

NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS

Request for Application



IDAHO DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT | 21ST CCLC

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1. GENERAL INFORMATION

1.1. Authorization and Accountability

The Idaho State Department of Education (IDE) is the responsible State Educational Agency (SEA) for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program in Idaho. IDE will make awards for programs for a five (5) year period of performance.

21st CCLC is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015.

In order to maximize federal funds and ensure that quality programs with a high need are funded, the IDE hosts a grant competition for eligible entities (**ESSA, Sec. 4204(b)**). The IDE selects eligible grants through a rigorous peer review process, which consists of stakeholders from all regions of Idaho with experience in youth development, education, grant reviewing, and/or similar programming (**ESSA, Sec. 4204(e)**). Subgrantees that are awarded a 21st CCLC grant will have a period of performance of five years (**ESSA, Sec. 4203(a)(8)(A)**).

This document is intended to be read in conjunction with the authorized statutes and applicable regulations that are relevant to the 21st CCLC Grant:

- Legislation: Title IV, Part B, 21st Century Community Learning Centers (p.233-244), of the ESEA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176) - <https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/nita-m-lowey-21st-century-community-learning-centers>
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards - <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>
- The Administrator’s Handbook on EDGAR - <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- 21st Century Community Learning Centers Non-Regulatory Guidance (Updated 2024) - <https://www.ed.gov/sites/ed/files/2024-09/OESE%2021st%20CCLC%20Non-Regulatory%20Guidance%202024.pdf>
- Idaho 21st CCLC Subgrantee Guidance - <https://www.sde.idaho.gov/student-engagement/cclc/files/subgrantee/resources/Subgrantee-Guidance-Document.pdf>
- 21st CCLC Grant Application Scoring Rubric - <https://apps.sde.idaho.gov/21stCCLC/Content/files/21stCCLCApplicationScoringRubric2024.pdf>

1.2. Purpose of Grants

The program supports the creation of community learning centers that provide academic and enrichment opportunities during non-school hours for children, primarily those who attend high-poverty and low-performing schools. The program helps students meet challenging state academic standards and local academic standards.

The purpose of 21st CCLC is three-fold:

1. Provide opportunities for academic enrichment. Including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards **(ESSA, Sec. 4201(a)(1))**;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and **(ESSA, Sec. 4201(a)(2))**; and
3. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development **(ESSA, Sec. 4201(a)(3))**.

1.3. Eligible Applicants

The term ‘eligible applicant’ means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in Section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities (ESSA, Sec. 4203).

To be eligible to receive a grant under Title IV, Part B, an eligible entity shall apply to the IDE at such time, in such manner, and including such information as the IDE may reasonably require (ESSA, Sec. 4204(b)(1)).

1.4. Partnership Application

Partnerships are mandatory to be eligible to submit for peer review. In the case of an application where there is no such partnership available within the community, the applicant may submit a *Partnership Waiver Form* (ESSA, Sec. 4204(i)(2)). All Partnership Waiver Forms

must be submitted to the IDE for prior approval. Applicants must demonstrate evidence of exhausting all available organizations within a reasonable geographic proximity.

Notes:

To be eligible for the competitive priority points associated with partnership/MOU's, applicants must mark 'yes' to identify the application as a partnership application on the main menu and upload a fully executed MOU between partners.

MOU's and partnerships with target schools and ALL Local Educational Agencies (LEA) will be required to be eligible to submit applications for review.

1.5. Renewability Policy

The Every Student Succeeds Act (ESSA) allows a State Education Agency (SEA) to renew a 21stCCLC award based on a subgrantee's performance during the previous subgrant period [§4204(j)]. The Idaho Department of Education is not exercising its authority under the renewability provision of ESSA. At this time, the IDE does not have the capacity to offer Renewability of Awards as outlined in ESSA §4204(j) and §4205(b))(2)(B)(iii) .

1.6. Expanded Learning Program Policy

At this time, the IDE does not have the capacity to offer expanded learning program activities as outlined in **ESSA, Sec. 4204(a)(2)**.

1.7. Rigorous Peer-Review Process

All eligible applications submitted within the required timeframe will enter a two-step review process:

1. Employees of the IDE who are familiar with the programs and activities under Title IV, Part B, will review all applications received for completeness and applicant eligibility (ESSA, Sec. 4201(b)(5)(A)). **Applications that do not meet at least 45 of the 85 competitive priority points are not submitted for peer review.**
2. The IDE selects peer reviewers to review and rate the applications based on an established Application Scoring Rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201(b)(5)(C)).

The IDE selects peer reviewers, who shall:

- Be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and

- Not include any applicant, or representative of an applicant, that has applied in the current grant competition (ESSA, Sec. 4201(b)(5)(b)).

1.8. Appeals Process

Applicants that wish to appeal a grant competition decision may submit an Appeal to the IDE. More information may be found on the [21st CCLC Webpage](#).

2. APPLICATION SUBMISSION INFORMATION

2.1. Application Timeline

The timeline for the 21st CCLC Round 17 Request for Application:

- November 18, 2024 and November 20, 2024 – Request for Application Workshops (Virtual)
- December 2, 2024 – Letter of Intent to Apply Deadline
- December 16, 2024- Application Portal Opens
- January 31, 2025 – **Application MUST be submitted by 4:00 PM (MT)***
- February – March 2025 – Peer Review Process of Applications
- April 2025 – Announcement of Awards
- July 1, 2025- June 30, 2030 – Subgrantee Period of Performance (5 years)
- August 2025 – New Grantee / Director’s Meeting

** Applications that are incomplete, submitted late, over allowed budget, or do not follow the Application Guidance (as outlined in this document) will not be considered for peer review.*

NO FACSIMILE, PRINTED, HAND DELIVERED OR EMAILED APPLICATIONS WILL BE ACCEPTED.

2.2. Online Application Submission

All 21st CCLC applications must be completed in the [IDE online application](#).

Applicant User Roles

There are two (2) primary roles within the application:

1. **Authorized Applicant Representative:** an individual with legal authority from organization to enter into a legal contract. Typically, it is the superintendent, CEO, or president of the organization. This individual will be the primary contacted source concerning the grant application.

2. *Project Director*: an individual with the responsibility of entering information into the grant application. This individual may be the secondary contacted source concerning the grant application.

The Authorized Applicant Representative and Project Director will both need a current ISEE account to access and submit their grant application (see letter of intent). The Authorized Applicant Representative will need to request the Authorized Signer Role with their ISEE account and the Project Director will need to request the 21st CCLC Applicant Role with their ISEE account. These roles are typically assigned at the district level. Non-LEA's can contact our support desk at support@sde.idaho.gov.

Application Submission Instructions

In order to submit the 21st CCLC grant application:

1. Authorized Applicant Representative **MUST** agree to the TERMS AND CONDITIONS and sign all required ASSURANCES (see Appendix A).
2. The Project Director **MUST** click the SUBMIT icon on the top MAIN MENU after the Authorized Applicant Representative has agreed and signed the application terms.

2.3. Letter of Intent

Eligible applicants that intend on applying must submit a [Letter of Intent to Apply](#) to Sheena Strickler sstrickler@sde.idaho.gov by **December 2, 2024**. Letters submitted after this date are allowed but may result in delayed access to the online application.

<https://apps.sde.idaho.gov/21stCCLC/Content/files/IDE-21stCCLC-Letter-of-Intent-Round17.pdf>

After submitting the Letter of Intent to Apply, it may take up to five (5) business days to gain access to the online application portal.

3. FUNDING INFORMATION

Total Funding Amount: \$1,500,000

Approximate Number of Awards: Eight (8)- Ten (10)

Minimum Annual Award Amount: \$50,000 (ESSA, Sec. 4204(h))

Maximum Annual Award Amount: \$200,000

Period of Performance: July 1, 2025- June 30, 2030

Award Amount: Grant budget proposals should be based on reasonable and necessary costs for meeting the needs of the estimated number of regular attendees to be served following the funding guidelines above. Current programs that staff a full-time grant director expend on average \$1,200 to \$2,000 per student cost in a school year and summer program. The IDE reserves the right to determine final grant award amounts and may adjust awards based upon available funding. The number of grants awarded will ultimately depend on the number of qualifying proposals received, reviewer's scores, and the availability of grant funds. All awards are subject to availability of federal funds, satisfactory implementation of the proposed grant activities and satisfactory progress on proposed objectives.

The IDE reserves the right to reduce initial award amounts to maximize statewide impact. The IDE also reserves the right to reduce or eliminate award amounts if key performance indicators are not met. Year-to-year funding will be based on meeting program goals and objectives through measurable outcomes concerning student achievement, participation, and family engagement and reasonable expenditures. Reduction of grant funds is based upon an analysis of per-pupil expenditures. Funding for this program is contingent upon continued funding from ESSA, Title IV, Part B.

4. GRANT REQUIREMENTS

Afterschool Snack: All applicants must work with Child Nutrition or another organization to offer each participant a healthy snack option each day of programming. (e.g. [CACFP At-Risk Afterschool Centers](#), or [Afterschool Snack Program](#)).

Annual Performance Reporting: collect and report data to demonstrate the effectiveness of program, including but not limited to: student demographics, EDUID number, program attendance, state assessment scores, family engagement, staff development, and activities offered.

Application: an eligible entity may operate more than one (1) grant application and may submit more than one (1) grant application per award cycle, as long as no duplication of services for students are proposed. Please note eligible entities are permitted to submit more than one (1) grant application; however, each eligible entity is limited to one (1) subaward for this grant competition but may receive up to two (2) subawards if there is an insufficient number of eligible applications to allocate the total funding available.

Center: the site or location where programming occurs. Each application may have up to four centers. For applications proposing (a) kindergarten or pre-K services **AND** (b) afterschool services, an applicant may choose to track as two separate centers.

Evaluation: conduct a local program evaluation annually to demonstrate the program's effectiveness. Additionally, each subgrantee is required to submit an annual fiscal audit or annual financial statement for their program.

Family & Parent Engagement: promote and offer three (3) family engagement opportunities and three (3) parent involvement opportunities.

Participation: the proposed number of students listed in the grant application will be served on a daily basis.

Professional Development: at least one (1) individual participates in a two-day new grantee training, fall director's meeting and spring director's meeting. Offer ALL program staff opportunities for staff development and training based on the needs of program staff.

Program Income: the generation or collection of fees, co-pays, and/or income is unallowable for Idaho 21st CCLC funded programs. All 21st CCLC funded programs must be offered at no cost to families. This does not apply to other non-21st CCLC programs that your district/organization manages. All applicants are required to check the program income assurance statement on the main menu of the application. Applicants that do not mark this assurance statement will NOT be eligible for submission.

School Year Program: Provide school year program services at least 100 days and for a minimum total of 300 hours.

Summer Program: operate a minimum of 40 hours during the summer break.

5. FISCAL REQUIREMENTS

5.1. Mandatory Budget Items:

- Program Frontline Staff Professional Development (minimum two);
- New Grantee Meeting (Boise) – transportation, lodging, per diem.
- Fall Director's Meeting (location to rotate annually)-transportation, lodging, per diem.
- Spring Director's meeting (location to rotate annually)-transportation, lodging, per diem.

5.2. Match/In-kind:

Applications are encouraged to match 10% of the total proposed award amount with funds from (1) outside of the applicant organization and (2) may not be derived from other Federal or State funds (ESSA, Sec. 4204(d)(1)). Eligible Entities are permitted to provide all or any portion of such match in the form of in-kind contributions and may secure match and/or in-kind contributions from more than one entity. All match or in-kind contributions must be substantiated by a MOU or Letter of Commitment.

5.3. Restricted Costs:

- **Remodeling:** No more than \$500 of the grant award; (IDE must pre-approve)
- **Indirect Cost (2 C.F.R. §200.414):** Costs incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Subgrantees are required to follow the restricted indirect cost rate of their district or organization. If the subgrantee does not have a negotiated restricted indirect cost rate verified by the state or federal entity, then indirect rates will not be allowable for reimbursement. For all non-LEA subgrantees, they may use their original grant application budget to request a negotiated rate from the state to use during the period of performance. All non-LEA subgrantees must not exceed an eight percent indirect cost rate unless a lower rate has been determined by the state or federal entity. (**§76.564(c)(2)**)

Indirect Cost rates will not be applied to any Capital Object purchases (Equipment Costs).

- **Rental Facilities:** Limited to the fair market value for similar facilities in the local community.

Applications that are incomplete, submitted late, over allowed budget, or do not follow the Application Guidance (as outlined in this document) will not be considered for peer review.

5.4. Budget Definitions:

- **Personnel (2 C.F.R. §200.430):** Costs incurred for employment people to meet the goals and objectives of program operations.
- **Fringe Benefits (2 C.F.R. §200.431):** Cost incurred that supplement an employee's salary such as health insurance, retirement, PERSI, and so forth.
- **Travel/Professional Development (2 C.F.R. §200.474):** Costs incurred for employees to participate in training, professional development, and conferences. Costs may include travel, Per Diem, lodging, registration fees, conferences (2 C.F.R. §200.432), and other such costs.

- **Supplies** (2 C.F.R. §200.94): All tangible personal property other than those described in equipment and/or a computing device is a supply if the acquisition cost is less than \$250.
- **Equipment** (2 C.F.R. §200.33 and 2 C.F.R. §200.313): All (1) tangible personal property having a useful life of more than one year and (2) a per-unit acquisition cost which equals or exceeds \$250. Computing devices are classified as equipment. Costs incurred for equipment must be used to carry out program operations are allowable if directly connected to the program objectives and design.
- **Purchased Services:** Costs incurred when purchasing a service, which includes contracts (2 C.F.R. §200.22 – a legal instrument by which the sub-grantee purchases property or services needed to carry out the program project).
- **Transportation:** Costs incurred for the transportation of program participants to travel safely to and from the 21st CCLC site and off-site locations including academic enrichment activities and home. This may include mileage reimbursement, contracted bus driver services, and or flat bus rates.
- **Indirect Cost** (2 C.F.R. §200.56): Costs incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Costs must be set at the restricted indirect cost rate.

5.5. Budget Expenses:

All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act*, Sec. 4205(a) - Authorized Activities. See Appendix B for a list of common expenses with 21st CCLC grant funds (for a more detailed list see *EDGAR, 4th Edition*, p. 138-162).

6. GRANT APPLICATION

The grant application consists of 10 sections (plus an additional section for current or returning subgrantees) for a total of 285 points possible. The breakout by category is as follows:

APPLICATION CATEGORY	TOTAL POINTS
APPLICANT INFO	0
ABSTRACT	0
COMPETITIVE PRIORITY	85

APPLICATION CATEGORY	TOTAL POINTS
NEEDS ASSESSMENT	45
PROJECT DESIGN	65
COLLABORATION & PARTNERSHIPS	30
EQUITABLE ACCESS & SITE LOCATION	20
FISCAL MANAGEMENT & RESOURCES	15
BUDGET	10
CENTERS	5
CURRENT OR RETURNING SUBGRANTEE*	10
TOTAL POINTS	285

6.1. Competitive Priorities:

Competitive priority points will be calculated and entered into the grant application system by the Idaho State Department of Education. Applications that do not meet at least 45 of the 85 competitive priority will not eligible for submission and will not advance to peer review.

Category	Criteria to Meet	Points Possible
Implementing comprehensive support and improvement activities or targeted support and improvement activities under Sec. 1111(d). ¹	At least (1) target school.	10
Eligible to receive funds under Title I, Part A under Sec. 1114 as Schoolwide, Consolidated Schoolwide, or Targeted Assistance. ¹	100% of target school(s) with the exception of one school.	15
Partnership application submitted jointly by not less than one (1) local educational agency receiving funds under Title I, Part A, and another eligible entity (partner).	MOU between LEA and eligible entity.	15

Category	Criteria to Meet	Points Possible
Mid-high poverty (50%) based on lunch eligibility. ¹	100% of target school(s) with the exception of one school	10
Mid-high poverty (50%) based on ALICE data. ⁴	100% of cities served	5
Locale codes are classified as Rural Fringe, Rural Distant, or Rural Remote. ³	100% of cities served	5
Application supports a preferred geographical area for equitable distribution of funds.	100% of target school(s) in Region 5 or 6	5
Not receiving 21 st CCLC funds for 2025-2026 school year. ²	Applying agency and/or fiscal agent	5
Application supports a full-time director for the 5-year period of performance.	*not required for submission to peer review, but highly encouraged	5
Have not received a 21 st CCLC grant from IDE in Rounds 14-16. ²	100% of target school(s)	10

¹Data to verify Title I status, Poverty, and Comprehensive Support and Improvement is based on [2023-2024 Lunch Eligibility Data](#).

²Visit [the 21st Century Community Learning Centers webpage](#) for supporting documents for competitive priority point assessment.

³To find your Locale Code visit [Locale Lookup from the National Center for Education Statistics](#). This competitive priority is determined by the city where your target school is located.

⁴To find your Asset Limited, Income Constrained, Employed (ALICE) percentage visit [United for Alice's Idaho webpage](#).

6.2. Needs Assessment

ASSESSMENT: Describe the objective data regarding the needs for before and after school (and summer) activities in the school(s) and community (**§4204(b)(2)(I)**).

PROGRAM ACCESSIBILITY PRIORITY POINTS: Applicants demonstrate that the proposed activities are, as of the date of the submission of the application, not accessible to students who would be served or would expand access to high-quality services available within the community (§4204(i)(1)(C)(i)(ii)).

PURPOSE: Describe how the community learning center will address the identified needs and the needs of working families (§4204(b)(2)(I)).

SCHOOL: Describe school(s) enrollment, Title I status, socioeconomic status, academic achievement, student engagement, Limited English Proficiency & migrant population, race/ethnicity, and any other relevant information.

ATTENDANCE: Describe the goal for average daily attendance for the center(s), the percentage of school population to be served daily, and justification for the likelihood goal will be met.

RECRUITMENT: Describe the plan to recruit and retain participation based on ASSESSMENT and PURPOSE sections of application.

RECRUITMENT PRIORITY POINTS: Points will be assigned to applicants that demonstrate specific plans to recruit and retain target students (and their families) who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities. (§4204(i)(1)(A))

OUTREACH: Describe the plan to provide equitable services and opportunities for homeschool and private school participants that live within the geographic boundaries of the school(s).

NEEDS ASSESSMENT SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
ASSESSMENT	0	2.50	5	7.5	10
ACCESSIBILITY PRIORITY POINTS	0	0	0	0	5
PURPOSE	0	2.50	5	7.5	10
SCHOOL	0	1.25	2.50	3.75	5
ATTENDANCE	0	0.75	1.5	2.25	3
RECRUITMENT	0	1.25	2.5	3.75	5

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
RECRUITMENT PRIORITY POINTS	0	0	0	0	5
OUTREACH	0	0.50	1	1.50	2

6.3. Project Design

MISSION: Describe the mission and vision of the program.

MANAGEMENT: Describe the individual(s) to execute, monitor, and control programming such as staff hiring, training, fiscal management, sustainability, data management, federal and state reporting, federal and state compliance, participant recruitment and retention, family engagement, and partnership building.

STAFFING & DEVELOPMENT: Describe the plan to ensure appropriately qualified persons are hired as staff and volunteers including program director’s role in managing the grant for all five years of period of performance. **(ESSA, Sec. 4204(b)(2)(M))**. Describe the plan to provide training and professional development to all staff and volunteers.

EVIDENCE: Describe the use of best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. **(ESSA, Sec. 4204(b)(2)(J))**.

ALIGNMENT: Describe the plan to reinforce and complement the instruction students receive during the school day **(ESSA, Sec. 4201(b)(A))**.

DESIGN: Describe the plan to offer programming at least 100 days and 300 hours per year and provide detail for the academic enrichment activities proposed to improve participant’s cognitive, social, emotional, and physical development **(ESSA, Sec. 4204(b)(2)(A)(B))**.

SUMMER: Describe the plan to offer 40 hours of a summer learning program provide detail for the academic enrichment activities proposed to improve participant’s cognitive, social, emotional, and physical development **(ESSA, Sec. 4204(b)(2)(A)(B))**. Describe the plan to promote and offer one (1) family engagement activities during the summer program.

FAMILY: Describe the plan to promote and offer three (3) family engagement activities and three (3) parent involvement opportunities during the regular school year. Detail how these

activities will provide active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. **(ESSA, Sec. 4201(a)(3))**.

GOALS: Describe how the proposed activities and design will meet the measures of effectiveness, Federal and Statewide Objectives (see Appendix C for list of Federal and Statewide Objectives) **(§4205(b))**. Applicants are required to write a minimum of three (3) program objectives that are designed to meet the data-based needs of their students and families. Quality program objectives must be Specific, Measurable, Attainable, Realistic, and Time-Bound. (See SMART Goal Guide resource on the 21st CCLC Webpage).

EVALUATION: Describe the plan to collect evidence of completing program strategies, objectives, and outcomes. Describe the process for annually reviewing data, and how the program will use this data as a part of the continuous quality improvement process. The plan should include a timeline that clearly aligns with their program objectives **(§4205(b)(2)(A))**. Describe the plan to submit annual fiscal program audits or financial statements to the IDE.

PROJECT DESIGN SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
MISSION	0	0.50	1	1.50	2
MANAGEMENT	0	1.25	2.50	3.75	5
STAFFING/DEVELOPMENT	0	1.25	2.50	3.75	5
EVIDENCE	0	1.25	2.50	3.75	5
ALIGNMENT	0	1.25	2.50	3.75	5
DESIGN	0	2.5	5	7.5	10
SUMMER	0	1.25	2.50	3.75	3
FAMILY	0	1.25	2.50	3.75	5
GOALS	0	3.75	7.25	11.25	15
EVALUATION	0	2.5	5	7.5	10

6.4. Collaboration and Partnerships

INTENT: Describe the efforts of how the community was given notice of an intent to submit a 21st CCLC grant application and that the application will be available for public review after submission of the application (**ESSA, Sec. 4204(b)(2)(L)**).

COLLABORATION: Describe the plan to coordinate existing local, state, and federal resources with the community learning center to make the most effective use of public resources (**ESSA, Sec. 4204(b)(2)(C)**).

COMMUNICATION: Describe the plan to disseminate information about the community learning center to the community in a manner that is understandable and accessible (**ESSA, Sec. 4204(b)(2)(A)(iii)**).

SCHOOL: ATTACH a letter of commitment from the school principal(s) describing (1) physical building space available, (2) recruitment for participation, and (3) alignment with school day learning (ATTACHMENT TITLE: "Principal-Commitment-CCLC").

PARTNERSHIP: ATTACH a signed memorandum of understanding (MOU) between the local education agency and community partner outlining (1) shared mission of the community learning center, (2) active collaboration with assigned responsibilities and commitments, and (3) sharing of relevant student-level data among the local educational agency and community partner, in compliance with relevant laws relating to privacy and confidentiality (**ESSA, Sec. 4204(b)(2)(D)(i) and 4204(b)(2)(H)**) (ATTACHMENT TITLE: "Primary-Partner-CCLC").

SNACK: ATTACH a letter of commitment from the sponsoring snack organization (i.e. Child Nutrition Program, Food Bank, local farmer/grocery, etc.) documenting the plan for providing snacks and/or meals for participants (ATTACHMENT TITLE: "Snack-Commitment-CCLC").

- For centers utilizing Child Nutrition Program and US Department of Agriculture, provide additional information on which snack program(s) will be utilized (e.g. [CACFP At-Risk Afterschool Centers](#), or [Afterschool Snack Program](#)).

COLLABORATION & PARTNERSHIPS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INTENT	0	0.50	1	1.50	2
COLLABORATION	0	1.25	2.50	3.75	5

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
COMMUNICATION	0	0.75	1.50	2.25	3
SCHOOL	0	1.25	2.50	3.75	5
PARTNERSHIP	0	2.50	5	7.5	10
SNACK	0	1.25	2.50	3.75	5

6.5. Equitable Access & Site Location

LOCATION: Describe the plan to ensure the program will take place in a safe and easily accessible facility (ESSA, SEC. 4204(b)(2)(A(i))).

- If the location is not a school site, provide evidence that the community learning center (1) will be as available and accessible as it would be at a school site (ESSA, Sec. 4204(c)) and (2) ATTACH documentation of state licensing (ATTACHMENT TITLE: “State-Licensing-CCLC”).

TRANSPORTATION: Describe the plan to ensure participants in the community learning center will travel safely to and from the center and home (ESSA, SEC. 4203(a)(10) and 4204(b)(2)(A)(ii)).

- ATTACH: For applications requesting Transportation Support Funds, attach a letter of commitment from transportation outlining justification for transportation costs and potential bus routes (ATTACHMENT TITLE: “Transportation-CCLC”).

ACCESS: Describe the plan for equitable participation for individuals with special needs, Individualized Education Plans (IEP), Section 504 Plans, and Limited English Proficiency (LEP).

ENVIRONMENT: Describe the plan to ensure a supportive learning environment and culturally responsive practices.

EQUITABLE ACCESS & SITE LOCATION SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
LOCATION	0	1.25	1.50	3.75	5
TRANSPORTATION	0	1.25	1.50	3.75	5
ACCESS	0	1.25	1.50	3.75	5

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
ENVIRONMENT	0	1.25	1.50	3.75	5

6.6. Fiscal Management & Resources

FISCAL: Describe the applicant’s experience administering local, state, and federal funds, findings from previous audits and corrective actions, and sufficient funding to cover two months’ worth of programming for reimbursement purposes (ESSA, Sec. 4204(b)(2)(N)).

SUPPLEMENT: Describe the plan to supplement and not supplant regular school day requirements (ESSA, Sec. 4204(a)(2)(B)).

RESOURCES: Describe the plan to coordinate federal, state, and local programs and make the most effective use of public resources (ESSA, Sec. 4204(b)(2)(C)).

SUSTAINABILITY: Describe the preliminary plan for how the community learning center will continue after 21st CCLC grant funds end (ESSA, Sec. 4203(a)(8)(B) and 4204(b)(2)(K)).

FISCAL MANAGEMENT & RESOURCES SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
FISCAL	0	1.25	2.50	3.75	5
SUPPLEMENT	0	0.50	1	1.50	2
RESOURCES	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	1.25	2.50	3.75	5

6.7. Budget Proposal

REQUESTED: Describe the grant requested amount and match/in-kind for personnel, fringe benefits, travel/professional development, equipment, supplies, transportation, purchased services, and indirect costs.

- Grant funds requested does not exceed the maximum award amount.
- Personnel costs must include line item for each role.
- Equipment costs must include line item(s) for each type of equipment.
- Purchased Services must include line item(s) for each vendor/contract/service.

MANDATORY: Describe the budgeted amounts for the following:

- New Grantee Meeting: Boise, Idaho (include transportation, lodging and per diem)
- Fall Director’s Meeting: location to rotate annually (include transportation, lodging and per diem).
- Spring Director’s Meeting: location to rotate annually (include transportation, lodging and per diem).

ALLOWABLE: Develop a budget that is allowable, necessary, and reasonable to meet the needs of the community and follow all state and federal restrictions.

BUDGET SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
REQUESTED	0	1.25	2.50	3.75	5
MANDATORY	0	0.75	1.50	2.25	3
ALLOWABLE	0	0.50	1	1.50	2

6.8. Centers

INFO: Provide the center name, proposed average daily attendance, and grade levels to be served.

SCHEDULE: Provide the anticipated start/end dates and hours of operation for Fall Term (ending December 31) and Spring Term (beginning January 1) and summer program.

SCHOOL: Provide the target school(s) for the center.

ACTIVITY: Provide the academic, enrichment, and family engagement activities for school year and summer program.

STAFFING: Provide the staffing for the center: titles, student to staff ratios, qualifications, responsibilities, and weekly hours.

CENTERS SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
INFO	0	0.25	0.50	0.75	1
SCHEDULE	0	0.25	0.50	0.75	1

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
SCHOOL	0	0.25	0.50	0.75	1
ACTIVITY	0	0.25	0.50	0.75	1
STAFFING	0	0.25	0.50	0.75	1

6.9. Current or Returning Subgrantee

PARTICIPATION: Provide the participant attendance goal for prior years and number of actual students served. (i.e. average daily attendance or hour band attendance).

SUSTAINABILITY: Describe the efforts made towards sustainability.

FAMILY: Provide data and describe the opportunities offered to families for active and meaningful engagement in child's education and development and adult literacy and education development.

PERFORMANCE: Provide data to describe the impact of the participant’s cognitive, social, emotional, and physical development.

CURRENT OR RETURNING SCORING:

CATEGORY	INADEQUATE	MINIMAL	AVERAGE	GOOD	EXEMPLAR
PARTICIPATION	0	0.75	1.50	2.25	3
SUSTAINABILITY	0	0.75	1.50	2.25	3
FAMILY	0	0.50	1	1.50	2
PERFORMANCE	0	0.50	1	1.50	2

APPENDIX A

LIST OF ASSURANCES

The Idaho Department of Education (IDE) is the responsible State Educational Agency (SEA) for the Nita M. Lowey 21st CCLC program in Idaho. 21st CCLC is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The IDE requires all 21st CCLC applicants and award recipients to provide **ALL** of the following assurances:

- The SEA requires applicants to provide an assurance that the program will take place in a safe and easily accessible facility. §4204(b)(2)(A)(i)
- The SEA requires that subgrant funds will supplement and not supplant other Federal, State, local, and non-public funds to provide allowable programs and activities. §4203(a)(9) and §4204(b)(2)(G)
- The SEA requires an assurance of the applicant's timely notice of intent to apply to the community and that the application and any waiver request will be available for public review after submission of the application. §4204(b)(2)(L)
- The SEA requires an applicant to provide an assurance that the proposed program will be developed and carried out in collaboration with all participants and their respective schools, as well as in partnership with the eligible entities. §4204(b)(2)(D)(i)
- The SEA ensures that the applicant establishes a process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501
- The SEA requires an applicant to provide assurance that the proposed program will be in alignment with the challenging State academic standards and any local standards. §4204(b)(2)(D)(ii)
- The SEA ensures that the applicant establishes a plan for implementing an expanded learning program (ELP), if applicable. §4204(a)(2)(A)(B)(C)
- The SEA requires an assurance that the program will target students who primarily attend schools eligible for schoolwide programs and their families. §4204(b)(2)(F)

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APPENDIX B

AUTHORIZED ACTIVITIES

(For a complete detailed list see EDGAR, 4th Edition, p.138-162)

Cost	Status	Citation	Notes
Activities with dangerous weapons	Unallowable	2 C.F.R. §200.403	<p>Per S. 2938, the Bipartisan Safer Communities Act, Section 13401 states: No funds under the ESEA may be used for the provision to any person of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), or training in the use of a dangerous weapon.</p> <p>As of 10/6/23 a bill amending section 8526 of the ESEA clarifies that the prohibition does not apply to the use of ESEA funds for activities that are carried out under ESEA programs and that are otherwise permissible, and that “provide students with educational instruction or educational enrichment activities, such as archery, hunting, other shooting sports, or culinary arts.</p>

Cost	Status	Citation	Notes
Advertising & Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.
Advisory Councils	Allowable with Restriction	2 C.F.R. §200.422	N/A
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	N/A
Alumni/ae Activities	Unallowable	2 C.F.R. §200.424	N/A
Conferences	Allowable	2 C.F.R. §200.432	Must align with original grant goals and objectives.
Contributions & Donations	Unallowable	2 C.F.R. §200.434	Goods created with supplies purchased using 21 st CCLC funding are not allowed to be donated. This includes items created and given out through service learning projects.
Capital expenditures for general purpose equipment, buildings, and land	Unallowable	2 C.F.R. §200.439	N/A

Cost	Status	Citation	Notes
Capital expenditures for special purpose equipment	Allowable with Restriction	2 C.F.R. §200.439	Equipment purchases are allowable with prior approval.
Curriculum	Allowable	N/A	N/A
Decorative Items	Unallowable	N/A	This includes office, classroom and event décor.
Entertainment	Allowable with restriction	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and have prior written approval.
Facilities	Unallowable	N/A	Facilities is defined by land, buildings, and any portion thereof, equipment individually or collectively or any other tangible capital asset, wherever located, and whether owned or leased by the non-federal entity.
Fund Raising and Investment Management Costs	Unallowable	2 C.F.R. §200.442	N/A

Cost	Status	Citation	Notes
Gifts	Unallowable	N/A	This may include incentives, prizes, gift cards, awards, and other items that appear to be gifts.
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	N/A
Government Costs	Unallowable	2 C.F.R. §200.444	N/A
Grant Writing Services	Unallowable	N/A	N/A
Incentives	Unallowable	N/A	N/A
Indirect Costs	Allowable with Restriction	2 C.F.R. §200.414	Indirect Cost (2 C.F.R. §200.414): Cost incurred (1) for a common or joint purpose benefitting more than one cost objective, and (2) not readily assignable to the cost objectives specifically benefitted. Subgrantees are required to follow the restricted indirect cost rate of their district or organization. *See indirect cost definition for additional guidance.
Lobbying	Unallowable	2 C.F.R. §200.450	N/A

Cost	Status	Citation	Notes
Membership, Subscriptions and Professional Activity Costs	Allowable with Restriction	2 C.F.R. §200.454	Prior approval by the Federal Award Agency.
Maintenance and Repair Costs	Allowable with Restriction	2 C.F.R. §200.452	Prior approval by the Federal Award Agency.
Participant Support	Allowable with Restriction	2 C.F.R. §200.456	Prior approval by the Federal Award Agency.
Personnel & Fringe Benefits	Allowable	N/A	N/A
Program Operations that take place during the regular school day	Unallowable	Sec. 4201(b)(1)(A)	N/A
Remodeling Existing Facility Costs	Allowable with Restriction	2 C.F.R. §200.462	Rearrangement and reconversion costs are allowable with prior written approval from the IDE. All requests must not add monetary value to existing property.
Rental Costs of Real Property and Equipment	Allowable with Restriction	2 C.F.R. §200.465	Rates are comparable to that of other rental property in the locale. Will only reimburse the percentage of 21 st CCLC only space/activities.

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Cost	Status	Citation	Notes
Scholarships and Student Aid	Allowable with Restriction	2 C.F.R. §200.466	Prior approval by the Federal Award Agency.
Selling and Marketing	Unallowable	2 C.F.R. §200.467	N/A
Student Activity Costs	Unallowable	2 C.F.R. §200.469	N/A
Supplies and Materials	Allowable	2 C.F.R. §200.314	N/A
Training and Education (Professional Development)	Allowable	2 C.F.R. §200.473	N/A
Transportation	Allowable	2 C.F.R. §200.474	N/A
Travel	Allowable	2 C.F.R. §200.475	Allowable for transportation, lodging, per diem, and related items incurred by employees traveling on official business.
T-Shirts	Unallowable	N/A	N/A
Vehicle	Unallowable	N/A	N/A



APPENDIX C

FEDERAL AND STATEWIDE OBJECTIVES

FEDERAL OBJECTIVES

The US Department of Education (ED) has established performance objectives as part of the Government Performance and Results Act (GPRA).

Federal Objective	Measure	Data Collected / Who Collects
GPRA Objective 1	Percentage of students in grades 4-8 participating in 21 st CCLC programming during the school year and summer who demonstrate growth in reading and language arts and math on state assessments.	Participant EDUID/Subgrantee-EZ Reports ISAT and IRI Assessment Data/IDE- ISEE
GPRA Objective 2	Percentage of students in grades 7-8 and 10-12 participating in 21 st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.	Participant EDUID/Subgrantee-EZ Reports Participant grades for prior year and current year of programming/Subgrantee- EZ Reports

GPRA Objective 3	Percentage of students in grades 1-12 participating in 21 st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.	Participant EDUID/Subgrantee- EZ Reports School Attendance Data/IDE- ISEE
GPRA Objective 4	Percentage of students in grades 1-12 attending 21 st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	Participant EDUID/Subgrantee- EZ Reports School Suspension Data/IDE- ISEE
GPRA Objective 5	Percentage of students in grades 1-5 participating in 21 st CCLC programming in the school year and summer who demonstrated an improvement in the teacher-reported engagement in learning.	Teacher Surveys/Subgrantee- EZ Reports

Important: Subgrantee’s are required to collect and report demographic and outcome data for all Pre-Kindergarten, Home-school, and Private School participants. This data is not available for the IDE to collect via ISEE.

STATEWIDE OBJECTIVES

To coincide with US Department of Education (ED) performance objectives, the Idaho 21st CCLC has established the following statewide objectives:

State Educational Agency Goal	Subgrantee Objective	Data Collected / Who Collects
<p>Academic</p> <p>Provide opportunities for academic enrichment to students in high-poverty, low-performing schools.</p>	<p>Offer at least one (1) academic opportunity each day.</p> <p>Program participants will show improvement/growth in academic content.</p>	<p>Academic Activity/Subgrantee- EZ Reports</p> <p>State Assessment (IRI/ISAT)/IDE- ISEE</p> <p>Teacher Reported Surveys/Subgrantee- EZ Reports</p> <p>Participant Grades/Subgrantee- EZ Reports</p>
<p>Enrichment</p> <p>Offer a broad array of additional services, programs, and activities that complement the regular school day.</p>	<p>Offer at least one (1) enrichment opportunity each day.</p> <p>Program participants will show improvement/growth in behavior.</p>	<p>Enrichment Activity/Subgrantee- EZ Reports</p> <p>Teacher Reported Surveys/Subgrantee- EZ Reports</p> <p>In-school Suspension/IDE- ISEE</p> <p>School Day Attendance/IDE- ISEE</p>

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<p>Family Engagement</p> <p>Offer families of student’s opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.</p>	<p>Promote & offer family engagement activities for families of student’s services that are focused on a child’s education and/or include literacy and related educational development:</p> <ul style="list-style-type: none"> • Three (3) family literacy services. • Three (3) parent involvement opportunities. 	<p>Family Engagement Attendance/Subgrantee-EZ Reports</p>
<p>Targeted Services</p> <p>Target services to students who attend schools that (1) are implementing comprehensive support and improvement activities and (2) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.</p>	<p>Offer a minimum of 100 days and a minimum of 300 hours of regular programming per school year</p> <p>Serve the proposed number students on a daily basis.</p>	<p>Program Calendar or Program Schedule/Subgrantee-EZ Reports</p> <p>Participant Attendance/Subgrantee-EZ Reports</p> <p>Participant Demographics/IDE- ISEE</p>

<p>Summer Program</p> <p>Establish community learning centers that provide academic enrichment opportunities to students during the summer months.</p>	<p>Offer at least one (1) academic and one (1) enrichment opportunity for participants each day.</p> <p>Offer one (1) family literacy service.</p> <p>Offer one (1) Professional development opportunity related to summer programming.</p> <p>Offer a minimum of 40 hours of summer programming</p>	<p>Academic & Enrichment Activity/Subgrantee- EZ Reports</p> <p>Participant Attendance/Subgrantee- EZ Reports</p> <p>Participant Demographics/IDE- ISEE</p> <p>Family Engagement Attendance/Subgrantee- EZ Reports</p> <p>Staff Information & PD/Subgrantee- EZ Reports</p> <p>Teacher Reported Surveys/Subgrantee- EZ Reports</p> <p>In-School Suspension/IDE- ISEE</p> <p>Grades/Subgrantee- EZ Reports</p> <p>State Assessment (IRI/ISAT)/IDE- ISEE</p>
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<p>Continuous Improvement</p> <p>Establish community learning centers that continuously improve operational efficiency to provide high quality programming for participants.</p>	<p>Offer all staff opportunities for professional development.</p> <p>Implement periodic evaluations of program and staff.</p> <p>Implement safety & emergency plans, policies, and procedures.</p> <p>Submit complete and accurate data.</p> <p>Submit accurate, timely, and allowable reimbursements.</p>	<p>Staff Information & PD/Subgrantee- EZ Reports</p> <p>Federal & State APR/IDE- ISEE & 21APR</p> <p>Reimbursement Requests/Subgrantee & IDE- GRA</p> <p>Risk Assessments & Monitoring Compliance Documents/Subgrantee & IDE</p>
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Important: Subgrantee's are required to collect and report demographic and outcome data for all Pre-Kindergarten, Home-school, and Private School participants. This data is not available for the IDE to collect via ISEE.