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

Note: This resource provides a general copy of what appears on the actual online funding application provided within the Iowa Department of Education's Consolidated Accountability and Support Application (CASA) system. This resource was created to help groups prepare responses outside the online application, but it is ***not intended to be completed or submitted.***

Please visit https://educate.iowa.gov/pk-12/essa/guidance-allocations/learning-center-resources for more information about this funding opportunity and to download all necessary and required forms. Interested parties may also contact Joe.Collins@iowa.gov with any questions.

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):

As of April 2022, the DUNS Number is replaced by the Unique Entity Identifier (UEI). Sharing this number with the Department is essential. Without this number, there can be no award or contract.

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) provides 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 the 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 field trip 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 meetings and related work? Attended:

○ Yes ○ No

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

○ Yes ○ No

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

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 the priority you are requesting and provide an 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

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 & History Template

This resource combines two previous forms: Sustainability Plan & Previous Sustainability Plan Form.

Sustainability Plan

All applicants must download the “Sustainability Planning & History Template” document, fill out this section of the form, and upload the complete form using the button below.

Supported formats: Word or PDF

Previous Sustainability Plan Form

Existing and previous 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 complete this section if you are a current or past grantee.

Community Partner Official Notice

Required for community-based organizations only.

Community-based organizations must partner with a qualifying public school district. 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 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.

Supported formats: Word or PDF

Required Assurances & Agreements

Please download the "Required 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 Summary & Template

Please download the "MOU Summary & Template" document, fill out the forms, 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

2027-2028 Site Profile

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 four different schools would be considered one Program Site. Applicants can apply for up to three sites. There are no limits, however, to the number of schools served by those three sites.

School/Agency Name:

Target Schools

Enter School Name Below School Number	Name of Program Site	Grades	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	Before School	After School	Summer
School 1								
School 2								
School 3								
School 4								
School 5								
School 6								

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 best practice recommendation is to offer 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

Name of Program Site	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

Required document. Please include with your application.

21CCLC Total 1-year Funding Request*

*Grants are eligible for five years of funding, with the final two years provided at a reduced 75% funding rate following a comprehensive site visit and financial review.

(Before and/or Afterschool and Summer Program Funds)

Number of Program Sites included in Application:

Number of Schools included in the 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):

Total five-year funding request (all sites):

School Year (Before and/or Afterschool)

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Year 4 Funding Request (75% of original budget)	Year 5 Funding Request (75% of original budget)	Total Funding Request (5 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	Year 4 Funding Request (75% of original request)	Year 5 Funding Request (75% of original request)	Total Funding Request (5-year total)	Number of students served per site per year.

Form D2 Cumulative Program Budget (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 the 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 in 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 increasing regular attendance.

If you are having trouble meeting your goals, you are responsible for contacting 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.

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/nonprofit 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, Tribal Council or other nonprofit entity.

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.

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

Basic Service Components

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.

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

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

Each section of the proposal narrative needs to be completed as a separate document (Word or PDF) and uploaded to the respective section of the RFA in the CASA system. Links to documents can be found within the RFA and on the Department's 21CCLC site. The official Department form for each section must be used. Applicant-created forms will not be accepted or used for the scoring of the application submission.

Program Abstract (not scored)

The program abstract should include summaries of each of the application narrative sections and provide documentation of competitive priority status, if requested. Although the abstract is not scored directly, it assists Iowa Department of Education (Department) staff and application reviewers with important details necessary for program compliance, assessment of risk and applicant eligibility.

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)

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, holidays, and summer).
- An evaluation of school and community resources available (including other accessible before and after school programming), and documents how the 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.
- Relevant federal Title program data.
- Achievement gap information.
- Students with disabilities to be served.
- English Language Learners (ELL) 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 –

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; and
5) Collect the data necessary for the measures of student success described in #4 above.

Project Plan (30 possible points)

This section describes in detail how the proposed program will 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: All academic year programs are expected to provide at least 60 hours of contact time per month, and summer programs 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.

Research Base Plan (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. Independent local evaluation data should be used when possible.
    - If this data is not available, an explanation is required.

Management and Sustainability Plan (20 possible 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 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.
- Previous grant recipients must also provide a description and evidence of a minimum of five years of sustainability.

Communications Plan (5 possible points)

This section describes in detail your plan to perform your communication and outreach strategies to meet the needs of your program. Methods should include a website, social media and other easily accessible online resources such as a program calendar. 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 annual Local Program Evaluation document with the larger community.
    - Note: All funded programs are required to complete an annual independent program evaluation and post/share the findings publicly on their website and other means (i.e., social media; newsletters)
- Your plan to communicate with individual groups, such as parents or stakeholders.
    - Example: Weekly Program Memo to be shared with parents via text message or within app; Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to parents and stakeholders.

Partnerships Plan (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, nonprofit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded with Memorandum of Understanding (MOU) forms.
- 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).
        - Application 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.
    - Note: This should also be addressed in the previous Management & Sustainability Plan section.

Evaluation Plan (10 possible points)

This section should describe in detail the required plan to collect and analyze data to measure the effectiveness of program goals, activities and partnerships. A minimum of five measurable program goals should be included for review. This section should include:

- Your proposed goals and outcomes pertaining to literacy and math for youth.
- Your proposed goals and outcomes pertaining to additional organizational goals.
    - Example: Growth in STEM engagement, career exploration activities/placements, family/community engagement, mental health support targets or specific enrichment activities.
- Evidence that an independent local program evaluator is in place and information about their capacity and expertise with program evaluation and out-of-school time programs.

Budget Plan (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: 21CCLC Application Funding Budget*, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities and goals.
- A description of how the program seeks to supplement, rather than supplant/replace, current funding sources.
    - Note: Federal education funding must never directly replace a previous funding source, and is instead intended to supplement what is already in place.
- 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 plan narrative, showing the partner contributions.

Competitive Priority Bonus Points (30 possible points)

You may request bonus points with the Competitive Priority Form for one or more of the following.

- 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. Iowa School Performance.
- Five additional points for applications that serve a full meal daily and provide evidence of this partnership with a school food system or local food bank.
- Five additional points for applicants who plan to implement a career exploration component that exposes students to career and technical education (CTE) programs and/or local career opportunities through experiences like job shadows, career fairs, industry tours and guest speakers. (Proof of coordination with district CTE, counseling and work-based learning staff and/or local workforce development, postsecondary/collegiate or business/industry partners required) https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-connected-learning.
- Five additional points for applicants who will incorporate state-approved Industry-Recognized Credentials (IRCs) into their programming. Students do not need to earn an IRC, but rather learn about and begin working toward one that appears on the state-approved list. (Proof of coordination with district CTE, counseling and work-based learning staff and/or local workforce development, postsecondary/collegiate or business/industry partners required) https://educate.iowa.gov/higher-ed/cte/irc.
- Five additional points for applicants who plan to implement a work-based learning component that provides participants the opportunity to gain experience with local careers through hands-on experiences like project-based learning, simulated work experiences (i.e., virtual reality), internships, pre-apprenticeships or apprenticeships. (Proof of coordination with district CTE, counseling and work-based learning staff and/or local workforce development, postsecondary/collegiate or business/industry partners required) https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-connected-learning.

Supplemental Materials

Applicants are allowed to upload supplemental materials to support their 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 5 pages.**