site/Building Name: _____

Do you plan to provide any of the following to meet the nutrition/food access needs of students? (Check or highlight all that apply):

Full meal (best practice)

Snack (required by federal statute)

Do you plan to follow best practices?

Yes, we will provide a free program to at-risk students in poverty as outlined in the guidance and consistent with the priority description in the application. All students on FRPL will attend for free. Only parents who can afford the program will pay a fee. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.

No, we propose to charge parents fees. According to Federal statute, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form.

See Financial Guidance for details. Programs that charge fees will lose points in the peer review process because it is not best practice. Updated guidance in 2023 requires USDOE approval prior to charging any fees.

Proposal Narrative

We STRONGLY encourage you to save the narrative sections of this application in a Word Document since you cannot save your grant progress and come back to it late. Character limits are noted for each section (4,000 characters is the equivalent to one page of text in Arial size 12-point font).

Abstract (Not scored)

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

The number of students served: _____

The total amount requested per year: _____

The total amount per student: _____

(total amount requested divided by total number of students served, not to exceed \$1200 per student)

Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Student Needs Assessment (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).
- An evaluation of 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.
- Students with disabilities to be served.
- English Language Learners to be served.
- 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 section 4205(b)(1), such program or activity shall –

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

Character limit: 12,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

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.
- The 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. Partner with local colleges to provide classes for parents and college students to supplement program staff.
- 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 to provide 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.

Character limit: 16,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Research Base (5 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.

Character limit: 4,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

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.

Character limit: 16,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Communication Plan (5 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 the frequency of sharing and your potential reach. Example: Monthly newsletter to be shared via the website to provide outreach to your community.
- Your plan to share 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. Please use this downloadable template to complete your communication 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.

Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

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.

Note. Best practice is five measurable goals.

Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

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 D2, 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. Add dollar amount and in-kind contributions in budget.

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

Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Bonus Points (30 possible points)

You may request bonus points in the Competitive Priority Form

- 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. <https://www.census.gov/data.html>
- 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. <https://www.iaschoolperformance.gov/ECP/Home/UserGuide>
<https://www.iaschoolperformance.gov/ECP/Home/Index>
- 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 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.

Supplemental Materials

Applicants are allowed to upload supplemental materials to support your application, Examples of acceptable supplemental materials include charts, graphs, infographics, pictures, flow charts, and other similar materials. **Applicants are asked to scan supplemental documents into a single file and are limited to 2 pages.**