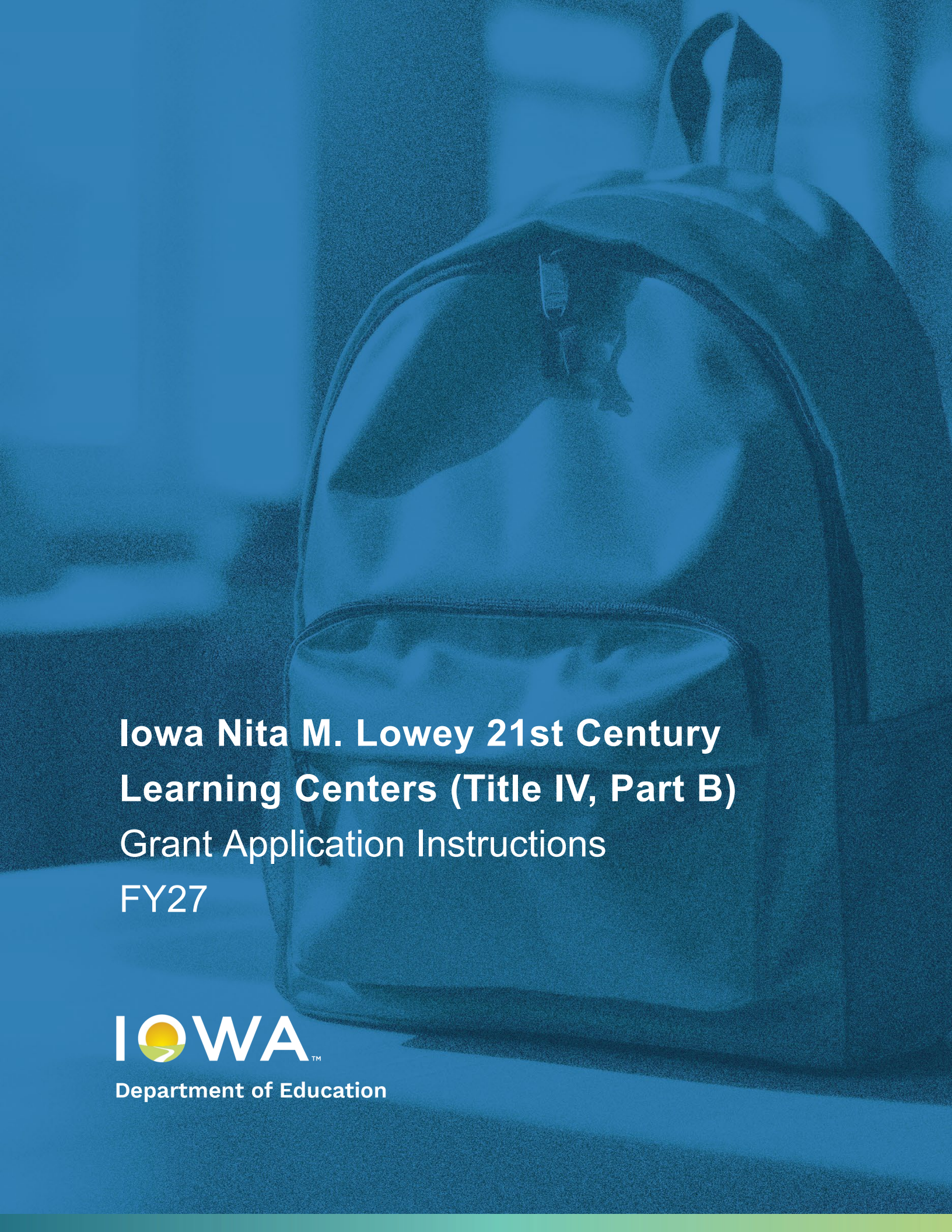


# Iowa Nita M. Lowey 21st Century Learning Centers (Title IV, Part B)

## Grant Application Instructions

FY27

IOWA™

Department of Education

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

## Administration

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# Application Instructions

1. **Required** Online Letter of Intent (LOI) to Apply Survey
    - Opens: Tuesday, September 1, 2026; Closes: Monday, November 30, 2026
    - Submit the LOI using the Iowa 21st CCLC FY27 Letter of Intent to Apply form no later than 11:59 p.m. CST on November 30, 2026.

2. Grant Application
    - The application is only available within the Iowa Department of Education's online Consolidated Accountability and Support Application (CASA) system.
        - Access must be requested and granted prior to application through the completion of the LOI by November 30, 2026.
    - Opens: Friday, October 30, 2026; Closes: Thursday, December 31, 2026, at 11:59 p.m. CST

**TOTAL FUNDS AVAILABLE FY 2027: $7,278,286.02**

# FY27 Request for Application Process Critical Dates

| Date(s) | Details |
|---|---|
| **Sept. 01 – Nov. 30, 2026** | The **REQUIRED Letter of Intent (LOI) to Apply** must be submitted via an online survey by no later than 11:59 p.m. CST on November 30, 2026. |
| **October 30, 2026** | A Request for Application (RFA) is available in the Department's online Consolidated Accountability and Support Application (CASA) system. Only those applicants that completed the required LOI prior to closing will be granted access to the CASA system to apply. |
| **October, November & December 2026** | Grant Technical Assistance virtual office hours are offered to assist with the development of grant applications. The specific dates, times and meeting links are posted on the Department's 21CCLC website. |
| **December 31, 2026** | **Grant applications due date.** Must be received electronically within the Department's CASA web portal by 11:59 P.M. CST. **No exceptions.** |
| **Jan. – Feb. 2027** | Grant reviewers read and score applications for funding. |
| **February 2027** | Grant reviewers conference. |
| **March – April 2027** | Grant awards announced. |
| **April – June 2027** | Grant contracts finalized. |
| **July 1, 2027** | Program implementation may begin in the summer.<br>***Note:*** *Federal data reporting begins with summer school.* |

# Contact

**Address all questions to: Joe Collins at 515-402-2729 or joe.collins@iowa.gov**

# Grant Overview

## Background

The Nita M. Lowey 21st Century Community Learning Centers (21CCLC) grant program is authorized under Title IV, Part B of the Every Student Succeeds Act (ESSA).

This program supports the creation of community learning centers that provide academic enrichment opportunities outside school hours for children, particularly students attending high-poverty, 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 21CCLC funds intend 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 have a minimum of 40% of their students eligible to receive free and reduced price lunch.
- **OR** a Local Education Agency (LEA), community-based organization (CBO), city, county, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities.
    - For-profit organizations and any organization based outside of the state of Iowa are not eligible to apply.
- Existing grantees that are providing high-quality programs and successfully serving youth.
    - Non-compliant grantees are not eligible to apply.

A district with multiple schools may participate in up to two applications, but only one application may be made by the district. Community organizations may apply to support children in a high-need (Title I) school on behalf of a district. ***Limit of one application per year, per school district.***

Participating schools may also only be serviced by their district and one additional 21CCLC-funded program provided by a community organization. ***More than two community organizations are not allowed to provide services for the same school at any given point in time.*** Refer to the list of currently funded programs and sites on the Department's 21CCLC site prior to submitting an application. Any applicants that propose to serve schools that are currently being funded may have their application score and/or funding award amount lowered.

**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 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 be in non-compliance.

## Guidance for Community Group Applicants

The school district administration must endorse community groups seeking to apply. The host district must approve the remediation plans for its students. A Memorandum of Understanding (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 partner with or serve 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 submit an annual 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 a potential two additional years at a reduced rate to strengthen sustainability and prepare for loss of funds.
- A comprehensive, successful site visit and financial review is required for grantees to be eligible for these 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 and secondary schools are defined as any non-profit institutional day or residential school 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 eligible for Free and Reduced Price Lunch (FRL) 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).

***Note:*** *ALL program staff and volunteers are subject to the health screening and fingerprint clearance requirements set forth in Iowa Code, DOE rules, 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, there are five **competitive priority** areas provided to applicants to earn additional bonus point 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, as determined through 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 participation by 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 to address issues such as how children's needs will be identified and which services will be offered. Services and benefits provided to nonpublic school students must be secular, neutral, and non-ideological. Consultation involves communication and discussion between LEAs (local education agencies) and nonpublic school officials on key issues 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 a funding application. 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, have them seriously considered, and discuss viable options to ensure 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 October or November.***

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 residing in the nonpublic school's geographic area. 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 uses data to help plan effective activities to identify and focus on critical student needs (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, that youth are not reading or performing math at proficiency, and that there has been a growing trend of office referrals.

All grantees are required to provide components covering:

- Academic Assistance;
- Educational Enrichment; and
- Family Engagement.

**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 that provide additional assistance to students to allow them 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 (EL) 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 assist 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 body of research indicating that when children's nutritional needs are met, they are more apt to learn. ***Providing a full meal during your program hours is encouraged and must meet USDA nutritional guidelines.***

# Application and Deadline

***All applicants must complete the required virtual Letter of Intent (LOI) to apply survey by 11:59 P.M. on Monday, November 30, 2026.*** Only those programs that submit the LOI on time will be allowed to access the grant application. There are no exceptions to this rule. The LOI opens on Tuesday, September 1, 2026 and can be accessed the Iowa 21st CCLC FY27 Letter of Intent to Apply form.

Applications are to be submitted through the Department's online Consolidated Accountability and Support Application (CASA) system and are due by 11:59 P.M. on Thursday, December 31, 2026. A PDF of the full application will be provided to applicants within three business days of applying.

**All questions should be directed to Joe Collins at joe.collins@iowa.gov or 515-402-2729.**

# Project Period

Funds will be made available to local programs for three years of 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 the 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 using a compliance and growth checklist. Grantees will receive training and technical assistance on this matrix upon approval of funding. Following the end of five years, all programs must submit a new 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 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 at least $75,000 in order to maintain the minimum support needed for the program in years four and five, in which funding amounts are reduced by 25%. 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 of contact time per month for all programs (and 30 days minimum for summer programs). This is calculated by three hours per day multiplied by five days per week when school is open. Additional hours can be offered to youth on nights, weekends and for special events. In the event of inclement weather or school closings during holiday breaks, these are not counted against the grantee. Count the number of days in a month when the school is open, multiply 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, however, typically has two weeks of holiday closures and an increased risk of weather issues. If school is in session for 15 days this month, sites are expected to log 45 hours of contact with youth at a rate of three hours per day.

# Further Information

## 21CCLC Application Technical Assistance

A series of virtual technical assistance webinars will be provided on developing grant applications for school, community-based, faith-based, non-profit organizations preparing competitive applications for 21CCLC funds. The specific workshop dates and recordings will be posted on the Department's website. Attendance/participation is not required, but is strongly encouraged. More focused support is available upon request as well by contacting Joe Collins at 515-402-2729 and joe.collins@iowa.gov.

## 21CCLC Program Orientation (Post Awards)

A new grantee meeting is required for all new awards. Additional support will be offered monthly via webinars, conference calls and other information sharing opportunities. A New Grantee-Staff Transition Committee has also been established to assist programs with immediate needs throughout the year. These meetings are held monthly and cover topics of interest 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 virtual meetings. These meetings are designed to provide point-in-time information, address immediate questions and offer an opportunity to network with other sites.

## Required Professional Development

The professional development of Iowa 21CCLC program directors, educators, mentors and other support staff is critical to ensure a high level of program quality, effectiveness and compliance. ***No less than 5% of each site's total award must be spent on professional development***, which may include approved workshops, training, conferences, guest speakers and other resources or materials. ***All professional development purchases and activities must be tracked and submitted to the Department each year.*** Monthly webinars, bimonthly committees and regional workshops are also provided for grantees and are required aspects of a high-quality professional development plan.

## 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

# Application Content

Applications are eligible for up to 150 points. A total of 110 points are possible in the narrative section, with an additional 10 points available based on an initial application review by Department staff for compliance and assessment of risk and 30 bonus points available through the Request for Competitive Priority template.

The full application can be found as a PDF on the Department's 21CCLC webpage and requests the following information:

**APPLICATION INFORMATION** – includes contact information for key personnel, Unique Entity Identifier (UEI) number and past grantee information.

**FORMS** – includes downloadable forms to be completed and/or signed and then uploaded into the system. Forms include:

- Legal Status of Applicant.
- Request for Competitive Priority - The following bonus points are possible:
    - Five additional points for serving communities designated "rural." Rural is defined as any locality with a total population under 2,499. 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; rather, they should 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
- 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 (total 110 points):

- Program Abstract = not scored
- Student Needs Assessment = 20 points
- Project Plan = 30 points
- Research Base Plan = 5 points
- Management and Sustainability Plan = 20 points
- Communications Plan = 5 points
- Partnerships Plan = 10 points
- Evaluation Plan = 10 points
- Budget Plan = 10 points

# Program Crosswalk

The following crosswalk lists all program requirements monitored regularly by the Department, as required by ESSA, along with the corresponding application narrative section that meets each requirement. These requirements will be reviewed during the Department site visits.

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 1a | The grantee is recruiting and serving the target population and their families as identified in the approved grant application. | • Recruitment plans and activities<br>• Enrollment records<br>• Protocol for selection of students<br>• Other: | • Communications Plan<br>• Student Needs Assessment Template |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 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 must plan to offer the minimum number of hours and describe this in the narrative.* | • Calendar and schedule of activities<br>Program records<br>• Parent handbooks and promotional materials<br>• Other: | • Project Plan |
| 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. | • Meeting agendas and minutes, including a list of attendees<br>• Schedule of meetings<br>• Other: | • Student Needs Assessment<br>• Project Narrative<br>• Management & Sustainability Plan<br>• Partnerships Plan<br>• Evaluation Plan<br>• Assurances and Agreements<br>• Collaborative Signatures<br>• Community Partner Official Notice |
| 1d | The grantee provides equitable services to nonpublic school students and their families. Comparable opportunities for both public- and nonpublic-school students to participate in the area served by the grant are provided. The grantee has consulted with nonpublic school officials. | • Correspondence to nonpublic schools<br>• Record of response from nonpublic school<br>• Other: | • Student Needs Assessment<br>• Nonpublic School Consultation Log |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 2a | The grantee has contracted with a local evaluator who, at a minimum, will:<br>1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include:<br>- program data, such as enrollment, demographic, attendance, and activity information<br>- surveys from parents, students, teachers, and staff at the end of each school year<br>- school records data, including student grades, TEST scores, school attendance, and disciplinary actions at the end of each school year<br>2. Guide the evaluation process.<br>3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan.<br>4. Review with program staff the 21CCLC On-Site Monitoring Documentation form.<br>5. Assist with the completion and submission of the Annual Report Form.<br>6. Collect any additional data requested by the local grantee.<br>7. Participate in required webinar(s) and/or online course.<br>8. Attend on-site monitoring visits.<br>9. Check the accuracy of data and calculations before submitting documentation. | • Employment records or contract<br>• Local Evaluator work plan<br>• Local Evaluation report(s)<br>• Attend annual evaluator training<br>• Use current template<br>• Other: | • Evaluation Plan<br>• Evaluation Template |
| 2b | The program activities reflect the goals and objectives outlined in the grant application.<br>Student needs assessment sets key program goals, with checks to measure progress toward them. | • Lesson/activity plans, with specific grant goals and objectives per the student needs assessment<br>• Other: | • Project Plan<br>• Evaluation Plan |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 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. | • Communication plan<br>• Meeting schedules/minutes<br>• Correspondence<br>• Survey of classroom teachers<br>• FERPA documentation/data sharing agreements<br>• Advisory group meeting minutes<br>• Other: | • Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• Collaborative Signatures |
| 2d | The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to coordinate resources, use of school facilities, and progress of the program and activities. | • Correspondence<br>• Activity logs<br>• Surveys of school administrator(s)<br>• Shared calendars<br>• Other: | • Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• 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<br>• Flyers for parents and students describing the program<br>• Calendar of activities<br>• Other: | • Project Plan<br>• Partnerships Plan |
| 3b | The program provides literacy and related education services to families of enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with a supporting MOU). | • Activity schedules and descriptions<br>• Flyer for parents and students describing the program<br>• Family activity sign-in sheets<br>• Other: | • Project Plan<br>• Partnerships Plan |
| 3c | The program involves students in three or more ways, including volunteering, planning, implementation, program evaluation, and ongoing advisory or decision-making roles. Student advisory groups are REQUIRED for middle and high school. Student advisory groups are encouraged in elementary school. | • Communication plan<br>• Meeting agendas and minutes, including a list of attendees<br>• Schedule of meetings<br>• Surveys of students<br>• Other:<br>***Note:*** *Middle school and high school programs must have student leadership teams. Student advisory groups are encouraged in elementary school.* | • Student Needs Assessment<br>• Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• Partnerships Plan<br>• Evaluation Plan<br>• Collaborative Signatures |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 3d | The program involves *parents* in three or more ways, including volunteering, planning, implementation, program evaluation, and ongoing policy and advisory roles. | • Communication plan<br>• Meeting agendas and minutes, including a list of attendees<br>• Schedule of meetings<br>• Surveys of parents<br>• Other: | • Student Needs Assessment<br>• Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• Partnerships Plan<br>• Evaluation Plan<br>• Collaborative Signatures |
| 3e | The program involves *members of the community* in three or more ways, including volunteering, planning, implementation, donations, program evaluation and ongoing policy and advisory roles. | • Communication plan<br>• Meeting agendas and minutes, including a list of attendees<br>• Schedule of meetings<br>• Partnership with RSVP (Retired & Senior Volunteer Program.) | • Student Needs Assessment<br>• Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• Partnerships Plan<br>• Evaluation Plan<br>• Collaborative Signatures |
| 4a | The program provides safe facilities and has developed written policies and procedures to manage the programs available to all partners effectively. | • Handbook<br>• Written/policies and procedures<br>• Other: | • Management & Sustainability Plan<br>• Communications 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<br>• Meeting agendas and minutes, including a list of attendees<br>• Schedule of meetings<br>• Surveys of partners<br>• Other: | • Student Needs Assessment<br>• Project Plan<br>• Management & Sustainability Plan<br>• Communications Plan<br>• Partnerships Plan<br>• Evaluation Plan<br>• 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)<br>• Other: | • Partnerships Plan<br>• Budget Plan<br>• MOUs |
| 4d | ***OPTIONAL:*** The facility is licensed/approved (e.g., child care facility) or exempt (e.g., school buildings) by the state of Iowa HHS and meets the equivalent of licensing requirements for documenting staff and students. | • Copy of license<br>• Staff background checks<br>• Exempt<br>• Other: | • Management & Sustainability Plan |
| 5a | Safe facilities are accessible to students and their families, including plans for safe transportation or escorting students to non-school facilities and home. | • Transportation policies<br>• Transportation schedules<br>• Building procedures (for non-school locations)<br>• Other: | • Management & Sustainability Plan |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 5b | Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21CCLC funds. | • Postings/announcements<br>• Press releases/articles<br>• Outreach activities<br>• Website<br>• Other: Forms or site documentation with the Iowa 21CCLC logo | • Communications Plan |
| 5c | The program implements an attendance policy that encourages regular, consistent participation. The program meets attendance goals in application. Year One = 70%, 80% after Year Three. | • Written policies/handbooks<br>• Attendance records<br>• Contact log<br>• Federal Data Reporting<br>• Other: | • Management & Sustainability Plan<br>• Communications Plan |
| 5d | Information is transmitted to families with limited English proficiency in appropriate, easily understood formats. Needs of EL students are accommodated in the program. | • Correspondence<br>• Translation/assistive materials<br>• Event/meeting announcements<br>• Interpreter<br>• Other: | • Student Needs Assessment<br>• Management & Sustainability Plan<br>• Communications Plan |
| 6a | The program has a project director with the credentials to manage it. Small programs may opt to have two co-directors. | • Employment records/contract<br>• Credentials<br>• Employee Experience<br>• Other: | • Project Plan<br>• Management & Sustainability Plan |
| 6b | Each site has a coordinator with appropriate/equivalent credentials to meet HHS licensing requirements for supervising and leading the daily program and personnel. (Programs that receive HHS funds must meet HHS licensing.) | • Employment records/contract<br>• Credentials<br>• Employee Experience<br>• Other: | • Project Plan<br>• Management & Sustainability Plan |
| 6c | All staff have credentials and expertise appropriate to the positions described, and the number of staff planned is sufficient for the number of students. Volunteers and non-certified staff provide supplementary activity and programmatic support. | • Employment records<br>• Credentials<br>• Employee Experience<br>• Staffing plan<br>• Other: | • Project Plan<br>• Research Base Plan<br>• Management & Sustainability Plan |
| 6d | Program and management staff meet regularly throughout the grant cycle to coordinate program offerings and support continuous program improvements. | • Meeting schedules/minutes<br>• Other: | • Management & Sustainability Plan<br>• Communications Plan<br>• Evaluation Plan |
| 6e | The 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<br>• Other: | • Management & Sustainability Plan<br>• Evaluation Plan |

| # | **Department Monitoring Item** *(What programs are required to do with the Monitoring Document section labels?)* | **Supporting Documentation** | **Iowa 21CCLC Application Narrative Sections** *(Your plan)* |
|---|---|---|---|
| 7a | All meals and/or snacks provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch.) | • Meal/Snack menus<br>• USDA Reimbursement Documentation<br>• Other: | • Project Plan |
| 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. | • Sustainability Plan<br>• Correspondence<br>• Documentation of methods used<br>• Meeting Notes<br>• MOUs/Contracts<br>• Other: | • Management & Sustainability Plan<br>• Communications Plan<br>• Partnerships Plan<br>• Collaborative Signatures<br>• Sustainability Planning Template and Previous Sustainability form<br>• MOUs |
| 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. | • Federal Data Reporting<br>• Local Evaluation submission<br>• Evaluation data<br>• Annual State Survey<br>• Partner List<br>• PD Template<br>• Sustainability Plan<br>• Other: | • Evaluation Plan |
| 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 **July 15**. | • Financial summary reports<br>• Budget change requests/amendments<br>• Purchase invoices<br>• Time and effort worksheets<br>• Reimbursement Claims<br>• General ledger, required<br>• Quarterly line item adjustments<br>• Guide to Program Budgets<br>• Other: Other data as requested by the SEA | • Budget Plan<br>• Review budget monthly |
| 8b | The grantee uses 21CCLC funds to supplement rather than to supplant funds from other sources. (See page assurances in Appendix A for the definition of supplement vs. supplant.) | • Financial/program documents<br>• Program funding history<br>• Other: | • Budget Plan |
| 8c | The grantee maintains documentation for materials and equipment purchased with 21CCLC funds. | • Purchase orders/invoices<br>• General ledger<br>• Other: | • Management & Sustainability Plan<br>• Budget Plan |
| 8d | The program maintains ongoing documentation of contributions (in-kind or resources) from partnering agencies or other sources. | • In-kind contribution list<br>• Volunteer log<br>• Partner agreements<br>• Other: | • Management & Sustainability Plan<br>• Partnerships Plan<br>• Budget Plan<br>• Collaborative Signatures |

***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 and 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 and math skills, community service programs to develop positive work habits, theater programs to build confidence and public speaking skills, book clubs to encourage reading and writing, cooking clubs to teach life skills, career exploration activities to learn about local career options and computer or technology clubs to both engage and prepare students for the future.

# 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 students' families to advance 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 and school districts, centers can leverage multiple community resources in an effective and efficient manner. Community learning centers can offer residents and business partners an opportunity to volunteer their time and expertise to help students meet 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 describe 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 ensure that its program was developed and will be carried out in active collaboration with the schools attended by the students. Demonstration of such partnerships is a requirement of this grant.

## Important Clarifications:

Partnerships are defined by a full, partial or vendor classification status. Full partners support the program at no cost (e.g., a group of community volunteers who dedicate hours weekly to the program; a church that provides a meal for an event). Partial partners provide support to the program, but may require some of their costs to be offset with a 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 that provides training to you at a set cost).

- 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 and the resources, staff and hours necessary over a period of time to meet program goals.

- A ***Letter of Support*** differs from an 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 is required to apply for this grant.
- ***Minimum partnership requirements = Five partners are necessary to apply, and one new partner must be added each year of the grant to be combined for a total of no less than 10 distinct partners at the end of the 5-year grant award period.***

## Experience & Best Practice

Community partnerships enable 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 support long-term sustainability, offsetting reductions in funding and addressing the grant funding expiration. 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 and summer). The 21CCLC program may also offer services to students during regular school hours on days when school is not in session, e.g., school holidays or teacher professional development days when school is dismissed early. Schools that implement a four-day school week may access funds for services on the chosen non-school day.

Iowa is not an ELT (Extended Learning Time) state. Iowa requires 60 hours of contact time per month (600 hours per year) to be eligible 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 (excluding 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 a minimum, an average of 60 hours per month.*** This assumes a three-hour-per-day formula multiplied by the number of days your school is in session (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 a minimum, 30 days.*** You should have a minimum of 35 days of regular attendance to count a student in the federal APR data system. For youth with a history of chronic absenteeism, the additional five days ensure that youth can miss some programming and still be included in data reporting.
- Before-school programs must operate at least one hour per day immediately before school starts each day the 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 the 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 growing research showing that meeting children's nutritional needs supports brain development. Providing a meal during your program hours is considered best practice, but it must meet 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).* A **minimum** *of 30 days of summer school* is required, but more is encouraged.

### Experience & Best Practice

Research suggests that additional time spent in engaged, sustained learning activities yields greater benefits for students, according to 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 reapply 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.*** Any additional funding must be properly documented. Failure to document sustainability over the past five years is considered a violation of the supplanting rule. Local funds are not considered program income and help the program become more sustainable. Local funders should be accounted for in your sustainability template.

Previously Funded grantees: Current 21CCLC grantees may apply for funds to significantly enhance services, expand to additional sites, or 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
- ☐ 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, Part 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 inform parents regularly. 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 $100,000 grant is reduced to $75,000 in years four and five due to 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 than the amount requested.

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 invest in building local capacity, rather than as 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 nationwide. However, federal policy currently allows grantees to be funded after their grants expire, provided a competitive process is used.

### Federal Statute:

The ESSA statute contains an assurance that the State educational agency.

- Will make awards for programs for a period of not less than three years and not more than five years (ESSA 4203(a)(8)(A)); and
- 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*** (ESSA (4203)(a)(8)(B)).

### Why we post all the applications

ESSA 4204(b)(2)(L) requires that “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 of the original funding amount. Following the fifth year of funding, all funding ends and 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 students to attend every day and middle school students to attend at least 3 days per week in a 5-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 due 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 21CCLC grant timeframe, but it also creates a more dynamic program and higher-quality 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, and building broad community support.

All Grantees must submit a Sustainability Plan. This plan is referenced in the funding application. 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, as it is not a best practice and is discouraged by the federal 21CCLC 2023 Guidance update.

If a program chooses to charge a participation fee, it 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 that documents a committed, collaborative partnership. The plan must include a specific description of the investments each partner plans to make in the community learning center, along with 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 on 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 2:30-5:00 P.M. 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 did not meet the required 60 hours of contact time per month. The shortage was discovered during a state site visit; they were required to add additional program hours for students and to reimburse funds. After the adjustment, the program operated from 2:30 to 6:00 (due to parent input), and a field trip was offered 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 additional qualifications. 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 encourages the program to maintain 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 after-school 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 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 by the United States Department of Education and the Department. An independent Local Program Evaluation must be conducted annually, and reports are posted online by the grantees, publicly available on their websites, and an electronic copy is sent to the Department and the state evaluator for aggregation into ***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. 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**

Regularly, 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 to share information among all grantees. Grantees are also required to participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes, which is 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 Program Evaluation**

Grantees must contract with an independent 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 long-term impacts of the 21CCLC program. All evaluation results should be made available to partners and the public by posting on a website. 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 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.

***Note:*** *21st Century data collection and evaluation should not violate the Family Educational Rights and Privacy Act FERPA. We do not require student-identifiable data. Only summary data about student participation in the program is necessary.*

## Iowa Statewide Evaluation and Monitoring Activities

| Data Collection Activity | Due Dates | Details |
|---|---|---|
| APR Data Reporting – Federal | Summer, Fall, and Spring reporting | • APR is the federal data collection system administered online.<br>• New users must request an account from the SEA for the 21APR system and register with login.gov.<br>• Data includes feeder schools, sites, student demographics, and activity details. |
| Statewide Evaluation | Published the following year | • This is Iowa's state-level data collection.<br>• Data collected includes academics, attendance, behavior, progress on meeting goals, and anecdotal data (success stories). |
| Community Partner List | November 30 | • Required by ESSA. Iowa posts a list of community partners vetted by 21CCLC grantees. |
| Professional Development and Sustainability | November 30 | • 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. |
| APR Data Reporting – Federal | Summer, Fall, and Spring reporting | • New users must request an account from the SEA for the federal 21APR system and register with login.gov.<br>• Data includes feeder schools, sites, student demographics, and activity details. This spreadsheet can help grantees collect the data needed for APR reporting. |
| Local Evaluation Report | November 30 | • Guidelines for local evaluation reports and training will be provided.<br>• Local report should be posted to the program website when finalized. Provide the site URL when you report.<br>• Local evaluations are read and reviewed. Grantees may be contacted to check on data quality or goals and outcomes. |
| Grantee Compliance Monitoring | Annually, and after three years | • The Department is required to monitor grantees for compliance with federal and state regulations regularly. 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.<br>• The monitoring tools are available online.<br>• A comprehensive site visit occurs after three years of program operation to recommend additional funding. |

| Monitoring Activity | Due Dates | Details |
|---|---|---|
| Best Practice Site Visits | Annually | • The Department partners with the Iowa Afterschool Alliance to provide support and guidance for professional development and best practices. |
| Attendance | Quarterly | • Attendance is collected and reported on the quarterly financial claim sheet. You will report the number enrolled and average daily attendance. |
| Professional Development (Participation required) | Varies | • Communities of Practice committees (enroll in one committee per cohort funded).<br>• New Grantee/Staff Transition committee.<br>• Monthly Director meetings.<br>• Webinars and workshops.<br>• Annual statewide Impact Afterschool Conference. |

***Note:*** *ESSA requires that local evaluations be 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 can be determined through careful analysis of the program's goals. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific, measurable indicators 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 available data sources for each indicator. For reading grades, the source may be report cards or test scores because they are quantifiable indicators of 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 for using a logic model to plan and integrate 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 that need 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 is a guide to determine what your funding request will be, not a guarantee of how much funding you will receive. You should first use the funding estimator to calculate a base award, then deduct the sustainability amount (partner contributions, district contributions, in-kind) from this award to make your actual request.*

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

Community learning centers may apply for funding based on student 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 based on the number of students served:***

- Up to $7.50 per day multiplied by the number of students anticipated to participate in the program multiplied by the number of days the program will operate in the after-school hours; or
- Up to $10.00 per day multiplied by the number of students anticipated to participate in the program multiplied by the 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 the 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 both community partner and district contributions to complete the 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:**

a) **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.

b) **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.

c) **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
- 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 on indirect costs so they do not exceed 8% of administrative costs.**

***The Form D1: 1-Year Budget Spreadsheet is required*** and will help you plan your program budget. The *Form D1S: Funding Request Summary and Form D2: Planning Budget Worksheet are optional*, but helpful in determining funding needs and potential partner contributions. These forms can be downloaded from the Department's site or from the online platform for ease of use.

## 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.*** A site can support students from a single school or many.

## Funding Flexibility

Grantees may move up to 10 percent of the total grant amount between budget categories without an amendment, provided that required allocations for evaluation, professional development, access, and administrative costs are maintained. ***The SEA must approve all budget changes. 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 LEAs, in concert with the 21CCLC program funds, can provide additional learning programs in schools that integrate enrichment and recreation opportunities with the academic services 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 collaborate with other programs to supplement services for target populations, such as migrant students.

Other federal programs can also complement local 21CCLC programs. Programs with over 50% of students receiving free or 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.
- 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 charging fees may not prohibit any family from participating because of 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 the 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 families fees, 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 a three-year grant award (at full funding) and an additional two years of funding following a successful site visit. Each year's

award of funds will be disbursed through quarterly reimbursements and is contingent on the availability of federal funds and on the Department's receipt of the state's annual award of federal 21CCLC program funds.

## Absolute Priority

Under 34 CFR75.105(c)(3), the Secretary gives an absolute preference to applications that meet the absolute priority.

All applications must propose serving students (and families of students) who attend schools eligible for Title I schoolwide programs by serving a high percentage (at least 40% eligible for Free and Reduced Price Lunch (FRL)) 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 at least 40 percent of its students eligible for Free and Reduced Price Lunch (FRL) to be eligible for this grant. Schools applying as a consortium are able to average their FRL rates across schools (student populations) to meet the 40 percent requirement.

Schools enrolling at least 40 percent of students from low-income 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 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.*
2. Propose to serve youth who reside in a rural community, which is defined as a community with a population of 2,499 or fewer residents.
3. Propose to serve youth a full meal daily and provide evidence of this partnership with a school food system, local food bank or community partner.
4. Propose 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)
5. Propose to incorporate state-approved Industry-Recognized Credentials (IRCs) into their programming. Students do not actually need to earn an IRC; rather, they should 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)
6. Propose 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)

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 for free or reduced-cost lunch through the National School Lunch Program administered by 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 that 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, a final review is completed 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 be 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 to comply with federal statutes, state laws and program guidelines or to account for available funding.

# Determination of Awards

Grant applications go through a Peer Review Process. The Department examines applications that receive the highest scores in Peer Reviews, in rank order, for statutory compliance, reporting of facts, assurances, and adherence to state and federal statutes and guidelines. The final award determination depends on successful Peer Review scores, compliance with the requirements of this application, and a screening process to assess the applicant's capacity. Issues that arise during this process may render an application non-fundable. The Department reserves the right to reduce the award amount for any applications. A base formula is used to determine awards based on the number of students served at each school, after 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 programs and have the 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 applying (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 peer representatives from various stakeholder groups and diverse backgrounds. Other experts may be called upon, as needed. All representatives will

receive dedicated training and have access to all necessary forms, resources and other information. Review teams will score applications individually and then provide consensus scores during a 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 point categories 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 peer review, the SEA conducts a risk assessment and reviews the highest-rated applications for compliance with federal statutes, state laws, and RFA rules. Awards will be given to applications that receive the highest scores until all available funds are allocated. Funding may also be negotiated with applicants to ensure as many programs are funded as possible across the state.

You may locate the Iowa 21CCLC RFA Rubric on the Department's Title IV, Part B -21st Century Community Learning Center Resources webpage.

# Application Preparation and Submission

All applications will be submitted online through the Department's Consolidated Accountability and Support Application (CASA) system. No paper copies or hand-delivered copies will be accepted. No exceptions. A PDF of the full application and various attachments or supplemental resources are provided to applicants on the Department's 21CCLC site and within the application platform to provide a more efficient and enjoyable application experience.

**The application requests information on:**

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

## 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.

## 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 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. Examples: survey; focus groups; interviews.
- A description of the impact you intend to have 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 proposed number to be served 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.
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 the proposed program 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: 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 (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.
    - Note: 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 the sustainability of programming after the grant funds are exhausted. 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 (five possible points)

This section describes in detail how your plan is 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 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 engage community partners to support youth and families, achieving 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 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 plan for collecting and analyzing 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 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 how you plan to use grant funds 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 thoroughly documented in the budget plan narrative, including partner contributions.*

# Determination of Award Amounts

Successful grant applications will be funded at the requested level 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 insufficient to fund all applications fully, the Department reserves the right to fund some or all of them at a reduced amount. Applications with scores sufficient for funding are reviewed for accuracy, budgeting, compliance with 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 statutes, state laws, application rules, or for false/misleading information.

## High Risk Applicants

No entity that is currently in "high risk" or non-compliance is eligible to apply. 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 that 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 the timely submission of required fiscal and program reports.
- If the application contains elements of risk, 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 that 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 incurred in repairing a copy machine. The copy machine was purchased with other funds. This expense was not incurred under 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 the 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 website. Contractual grant agreements requiring signatures will follow the email notice and must be signed to finalize the award. Applicants will be notified by the Department via email when the award is finalized.

## Grant Termination

Grantees are subject to an 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 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.

## Application Package Checklist

Before you submit your application, have you…

Pre-Application Work

- ☐ Reviewed all RFA instructions, the scoring rubric and other resources?
- ☐ Determined and confirmed site eligibility based on your Department accreditation status and Free and Reduced Price Lunch (FRL) percentage?
- ☐ Confirmed that you are in compliance (if a past grantee)?
- ☐ Attended a virtual Technical Assistance session?
- ☐ Completed a Student Needs Assessment?
- ☐ Held your Nonpublic School Consultation meeting and completed the required log?
- ☐ Completed the REQUIRED online Letter of Intent (LOI) to apply survey?
- ☐ Download the application PDF so you can work at your own pace and be prepared to enter your data into the online platform and upload all required documents efficiently?

### Application Requirements

The application is organized into the following sections. We suggest that you prepare each section, download and complete the necessary documents and gather all completed materials before entering the online 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 (replaces the former DUNS number)
- Forms (these are available to download within the online application)
  - Legal Status of Applicant
  - Request for Competitive Priority
  - 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

    - Memorandum of Understanding (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, FRL percentage and proposed number of youths to be served in your program.
        - Note: ***Be sure the proposed schools are not already being serviced by another Iowa 21CCLC program.*** Only one community organization is allowed to service each school at any given point in time, in addition to a program provided by the school district itself. Two community organizations may not simultaneously service the same school.
    - Operational information, such as before school, after school, and summer proposed start and end dates and times.
    - Proposed Family Engagement activities – one meeting per quarter.
- Financials
    - Completion of section D1: Budget document (required)
    - Optional Form D2: Cumulative program budget
    - Financial Resource Information
- Basic Service Components
    - Informational questions regarding best practices at your site
- Project Narrative
    - Program Abstract
    - Student Needs Assessment
    - Project Plan
    - Research Base Plan
    - Management and Sustainability Plan
    - Communications Plan
    - Partnerships Plan
    - Program Evaluation Plan
    - Budget Plan
    - Supplemental Materials (limit of five 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 contains errors, those fields will be highlighted in red and prevent your application from submitting successfully.
- ☐ Receive an automatically generated email confirming the receipt of your application from the Department’s CASA system? Please check your junk or spam folders.
- ☐ Review the post-application calendar of important dates?
- ☐ Receive a PDF of your complete application from Joe Collins at the Iowa Department of Education within five business 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 easily find your information.