

Notice of Funding Opportunity

Released March 2021

Title IV-B Nita M. Lowey 21st Century Community Learning Centers
Cohort 7

Revised 3/15/21



ISSUED BY

Nevada Department of Education

700 E. 5th Street
Carson City, NV 89701

2080 E. Flamingo Road, Suite 210
Las Vegas, NV 89119

**Grant Period:
Cohort 7
FY22 - FY24**

Initial Grant Period begins: July 1, 2021, to September 30, 2022
Applications Due: Friday, April 30, 2021
Total Funds Available: ~\$10-\$16 million
Source of Funding: 21st Century Community Learning Centers

Questions related to this funding should be addressed to:

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Nevada Department of Education
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Kristen Mokofisi, Education Programs Professional
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Application Introduction

Please read this Notice of Funding Opportunity (NOFO) carefully. The following guidance is provided to support the submission of a strong and well-written grant application that is student-centered, supports continuous improvement, and aligns with 21st Century program goals and priorities.

The appendix contains all grant requirements, including information on personnel, program requirements, evaluation, transportation, etc. Again, please read this Notice of Funding Opportunity very carefully to ensure compliance.

Background

Authorized by Title IV, Part B of the Elementary and Secondary Education Act (ESEA), the 21st Century Learning Center (21st CCLC) federal grant provides funding to eligible entities with the purpose of providing academic and enrichment opportunities for children and their families. The 21st CCLC program includes the following objectives:

- a. Creates community learning centers that provide academic opportunities;
- b. Provides a broad array of enrichment activities; and
- c. Offers families of participating students the opportunity to actively engage in their children's education.

Eligible Entities

Any public or private organization which serves students during out of school hour times such as:

- Licensed local education agencies (LEAs) and school districts;
- public charter schools;
- non-profit agencies;
- city or county government agencies;
- community or faith-based organizations;
- Indian tribe or tribal organization;
- institutions of higher education; or
- a consortium or 2 or more of the above entities, in collaboration with the low performing school(s) of which the children attend (see appendix A for full description).

Note: Individual schools are not eligible to apply; applications must be submitted by their authorized LEA. Per federal guidelines, public charter schools are eligible to be considered for support on the same basis as LEAs in the state, regardless of a charter school's identified status as an LEA or a public school. Charter schools are eligible to apply for a grant because any public or private entity may apply. If a charter school does not apply for or receive a grant, its students may participate in 21st CCLC programs established through an application submitted by other organizations through a partnership. Charter school applicants should consult with their authorizing sponsor agency or school district prior to completing and submitting their application.

A currently funded 21st CCLC sub-grantee may not apply under this NOFO unless their grant (cohort) is in its final year/term of funding. A current sub-grantee wishing to reapply for funds must have resolved any previous audit findings, submitted all required data according to the state and federal program requirements, and be in good standing and in compliance of program criteria.

Private/Nonpublic Schools

All licensed Nevada K-12 non-profit, non-public schools are eligible for equitable services through a 21st CCLC funded program within their geographical boundaries. The LEA or any eligible entity awarded a 21st CCLC grant is required to provide equitable services through what they are awarded from each funding category. In this case, see the *Private School Consultation 2021* and *Affirmation of Initial Consultation and Intent Notification* (see Form D). An LEA may align the consultation requirement within its current process of providing consultation for federal programs and as defined by the state department of education. See the additional form D located at <https://doe.nv.gov/Grants/Home/> to access the form specifically for LEAs wishing to utilize this option for completing the consultation requirement.

Private schools choosing to participate should be involved in the application process, the program's development, and its implementation at levels equivalent to their public-school counterparts in each district. Services and benefits provided to private school students must be secular, neutral, and non-ideological. If a private school is awarded a grant it must also provide equitable services to the public-school students and families in the area served, if there are no 21st Century programs currently available or provided.

Technical Assistance and Support

The Nevada Department of Education's (NDE) Office of Student and School Supports (OSSS) and Grants Management Unit (GMU) are committed to supporting all entities. We are available to provide personalized consultation and technical assistance regarding this competitive grant application process and grants management.

Technical Assistance (TA) webinars are scheduled as follows:

Technical Assistance	Date and Time
Webinar #1 - Introduction to 21 st CCLC Grant-intended audience is new applicants to better understand program opportunities.	Tuesday, March 2, 2021, from 1:00 PM – 2:00PM (PST) Webinar#1
Webinar #2 –21 st CCLC 2.0 – intended audience is current grantees, how 21 st CCLC can help meet your student achievement goals.	Thursday, March 4, 2021, from 1:00 PM – 2:00PM (PST) Recording: Webinar #2 Passcode: p8j.U?Pt
Webinar #3 - Outreach and Capacity Building with CBOs: Completing the NOFO.	Monday, March 15, 2021, from 9:00 AM – 10:30 AM (PST) Webinar #3
Webinar #4 – Navigating ePAGE for new applicants	Monday, March 22, 2021, from 9:00 AM – 11:00AM (PST) Webinar #4
Webinar #5 - Navigating ePAGE for veterans	Monday, March 22, 2021, from 11:00 AM – 1:00 PM (PST) Webinar #5
Open Office Hours for any questions	Wednesday, April 7, 2021, from 2:00 PM – 3:30 PM (PST) Webinar #6

Participants will be provided with step-by-step guidance through the application document and

the expectations for completion. All TA webinars will be recorded, and the recording links will be made available.

Grant Technical Assistance from the 21st CCLC Program

Name	Email Address	Supports for Eligible Entities
Kristen Mokofisi	kmokofisi@doe.nv.gov	Education Programs Professional
Maria Sauter	msauter@doe.nv.gov	Education Programs Supervisor
Dr. Seng-Dao YangKeo	skeo@doe.nv.gov	Education Programs Director

Grant Technical Assistance (ePAGE) from the Grants Management Unit

Name	Email Address	Supports for Eligible Entities
Deborah Aquino	deborahaquino@doe.nv.gov	Grant Analyst
Marko Markovic	m.markovic@doe.nv.gov	Grants Management Unit Supervisor
Lynn Hoffman	lhoffman@doe.nv.gov	Administrative Services Officer III

Application Timeline

Date	Activity
February 22, 2021	Applications made available to applicants
March 2, 2021	NDE provides technical assistance webinar #1 (Please see TA schedule above)
March 4, 2021	NDE provides technical assistance webinar #2 (Please see TA schedule above)
March 15, 2021	NDE provides technical assistance webinar #3 (Please see TA schedule above)
March 16, 2021	Notice of Intent to Apply due by 11:59 PM PST
March 22, 2021	NDE provides technical assistance webinar #4 (Please see TA schedule above)

Date	Activity
March 22, 2021	NDE provides technical assistance webinar #5 (Please see TA schedule above)
April 7, 2021	Open Office Hours (Please see TA schedule above)
April 30, 2021	Applications due to the Nevada Department of Education (must be completed and submitted in ePAGE by 11:59 PM (PST))
May 1 - 16, 2021	Applications are reviewed by NDE review team
May 23, 2021	Preliminary awardees are announced by the Nevada Department of Education
July 1, 2021	Funds made available to awardees. Funds cannot be obligated until final grant paperwork has been submitted and approved in ePAGE.
August 15, 2021	1st monthly Request for Funds (RFF) due (RFFs due on the 15th of each month thereafter)
September 30, 2022*	Federal funds must be expended (salaries must be expended by this date)
October 21, 2022*	Final requests against federal money must be made no later than this date
November 15, 2022*	Final Financial Report for federal funds due

*Year 1 and annually thereafter

Please note that dates are subject to change. NDE will communicate any changes to applicants/awardees, as necessary and appropriate.

21st CCLC Funding Priorities

There are several federal and state priorities incorporated in this application.

Federal Priorities

The Federal priorities are as follows as listed under ESEA Sec.4204(i):

- 1.** Implement comprehensive support and improvement (CSI) activities or targeted support and improvement (TSI) activities under section 1111(d), **or** other schools determined by the local educational agency that need intervention and support to improve student academic achievement and other outcomes; **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; **and**
- 3.** Provide services to the families of the participating students through the program.
- 4.** Applications that are submitted jointly by eligible entities consisting of not less than 1 local educational agency (LEA) receiving Title I, A funds, and another eligible entity
 - a.** Please note that the Department must also prioritize an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet this priority
- 5.** Applicants that demonstrate its proposed activities are not currently accessible (as of the date of the applicant's submission) to students who would be served or would expand access to high-quality services that may be available in the community.

State Priorities:

Points	State Priorities
10	Applications received from eligible entities in unserved counties: Douglas, Esmeralda, Lander, Lincoln, Pershing, and Storey
15	Applications received from 1 st time (new) grant applicants
15	Applications that include activities and services to provide social and emotional supports for students
15	Applications that include activities to establish a 21 st Century Learning Center for PreK students/transition
10	Applications that propose to serve high school students
10	High schools with a graduation rate below 67%

See **Appendix C** for a list of the Nevada State Board of Education Goals.

Program Purpose

The primary purpose of the 21st CCLC program is to offer students a broad array of support services, programs, and activities (before and after school) designed to *reinforce* and *complement* the regular academic program through providing activities that significantly or are likely to increase the improvement of academic outcomes for participating students. All eligible entities that receive a grant are required to provide:

- a) An academic assistance component;
- b) An educational enrichment component; and
- c) A family engagement component for the family members of participating students.

Program Design

Choose one of the two options below:

- **Option #1** – Applications requesting to serve less than 10 sites.
For this option, the application, and all forms and tables are required at the time of submission of the application.
- **Option #2** – Applications requesting to serve 10 or more sites.
For this option, forms and tables listed below are NOT required at the time of submission of application:
 - Form C;
 - Form E;
 - Table 1;
 - Table 2 and
 - Table 4.

These tables and forms must be submitted following the applicant's receipt of a preliminary award notice and prior to receipt of final subaward. All other documentation must be submitted on or before the due date (listed on page 11).

Allowable Activities

Funds may be used to carry out a broad array of activities that advance student achievement and

support student success. Please find below allowable activities for the 21st CCLC program per Sec. 4205 with NDE added examples provided under each. Please note the following list is non-exhaustive, but are provided as examples:

- mentoring and tutoring services;
 - Subrecipient A partners with a mentoring organization to provide their middle school 21st CCLC students a mentoring program with the high school students and staff members.
- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
 - Subrecipient A partners with a local college to offer 4 after-school courses in ELA, Math, and Science for students to participate in order to recover credits toward graduation.
- literacy education programs, including financial literacy programs and environmental literacy programs;
 - Subrecipient A partners with the community library to provide a “Grow Together while Reading” literacy series for parents and children to grow in literacy together.
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
 - Subrecipient A provides a virtual physical education series focusing on at home exercises to stay active while doing online schooling.
- services for individuals with disabilities;
 - Subrecipient A partners with an advocacy group to provide a parent and family engagement opportunity to increased awareness on individuals with disabilities.
- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
 - Subrecipient A hosts a family engagement program to bring in bilingual parents to do a dual language cooking class to engage students and families in everyday activities to increase language skills.
- cultural programs (*including arts and music education*);
 - Subrecipient A hosts a holiday cultural series in which various holidays and culturally significant dates are studied and celebrated through art creation, food, music, and guest speakers. A culminating family engagement opportunity could follow to increase participation.
- telecommunications and technology education programs;
 - Subrecipient A partners with a local tech company to provide a “Learn to Code” series.
- expanded library service hours;
 - Subrecipient A partners with the school library to provide extended library service hours specifically for 21st CCLC students every Wednesday during early release.
- parenting skills programs that promote parental involvement and family literacy;
 - Subrecipient A creates a parent advisory board to focus on how to increase family engagement through a bi-weekly series on literacy strategies.
- programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
 - Subrecipient A partners with a juvenile justice organization to target struggling students by providing additional individual targeted supports based on student needs.

- drug and violence prevention programs and counseling programs;
 - Subrecipient A partners with a local drug and alcohol prevention organization to create a targeted drug and violence prevention program.
- programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
 - Subrecipient A partners with a tech company to provide a targeted program to increase engagement of young girls in the STEM fields.
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).
 - Subrecipient A partners with a local internship company to target internships for 21st CCLC high school students.

Unallowable Activities

The following list of activities are generally unallowable with federal funding and are unlikely to be approved:

- preparation of the proposal or pre-award costs e.g., costs for grant writing, document preparation, etc.;
- entertainment, refreshments, and snacks, including end-of-year celebrations, food associated with parties or socials, and game systems and cartridges;
- unapproved out-of-state or overnight field trips, including retreats and lock-ins;
- incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways);
- advertisements, promotional or marketing items;
- decorative items;
- purchase of facilities or vehicles (e.g., buses, vans, or cars) or land acquisition;
- program fees;
- capital improvements and/or permanent renovations;
- supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds);
- direct charges for items or services that the indirect cost rate covers; and/or
- dues to organizations, federations or societies for personal benefit.

Every Student Succeeds Act (ESSA) Evidence-Based Component

As part of the application process, applicants are required to demonstrate that each identified intervention, strategy, and activity meets the requisite ESSA Evidence Levels 1-4. Appendix E provides a table illustrating the four levels of ESSA Evidence (Level 1, Strong; Level 2, Moderate; Level 3, Promising; and Level 4, Demonstrates a Rationale) and available resources for determining levels of effectiveness.

Examples of 21st CCLC programs may include the following: summer bridge programming to continue school day services to students;

- coordination with high school students for peer tutoring opportunities through the summer;
- community based partnerships for outdoor education opportunities;
- credit recovery options to increase graduation rates in support of college and career ready goals;
- internships with various organizations, peer-tutoring, and mentorship programs;
- programs held at local library or school-based library;
- partnerships with local museums;
- community service projects;
- partnerships with local music stores to teach student about music or the studio and careers in the music industry;
- teaching kids how to CODE with the use of external computer organizations;
- partnership with local arts centers to bring programs to the center and teach art techniques; and
- mentorship and/or apprenticeship opportunities.

Please note that these examples do not necessarily constitute, by themselves, evidence-based interventions, so it is incumbent upon applicants and sub-grantees to ensure that the implementation of the activities are aligned with the evidence criteria in the ESSA Evidence Levels.

Funding

The 21st CCLC grant is available for the upcoming 2021-2022 school year and **MUST** be fully expended by September 30, 2022, for the first year and annually thereafter. **No funds may be obligated prior to the final approval date of the subgrant.** Separate accounting of the subgrant is required. Records of both encumbrances and expenditures are to be kept separately by expenditure code determined by the NDE Chart of Accounts. If stipends are paid with subgrant funds, there must be documentation of time and effort.

Each entity awarded federal funding which combined, total \$750,000 or more, must conduct a single audit and provide the NDE the results of a single audit. As single audit is defined as an organization-wide financial statement and federal awards' audit of a non-federal entity that expends \$750,000 or more in federal funds in one year. The audit must be performed in accordance with the NDE's general policy on audits. Program funds may not be used to pay for or be applied to audit costs.

Review Process

All proposals that are received will be reviewed by staff for completeness and compliance with the requirements set in the application to determine applicant eligibility prior to submission to the review team. If a proposal is determined to be late or significantly incomplete, the proposal will be omitted from the competition. The decision of NDE is final, and applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

The 21st CCLC grant application is competitive. NDE will establish an expert review panel which will be comprised of NDE personnel and external stakeholders (without a conflict of interest) to conduct a review of applications based on the specific criteria listed in this NOFO. Each eligible application will be reviewed by at least three (3) panel members who will evaluate and make recommendations to NDE senior leadership in the areas of program, budget, and

efficacy. The review team will ultimately recommend: “total funding”, “partial funding”, or “no funding”. Final determinations will be made by NDE senior leadership based on recommendations from the review teams. The department will notify the applicant in writing of the final decisions which includes the reviewer comments as well as the reason for denial, if applicable.

The following NDE procedures describe the rights and responsibilities of a subgrantee or applicant which will be utilized to request an application review and/or hearing:

- a. Any applicant dissatisfied with the action of the Department to disapprove an application, to terminate a subgrant, to withhold funds, or to recover funds based on a final financial report or an audit may appeal such action to the Superintendent of Public Instruction.
- b. To initiate the appeal, the subgrantee must within fifteen days after the receipt of a letter of final determination of any of the above actions, submit a written response to the Superintendent of Public Instruction appealing the action and requesting a hearing on the Department’s determination. Receipt of the written request shall be acknowledged by the Department within 10 calendar days.
- c. The appeal is to include justification, documentation and a full explanation of the activity by providing names, places, times, authority, whether or not an in-person hearing is expected, and all pertinent facts that are related to the subject of the final determination.
- d. Within thirty days of receipt of the appeal, the Superintendent’s Office will forward a copy of the documentation to a hearing’s officer. The hearing’s officer is an independent and impartial official not accountable to any person authorized to make decisions concerning the application, subgrant or funding in dispute.
- e. The Department shall provide the subgrantee 10 calendar days advance written notice of the time and place of the hearing.
- f. The hearing’s Officer shall have 60 calendar days in which to make a determination based on the information provided by the Department and the subgrantee.
- g. The subgrantee shall have the opportunity to review any information upon which the Department’s action was based.
- h. The subgrantee has the option of retaining legal counsel or representation by another person. Failure of the subgrantee or his representative to appear at a scheduled hearing may constitute a waiver of the right to a personal appearance.

Snacks

21st CCLC sub-grantees must provide daily, nutritious snacks to students during out of school time, however, the cost of the snack and any other food item (such as those used for a cooking enrichment activity or STEM lesson) is **not an allowable expense**, which includes food items served during family/parent activities. Programs are eligible to apply 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.” 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 21st CCLC programs to serve children outside of the regular school day. Programs may also partner with local agencies or organizations to provide a daily nutritious snack or meal for participating students.

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

Guidance Steps to Complete the Application

Applicants will complete the application in NDE's online electronic plans, applications, grants and expenditures (ePAGE) system. A complete application will include the following additional components:

1. Notice of Intent to Apply (Form A)
2. Joint Applicant(s) or Consortium Grants (Form B, if applicable)
3. District/School Participation Agreement (Form C)*
4. Private School Consultation (Form D)
5. Weekly Program Schedule (Form E)*
6. Programs Activities and Indicator Alignment (Table 1)*
7. Programming Partnership (Table 2)*
8. Budget Narrative and Evidence Alignment (Table 3) for planning purposes
9. Student Data and Assessment (Table 4)*
10. General Statement of Assurances & Statement of Certification for reference purposes

Non-LEA applicants must also upload the following into the ePAGE system:

1. Copy of most recent financial audit
2. Documentation to verify the health and safety of the building used for the program (non-school based)
3. A copy of state license and permits as required by local government
4. Evidence of the organization's insurance coverage

*Forms and tables which can be submitted after preliminary award notification under Option #2.

Notice of Intent to Apply

Each entity wishing to apply for funding must complete the Notice of Intent to Apply (Form A). Access will be granted to the Department's electronic plans, applications, grants and expenditures (ePAGE) system for application upload once this form is received. The submission of the Notice of Intent to Apply is the only way to ensure prospective applicants have access to the ePAGE system where the application materials will reside. We understand that entities may not know exactly yet how much funding they will ultimately apply for. However, please note that NDE is asking entities to be as accurate as possible on this form. This does not prevent your entity from applying for more/less. NDE will use the information you provide for planning purposes. Technical assistance on this system will be provided during the webinars.

Please submit your Notice of Intent to Apply by 5 pm PST on March 16, 2021, to Kristen Mokofisi at kmokofisi@doe.nv.gov, and Maria Sauter at msauter@doe.nv.gov.

Narrative

Please answer all questions of the application, which are below and in Appendix F. Submit answers to narrative in Times New Roman size 12 font. Within ePAGE, there is a 12,000-character limit per question (that is inclusive of spaces). For example, section 1a and section 1b count toward the total 12,000-character limit for section 1.

Competitive applications will clearly demonstrate a focus on highest need students (i.e., students experiencing economic hardship, children with disabilities, English learners, students from underserved communities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons).

In addition, competitive applications will request funding for strategies, programs, services, and interventions that demonstrate effectiveness. This may be demonstrated by showing that an

intervention meets the federal ESSA Evidence Level criteria. For other requested items, ESSA Evidence Levels may not be relevant (e.g., purchasing devices and connectivity), so the NDE recommends specifying how data and evidence will be used to inform decision-making and how rigorous monitoring and evaluations will help to determine the effectiveness of a strategy, activity, or intervention on student and school outcomes.

Narrative Questions

1. Needs Assessment:
 - a. Total number of program sites
 - b. Total estimated number of students to be served
 - c. Total estimated number of families to be served
 - d. Total percentage of participating students to be served that receive free or reduced lunch
 - e. Total percentage of students served with IEP's or 504 plans
 - f. Total Percentage of students identified as ELL students (English Language Learners)
 - g. Number of days per year that services will be provided
 - h. Number of hours per week services will be provided
 - i. Total number of days for summer programs, if applicable.

2. Needs Assessment Narratives:
 - a. Describe existing programs, services, resources and strengths among local educational agencies, associations, businesses, faith-based entities, schools and other organizations in your community and neighborhood.
 - b. Describe the unique needs of the targeted population, include details on the complex and varied needs of the target populations and support with data. Indicate types of data used and the source.
 - c. Summarize how the grant will build on strengths and coordinate available resources to overcome participation barriers, fill in services gaps and increase the access to high quality of services and supports in the community to meet the needs of the identified target population.
 - d. Describe how participating students will travel safely to and from the center(s), including for fieldtrips and home from the center, including for fieldtrips and home from the center. (All programs must establish a plan for safe transportation which includes details on how the transportation needs will be addressed for the target population and ensure that no barriers to program access exist, even if the site is located in a walk-zone).

3. Project Abstract - Provide a brief description of your intended program including:
 - a. Purpose and services to students/families, strategies for achieving project goals, and expected program outcomes
 - b. Indicators of program success, and academic programs and enrichment activities and how they will improve student academic achievement and overall student success.

4. Program Communication and Management
 - a. Describe how the program will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability.
 - b. Include details on how the program will be organized and managed to ensure the program is successful.

5. Coordination with other federal, state or local funds and/or programs

- a. Indicate source and indicate amounts, as well as, demonstrate how the proposed center will coordinate other federal, state, and local funds or programs in order to make the most effective use of public resources. Include details of how the organization will assure that program funds are used for allowable authorized activities and in no case to supplant federal, state, local or non-federal funds.
 - b. Describe how the program was developed and will be carried out in active collaboration with the schools that participating students attend and will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Include details on how the program will be organized and managed to ensure the program is successful. Also, indicate how the community will be given notice of intent to submit an application and that it will be available for public review after submission of the application.
6. Integration between District and School Performance Plan
- a. How is the grant supported by the LEA and aligned to the District/School Performance Plan?
 - b. Describe the joint planning that occurred between the applicant and all partners for the grant/program.
7. Local Evaluation of Program
- a. Explain the process used to select and identify participating schools to be served in the 21st CCLC program.
 - b. Programs are required to obtain an external evaluator to provide an annual review and evaluation report on their programs. Identify the process your organization/agency uses to obtain external contractors to provide the local evaluation. Describe how the state and external local evaluation information will be used to evaluate the academic progress, assess student needs, design program activities, and improve program quality.
 - c. Provide any local short-term goals and measures in alignment with the state academic standards and any local academic standards with aligning program activities. (Note: short-term goals are established by the applicant and different from the state program goals).
8. Capacity to Implement
- a. Describe your organization's ability to implement the proposed program effectively.
 - b. Describe how the program will take place in as a safe and easily accessible facility.
9. Personnel
- a. Provide information on the required (program director and/or site coordinator) and any additional staffing (teachers, instructors, volunteers, etc.) for the proposed program. Include details on the education and background of staff that will have direct contact with students.
 - b. Indicate how background checks will be conducted on all employees having direct connection with students
10. Continuation
- a. Provide details on how you plan to sustain your 21st CCLC program if/when funding is reduced or grant term ends.

Budget

Please focus attention to the following when developing the budget (see Table 3 for further guidance):

- **Alignment to Implementation Plan**

All expenditures should be aligned to the implementation plan addressed in the narrative. They should also be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.

- **Specific Budget Narrative**

Provide a strong, clear, and concise explanation of expenditures with a complete narrative that includes:

- A breakdown of proposed spending as identified in the action steps supported by the ESSA evidence level. Provide details for the proposed spending so that the NDE review team has a sufficient understanding of the request (e.g., 2 site coordinators will receive professional development for one full day four times throughout the year, once every quarter, by X organization focused on standards-based instruction).
- An equation that clearly demonstrates the use of funds. (5 sets of teacher guides at \$125.00, could be reflected as $5 \times \$125.00 = \625.00)

- **Accuracy of Budget**

All proposed spending indicated in the plan are included and identified by correct object codes; all line item totals balance with total funding request.

Statement of Certification Page

Complete and sign the certification page located on page 63. The final signed document will be in ePAGE.

Federal Assurances Signature Page

Review and sign the signature page of the Federal Assurances located on pages 52-62. The final signed document will be in ePAGE.

21st Century Community Learning Center Program Submission

Annual Continuation of Funds: Recipients will receive funding each year for three (3) years with an option of one- or two-years renewability (pending State allocations, meeting of grant requirements, and NDE determinations).

Submission of Application

All applicants must apply through the Department's electronic plans, applications, grants and expenditures (ePAGE) system. Applicants must submit an Intent to Apply document. The Department will then provide a log-in for ePAGE for applicants not currently already within the ePAGE grants management system. In addition, the Department will provide technical assistance and support on how to submit applications within ePAGE and, if awarded competitive funds, how to manage the grant in ePAGE (i.e., making budget amendments, submitting Requests for Funds, and submitting the Final Financial Reports). If funded, the subgrantee will be required to follow all state/federal program requirements and submit any data requested by the Nevada Department of Education.

Applicants must complete a *Notice of Intent to Apply*. Please see **Form A** for the *Notice of Intent to Apply*. All other Components are to be included in the final submission packet. The grant application and attachments must be completed and submitted via NDE's online ePAGE system.

Items Available in the Appendices

- Appendix A: Programmatic Design and Requirements
- Appendix B: Definitions
- Appendix C: Nevada State Board of Education Goals
- Appendix D: ESSA Levels of Evidence Levels and Resources
- Appendix E: Application Checklist
- Appendix F: Narrative Questions for ePAGE completion

Items Available in the Required Tables & Forms

- Form A: Notice of Intent to Apply
- Form B: Consortium (Co-Applicant) Grants
- Form C: District/School Participation Agreement *
- Form D: Private School Consultation 2020
- Form E: Weekly Program Schedule*
- Table 1: Programs Activities and Indicator Alignment*
- Table 2: Programming (External Organization) Partnership*
- Table 3: Budget Narrative & ESSA Alignment (planning purposes)
- Table 4: Student Data/Assessment Outcomes*
- General Statement of Federal Assurances/Statement of Certification

*Forms and tables which can be submitted after preliminary award notification under Option #2

Step 1: Notice of Intent to Apply

Please submit the Notice of Intent to Apply by 11:59 pm PST on March 16. NDE can establish online access for submission on your grant application when you are ready to enter the information for submission. Please contact Kristen Mokofisi at kmokofisi@doe.nv.gov for login access after submitting your Intent to Apply.

Step 2: Review of Notice of Funding Opportunity, with Partners

Please review the entire Notice of Funding Opportunity (NOFO), program guidelines and requirements with all partners. It is imperative to meet and schedule ongoing communication with all contributing partners and organizations in order to design the center and decide on the proposed activities and services. This will allow you to establish shared program goals and outcomes with all stakeholders.

Step 3: Prepare Application Narrative Questions

Please answer each question in the online ePAGE system in alignment with the rubric. Competitive applications should clearly demonstrate a focus on highest need students (i.e., low income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster care youth and neglected and delinquent youth in detention centers and prisons) in the needs assessment and throughout the application. Use the appendices and other guidance to design your program. See Appendix for Narrative Questions

Step 4: Complete the Required Forms & Tables

Please complete and clearly label (entity and title) the required forms and tables. All tables and forms must be uploaded as related documents upon completion of the application in the electronic online ePAGE system.

Step 5: Budget

Please use Table 3 as a guide for designing and entering your budget for online submission in ePAGE.

Step 6: Upload Application in ePAGE

Please input narrative and budget into ePAGE. Upload all required forms and tables as related documents in ePAGE.

Rubric

The rubric will be posted on the following NDE webpage by Monday, March 8, 2021:
http://www.doe.nv.gov/Grants/Title_IV_Part_B/.

Scoring Table

Section	Component	Points Possible
1	Needs Assessment	4
2	Needs Assessment Narrative	16
3	Project Abstract	8
4	Program Communication and Management	8
5	Coordination with other funds and/or programs	8
6	Alignment to School/District Plan	8
7	Evaluation	12
8	Capacity to Implement	8
9	Personnel	8
10	Continuation	4
	Completed Forms and Tables	8
	Budget	12
	Subtotal Points	/104
	Additional priorities points, if applicable	(See State Priorities) X
	APPLICATION MAXIMUM TOTAL SCORE	104 + X

Appendix A: Programmatic Design and Requirements

Geographical Diversity

To the extent practicable, NDE shall distribute subgrant funds equitably among geographic areas within the State, including urban and rural communities. Therefore, funding considerations will be made during the review process to ensure the awarding of funds meets this equitable distribution definition.

Site Location(s)

Center(s) may be in schools or other easily accessible facilities, such as a community center, that provide a safe environment for students during non-school hours or periods when school is not in session. Applicants proposing to provide 21st CCLC services must provide documentation (please see Appendix forms) that:

- The applicant, school district and site agree about the program location.
- If an off-campus program site is proposed, the program location will be at least available, safe, and accessible.
- There is a clearly defined plan of communication between the alternate site location and the school(s), including the alignment of academic assistance component of the program.
- There is safe transportation between the school and site location as well as; between the alternate site location and home, as necessary or if provided.

Scope of Operations

Center services are to be provided outside of the regular school day or during periods when school is not in session, e.g., before school, afterschool, evenings, weekends, holiday breaks or summer (See Appendix B). Services for adults of participating students may take place during regular school hours.

Minimum program requirements are as follows:

- Program schedule must include homework assistance, a nutritious snack, academic and enrichment activities;
- Regularly serve a proposed number of students during the school year;
- If an entity decides to implement an expanded/extended learning option, the option must offer a **minimum** of 300 expanded learning hours throughout the school year (before, during or after the traditional school day).
-

Summer Programming

- Operate a **minimum** number of proposed days.

High School Programs

The services provided for high school students may include career and technical programs, internship or apprenticeship programs, and other ties to an increasing demand industry or occupation. A sub-grantee may use 21st CCLC program funds for a before- or after- school program or activity for which participants may receive credit toward high school graduation requirements if:

- such a program or activity is an expansion of the options for receiving high school credit in an area that would not have been provided without the 21st CCLC program; and

- the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (*i.e.*, there is no reduction in the course offerings or costs in that academic area).

PreK – Early Learning 21st CCLC Programs

The NDE is currently piloting an option for services under the 21st CCLC program in collaboration with NDE’s Office of Early Learning and Development. The services provided for PreK students will be aligned to the requirements of both programs in order to effectively serve students and provide supplemental programming for PreK students, through the Title IVB 21st Century Community Learning Centers, during before and after school hours. If this is an area of interest, please contact Kristen Mokofisi at kmokofisi@doe.nv.gov for more information.

Supplement, Not Supplant

Section 4203(a)(9) of the ESEA requires states receiving funds under the 21st CCLC program to use such funds **to supplement, and not supplant**, other federal, state, and local public funds expended to provide programs and activities authorized under the 21st CCLC programs. 21st CCLC funds may not be used to pay for activities or programs that would have been provided by other public funds in the absence of the 21st CCLC program.

Family Engagement/Adult Services to Families

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy. Family involvement is critical in promoting not only student success but also to program success. Family engagement programs should not only include one-time events, such as annual book fairs, talent shows, performances and open house, etc.

Suggested activities for parents:

- English as a Second Language, literacy and mathematical assistance
- GED preparation and high school completion classes,
- Parenting classes, outreach and other family-oriented programs.
- Programs that connect parental involvement and student’s academic success

Snacks

21st CCLC sub-grantees must provide daily, nutritious snacks to students during out of school time, however, the cost of the snack and any other food item (such as those used for a cooking enrichment activity or STEM lesson) is **not an allowable expense**, which includes food items served during family/parent activities. Programs are eligible to apply 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.” 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 21st CCLC programs to serve children outside of the regular school day. Programs may also partner with local agencies or organizations to provide a daily nutritious snack or meal for participating students.

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

Transportation

All applicants must assure they have a safe student transportation plan ensuring all students eligible and/or interested in the 21st CCLC program are able to attend and participate with no

barriers. The plan must indicate the options you will provide students to ensure access and transportation, including school buses, working with the sports program's late buses, carpools, tokens for city buses, taxis, parent pick-up agreements, etc. Application must include the safe transportation plan. Additional funding may be requested in the funding formula to supplement transportation costs.

Advisory Council

To ensure that the 21st CCLC program is focused on the needs of the community, a local 21st CCLC Advisory Council may be composed of students, teachers, parents, community agencies, and the private sector businesses is required. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Sub-grantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of two (2) meetings per year (beginning of the year and mid-year) **must** be held. The focus of the advisory meetings should include, but not limited to, current or future program needs and/or concerns, program operations, and sustainability. The Advisory Council should include a minimum of five members, with one of those members being a parent and one being a student.

Measures of Effectiveness

Programs must be built in support of the program 21st Century Performance Indicators (See Table 1). According to the ESSA, (4205 (b)), programs and activities must be based on the following:

- an assessment of objective data demonstrating the need for before and after school programs (including during summer recess period(s) and activities in the school and communities);
- an established set of performance measures aimed at ensuring quality academic enrichment opportunities;
- if appropriate, be based upon scientifically based research providing evidence the program or activity will help students meet the state and local student academic achievement standards;
- ensure that measures of student success align with the regular academic needs of participating students and include performance indicators and measures; and
- collect the data necessary for the measures of student success

Program Management/Personnel

The applicant has some flexibility in the establishment of their staffing patterns. However, NDE will review the management plan, including staff and salaries based on that which is necessary and reasonable to implement the program and meet the requirements. Grant recipients are encouraged to braid and leverage other funding and resources to build capacity to implement a 21st Century program. This is a supplemental program designed to provide direct services to students and not intended to provide or establish an internal staffing structure. NDE reserves the right to require changes based on this review.

The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Additionally, staffing and administration budgetary allocations should be detailed in the ***Budget Narrative*** of the online application (**a 10% administrative allocation is suggested**). Note: Staff qualifications and salary ranges should be determined according to the standard within the local LEA or organization, proportional to the surrounding community.

Program Director*

The Program Director (required for 3 or more site locations) will mainly be responsible for management/implementation of the program and budget proposed in the approved application to ensure that the agency meets its responsibilities to the state under the grant agreement. Additional duties include:

- completing necessary data collection and reports to submit to the state;
- supervising site coordinators and other program staff;
- conducting trainings for staff and orientations for partners, parents, volunteers, etc.;
- developing attendance policies, health and safety procedures and annual calendar;
- attending state Program Director's meetings and required professional development; and
- ensuring compliance with program requirements.

Site Coordinator (Required)

All site locations must hire a (.5 or 1 FTE) site coordinator. The Site Coordinator will be responsible for the daily operation, coordination, delivery of services at the program site location. Additional duties include, but are not limited to:

- ensuring staff and students are assigned classrooms;
- ensuring staff and students sign in and out of the program daily;
- monitoring program data (collection and entry), attendance and outcomes;
- ensuring activities are delivered as intended under the approved application;
- maintaining a safe and secure site location with emergency information and procedures;
- communicating daily with school-day teachers, students, parents and other staff; and
- maintaining a direct connection to the regular school day and address specific needs of students within the program activities.

Instructional Staff (teacher or youth worker/volunteers)

For the purpose of effective instructional practices in the 21st CCLC program, the following guidelines include:

- pupil-teacher ratio of 1 teacher/teacher aide to 15 students;
- highly effective program personnel such as teachers, instructors, assistants, volunteers and/or contractors that meet all licensing and/or ESSA (qualified) requirements for working with students; and
- background checks conducted on all staff working/volunteering in the program.

Professional Development

Professional development should be based on the needs of the program staff and should include trainings on connecting of program curriculum, management, First Aide, CPR, safety, and other areas that directly align to the afterschool program. Please also visit y4y.ed.gov for targeted modules addressing many of your professional development needs. In addition to state provided professional development, the following trainings or conferences are recommended by NDE:

- The USDE 21st Century Community Learning Center's Summer Institute;
- You for Youth (Y4Y) online trainings and webinars;
- Nevada Afterschool Network collaboration trainings;
- Foundation's Beyond School Hours Conference and webinars;
- National Afterschool Association Conference (NAA); and/or

- BOOST Conference, or other conferences which specifically address “Out of School Time” programming.

Reporting Requirements

The USDE contracts to design, deploy and maintain a web-based data collection system to capture Annual Performance Report (APR) information regarding 21st CCLC programs across the nation three times per year during the program terms. All state 21st CCLC programs must complete data modules and submit information to NDE to enter the reporting system. Nevada Department of Education is currently using the Cayen system for data collection. The current terms are summer, fall and spring.

Required Data Submission

All funded programs will be required to collect and submit data to: (1) demonstrate substantial progress has been made toward meeting the objectives outlined in the grant application, and (2) collect data addressing the performance indicators, includes, but is not limited to: student demographic information, program schedule and activities, evaluation criteria data, and daily attendance.

The state data system (Cayen) will be regularly reviewed and monitored bi-monthly to determine sub-grantee’s compliance with the program requirements. Timely and accurate submission of data will also be considered to determine sub-grantee performance.

Applicants should consider staff time to meet this program requirement when making budget and staffing decisions. **Entry of site level data (e.g., attendance, academic progress, activity information) captured by the Cayen system must begin within 30 days of completion of the startup training or program’s start date.** Following the initial entry of data, it is recommended entries are completed on a monthly basis during program operations.

Program Attendance

Daily attendance records must be maintained for each enrolled student and reported through the statewide data management system at least on a monthly basis. NDE and the designated technical support services will monitor actual attendance levels in comparison to the attendance levels proposed in the approved application and to evaluate program effectiveness. **Note - Attendance must be taken daily in your program and must be entered into Cayen on a monthly basis (at minimum).**

Monitoring Requirement

NDE monitors sub-grantees’ compliance with requirements of the grant program (including completion of data) on an annual basis through documents, Cayen and ePAGE reviews, and telephone/email contacts. In addition, NDE will conduct on-site visits to every funded sub-grantee during the grant cycle. For example:

- Year 1: technical assistance to ensure a strong program is established along with desktop monitoring for required data and documents;
- Year 2: on-site monitoring visits;
- Year 3: desktop monitoring for required data and documents. This is dependent on the success of the established program;
- Years 4 and 5: if approved for renewability years, monitoring will be determined based on the program meeting annual goals and grant management expectations.

Evaluations

State Evaluation Requirement

Sec 4206(b) of ESEA requires states to conduct periodic evaluations in conjunction with the NDEs overall evaluation plan to determine the effectiveness of programs and activities provided with these federal funds. NDE currently contracts with the American Institute of Research (AIR) to conduct the statewide evaluation.

- NDE is required to obtain a local evaluator and participate in the statewide evaluation process.
- Sub-grantees are expected to respond to data requests related to the state evaluation effort. This evaluation addresses the Federal Government Performance and Results Act (GPRA) indicators for the 21st CCLC program, as well as state education goals and the 21st CCLC Performance Benchmark and Indicators for local programs.

External Local Evaluation Requirement

Applicants receiving 21st CCLC program funds are federally required to undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Results of these evaluations shall be:

- Used to refine, improve, and strengthen program, activities and performance measures;
- Made available upon public request, with public notice of such availability; and,
- Used as criteria for the state to use in determining continuation of funds

Each grant program must meet all evaluation requirements, provide evaluation reports, and respond to any additional surveys or other methods of data collection that may be required throughout the life of the program as determined by NDE. The LEA or organization will be required to submit an evaluation or report regarding fulfilling this requirement. A framework for implementation of this requirement, state guidelines and training will be provided by NDE. All 21st CCLC grantees are asked to budget funds to meet this requirement. NDE review team will consider all reasonable expenses for this requirement.

An evaluator should have several years in evaluating educational programs and/or out of school programs. Expectations for an evaluator include, but are not limited to:

- Develop or assist with developing an overall plan for evaluating the program outcomes.
- Assist staff with understanding the evaluation and its use for making data-driven program decision for planning and implementation of effective programming.
- Use data gathering methods or tools in an appropriate and reliable manner.
- Support the organization in identifying existing, implemented or developing data and/or quality tools.
- Collect or gather data for appropriate sources, as needed for evaluation.
- Analyze and interpret data for annual or periodic evaluation reports.
- Conduct site visits, interviews or focus groups as needed for reports.
- Provide ongoing data/evaluation services and related technical support.

The External Evaluation should focus on the following:

- Understanding of goals and objectives stated in the application
- Enhanced student academic achievement
- Promotion of academic enrichment through program activities and services
- Improved student behavior during the regular school day
- Increased regular school and program attendance
- Increased parental/family engagement
- Integration of program activities aligned with Performance Indicators/State Goals
- Alignment of curriculum/activities to the School Performance Plan and school day learning
- Interpreting program data and use of quality and needs assessments

Coordination of Funds/Resources

Per federal guidelines, applications must identify specific funding, collaborations and resources that provide additional support and/or school district/organization in-kind commitments to the program and/or its sustainability (i.e., additional funding sources, shared administrative support, community support, vertical/horizontal alignment strategies with other programs (General Fund, Title I, Victory, Zoom, Gear Up, other federal, state or local funds, et al.)

Sustainability Requirement

ESSA Section 4203(a). A sustainability plan is the applicant's **Plan for Continuation** of the 21st CCLC program after federal funding ends. One of the goals of this program is to continue activities beneficial to students and their families after the project period has ended. Therefore, the proposal should be structured in such a manner it will become self-sustaining. *In addition, sub-grantees will be required to annually submit an updated sustainability plan in their continuation application.* Community partners and organizations can be critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long term continuation of the program.

Travel

Reimbursements or payments for travel expenses may not exceed the current GSA rates and be made in accordance to any state or local travel policies. If a local policy reimburses travel at rates lower than the allowed GSA rates, then travel reimbursement must be in accordance to the local policy. Refer to <http://www.gsa.gov/portal/content/104877> for current GSA rates.

Orientation, State Meetings and Regional Trainings

Newly funded sub-grantees will be required to attend a grant orientation. In each year of the grant cycle, all sub-grantees are required to participate in state meetings to discuss implementation issues and access technical assistance as well as attend one regional start-up training day. Substitute time and travel expenses to support participation in these sessions **must** be built into the project budget.

Indirect Cost

LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. LEA's must use approved indirect cost rate as established through NDE approvals. All other entities may request to use their federal approved cognizant rate however, there is a max **restricted rate** of 10% for indirect cost in accordance to the Education Department General Administrative Regulations (EDGAR) guidelines. These regulations

describe all aspects of managing a federal grant award.

Program Fees

Federal statute does not prohibit charging of fees. However, the 21st CCLC programs must be equally accessible to all students targeted for services, regardless of their ability to pay. NDE discourages charging of fees to families and students who participate in the program and instead recommends that you ask for additional 21st CCLC funds to support your program to avoid charging fees.

Advanced Payment Option

It is important to note this is a **REIMBURSEMENT** only grant, meaning all recipients must initially expend their own funds prior to receiving reimbursement from the NDE. The state will not reimburse a grant recipient for expenditures that are not allowable under the 21st CCLC program, for expenditures not approved in its budget or expenditures which occurred outside of the grant funding period. All applicants should plan to have the capital to sustain full program operations for a minimum of three months. The applicant must designate a program and fiscal staff person who will be responsible for submitting all required reports and requests for funds. Changes in these key personnel must be communicated to NDE prior to the change occurring. An initial advance payment may be available to new (1st time) grantees to help with initial start-up costs. Please inquire with Kristen Mokofisi at kmokofisi@doe.nv.gov for more information.

Audit

All new non-LEA applicants must include with their applications a financial audit from the most recently completed fiscal year conducted by a certified public accountant, performed in accordance with generally accepted auditing standards (GAAS) and prepared in conformity with general accepted accounting principles (GAAP).

Each entity awarded federal funding which combined, total \$750,000 or more, must conduct a single audit and provide the NDE the results of a single audit. As single audit is defined as an organization-wide financial statement and federal awards' audit of a non-federal entity that expends \$750,000 or more in federal funds in one year. The audit must be performed in accordance with the NDE's general policy on audits. Program funds may not be used to pay for or be applied to audit costs.

**Nevada 21st Century Community Learning Center Requirements
(revised 12/2020)**

Program Area	State Requirements
Hours of Offered Services (minimum)	Full Center Implementation must include: <ul style="list-style-type: none"> • A determined number of hours • Can vary before and/or after school or typical 1-3 hours before/afterschool • Summer hours may vary
Program Terms	Fall: August – December Spring: January – May Summer: June - July
Activities	Academic and enrichment activities that complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;
Attendance	Propose to serve a designated number of students with attendance of at least 30 days. Staff/student ratio should be min 1:15 Rural areas with low school day enrollment may propose to serve a lower number of students. Programs should be designed to allow students to attend daily throughout the year. Improvement outcomes are linked to maximum number of days attended and time. Attendance for both students and parents must be recorded and reported in Cayen. All Data is monitored monthly with bi-monthly state compliance reviews.
Advisory Board Meetings	Minimum of 2 per program (school) year Must hold at least one per term (Fall & Spring) or minimum of three (3) if also providing summer programs. Maintain/upload records: agendas, attendance & minutes
Data Collection*	Student Demographics Grades, Surveys and Assessment Scores of students attending 30 days or more <i>*Note: This is changing to all students with the New Federal GPRAs release in 2022</i>
Documentation	All students must have an enrollment form completed and signed by parents or guardian. A FERPA form signed by parent or guardian for each enrolled student Maintain all documents on file for a up to 5 years after the grant term ends
Fieldtrips	Must be pre-approved by NDE or other funds MUST be utilized if all requirements are not met. Trips are educational based only/not for entertainment purposes.
Funding/Partnerships	All funding sources that support the afterschool program must be declared. Partnership details and contributions should be clearly defined. See details in NOFO.
Services to Families	Only families of participating students can be served through 21 st Century funding. Family engagement must be intentional focus on academic increase for students or intentional for families. (ex: ESL classes, homework assistance, literacy skills, SEL) etc. No more than 10% of awarded funding can be allocated for family engagement.
Surveys (Students attending 30 days or more) for the 2020- 2021 year	Teacher (electronic) Parent (paper or electronic) Student (paper or electronic) <i>*Note: This is changing to collect for all students with the New Federal GPRAs release in 2022</i>

Appendix B: Definitions

- 1.) **CO-APPLICANT** - To be considered as a joint or co-applicant, there must be evidence of the following (see Form B):
 - a. The LEA and at least one other organization collaborated extensively in the planning and design of the program.
 - b. Each co-applicant organization has substantial roles to play in the delivery of services.
 - c. All co-applicant organizations share grant resources to carry out their roles.
 - d. All co-applicants have significant and ongoing involvement in the management and oversight of the program.
 - e. In addition, an agreement between the district/school is signed (see Form C). All co-applicants and the fiscal agent understand and agree that the fiscal agent cannot act as 'flow-through' for grant funds and does not sub-grant to other recipients. For example, applicants are not permitted to sub-grant a significant portion of their award to a single entity.

- 2.) **COMMUNITY LEARNING CENTER (ESSA, Sec 4201 (b)(1))** - The term 'community learning center' means an entity that-
 - a. Assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that-
 - i. Reinforce and complement the regular academic programs of the schools attended by the students served, and
 - ii. Are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and
 - b. Offers families of students served by such center opportunities for active and meaningful engagements in their children's education, including opportunities for literacy and related educational development.

- 3.) **CONSORTIUM** - A consortium of organizations and/or districts may apply together if the following are met:
 - a. One organization/district must be designated as the fiscal agent of the consortium.
 - b. The applicant must designate an individual who will be responsible for communication and coordination across sites within the consortium.
 - c. The statute requires eligible organizations to collaborate with local education agencies (LEAs) when applying for funds.

- 4.) **ELIGIBLE ENTITY** – the term 'eligible entity' means a local educational agency, community-based organization, Indian tribe or triable organization, another public or private entity, or consortium of 2 or more such agencies, organizations, or entities.

- 5.) **EXTERNAL ORGANIZATION** – The term 'external organization' means –

- a. A nonprofit organization with a record of success in running or working with before and after school (or summer break) programs and activities; or
 - b. In the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization describe in subparagraph (a) to receive mentoring and guidance in running or working with before and after school (or summer break) programs and activities.
- 6.) PARTNERSHIPS – A 21st CCLC grant partner is an organization/agency that is actively engaged in the planning and implementation of the grant/project and has a long-term commitment of resources (fiscal and human capital). A partnership may be created between a local education agency and those community partners who support the program development, advisory and overall goals of the grant objectives. The selection of appropriate 21st CCLC project partners requires the following:
- a. Reading and understanding the entire current 21st CCLC RFP and its scoring rubric;
 - b. Conducting a needs assessment and analyzing the results to identify the target populations and services needed;
 - c. Applicants must sign an assurance that its program will be delivered in active collaboration with the schools the students attend.
 - d. Identifying potential partners, including educators from the targeted school(s), who have: missions aligned with the applicants; expertise working with the target population(s); resources needed by the target population(s) and/or applicants; and a history of working collaboratively with other agencies;
 - e. Inviting potential partners to a grant overview informational session where: the purpose and requirements of the 21st CCLC grant and needs assessment results are shared; their questions are answered; and as appropriate, they are invited to form a partnership with the applicants;
 - f. Clarify and communicate roles and responsibilities of each project partner, complete the Partner Worksheet (Appendix Form E) to provide details of what the project partner will provide; and
 - g. Work in active and ongoing partnership with the schools of which the proposed students to be served attend. Complete and submit the District/School Partnership Agreement (Appendix Form C) with the application
- 7.) RIGOROUS PEER-REVIEW PROCESS – The term ‘rigorous peer-review process’ means a process by which –
- a. Employees of the State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility;
 - b. The State educational agency selects peer reviewers for such applications, who shall –
 - i. Be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and

- ii. Not include any applicant, or representative of an applicant, that has submitted an application under this part of the current application period; and the peer reviewers described in subparagraph (b) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.

8.) **VENDOR** - A vendor is a provider who:

- a. provides a product or service, such as a series of dance or golf lessons, with no active input, advisory commitment or responsibility for the 21st CCLC project; and cannot be included as a co-applicant or partner.

Appendix C: Nevada State Board of Education Goals

Goal 1 - All children, birth through third grade, have access to quality early care and education.

Goal 2 - All students have access to effective educators.

Goal 3 - All students experience continued academic growth.

Goal 4 - All students graduate future-ready and globally prepared for postsecondary success and civic life.

Goal 5 - All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Goal 6 - All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.

Appendix D: ESSA Levels of Evidence & Resources

Demonstration Type	Levels of Evidence	Evidence-Based Citation
<p>An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i></p>	<p>LEVEL 1: STRONG EVIDENCE</p>	<p>Evidence cited is based on:</p> <p><i>at least 1 well-designed and well-implemented experimental study</i></p>
<p>An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i></p>	<p>LEVEL 2: MODERATE EVIDENCE</p>	<p>Evidence cited is based on:</p> <p><i>at least 1 well-designed and well-implemented quasi-experimental study</i></p>
<p>An activity, strategy, or intervention that demonstrates a <i>statistically significant effect on improving student outcomes or other relevant outcomes</i></p>	<p>LEVEL 3: PROMISING EVIDENCE</p>	<p>Evidence cited is based on:</p> <p><i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</i></p>
<p>An activity, strategy, or intervention that demonstrates a <i>rationale that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes</i></p>	<p>LEVEL 4: DEMONSTRATES A RATIONALE</p>	<p>Evidence cited is based on <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i></p>

The following list of resources is provided to assist applicants in identifying programs that meet ESSA-evidenced based criteria.

The U.S. Department of Education issued non-regulatory guidance on **Using Evidence to Strengthen Education Investment** to help in school improvement planning.

Evidence for ESSA is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The **What Works Clearinghouse**, developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

An LEA Guide for Identifying Evidence-Based Interventions for School Improvement, developed by the Florida Center for Reading Research (FCRR)

Best Evidence Encyclopedia, developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence tiers)

CCSSO has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, www.ccsso.org/ESSA.

Results First Clearinghouse Database, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

Appendix E: Application Checklist



- Y Request for Application (RFA)
- Y Notice of Intent to Apply (Form A)
- Y Joint Applicant(s) or Consortium Grants (Form B)
- Y District/School Participation Agreement (Form C)*
- Y Private School Consultation (Form D)
- Y Weekly Program Schedule (Form E)*
- Y Programs Activities (Table 1)*
- Y Programming Partnership (Table 2)*
- Y Budget Narrative and Evidence Alignment (Table 3)
- Y Student Data and Assessment (Table 4)*
- Y General Statement of Federal Assurances
- Y Statement of Certification
- Y Completed excel templates (Cover page, Timeline, Funding Formula Table, Weekly Program Schedule & Budget)

Non-LEA applicants MUST also upload the following:

- Y A copy of the most recent financial audit
- Y Documentation to verify the health and safety of the building used for the program (non-school based)
- Y A copy of state license and permits as required by local government
- Y Evidence of the organization's insurance coverage

* Forms and tables which can be submitted after preliminary award notification under Option #2

Appendix F: Narrative Question

1. Needs Assessment:
 - a. Total number of program sites
 - b. Total estimated number of students to be served
 - c. Total estimated number of families to be served
 - d. Total percentage of participating students to be served that receive free or reduced lunch
 - e. Total percentage of students served with IEP's or 504 plans
 - f. Total Percentage of students identified as ELL students (English Language Learners)
 - g. Number of days per year that services will be provided
 - h. Number of hours per week services will be provided
 - i. Total number of days for summer programs, if applicable.
2. Needs Assessment Narratives:
 - a. Describe existing programs, services, resources and strengths among local educational agencies, associations, businesses, faith-based entities, schools and other organizations in your community and neighborhood.
 - b. Describe the unique needs of the targeted population, include details on the complex and varied needs of the target populations and support with data. Indicate types of data used and the source.
 - c. Summarize how the grant will build on strengths and coordinate available resources to overcome participation barriers, fill in services gaps and increase the access to high quality of services and supports in the community to meet the needs of the identified target population.
 - d. Describe how participating students will travel safely to and from the center(s), including for fieldtrips and home from the center, including for fieldtrips and home from the center. (All programs must establish a plan for safe transportation which includes details on how the transportation needs will be addressed for the target population and ensure that no barriers to program access exist, even if the site is located in a walk-zone).
3. Project Abstract - Provide a brief description of your intended program including:
 - a. Purpose and services to students/families
 - b. Strategies for achieving project goals
 - c. Expected program outcomes
 - d. Indicators of program success
 - e. Academic programs and enrichment activities and how they will improve student academic achievement and overall student success.
4. Program Communication and Management
 - a. Describe how the program will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Include details on how the program will be organized and managed to ensure the program is successful.
5. Coordination with other federal, state or local funds and/or programs
 - a. Indicate source and indicate amounts, as well as, demonstrate how the proposed center will

coordinate other federal, state, and local funds or programs in order to make the most effective use of public resources. Include details of how the organization will assure that program funds are used for allowable authorized activities and in no case to supplant federal, state, local or non-federal funds.

- b. Describe how the program was developed and will be carried out in active collaboration with the schools that participating students attend and will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Include details on how the program will be organized and managed to ensure the program is successful. Also, indicate how the community will be given notice of intent to submit an application and that it will be available for public review after submission of the application.
6. Integration between District and School Performance Plan
 - a. How is the grant supported by the LEA and aligned to the District/School Performance Plan?
 - b. Describe the joint planning that occurred between the applicant and all partners for the grant/program.
7. Local Evaluation of Program
 - a. Explain the process used to select and identify participating schools to be served in the 21st CCLC program.
 - b. Programs are required to obtain an external evaluator to provide an annual review and evaluation report on their programs. Identify the process your organization/agency uses to obtain external contractors to provide the local evaluation. Describe how the state and external local evaluation information will be used to evaluate the academic progress, assess student needs, design program activities, and improve program quality.
 - c. Provide any local short-term goals and measures in alignment with the state academic standards and any local academic standards with aligning program activities. (Note: short-term goals are established by the applicant and different from the state program goals).
8. Capacity to Implement
 - a. Describe your organization's ability to implement the proposed program effectively.
 - b. Describe how the program will take place in as a safe and easily accessible facility.
9. Personnel
 - a. Provide information on the required (program director and/or site coordinator) and any additional staffing (teachers, instructors, volunteers, etc.) for the proposed program. Include details on the education and background of staff that will have direct contact with students.
 - b. Indicate how background checks will be conducted on all employees having direct connection with students.
10. Continuation
 - a. Provide details on how you plan to sustain your 21st CCLC program if/when funding is reduced or grant term ends.

Form A: Notice of Intent to Apply

2021-2022

Title IV, Part B- 21st Century Community Learning Centers (CCLC) Grant

Submit this form no later than 11:59:00 p.m. on March 16, 2021 to assist the Nevada Department of Education (NDE) in making the necessary preparations for the 21st Century Community Learning Centers (21st CCLC) Request for Applications (RFA). This information is for planning purposes only as it assists the department with preparation for the review process. Please only submit one Notice of Intent per district/fiscal agency. Submission of this form is not a prerequisite for applying, nor does it obligate the organization to apply.

You must submit this intent to apply form via email to TeQuia Barrett tbarrett@doe.nv.gov and Kristen Mokofisi kmokofisi@doe.nv.gov and Maria Sauter msauter@doe.nv.gov. to ensure your organization receives any updates to the NOFO and access to the online system for grant applications.

Enter name of organization applying for the grant: _____

Agency fiscal head/authorized representative: _____

Has this organization received 21st CCLC grant funds before? Yes _____ No _____
If yes, please provide the year of initial funding: _____

Are you applying as a consortium with another agency? Yes _____ No _____
If yes, please list the name(s) of the other organization below

Consortium Organization(s) _____

Estimated/Projected amount of funding requested \$ _____

Check the one category that best describes your official fiscal agency:

- _____ Local Education Agency
- _____ Public Charter/Private School
- _____ State, City or County Agency
- _____ System of Higher Education
- _____ Community-based organization (non-profit)
- _____ Faith-based organization
- _____ Other (please indicate) _____

Contact person for the application:

Name: _____ Title: _____

mail: _____ Telephone: _____

Form B: Consortium (Co-applicant) Grants

When jointly applying or applying as a consortium for the Title IVB- 21st CCLC grant, each member of the consortium must list a contact person and phone number. This form must be submitted to indicate partnering applicant or consortium groups.

Name of District/Organization	Contact Person Name/Title Signature	Address/Phone Number	Email

Form C: District/School Participation Agreement*

*Please submit one form for each participating school

*Option #2 applicants, please submit following preliminary award notification.

The Nevada Department of Education (NDE) expects each 21st CCLC program to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC sub-grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, Superintendent and **each** Principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and investment to the ongoing success of the proposed project. In accordance with EDGAR § 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (§ 200.313)

LEA Leadership (Superintendent, Assistant Superintendents, LEA Board, etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (NDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the NDE.
6. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Location Leadership (Principal, Assistant Principal(s), etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (NDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Provide school level oversight of the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
4. Meet weekly/bi-weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, e-mail, newsletters, or web sites and by holding quarterly Advisory Board meetings.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities and student-level data.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact) as directed by the NDE team.
10. Include the work of the 21st CCLC program within the school and local LEA plan for the school's performance.
11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the NDE.
12. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Name of Eligible

LEA/School(s)

By signature, I certify that I have reviewed all applicable documentation; I understood and agree to support the implementation of the proposed 21st CCLC program and will adhere to the assurances.

Name of **Superintendent (or designee)**

Date

Signature

Name of **Principal (or designee)**

Date

Signature

Form D: Private School Consultation 2021-2022

Title IV, Part B- 21st Century Community Learning Centers

Private School Initial Consultation and Notification of Intent for 2021-2022 Provision of Services
 An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children and their teachers or other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

See the additional form D (2) a form specifically for LEAs wishing to utilize a districtwide consultation option.

Grant Applicant Name: _____ -

Grant Applicant Contact Person: _____ -

Private School Name: _____ -

Address: _____ City: _____ State: _____ Zip: _____

Private School Official: _____

How was the Private School contacted?

- Letter
 Meeting
 Documented telephone call
 E-mail
 Other

Directions

Both Private School Officials and the Grant Applicant must initial under either YES or NO for each statement. Both parties must also sign and date this document.

Affirmation of Initial Consultation and Intent Notification

Notification of Intent to Participate in 2021-2022 Title IV, Part B Services

Official	Y e s	N o	Intent Notification (ESSA Section 1117)
Private School			The Private School intends to continue consultation and participate in 2021-2022 equitable services. It is the responsibility of the grant applicant to design, develop, and implement the services provided to the private school students & families after ongoing consultation with the private school.
Grant Applicant			The Private School intends to continue consultation and participate in 2021-2022 equitable services. It is the responsibility of the grant applicant to design, develop, and implement the services provided to the private school students & families after ongoing consultation with the private school.

Signature of Private School Official

Printed Name and Title of Private School Official

Date

Signature of Grant Applicant

Printed Name and Title of Grant Applicant

Date

Form D (2): Private School Consultation for 2021-2022 for Local Educational Agencies (LEAs)

Title IV, Part B- 21st Century Community Learning Centers

Private School Consultation Provision of Services 2021-2022 Affirmation of Initial Consultation

An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children and their teachers or other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

Grant Applicant Name: _____

Grant Applicant Contact Person: _____

Private Schools Contacted: _____

Date(s) contacted: _____

Method of communication (phone, email, in person, etc.):

Names of private schools interested in participating in Title IVB:

-

Form E: 21st CCLC Projected Weekly Schedule*

*If applicant is applying for multiple sites with different schedules, please fill out one form for each schedule. For example: Middle school program schedule and Elementary school program schedule

*Option #2 applicants, submit following preliminary award notification

Example Schedule

Site:

Enter Time (Hourly)

	Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	7:25am – 7:55am	AM Tutoring	AM Tutoring	AM Tutoring	AM Tutoring	AM Tutoring
Afterschool	2:00pm	Check in/Snack	Check in/Snack	Check in/Snack	Check in/Snack	Check in/Snack
	2:30pm	Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
	3:00pm	Reading Rangers	Reading Rangers	Reading Rangers	Reading Rangers	Reading Rangers
	3:30pm	Math Munchers	Math Munchers	Math Munchers	Math Munchers	Math Munchers
	4:00pm	Arts & Dance	Music	Arts & Dance	Music	Arts & Dance
	5:00pm	Check Out	Check Out	Check Out	Check Out	Check Out

Projected Weekly Schedule

Site:

	Enter time (Hourly)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before School								
Afterschool								

Table 1: Programs Activities and Indicator Alignment*

Alignment of Activities to State/Program Goals, School Performance Plan & Evidence-based Criteria

Applicants may combine data from all sites within a District to submit one form per application

*Option 2 applicants, submit following preliminary award notification

The Indicators and Benchmarks are currently under final revision for implementation in the following school year.

Program Objective(s)	Indicator/Benchmark	Alignment to the School Performance Plan/Student Need(s) & Improvement Strategies	Relevant State Education Goal(s)	Specific Program Activities
<i>Example</i>	<i>Outcome 4 - Regular attending students demonstrate grade improvement to proficiency in MATH</i>	<i>SPP Objective 3 indicates a need to increase math academic achievement in both the 3rd and 4th grade levels. 63% of the 3rd and 4th grade students are below grade level in math and need targeted supports to increase academic achievement</i>	<i>Goal 3 - All students experience continued academic growth.</i>	<i>Math Munches Club= afterschool interventions for 3rd and 4th grade students held on Mon/Wed for 30 minutes using Everyday Math</i>
1. Improve Student Academic Success	Outcome 1 – Regular attending students on track for adequate growth in READING on the SBAC assessment			
	Outcome 2 - Regular attending students on track for adequate growth in MATH on the SBAC assessment			
	Outcome 3 - Regular attending students demonstrate grade improvement to proficiency in READING			
	Outcome 4 - Regular attending students demonstrate grade improvement to proficiency in MATH			
	Outcome 5 - Regular attending EL students demonstrate progress toward ENGLISH LANGUAGE proficiency			
	Outcome 6 - Regular attending students demonstrate fewer school-day absences in the current year			
	Outcome 7 - Regular attending HIGH SCHOOL students demonstrate a higher percentage of credit earned in the current school year			
	Outcome 8 - Regular attending students demonstrate fewer disciplinary incidents in the current year compared to the prior year			

Program Objective(s)	Indicator/Benchmark	Alignment to the School Performance Plan/Student Need(s) & Improvement Strategies	Relevant State Education Goal(s)	Specific Program Activities
Program Objective(s)	Indicator/Benchmark	Alignment to the School Performance Plan/Student Need(s) & Improvement Strategies	Relevant State Education Goal(s)	Specific Program Activities
	Outcome 9 - Regular attending students demonstrate improvement on their MAPS test score in READING			
	Outcome 10 - Regular attending students demonstrate improvement on their MAPS test score in MATH			
2. Provide Enrichment Opportunities	Programs will offer a broad array of enrichment and support activities as listed in the federal allowable activity's guidelines.			
3. Facilitate community engagement and family literacy	Programs will offer activities to promote community engagement (e.g., intentional academic focus, opportunities to be partners with the 21 st CCLC program, invitations to community events) and educational services to families of program youth (e.g., adult literacy classes).			

Instructions

(Please do not submit instructions)

Please complete the table to indicate which specific program activities align to the 21st CCLC program goals and objectives. All three of the program Objectives are federally required for 21st CCLC programs.

Objective 1 – Complete the table for the appropriate Outcome aligned with your proposed activity design. You do not need to fill out information for each outcome, only those which directly align to your program design.

Objectives 2 and 3 – Complete the table for both Objective 2 and Objective 3.

Alignment to the School Performance Plan/Student Need(s) and Improvement Strategies – Summarize key strategies from narrative to show school-day alignment.

Relevant State Education Goal(s) – List the state goal which aligns with the activity. See Appendix C

Specific Program Activities – List the name of the activity

Evidence Based Levels (Tiers 1-4) or Research Criteria with link to source – Chose tier 1 – 4 and include web links to research findings and evidence supporting documentation.

Table 2: Programming (External Organization) Partnerships*

*Option #2 applicants submit following preliminary awards

(Minimum of 2 partners)

Agency Name:

Program Name:

Partner Agency Name	Agency Type	Contribution Amount (\$) & Type	Contribution Description	Describe alignment to School Performance Plan or Student-Family/Community Needs and Program Goal(s)	Formal MOU Submitted
<i>Florida's First National Bank Club (Example Row)</i>	<i>CBO</i>	<i>In-kind \$2,000</i>	<i>Partner will provide two six-class sessions, one in fall and one in spring at no cost to the program and provide all training materials.</i>	<i>Character Education – Teaching students' real-world concepts about banking and money management.</i>	<i>Yes</i>
<i>(Insert additional lines as needed)</i>					

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

SD: School District

CBO: Community-Based or other Non-Profit Organization (CBO),

BGC: Nationally Affiliated Nonprofit - Boys & Girls Club

YMCA: Nationally Affiliated Nonprofit - YMCA/YWCA

NPOO: Nationally Affiliated Nonprofit - Other Agency

FBO: Faith-Based Organization (FBO)

CS: Charter School (CS)

PS: Private School

CU: Private or public College or University

Contribution Type: Select the one that best applies

IEA: Regional/Intermediate Education Agency

HBO: Health-Based Organization (hospital/clinic/etc.)

LIB: Library

MUS: Museum

PRD: Park/Recreation District

CNT: Other Unit of City or County Government

FPO: For-Profit Entity

IAS: Bureau of Indian Affairs School

OTH: Other

- In-kind: Materials or services provided at no cost to the 21st CCLC program.
 - Volunteers: non-paid individuals that provide services to the 21st CCLC program
 - Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget
 - Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.
 - Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.
 - Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.
 - Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.
 - Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)
 - Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)
- Funds: Monetary contribution
- Other: other contributions that may not match with the descriptions above.

Contribution Description:

Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in partnership section of the application. Note: The contribution amounts must be clearly reflected in the formal Memorandum of Understanding.

Describe alignment to SPP, Student-Family/Community Need(s) and Program Goal(s):

Provide a synopsis of how the partner's contribution supports the 21st CCLC program objectives and the school performance plans or student/family and community needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative for the needs assessment.

Memorandum of Understanding (MOU): Indicate “yes” or “no” if a formal MOU is already signed. If not, include a letter of support with the application as an attachment. If a grant is awarded, a formal Memorandum of Understanding (MOU) is required between the sub grantee and organization.

Table 3: Budget Narrative and ESSA Alignment

*Provided for planning purposes only. Not required in submission

NDE Budget Object Code	Description Narrative of Budget Item Requested. The details must be specific, completed and include a breakdown of all cost in the total	Amount requested	Indicate ESSA Levels Level 1 - Strong Level 2 - Moderate Level 3 - Promising Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
Example	Ex: Jane Doe - Site Coordinator Salary *8hrs X 120 days @ \$14.00 per hour	Ex: \$13,440	Level 1 - Strong	(cite at least 1 rigorous study)
100/200 salaries				
320/330 Purchased services	Ex: Boys & Girls Club MOU/Contractual Partnership for enrichment	Ex: \$20,000	Ex: Level 3 - Promising	
400 Purchased property				
500 (other)				
580 Travel				
600 (other)				
610 supplies				
640 Books/periodicals				
641 Textbooks				
650 supplies: info tech				
651 Software				
652 Information Tech				
653 Web-based programs				

NDE Budget Object Code	Description Narrative of Budget Item Requested. The details must be specific, completed and include a breakdown of all cost in the total	Amount requested	Indicate ESSA Levels Level 1 - Strong Level 2 - Moderate Level 3 - Promising Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
700 Equipment				
800 Dues/fees/miscellaneous				
893 Indirect Cost				
900 Other				

Instructions for Table 3 Budget Form

The official NDE budget form consists of 2 sections: Budget Detail and Narrative Description. Please make sure all requested items are complete, detailed and on the appropriate section of the form.

In creating your budget document, be sure the items budgeted for are expenditures that are allowable. The budget document should include very detailed explanations for how the proposed figure is generated, and what the activity/request includes.

When applications have been reviewed, the final subgrant amounts will be determined and a more detailed budget and budget narrative will likely be required of successful applicants. Requested budget modifications must comply with the applications review comments and the proposed budget and will serve as the basis for any future budget revisions. Any subgrantee not submitting a requested budget modification within 30 days of receipt may be subject to losing their subgrant award.

General Guidelines and Restrictions

The instructions for the NDE Budget Form are found within the document itself, but be aware that each line item in the budget narrative should include the following: object category, quantity, budgeted amount, subgrant project goal and activity it is aligned to, a justification (include a cost per amount and an explanation of quantity, such as number of items or kits, number of students, classrooms, or employees served, etc.). For items entered in the budget form as a lump sum amount, please use the quantity of one (1), and then provide a detailed justification of what specifically is included in the lump sum amount in the narrative space provided.

- Do keep in mind that budget submissions can go through several reviews prior to approval; budget time adequately.
- Attendance at conferences must be justified against the subgrant project goals and activities, and is limited to two (2) individuals, unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes.
- Requests for specialty training or professional development must include expected attendees, topic(s), and provider.
- Professional development requests must include enough detail to include number of participants, number of days, cost per person/per day, topic, and provider.

Federal Supplement and Not Supplant Policy

To ensure that federal funds go as far as possible, proposed budgets must strictly adhere to the federal “supplement and not supplant” policy any federal, state, and local monies the technology plan saved in one place as a reference of the school’s progress.

Table 4: Student Data/Assessment Outcomes*

*Applicants may combine data from all sites within a District to submit one form per application

*Option #2 applicants submit following preliminary award notification.

Needs Assessment: Identify and complete the following table to provide information on the source and to *provide aggregated student achievement data* referenced that indicates the need of the students being served in the 21st CCLC program. This information will be used to capture the need and impact of the proposed program in correlation to the local, state and programs goals, benchmarks and performance outcomes.

Descriptor	Elementary	Middle School	High School	Identify Proposed Activities
State required assessment example:	SBAC	SBAC	Credit Deficiency	
Assessment Used: (Please identify only 1 assessment tool per column).				
AGGREGATED DATA				
Total Number Students Identified as Deficient in Reading (Achievement Level 1)				
Total Percentage (%) of all students Identified as Deficient in Reading (Deficiency Rate- Achievement Level 1)				
Total Number Students Identified as Deficient in Math (Achievement Level 1)				
Total Percentage (%) of all students Identified as Deficient in Math (Deficiency Rate- Achievement Level 1)				
Total Number Students Identified as Deficient in Reading (Achievement Level 2)				
Total Percentage (%) of all students Identified as Deficient in Reading (Deficiency Rate- Achievement Level 2)				
Total Number Students Identified as Deficient in Math (Achievement Level 2)				
Total Percentage (%) of all students Identified as Deficient in Math (Deficiency Rate- Achievement Level 2)				
If additional need-based data, please indicate sources here:				
Describe data source				
Details on data reviewed				



State of Nevada

Department of Education

General Statement of Federal Assurances

NAME OF DISTRICT/AGENCY:

FISCAL YEAR:

GRANT/PROGRAM NAME:

I hereby certify that, to the best of my knowledge, the information in this application is correct. The applicant designated hereby applies for a subgrant of federal funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the agency's meeting.

The parties referred to in this document include, but are not limited to, the United States Department of Education (USDOE), the United States Department of Health and Human Services (USDHHS), Substance Abuse and Mental Health Services Administration (SAMHSA), and the United States Department of Labor (USDOL), all herein referred to as the "DEPARTMENT", the Nevada Department of Education, herein referred to as the "NDE", and the local agency, herein referred to as the "SUBRECIPIENT". The Nevada Department of Education may make funds available to the SUBRECIPIENT in accordance with requirements and regulations applicable to such programs.

Table of Contents

Item # Section

1-19 Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42CFR)

20-38 State Agency provisions

39-58 2 CFR Part 200

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74-76 45 CFR Public Welfare, Department of Health and Human Services

77 GRANT SPECIFIC ASSURANCES

Page 11-13 Administrative Requirements

SUBRECIPIENT

The SUBRECIPIENT assures, if awarded a grant, subgrant, or contract:

The State Agency shall hold all SUBRECIPIENTS to the provisions within the applicable Code of Federal Regulations (CFR) that govern the funds passed through the STATE Agency from the DEPARTMENTS to the SUBRECIPIENT. The CFRs include, but are not limited to: Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42 CFR):

1. That the SUBRECIPIENT has the necessary legal authority to apply for and receive the proposed grantor subgrant and enter into the contract.
2. That the SUBRECIPIENT will accept funds in accordance with applicable federal and state statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto. The SUBRECIPIENT will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
3. That the control of funds provided to the SUBRECIPIENT under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
4. That the SUBRECIPIENT assures that it will comply with all requirements and regulations of the ESSA-Every Student Succeeds Act programs for which it is applying, whether or not the program statute identifies these requirements as a description or assurance that NDE would address in program-specific plan or application.
5. That the SUBRECIPIENT will maintain records and provide access to those records to NDE, the DEPARTMENT, or the State Department of Administration, the State Audit Division of the Legislative Counsel Bureau, the Comptroller General, or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The SUBRECIPIENT shall maintain records for 3 years following completion of the activities for which the SUBRECIPIENT uses the federal or state funding and which show:

The amount of funds under the subgrant or grant;

How the SUBRECIPIENT uses the funds;

The total cost of the project; and

The share of that total cost provided from other sources.

6. That no person shall, on the grounds of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBRECIPIENT receives federal financial assistance.
7. That the SUBRECIPIENT will comply with all relevant laws relating to privacy and protection of individual rights including 34 CFR Part 99 (Family Educational Rights and Privacy Act of 1974).
8. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards

prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with federal (which become subsequently state) funds are accessible to and usable by handicapped individuals. For the construction of facilities with federal funds, the SUBRECIPIENT will comply with the provisions of the Davis-Bacon Act.

9. That the SUBRECIPIENT will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
10. That the SUBRECIPIENT is aware all federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Nevada Legislature. These funds are subject to reduction or elimination by the United States Congress or Nevada Legislature at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBRECIPIENT shall hold NDE harmless for any reduction or elimination of federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBRECIPIENT shall immediately cease further expenditures under any federal or state project.
11. The SUBRECIPIENT will adopt and use the proper methods of administering the subgrants, including, but not limited to:
 - a.) The enforcement of any obligations imposed by law;
 - b.) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation;
 - c.) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
12. The SUBRECIPIENT will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
13. That the SUBRECIPIENT may be subject to recapture and reallocation of grant funds for failure to meet any of the following:
 - a.) Expenditure timelines;
 - b.) Failure to provide monthly, quarterly, and/or annual reports by due date(s), as applicable; and
 - c.) Failure to meet grant performance outcomes, if applicable.
14. All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
15. That the SUBRECIPIENT shall, to the extent possible, coordinate each of its projects with other activities or agencies that are in the same geographic area served by the project and that serves similar purposes and target groups, and in particular to address factors that have significantly affected the achievement of students.
16. That the SUBRECIPIENT has no policy that prevents, or otherwise denies participation in constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools Dated February 7, 2003.
17. That personnel funded from federal grants and their subcontractors and SUBRECIPIENTS are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education)
18. In accordance with 2 CFR 175, this award may unilaterally be terminated, without penalty, if a SUBRECIPIENT or an employee of a SUBRECIPIENT violates any of the applicable prohibitions of the award term through conduct that is either associated with performance under this award or imputed to SUBRECIPIENT using the standard and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR 85.630. SUBRECIPIENT and SUBRECIPIENT's employees may not:

- a.) engage in severe forms of trafficking in persons during the period of time that the award is in effect;
- b.) procure a commercial sex act during the period of the award is in effect, or
- c.) Use forced labor in the performance of the award or subaward under the award. The SUBRECIPIENT must inform the proper authorities and NDE immediately of any information it received from any source alleging a violation of the applicable prohibitions of this award term. In addition to all other remedies for noncompliance that are available to NDE under this award, SUBRECIPIENT must include the requirements of this provision in any subaward made to a private entity.

19. That the SUBRECIPIENT will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.

STATE REGULATIONS

Shall hold the SUBRECIPIENT to the provisions established by the STATE AGENCY which govern the funds and program:

- 20. The SUBRECIPIENT assumes full responsibility for the overall program which includes fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
- 21. The SUBRECIPIENT agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBRECIPIENT’S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
- 22. The SUBRECIPIENT agrees that any funds not committed for expenditures by the end of the grant cycle will be returned to NDE with the Final Financial, until carryover funds are approved for expenditures.
- 23. The SUBRECIPIENT will submit the Final Financials to the NDE within 45 days from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.
- 24. Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.
- 25. That the SUBRECIPIENT agrees to comply with NDE’s requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to federal and state grants are allowable.
- 26. The documentation for all transactions, controls and other significant events must be clear and readily available for examination. All documentation such as invoices, contracts, subgrant awards, etc. should be maintained at the SUBRECIPIENT’s principal place of business. If they are not, the SUBRECIPIENT must bear the cost of making original documents available for examination by the State.
- 27. Personnel employed as teachers and instructional aides by the SUBRECIPIENT or personnel contracted to provide such service to the SUBRECIPIENT shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
- 28. The SUBRECIPIENT shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.
- 29. The SUBRECIPIENT must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTTEE organization:
 - a). Being informed of and accountable for all program income and expenditures;
 - b). Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program’s grant award;

- c). Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
 - d). Administration of the program in accordance with each agency's administrative practice.
30. If the SUBRECIPIENT decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.
 31. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the Education Programs Professional and may require a written amendment to the grant agreement.
 32. SUBRECIPIENTS must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
 33. All instructions, requirements, rules and regulations for grants administered through the SUBRECIPIENT are applicable to subrecipients, mini-grants, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBRECIPIENT to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBRECIPIENT for noncompliance on the part of subrecipients.
 34. No organization may participate in the grant-funded project in any capacity or be a recipient of federal or state funds designated for this project if the organization has been debarred or suspended or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, "Debarment and Suspension" (see 45 CFR 92.35). Prior to issuing subawards or contracts under this grant, the SUBRECIPIENT must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management (SAM) at <https://www.sam.gov>.
 35. Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Federal OMB circulars or other federal or state regulations and guidance that apply to the funding source. If a SUBRECIPIENT disagrees with a decision, the SUBRECIPIENT has the option to dispute the decision by taking the following steps:
 - a). Request in writing that the Education Programs Professional provide the specific Documentation upon which a decision is based. Written response will be made within seven (7) working days.
 - b). Follow the policies of each agency.
 - c). If the disagreement is still unresolved, request in writing that the matter be reviewed by the Program Director, whose decision will be final and will not be open to further discussion or challenge.
 36. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
 37. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.
 38. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

2 CFR Part 200 – Uniform Administrative Requirements, Costs Principles, and Audit Requirements

2 CFR 200 for Federal Awards Consistent with 2 CFR Subtitle A – Office of management and Budget Guidance for Grants and Agreements and 2 CFR Subtitle B – Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

39. The SUBRECIPIENT assures it will adhere to the 2 CFR 200 Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards as dictated by the DEPARTMENT.
40. The SUBRECIPIENT assures it has a valid DATA Universal Numbering System (DUNS) number

BEFORE applying for funds and that it will maintain the correct DUNS number on file with the STATE AGENCY (2 CFR 200.300). The SUBRECIPIENT must also register with the System for Award Management (SAM) website to receive federal funds. The web address for the SAM registration is <https://governmentcontractregistration.com>. The website for requesting a DUNS number is <http://fedgov.dnb.com>. The DUNS number is a onetime action. The CCR registration must be maintained and updated as required by CCR website.

41. The SUBRECIPIENT assures it will adhere to the Certifications and representation (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating federal assistance programs or activities.
42. The SUBRECIPIENT assures it will adhere to the Suspension and Debarment (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating in federal assistance programs or activities.
43. The SUBRECIPIENT assures it will adhere to the lobbying provisions established by 2 CFR 200.450 and any additional federal statutes and regulations governing the use of federal funds on lobbying.
44. That the SUBRECIPIENT will cause to be performed the required financial and compliance audits in accordance with 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for federal awards. That in the event of a sustained audit exception, and upon demand of NDE, the SUBRECIPIENT shall immediately reimburse NDE for that portion of the audit exception attributable under the audit to the SUBRECIPIENT. The SUBRECIPIENT agrees to hold NDE harmless for any audit exception arising from the SUBRECIPIENT's failure to comply with applicable regulations.
45. That the SUBRECIPIENT will conform to all activities conducted under the approved grant to the provisions contained within 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements.
46. When funded on an advance basis by NDE (if allowed by regulations), the SUBRECIPIENT agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR Part 205). Additionally, the SUBRECIPIENT agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBRECIPIENT will require repayment in accordance with 2 CFR 200, as applicable.
47. In the purchase of equipment and supplies, the SUBRECIPIENT will comply with local, state, and federal procurement policies. In addition, equipment and supplies purchased for use in a federal or state program will comply with the provisions of OMB CFR 200, as applicable, and in individual program regulations.
48. That no federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program. If real property or structures are provided or improved with the aid of federal financial assistance, the SUBRECIPIENT will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBRECIPIENT will comply with the applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property 2 CFR 200.317.
49. That the SUBRECIPIENT will make reports to NDE and to the DEPARTMENT as may reasonably be necessary to enable NDE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by NDE and/or the DEPARTMENT and shall be supported by appropriate documentation.
50. That the SUBRECIPIENT will not subgrant the approved project to another entity without the express written consent of NDE.
51. That the SUBRECIPIENT may not count tuition and fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
52. That no provision of any law shall be construed to authorize the consolidation of any applicable program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by Nevada Revised Statute.
53. That funds will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in absence of such funds, be made by the SUBRECIPIENT for educational purposes.
54. That the SUBRECIPIENT shall continue its coordination with NDE during the length of the project period.
55. The SUBRECIPIENT shall cooperate in any evaluation by the DEPARTMENT.

56. The SUBRECIPIENT will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
57. That the SUBRECIPIENT will maintain records, including the records required under Section 437 of the General Education Provisions Act (GEPA), 20 U.S.C. Section 1221, and provide access to those records as NDE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.336.
58. That the SUBRECIPIENT will maintain Time and Effort documentation for all employees whose salaries are:
 - a.) Paid in whole or in part with federal funds 2 CFR 200.430(i)(1) or b.)
Used to meet a match/cost share requirement 2 CFR 200.430(i)(4).

34 CFR Education Department General Administrative Regulations (EDGAR). Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

59. That the SUBRECIPIENT may not use its federal or state funding to pay for any of the following:
 - a.) Religious worship, instruction, or proselytization;
 - b.) Equipment or supplies to be used for any of the activities specified in this assurance, herein;
 - c.) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance herein; and
 - d.) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
60. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace, as prescribed in 34 CFR Part 82 and Part 85, and 7 CFR Part 3017, and the required regulations implementing Executive Order 12549.
61. The SUBRECIPIENT, by submission of a grant proposal, agrees that the DEPARTMENT or NDE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or termination of project operations, as necessary to ensure compliance with applicable laws, regulations, and assurances for any project. The SUBRECIPIENT acknowledges this authority under 34 CFR 80.43 and 34 CFR 74.62.
62. That the SUBRECIPIENT will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
63. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
64. That the SUBRECIPIENT will acquire, use, maintain, and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
65. That the SUBRECIPIENT will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant,
66. That the SUBRECIPIENT will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
67. That the SUBRECIPIENT has adopted effective procedures for:
 - a.) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from education research, demonstrations and similar projects;

and

- b.) Adopting, if appropriate, promising educational practices develop through those projects.
68. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:
- a.) Provide private school students with a genuine opportunity for equitable participation;
 - b.) Provide an opportunity to participate in a manner that is consistent with the number of
 - c.) eligible private school students and their needs;
 - d.) Maintain continuing administrative direction and control over funds and property that
 - e.) benefit students enrolled in private schools;
 - f.) Comply with the requirements of 34 CFR Section 76.652 through 76.662.
69. The SUBRECIPIENT will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 USC 7905, 34 CFR Part 108, and with other federal civil rights statutes enforced by the OCR.

That the SUBRECIPIENT, if administering a program for Education of Homeless Students, affirms that:

- 70. The SUBRECIPIENT will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- 71. The SUBRECIPIENT will designate an appropriate staff person as a SUBRECIPIENT liaison for homeless children and youths, to carry out the duties described in Title X, Part C, section 722, paragraph(6)(A).
- 72. The SUBRECIPIENT will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in case of an unaccompanied youth, the liaison), to and from school of origin in accordance with the provisions of Title X, Part C, section 722, paragraph (6)(J)(iii).
- 73. The SUBRECIPIENT will adopt policies and practices to ensure immediate enrollment of homeless children.

45 CFR Public Welfare, Department of Health and Human Services.

Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

- 74. That the SUBRECIPIENT will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. 45 CFR 160, 162, and 164, as amended. If the subgrant includes functions or activities that involve the use or disclosure of protected health information (PHI), the SUBRECIPIENT agrees to enter into a Business Associate Agreement with NDE, as required by 45 CFR 164.504. If PHI will not be disclosed then a Confidentiality Agreement will be entered into.
- 75. 45 CFR, Part 98 – Child Care and Development Fund: Final Rule
- 76. 45 CFR, Part 99 – Procedures for Hearings for the Child Care and Development Fund.
- 77. That the SUBRECIPIENT shall include –
 - a) a description of the activities to be funded, including –
 - I. an assurance that the program will take place in a safe and easily accessible facility;
 - II. a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable, and
 - III. a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
 - b) a description of how such activities are expected to improve student academic achievement as well as overall student success;

- c) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
- d) an assurance that the proposed program was developed and will be carried out –
 - I. in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (h), in compliance with applicable laws relating to privacy and confidentiality; and
 - II. in alignment with the challenging State academic standards and any local academic standards;
- e) a description of how the activities will meet the measures of effectiveness described in section 4205(b);
- f) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- g) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under the part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- h) a description of the partnership between a local educational agency, a community-based organization, and another public entity, if appropriate;
 - I. an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- i) a demonstration that the eligible entity will use 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;
- j) a description of a preliminary plan of how the community learning center will continue after funding under this part ends;
- k) 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;
- l) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.
- m)

Administrative Requirements:

The SUBRECIPIENT is governed by the following federal regulations:

In accordance with Public Law 103-333, the “Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 1995,” the following provisions are applicable to the mandatory grant programs:

Section 507: “Purchase of American-Made Equipment and Products - It is the sense of the Congress that, to the greatest extent practicable, all equipment and products purchased with funds made available in this Act should be American-made.”

Section 508: “When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, all states receiving federal funds, including but not limited to state and local governments and recipients of federal research grants, shall clearly state

a.) the percentage of the total costs of the program or project which will be financed with federal money,

b.) the dollar amount of federal funds for the project or program, and

c.) percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.”

Drug-Free Workplace Requirements. In accordance with provisions of Title V, Subtitle D of Public Law 100-

690 (41 USC 701 et. seq.), the “Drug-Free Workplace Act of 1988,” all SUBRECIPIENTS must maintain a drug-free workplace and must publish a statement informing employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and establishing the actions that will be taken against employees violating these prohibitions. The grantee must notify ACF if an employee is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment. (See 2 CFR Part 382)

Smoking Prohibitions. In accordance with Title XII of Public Law 103-227, the “PRO-KIDS Act of 1994,” smoking may not be permitted in any portion of any indoor facility owned or regularly used for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by federal programs wither directly or through State or local governments. Federal programs include grants, cooperative agreements, loans and loan guarantees, and contracts. The law does not apply to children’s services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions or facilities and used for inpatient drug and alcohol treatment.

The above language must be included in any subawards that contain provisions for children’s services and that all sub-grantees shall certify compliance accordingly. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day.

Religious Activity Prohibitions. Direct Federal grants, subawards, or contracts under these programs shall not be used to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, organizations must take steps to separate, in time or location, their inherently religious activities from the services funded under these programs. (See 45 CFR Part 87)

Lobbying Prohibitions. Federal grant funds provided under these awards may not be used by the grantee or any sub-grantee to support lobbying activities to influence proposed or pending federal or state legislation or appropriations. This prohibition is related to the use of federal grant funds and is not intended to affect an individual’s right or that of any organization, to petition Congress, or any other level of government, through the use of other resources. (See 45 CFR Part 93.)

Same-Sex Marriage Provisions. In accordance with the decision in United States v. Windsor (133 S. Ct. 2675 (June 26, 2013); Section 3 of the Defense of Marriage Act, codified at 1 USC 7, in any grant-related activity in which family, marital, or household considerations are, by statute or regulation, relevant for purposes of determining beneficiary eligibility or participation, grantees must treat same-sex spouses, marriages, and households on the same terms as opposite sex spouses, marriages, and households, respectively. By "same-sex spouses," HHS means individuals of the same sex who have entered into marriages that are valid in the jurisdiction where performed, including any of the 50 states, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By "same-sex marriages," HHS means marriages between two individuals validly entered into in the jurisdiction where performed, including any of the 50 States, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By "marriage," HHS does not mean registered domestic partnerships, civil unions or similar formal relationships recognized under the law of the jurisdiction of celebration as something other than a marriage.

Failure to comply with the terms and conditions detailed above may result in the loss of federal funds and may be considered grounds for the suspension or termination of this grant.

Signature of Authorized Person

Date

Name and Title

District/Organization _____



State of Nevada

Department of Education

STATEMENT OF CERTIFICATION

Title IV Part B: 21st Century Community Learning Centers

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for federal or state funds for the 21st Century Community Learning Centers Grant. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on (Date).

Signature:
Representative

Date:

Authorized

PART I – APPLICANT

Applicant: (Legal Name of Agency):

Mailing Address (Street, P. O. Box, City/ Zip):

**Name, title and phone number of Applicant:
Authorized Contact Person:**

**Name, title and phone number of Applicant:
Fiscal Contact Person:**

Amount of application:

PART II – STATE DEPARTMENT OF EDUCATION USE

**Date Received:
Obligation Amount:
Reviewer's Signature:
Date:**

