

## Notice of Funding Opportunity

### Title IV, Part B Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant – Cohort-9

Application Due Date: June 19, 2026

Issued By  
The Nevada Department of Education  
Office of Student and School Supports

Funding Period:	July 1, 2026 – September 30, 2027
Funds Available:	~\$4.5 million
Source of Funding:	21 <sup>st</sup> Century
Type of Grant:	<i>Competitive</i>
Submission:	<a href="#">Application Submission Link</a>

**Questions related to this funding should be addressed to:**

Dr. Trent Smith  
Office of Student and School Supports  
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(775)687-9257

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## PART I – APPLICATION REQUIREMENTS AND GUIDELINES

### INTRODUCTION AND BACKGROUND

Overview of Title IV, Part B Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant  
Authorized by Title IV, Part B of the Elementary and Secondary Education Act (ESEA), the 21<sup>st</sup> Century **Community** Learning Center (21<sup>st</sup> CCLC) federal grant provides funding to eligible entities with the purpose of providing academic and enrichment opportunities for children and their families outside of the regular school day. The 21<sup>st</sup> CCLC program includes the following objectives:

- Creating community learning centers that provide academic opportunities;
- Providing a broad array of enrichment activities; and
- Offering families of participating students, the opportunity to actively engage in their children’s education.

### Equitable Services for Private/Nonpublic Schools

All licensed Nevada K-12 non-profit, non-public schools are eligible for equitable services through a 21<sup>st</sup> CCLC funded program within their geographical boundaries. The Local Education Agency (LEA) or any eligible entity awarded a 21<sup>st</sup> CCLC grant is required to provide equitable services to private school students through their award. An LEA may align the consultation requirement within its current consultation process for federal programs and as defined by NDE. Please see the documents *Private School Consultation 2021* and *Affirmation of Initial Consultation and Intent Notification* in Form D.

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.

### 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 ESSA Evidence Levels 1-4. Appendix D 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. Applicants are encouraged to reference the *What Works Clearinghouse* ([www.ies.ed.gov/ncee/wwc](http://www.ies.ed.gov/ncee/wwc)) for more information.

### Eligible Applicants

Any public or private organization which serves students during out-of-school hours such as:

- Local education agencies;
- Charter Schools;
- non-profit agencies;
- city or county government agencies;
- community or faith-based organizations;
- Indian tribe or tribal organizations;
- institutions of higher education; or
- a consortium of two or more of the above entities, in collaboration with the low performing school(s) the children served attend (see Appendix C for full description).

Individual school sites are not eligible to apply with the exception of both State Sponsored and District sponsored public charter schools. If a charter school does not apply for or receive a grant, its students may participate in 21<sup>st</sup> CCLC programs established through other organizations. Charter school applicants should consult with their authorizing sponsor prior to completing and submitting their application.

A currently funded 21<sup>st</sup> CCLC sub-awardee may not apply under this NOFO to supplement their current award.

A current sub-awardee wishing to reapply to fund additional sites must have resolved any previous audit findings, submitted all required data according to the state and federal program requirements, and be in compliance with all criteria.

### Goals and Priorities

The primary purpose of the 21<sup>st</sup> CCLC program is to offer students a broad array of support services, programs, and activities during out-of-school hours designed to reinforce and complement the regular academic program through providing activities that are likely to increase improvement in academic outcomes for participating students. All eligible entities that receive a grant are required to provide:

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

Applicants must be able to demonstrate alignment with both federal and state priorities in their application. The Federal priorities listed under ESEA Sec.4204(i) are:

- To implement comprehensive support and improvement (CSI) activities or targeted support and improvement (TSI) activities under section 1111(d); or support to other schools determined by the local educational agency that need intervention and support to improve student academic achievement and other outcomes; and
- To support 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
- Provide services to the families of the students participating through the program.

State priorities:

- The applicant proposes to serve at least one middle school or high school site or otherwise demonstrates that at least one proposed center will provide services designed specifically for students in grades 6-12 in alignment with NDE's Core Strategic Priority #2: Empowering Pathways.

Applications addressing this priority should clearly describe how the proposed program will meet the unique academic, developmental, social-emotional, and college- and career-readiness needs of middle school and/or high school youth. Strong applications will demonstrate intentional programming for older students, including, as appropriate, academic support, credit attainment or recovery support, workforce or career exploration, mentoring, leadership development, enrichment opportunities, and strategies designed to support consistent attendance and meaningful engagement.

- Priority will be afforded to applications submitted jointly by an eligible local educational agency receiving Title I, Part A funds and at least one other eligible entity. A qualifying consortium or joint application must reflect shared planning, meaningful partner roles in implementation, shared grant resources, and ongoing joint oversight of the program. Letters of endorsement alone are insufficient. This priority is established pursuant to Title IV, Part B, section 4204(i)(1)(B) of the Elementary and Secondary Education Act of 1965, as amended, codified at 20 United States Code section 7174(i)(1)(B), and consistent with the definition of eligible entity in section 4201(b)(3), codified at 20 United States Code section 7171(b)(3).

\*See definitions and complete Table 2 to meet the federal partnership requirements. See Appendix D for a list of the Nevada State Board of Education Goals.

## Funding Information

The funding period for subawards from the Title IV, Part B 21st CCLC grant is July 1, 2026, through September 30, 2027. All funds must be expended prior to September 30, 2027. Any remaining funds at the end of FY27 will return to the state and will not be carried forward for subrecipients. Recipients will receive funding at 100% for a maximum performance period of four fiscal years.

## Participation and Evaluation

### *Participation Requirements*

#### **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, after school, evenings, weekends, holiday breaks or summer. Services for families of participating students may take place during regular school hours.

Minimum program requirements are as follows:

- Operate a site that is available either before or after school for a minimum of 300 total hours throughout the school year;
- Include academic assistance, a nutritious snack, and enrichment activities in program schedule;
- Serve a proposed number of students during the school year;
- Hold two Advisory Council meetings each school year as defined below under Advisory Council;
- Hold four family engagement events each school year as defined below under Family Engagement/Adult Services to Families. One event must be centered on the national Lights on Afterschool campaign sometime in October.

#### 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 21<sup>st</sup> CCLC services must provide documentation illustrating 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 available, safe, and accessible.
- There is a clearly defined plan of communication between the alternate site location and the school(s).
- There is safe transportation between the school and site location and between the alternate site location and home, as necessary.

#### Snacks and Meals

21<sup>st</sup> CCLC sub-awardees must provide daily, nutritious snacks to students during out of school time and are encouraged to participate in the USDA Food and Nutrition Service. Programs are eligible to apply for funds through the U.S. Department of Agriculture (USDA) 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 21<sup>st</sup> CCLC programs to serve children outside of the regular school day. Subrecipients are encouraged to participate in eligible United States Department of Agriculture food programs, including afterschool snack and meal programs, to support students during out-of-school time. When students and/or families are participating in 21st CCLC activities during normal meal or snack times and food is not otherwise available, 21st CCLC funds may be used for food costs, provided such costs are reasonable, necessary, allowable, and allocable in accordance with [2 Code of Federal Regulations §§200.403 – 200.405](#).

#### Transportation

All applicants must submit a student transportation and access plan that explains how participating students will safely and reliably get to the 21st CCLC program and return home, as appropriate. The plan should describe how

the program site will be safe and easy for students and families to access, how students’ transportation needs will be met, and how the program will support students who may face additional barriers to participation, including highly mobile students such as students experiencing homelessness, migratory students, and students in foster care. The plan should also explain how families will be informed about transportation arrangements, schedule changes, closures, or other important updates in a clear and accessible manner. In addition, applicants should include backup procedures for inclement weather or other disruptions that could affect transportation, attendance, or safe dismissal. Applicants may request additional funding to support allowable transportation costs.

**Advisory Council**

To ensure that the 21<sup>st</sup> CCLC program is focused on the needs of the community, each site must develop a local 21<sup>st</sup> CCLC Advisory Council which should include a minimum of five members comprised of at least one student, one parent/guardian of a participating 21<sup>st</sup> CCLC student, site coordinator, and a representative of site administration. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, 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 meetings per year (at the beginning of the year and mid-year) must be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, program attendance in relation to the program’s proposed goals, current and future program needs and/or concerns, program operations and sustainability, as well as providing opportunities for student voice.

**High School Programs**

The services provided for high school students may include career and technical enrichment programs, entrepreneurial programs, internship or apprenticeship programs, and other ties to an increasing demand industry or occupation. A sub-awardee may use 21<sup>st</sup> CCLC funds for school programs or activities where participants may receive credit toward high school graduation requirements if:

- 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).

**Family Engagement/Adult Services to Families**

21<sup>st</sup> CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in literacy. Family involvement is critical in promoting not only student success but also program success. Family engagement programs should not only include one-time events. Suggested activities for parents include:

- 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.

**Summer Programming**

- Summer programs are encouraged but not required.
- Summer hours may vary with no minimum requirements.

**Allowable Activities**

<b>Allowable Activities</b>	<b>Examples from NDE</b>
Mentoring and tutoring services	The subrecipient partners with a mentoring organization to provide their 21 <sup>st</sup> CCLC middle school students with a mentoring program with high

	school students and staff members.
Well-rounded education activities, including activities that enable students to be eligible for credit recovery or attainment	The subrecipient partners with a local college to offer after-school courses in English, math, and science for students to participate to recover credits toward graduation.
Literacy education programs, including financial literacy programs and environmental literacy programs	The subrecipient partners with a 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	The subrecipient provides a virtual physical education series focusing on at-home exercises to stay active while doing online schooling.
Services for individuals with disabilities	The subrecipient partners with an advocacy group to provide a parent and family engagement opportunity to increase awareness of services for individuals with disabilities.
Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement	The subrecipient hosts a dual language cooking class for bilingual parents to engage students and families in everyday activities and increase language skills.
Cultural programs (including arts and music education)	The subrecipient 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.
Telecommunication and technology education programs	The subrecipient partners with a local tech company to provide a “Learn to Code” series.
Expanded library service hours	The subrecipient partners with the school library to provide extended library service hours specifically for 21 CCLC students every Wednesday during early release.
Parenting skills programs that promote parental involvement and family literacy	The subrecipient creates a parent advisory board to focus on increasing family engagement through a biweekly series on literacy strategies.
Programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement	The subrecipient partners with a juvenile justice organization to target struggling students by providing additional individual targeted supports based on student needs.
Drug and violence prevention and counseling programs	The subrecipient 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 (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods	The subrecipient partners with a tech company to provide a targeted program to increase engagement of young women in 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.	The subrecipient partners with a local industry to target internships for 21 <sup>st</sup> CCLC high school students.

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Perkins Career and Technical Education Act of 2006

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This is not meant to be an exhaustive list of opportunities for students through this grant.

#### Unallowable Activities

- 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);
- 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.
- This is not meant to be an exhaustive list of opportunities for students through this grant. Please reach out to Dr. Trent Smith ([trent.smith@doe.nv.gov](mailto:trent.smith@doe.nv.gov)) or Mr. Jonathan Park ([Jonathan.Park@doe.nv.gov](mailto:Jonathan.Park@doe.nv.gov)) with questions regarding allowability.

#### Program Management/Personnel

The applicant has some flexibility in the establishment of their staffing patterns. NDE will review the management plan, including staff and salaries, based on what is necessary and reasonable to implement the program and meet the requirements. Grant recipients are encouraged to leverage and braid other funding and resources to build capacity to implement a 21<sup>st</sup> Century program. 21<sup>st</sup> CCLC 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 the application review.

The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, Chief Executive Officer (CEO), Chief Financial Officer (CFO), or similar positions whose salary will be reclassified to conduct 21<sup>st</sup> CCLC program activities. No more than 20% administrative allocation is permissible.

*Note:* Staff qualifications and salary ranges should be determined according to the standard within the local LEA or organization, proportional to the surrounding community.

#### *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, and 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 addressing specific needs of students

within the program activities.

### *Program Director*

The Program Director (required for 3 or more site locations) will be responsible for management/ implementation of the program and budget proposed in the approved application to ensure that the entity 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 training 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.

### *Instructional Staff (Teacher or Youth Worker/Volunteers)*

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

- A maximum pupil-teacher ratio of 15 students to 1 teacher/teacher aide;
- 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*

Staff must participate in at least three professional development experiences including the NDE’s 21<sup>st</sup> Century Beginning of the Year Training in the fall and the Nevada Afterschool Showcase held the following winter/spring. A third external professional development experience is required and must be documented in the AS21 system. In addition to state provided professional development, the following trainings or conferences are recommended by NDE:

- The USED 21<sup>st</sup> Century Community Learning Center’s Summer Institute;
- 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.

Professional development should be based on the needs of the program staff and should include trainings connecting program curriculum, management, first aid, Cardiopulmonary resuscitation (CPR), safety, and other areas that directly align to the afterschool program.

### *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, or vertical/horizontal alignment strategies with other programs such as Title I, Gear Up, other federal, state or local funds, etc.).

### *Sustainability Requirement*

A sustainability plan, required under ESSA Section 4203(a), is the applicant’s plan for continuation of the 21<sup>st</sup> CCLC program after federal funding ends. One of the expectations of this program is to continue activities beneficial to students and their families after the 4-year project period has ended. Therefore, the plan should be

structured in such a manner that it will become self-sustaining and address the following questions:

- What level of programming do you plan to maintain?
- How will you allocate funding to achieve these goals?
- How will you leverage resources to fill funding gaps for sustainability?
- What will you do each year to build your program and its sustainability?

In addition, sub-awardees will be required to annually submit an updated sustainability plan in their continuation application. Community partners and organizations can be critical links to sustaining 21<sup>st</sup> CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine best ways to leverage resources within the community for long term continuation of the program.

#### Orientation, State Meetings and Regional Trainings

Newly funded sub-awardees will be required to attend a grant orientation meeting (in-person or virtual) to discuss implementation questions, assess technical assistance, data system inquiries, or other technical assistance options. Sub-awardees will also attend the Nevada Department of Education's 21<sup>st</sup> Century Beginning of the Year Training and AS21 Workshop. Time and travel expenses to support participation in these sessions should be built into the project budget.

#### Program Fees

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

#### Performance Indicators

Programs must be built in support of the 21<sup>st</sup> Century Performance Indicators (See Table 1). Program design is flexible based on the availability of partners and the unique needs of the students being served.

#### External Evaluation Requirement

Applicants receiving 21<sup>st</sup> CCLC program funds are required to annually evaluate their program 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;
- Used in determining continuation of funds; and
- Used as evidence in determining continuation of funds.

Each grant program must meet all evaluation criteria, 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. A framework for implementation of this requirement, state guidelines and training will be provided by NDE. All 21<sup>st</sup> CCLC sub-awardees are advised to request funds to meet this requirement.

An evaluator should have several years of 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 decisions 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; and
- Provide ongoing data/evaluation services and related technical support.

### *Reporting Requirements*

All subrecipients must submit all data as requested by the Nevada Department of Education (NDE) for monitoring and reporting purposes. All subrecipients are required to submit requests for reimbursements (RFR) and final financial reports (FFRS) in alignment with the dates in the subaward agreement. Entities must also fully cooperate with any audit or examination of records regarding these funds.

The Nevada Department of Education is currently using AS21 as the data management system. 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, including but is not limited to: student demographic information, program schedule and activities, evaluation criteria data, and daily attendance.

The state data management system will be regularly reviewed and monitored 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., student demographic information, attendance, academic progress, activity information) captured by the AS21 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 submitted into the statewide data management system monthly, at minimum. NDE will monitor actual attendance levels in comparison to the attendance levels proposed in the approved application and to evaluate program effectiveness.

### **Programmatic Monitoring**

NDE monitors sub-awardees compliance with requirements of the grant program on an annual basis through documents, AS21 and ePAGE reviews, and telephone/email contacts. In addition, NDE will conduct on-site visits to every funded sub-awardee at least once during the grant cycle. An example of a monitoring cycle may be:

- Year 1: Technical assistance to ensure a strong program is established along with desktop monitoring for required data and documents;
- Year 2: Desktop monitoring and on-site monitoring visits;
- Year 3: Desktop monitoring for required data and documents. This is dependent on the success of the established program. Additional on-site monitoring visits may be required based on on-site monitoring visits conducted in Year 2; and
- Year 4: If approved for continuation years, monitoring will be determined based on the program meeting annual goals and grant management expectations.

### *Monitoring and Evaluation Requirements*

Subrecipients are subject to both financial and programmatic monitoring on an annual or as-needed basis. All subrecipients of a grant award must maintain current programmatic and fiscal records and make them available for desktop or on-site monitoring visits, which will occur annually or on an as-needed basis.

**Technical Assistance and Support**

NDE Office of Student and School Supports is committed to supporting all eligible entities applying for this grant opportunity through technical assistance and support. The link for a one-hour technical assistance webinar opportunity identified below will be recorded and posted with all other information contained in this NOFO on NDE’s webpage for [Grant Information](#). For general questions about this competitive grant application process, please submit inquiries to all three technical assistance contacts listed below. A Frequently Asked Questions (FAQ) document (Appendix I) has also been provided within the NOFO.

*Technical Assistance Contacts*

Name	Email
Program Support: - Dr. Trent Smith (North) - Mr. Jonathan Park (South)	<a href="mailto:Trent.Smith@doe.nv.gov">Trent.Smith@doe.nv.gov</a> <a href="mailto:Jonathan.Park@doe.nv.gov">Jonathan.Park@doe.nv.gov</a>
Budget/Electronic Grants Management Program	<a href="mailto:grantsinfo@doe.nv.gov">grantsinfo@doe.nv.gov</a>
Pre-Award Assessment Technical Assistance	<a href="mailto:sidcompliance@doe.nv.gov">sidcompliance@doe.nv.gov</a>

*Scheduled Technical Assistance:*

Technical Assistance	Date and Time
<b>Webinar #1 – Introduction to the 21<sup>st</sup> CCLC Grant</b> The intended audience is prospective new applicants seeking to better understand the application requirements.	Thursday, June 4, 2026, from 1:00 PM – 2:00 PM (PST) <a href="#">Click here for the Zoom link</a> As a friendly reminder, friendly reminder that AI notetakers, recording bots, and automated transcription tools are not permitted for this 21st Century meeting. Thank you for helping us maintain the privacy and integrity of the discussion.
<b>Webinar #2 – Open Office Hour</b> The intended audience is prospective new applicants seeking to obtain clarification concerning the application and expectations surrounding the NOFO.	Thursday, June 11, 2026, from 12:00 PM – 2:00 PM (PST) <a href="#">Click here for the Zoom link</a> As a friendly reminder, friendly reminder that AI notetakers, recording bots, and automated transcription tools are not permitted for this 21st Century meeting. Thank you for helping us maintain the privacy and integrity of the discussion.

*Review Process*

Upon receipt of grant applications, the NDE Review Committee will review each application to ensure that all required materials have been submitted. If an application lacks any required documents, it will be removed from further consideration. Completed applications will be shared with the Review Committee for evaluation pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, available upon request.

*Scoring and/or Allocation Methodologies*

The Review Committee will review and score the applications in accordance with the Scoring Rubric provided within this NOFO. Upon notice of award, applicants may request the scoring rubrics developed to determine allocation. NDE uses a combination of agency goals and priorities, scoring/allocation methodologies, and applicant prioritization to determine awards and allocations based on the rubric score of the application.

*Applicant Prioritization*

In nearly all competitive applications NDE has offered, applicants requests for funds have highly exceeded the amount of funding available in the grant opportunity. To support allocation determinations, NDE requests that

each applicant numerically prioritizes each project/service in the Grant Budget Narrative. Should limited funding be available, NDE will make a good faith effort to accommodate the applicant’s highest-ranked priorities first. Further instructions are provided in the applicable sections below.

**Proposed Timeline**

The proposed timeline for the application period, review of applications, creation of the subaward agreement, and the funding period are available below. Notices of Award and Non-Award will be issued on NDE letterhead and will include required federal and state award identifiers, total allocation, funding period, reviewer summaries and total scores.

<i>Date</i>	<i>Activity</i>
<i>May 25, 2026</i>	Application Opens
<i>June 4, 2026</i>	Technical Assistance Webinar
<i>June 19, 2026</i>	Application Closes
<i>June 11, 2026</i>	Technical Assistance Webinar
<i>June 22 - July 3, 2026</i>	Applications Reviewed/Scored by NDE Review Committee
<i>July 10, 2026</i>	Awardees Notified of Award or Non-Award through Notice of Award Letters
<i>July 27, 2026</i>	Funding Application Opens in EGMP
<i>August 7, 2026</i>	Funding Application Due in EGMP
<i>August 28, 2026</i>	Development of Subaward Agreement
<i>August 31, 2026</i>	Effective Funding Date/Beginning of Period of Performance
<i>September 21, 2026</i>	First RFR and/or Programmatic Report Due
<i>September 30, 2027</i>	All Funds Obligated or Expended, End of Funding Period
<i>December 29, 2027</i>	All funds to be liquidated
<i>December 29, 2027</i>	Final Financial Report Due

*\* Please note that dates are subject to change. NDE will post any changes on the NDE website.*

**Appeals Process**

Any applicant who applies for the award but does not receive funding is entitled to appeal the decision. All review materials and scoring rubrics are public records and may be requested at any time. An applicant, in prelude to or as part of their appeal process, may request the supporting documentation detailing their assessment scores and the assessment scores of the awarded applicants. Select grants may have specific requirements related to appeals; please review the Education Department General Administrative Regulations (EDGAR), found at 34 CFR, to ensure compliance with any grant-specific requirements.

Applicants have 10 business days from the date they receive notification to submit an appeal request. Once an appeal has been requested, all allocations must be paused until the appeal has been resolved. Upon receipt, the grant lead, in collaboration with their office director, has 5 business days to provide a response to the appeal to include justification and information related to the review process. The applicant may accept or refute the response; if they refute the response, review of the appeal is elevated to the Superintendent of Public Instruction, who has 10 business days to provide a determination. Please review Policy and Procedure 6.8, Complaint and Appeal Procedures for more information.

### Whistleblower Protections

Pursuant to 2 CFR 200.217, applicants, subrecipients, and employees must be informed of Whistleblower rights and protections under both 41 U.S.C 4712 and NRS 281.611-671. An employee must not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or body information that the employee reasonably believes is evidence of gross mismanagement of a Federal contract or grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal contract (including the competition for or negotiation of a contract) or grant. You may report fraud, waste, and abuse via [the Nevada Fraud Hotline](#).

### Overview of Application Requirements

#### Notice of Intent to Apply

Each entity planning to apply for this grant opportunity must complete the Notice of Intent to Apply form, available in Appendix G by **June 5, 2026**, to [Smartsheet](#). One form per entity is required. Entities may not yet know the complete details of their application plan; nonetheless, please be as accurate as possible at the time of submission and note that applicants are free to adjust their proposals in their final application. NDE uses this information for planning purposes, including creating an account for each organization in EGMP, NDE's online grant management system, so that the organization may submit the funding application through this platform.

#### Applicant Information

Please see Appendix C, *Applicant Information*. Applicant Information for the applying entity is required for identification and compliance purposes, including up-to-date contacts for the organization.

#### Applicant Priorities

Each applicant is required to clearly label the numeric and estimated budget (#1, #2, #3...) prioritization of each project/service in the Grant Budget Narrative. If multiple applications are submitted for different agency priorities, a numerical ranking of those applications must also be clearly labeled at the top of the Grant Questions for Applicant Response.

#### Grant Questions for Applicant Response

The answers to each of the questions in Title IV, Part B Nita M. Lowey 21<sup>st</sup> CCLC competitive grant application will be completed by the applicant. There is a 10-page limit to comprise all narrative responses for each application submitted. Each question's responses must be single-spaced, in Times New Roman, size 12-point font. Please ensure that all materials are submitted and limit any additional non-text attachments in support of applicant responses to two additional pages.

Please review the rubric's content and quality standards by which the grant questions will be evaluated and use these to help guide the application.

#### Budget

Applicants must use the *FY27 Budget Summary and Narrative* (Attachment A) template that has been provided supplemental to this NOFO. The *FY27 Budget Summary and Narrative* template should be completed in accordance with the guidelines provided in the *FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource* and has been included as resources with this NOFO.

Please be sure to reference the instructions provided in the *FY27 Budget Preparation Guidelines & Chart of*

*Accounts Supplemental Resource* document regarding what is required to be included in the narrative description, as well as to assist you in placing expenditures in the correct Object Code. All expenditures should be aligned to the implementation plan and should be reasonable, necessary, and allowable to support the implementation of the grant requirements and application.

#### Pre-Award Assessment (PAA)

The Pre-Award Assessment (PAA) (Appendix B) is the first assessment conducted as part of the financial risk-based assessment cycle. The PAA specifically determines whether a potential subrecipient or contractor is eligible to receive state or federal funds. The score is then used to determine financial subrecipient monitoring. For competitive applications, the PAA score is used as a weighted factor during the evaluation and review of a potential awardee, as required by state regulation. A Subrecipient PAA score is effective for one fiscal year (e.g., if an application is for FY24, the PAA is effective for FY24; a new score will be calculated for FY25).

The PAA is in alignment with federal requirements under 2 CFR 200, state requirements as outlined within the State Administrative Manual and the Office of Federal Assistance Grant Policy Manual, and best practices as cited by the U.S. Department of Education. In addition, the PAA brings NDE into compliance with state and federal requirements to assess subrecipients prior to awarding funds.

The subrecipient PAA is completed once for each subrecipient across all awards, with only three questions asked specific to each grant. **If the applicant has previously completed the EGMP FY27 Financial Subrecipient Monitoring Application Supplement for the Pre-Award Assessment, the applicant needs only submit the attached grant-specific questionnaire as part of their application materials.** If the applicant has not previously completed this documentation, they must submit a complete Pre-Award Assessment packet and submit copies of all associated policies and ledgers.

#### Certification

Please see Appendix D, *Statement of Certification*; this form is required to complete the application. Program-specific certifications may also be added here.

#### Assurances

Please see the relevant assurances for this award. Please note that assurances, once signed, are a binding legal contract setting the terms and conditions of this grant award. A signed copy of the applicable standard assurances (Attachment B) must be submitted for consideration, in addition to any programmatic assurances provided in Appendix H (as applicable). Please read the assurances and their requirements thoroughly prior to submission.

#### Other Related Documents

Should a Program have additional requirements pursuant to CFR/EDGAR for submission, these may be described in this section and Appendix I.

## PART II – APPLICATION

The application will be reviewed to ensure: (1) it is submitted by the deadline and (2) all required elements are included and complete. All submissions will be scored by a review committee pursuant to NDE Policy and Procedure 10.2, Funding Opportunities, and in alignment with the rubric designed for this application. Please note that once the application has been submitted, no changes may be made to the scope of work submitted and approved during the development of the subaward agreement or subsequent revisions. The project plan submitted is binding upon approval. Please submit all required application documents and forms to the *Grant Submission Portal*.

All requested forms must be submitted for consideration, to include:

1. Grant Questions for Applicant Response
  - Responses must be single-spaced, Times New Roman, 12-point font, with a 10-page limit per application excluding non-text attachments.
  - Scoring Rubrics; See Appendix A for further support
2. *FY27 Budget Summary & Narrative* and the *FY27 Budget Preparation Guidelines & Chart of Accounts Supplemental Resource* for assistance
3. Pre-Award Assessment; see Appendix B, and Appendix E for Rubric
4. Applicant Information Form; see Appendix C
5. Statement of Certification; see Appendix D
6. Assurances, signed; see Attachment B for the Standard Assurances; additional Programmatic Assurances may be included in Appendix H
7. Other Document Requests; see Appendix I

**Grant Questions for Applicant Response**

<p><b>Question 1(a):</b>  <i>Describe the unique needs of the participating schools and students, include details on the complex and varied needs of the target populations and support with data. Indicate types of data used and the source.</i></p>
<p><b>Question 1(b):</b>  <i>Describe how the proposed center will fill any gaps in the community to meet the needs of the identified target population. Identify any current or potential partners that would support the proposed program and any other coordination with Federal, State and local resources.</i></p>
<p><b>Question 2(a):</b>  <i>Describe how the proposed academic programs and enrichment activities will improve student academic achievement and overall student success. Include rationale supporting the proposed program design and the use of evidence-based, research-based and/or other best practices.</i></p>
<p><b>Question 2(b):</b>  <i>Describe the plan to engage participating students’ families, any services or resources provided to participating families, and expected outcomes of this program requirement.</i></p>
<p><b>Question 3(a):</b>  <i>Describe how the program has informed the community on the entity’s intent to apply for 21<sup>st</sup> Century funding and how it will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Also include the applicant’s plan or process for consulting with surrounding private schools to provide equitable services for eligible private school students.</i></p>
<p><b>Question 3(b):</b>  <i>Describe how the applicant will effectively implement and evaluate the proposed program with highly qualified staff (or volunteers), along with programmatic and fiscal oversight structures and procedures.</i></p>
<p><b>Question 3(c):</b>  <i>Describe how the proposed program will take place in a safe and accessible facility. Also explain the process(es) to ensure students are transported to and from the program sites safely and that transportation</i></p>

*does not limit any student's ability to participate.*

**Question 4:**

*Provide, and justify, at least one short term goal (annual) and one long term goal (after four years) for each of the federal Program Performance Outcomes (PPOs) listed below for the grade levels proposed to be served:*

- **PPO #1:** Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.  
Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer, who demonstrate growth in mathematics on state assessments.
- **PPO #2:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.
- **PPO #3:** Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
- **PPO #4:** Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- **PPO #5:** Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

**Question 5:**

*Provide details on how you will sustain your 21st CCLC program when funding is reduced or grant term ends. Your sustainability plan must answer the following:*

- How will you allocate funding to achieve your goals?
- How will you leverage resources to fill funding gaps for sustainability?
- What will you do each year to build your program and your sustainability?

## PART III – APPENDICES

### Appendix A: Scoring Rubrics

The following rubric outlines the quality standards the Review Committee will use to evaluate each applicant’s response to the grant questions. Each response will be reviewed and scored by multiple reviewers. Questions 2(a) through 5 will be scored on a 0–5 point scale, while Questions 1(a) and 1(b) will be scored on a 0–10-point scale. As grant question responses are developed, applicants should carefully review this rubric to ensure their responses are aligned, complete, and of high quality.

Question 1(a)	9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	Absent – 0 Points
Describe the unique needs of the participating schools and students, include details on the complex and varied needs of the target populations and support with data. Indicate types of data used and the source.	The response thoroughly and clearly addresses each portion of the prompt. It provides a strong, well-supported description of the unique needs of participating schools and students, including the complex and varied needs of the target population. Multiple relevant data sources are clearly identified and used effectively to support the need. The rationale is compelling, rigorous, and demonstrates that the proposed program has a strong likelihood	The response addresses each portion of the prompt and provides sufficient detail to demonstrate a clear rationale. The needs of participating schools and students are described, and relevant data sources are identified. The evidence supports the need for the proposed program and demonstrates that implementation will likely address the identified community and student needs. The response is feasible,	The response addresses most portions of the prompt and includes some detail to demonstrate rationale. The needs of the participating schools and students are described, but the discussion may lack depth, specificity, or sufficient attention to the varied needs of the target population. Data and/or evidence are included, but the connection between the data and proposed program may not be fully developed. There	The response addresses some portions of the prompt but lacks sufficient detail, clarity, or supporting rationale. Some evidence or data may be included, but the data sources may be limited, unclear, weakly connected to the identified needs, or not adequately explained. The correlation between the needs assessment and proposed program may be weak or unevenly documented. Feasibility and compliance may be unclear.	The response does not address most elements of the prompt and/or does not provide enough detail to support the rationale. The needs of the participating schools and students are minimally described or unclear. Data sources are missing, insufficient, or not meaningfully connected to the target population. There is little evidence that the proposed program is likely to address the expressed need, and there may be	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	of positively and meaningfully addressing the identified needs. There are no concerns with feasibility, compliance, or alignment to the 21st CCLC program purpose.	compliant, and generally well aligned to the 21st CCLC program purpose.	may be minor concerns regarding capacity, timing, feasibility, or strength of alignment, though the proposal generally follows programmatic and/or federal requirements.		programmatic or compliance concerns.	
<b>Question 1(b)</b>	<b>9-10 Points</b>	<b>7-8 Points</b>	<b>5-6 Points</b>	<b>3-4 Points</b>	<b>1-2 Points</b>	<b>Absent – 0 Points</b>
Describe how the proposed center will fill any gaps in the community to meet the needs of the identified target population. Identify any current or potential partners that would support the proposed program and any other coordination with Federal, State and local resources.	The response thoroughly and clearly describes specific community gaps and explains how the proposed center will fill those gaps for the identified target population. The response demonstrates strong alignment between identified needs, proposed services, partner roles, and coordinated resources. Current and/or potential partners are clearly identified, and their	The response clearly describes community gaps and explains how the proposed center will address the needs of the identified target population. Current and/or potential partners are identified, and their roles generally support the proposed program. The response includes coordination with Federal, State, and/or local resources and demonstrates a feasible and compliant	The response describes some community gaps and explains how the proposed center may address the needs of the target population. Partners are identified, but their roles may be somewhat general, limited, or not fully connected to program implementation. Coordination with Federal, State, or local resources may be mentioned but lacks specificity. The response provides a basic rationale,	The response partially describes community gaps, but the explanation is limited, unclear, or lacks sufficient connection to the identified target population. Partners may be named without clear roles or meaningful contributions. Coordination with Federal, State, or local resources is minimal, vague, or not adequately explained. Feasibility,	The response provides little detail about community gaps or how the proposed center will meet the needs of the target population. Partnerships are missing, unclear, or not meaningfully connected to the program. Coordination with Federal, State, or local resources is absent or insufficient. There is little evidence that the proposed center is positioned to	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	contributions are specific, meaningful, and connected to program implementation. The applicant also clearly describes coordination with Federal, State, and local resources. The response is compelling, feasible, compliant, and demonstrates a strong likelihood of meeting the needs of the target population.	approach. Minor details may need additional clarification, but the overall rationale is strong and aligned.	but the connection between gaps, partners, and proposed services may not be consistently strong.	implementation capacity, or compliance may be unclear.	address community needs, and compliance concerns may be present.	
<b>Question 2(a)</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Describe how the proposed academic programs and enrichment activities will improve student academic achievement and overall student success. Include rationale supporting the proposed program design and the use of evidence-based, research-based and/or other best practices.	The response thoroughly describes proposed academic programs and enrichment activities and clearly explains how they will improve student academic achievement and overall student success. The	The response clearly describes the academic programs and enrichment activities and explains how they will support academic achievement and student success. The rationale for the program design is sound and includes	The response describes academic programs and enrichment activities, but the explanation of how they will improve student achievement and success may be general or uneven. Some rationale is provided, but the use of evidence-	The response provides a limited description of academic programs and/or enrichment activities. The connection to academic achievement and student success is weak, unclear, or insufficiently explained. Evidence-based,	The response provides very little detail about the proposed academic programs and enrichment activities. The rationale is insufficient, and there is little evidence that the proposed design will improve academic	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	program design is well justified and strongly connected to student needs. The response includes clear evidence-based, research-based, and/or best-practice rationale, and demonstrates strong alignment between activities, intended outcomes, and the 21st CCLC program purpose.	evidence-based, research-based, or best-practice support. The response is feasible and generally well aligned, though some details may need additional specificity.	based, research-based, or best-practice support may be limited or not fully connected to the proposed design.	research-based, or best-practice rationale is minimal or vague.	achievement or student success.	
<b>Question 2(b)</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Describe the plan to engage participating students’ families, any services or resources provided to participating families, and expected outcomes of this program requirement.	The response thoroughly describes a clear, intentional plan to engage families of participating students. It identifies specific family engagement strategies, services, and/or resources that will be provided and explains how these efforts will support students and families.	The response clearly describes a plan to engage families and identify services or resources that will be provided. Expected outcomes are included and generally aligned with program requirements. The plan is feasible and meaningful, though some details may benefit from additional	The response describes some family engagement activities, services, or resources, but the plan may be general or limited in scope. Expected outcomes are included but may not be fully developed, measurable, or clearly connected to the proposed activities.	The response provides a limited family engagement plan. Services, resources, or expected outcomes are vague, minimal, or not clearly connected to the needs of participating students and families.	The response provides little meaningful detail regarding family engagement. Services, resources, and expected outcomes are missing or insufficiently addressed.	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	Expected outcomes are clearly stated, realistic, measurable where appropriate, and aligned with the 21st CCLC family engagement requirement.	specificity.				
<b>Question 3(a)</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Describe how the program has informed the community on the entity’s intent to apply for 21 <sup>st</sup> Century funding and how it will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Also include the applicants’ plan or process for consulting with surrounding private schools to provide equitable services for	The response thoroughly describes how the community was informed of the entity’s intent to apply for 21st Century funding. It provides a clear and effective communication plan for partners, stakeholders, the community, schools, and other relevant organizations to support ongoing program progress and viability. The response also includes a clear, compliant process for consulting with surrounding	The response clearly describes how the community was informed of the intent to apply and includes a communication plan for relevant partners and stakeholders. The equitable services consultation process for surrounding private schools is addressed and generally compliant. The response is feasible and aligned, though some details may need additional clarity.	The response addresses community notification and communication with partners or stakeholders, but the plan may be general, limited, or lacking sufficient detail. Equitable services consultation with surrounding private schools is mentioned but may not be fully explained or clearly documented.	The response provides limited information about community notification, stakeholder communication, or ongoing program viability. The equitable services consultation process is vague, incomplete, or not clearly connected to eligible private school students.	The response provides minimal detail and does not adequately explain how the community was informed, how communication will occur, or how equitable services consultation will be conducted. Compliance concerns may be present.	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

eligible private school students.	private schools to provide equitable services for eligible private school students. The plan is specific, feasible, and aligned to programmatic and federal expectations.					
<b>Question 3(b)</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Describe how the applicant will effectively implement and evaluate the proposed program with highly qualified staff (or volunteers), along with programmatic and fiscal oversight structures and procedures.	The response thoroughly describes how the applicant will effectively implement and evaluate the proposed program. It clearly identifies the roles, qualifications, and responsibilities of staff and/or volunteers. The response includes strong programmatic and fiscal oversight structures, clear procedures, and a feasible process for monitoring implementation, quality,	The response clearly describes implementation and evaluation processes and identifies qualified staff and/or volunteers. Programmatic and fiscal oversight structures are included and generally sufficient. The plan is feasible and aligned, though some procedures may need further detail.	The response describes implementation, evaluation, staffing, and oversight, but some areas may be general, incomplete, or unevenly developed. Staff qualifications or responsibilities may lack specificity. Programmatic and fiscal oversight are addressed but may need additional clarity.	The response provides limited detail regarding implementation, evaluation, staffing, or oversight. The plan may not clearly demonstrate sufficient capacity to manage programmatic and fiscal responsibilities.	The response provides minimal information about implementation, evaluation, staffing, or oversight. There is little evidence that the applicant has adequate structures or procedures to effectively manage the program. Compliance or feasibility concerns may be present.	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	compliance, and outcomes. The plan demonstrates strong capacity to manage the program effectively.					
<b>Question 3(c)</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Describe how the proposed program will take place in a safe and accessible facility. Also explain the process(es) to ensure students are transported to and from the program sites safely and that transportation does not limit any student’s ability to participate.	The response thoroughly describes how the proposed program will operate in safe and accessible facilities. It clearly explains procedures for maintaining student safety, accessibility, supervision, and appropriate use of program space. The transportation plan is detailed, feasible, and demonstrates how students will be transported safely to and from program sites. The response clearly explains how transportation barriers will be addressed so that	The response clearly describes safe and accessible facilities and explains transportation processes for students. The plan addresses student safety and access and generally explains how transportation barriers will be minimized. The response is feasible and aligned, though some details may need additional specificity.	The response describes facilities and transportation processes, but the explanation may be general or lack detail. Safety, accessibility, and transportation barriers are addressed but may not be fully developed or clearly connected to student participation.	The response provides limited information about facility safety, accessibility, or transportation. The plan may not clearly explain how students will be transported safely or how transportation barriers will be addressed.	The response provides minimal details regarding safe facilities, accessibility, or transportation. There is little evidence that the applicant has a sufficient plan to ensure student safety or prevent transportation from limiting participation.	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

	transportation does not limit any student’s ability to participate.					
<b>Question 4</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Absent – 0 Points</b>
Provide, and justify, at least one short term goal (annual) and one long term goal (after four years) for each of the federal Program Performance Outcomes (PPOs) listed below for the grade levels proposed to be served: <ul style="list-style-type: none"> <li>- <i>PPO #1:</i> Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments. Percentage of students in</li> </ul>	The response provides and justifies at least one annual short-term goal and one long-term goal after four years for each applicable federal Program Performance Outcome. Goals are specific, measurable, realistic, and aligned to the grade levels proposed to be served. The response clearly addresses applicable PPO areas, including reading/language arts, mathematics, GPA improvement, attendance, in-school suspensions, and teacher-reported engagement where	The response provides annual short-term and long-term goals for the applicable federal PPOs. Goals are generally measurable and aligned to the grade levels proposed to be served. The justification is sound, though some goals or explanations may need additional specificity or stronger connection to proposed services.	The response provides goals for most applicable PPOs, but one or more goals may be incomplete, unclear, not fully measurable, or insufficiently justified. Alignment to grade levels, student needs, or proposed services may be uneven.	The response provides limited goals and/or does not clearly distinguish between annual short-term and four-year long-term goals. Several PPOs may be missing, vague, not measurable, or weakly justified.	The response provides minimal or unclear goals. Goals are not adequately aligned to the federal PPOs, proposed grade levels, or student needs. Justification is missing or insufficient.	No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.

<p>grades 4-8 participating in 21st CCLC programming during the school year and summer, who demonstrate growth in mathematics on state assessments.</p> <ul style="list-style-type: none"> <li>- PPO #2: Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.</li> <li>- PPO #3: Percentage of students in grades 1-12</li> </ul>	<p>relevant. The justification is strong and demonstrates clear alignment between goals, student needs, proposed services, and expected outcomes.</p>					
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<p>participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.</p> <p>- <i>PPO #4:</i> Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</p>						
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<p>- <i>PPO #5:</i> Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.</p>						
<p><b>Question 5</b></p>	<p><b>5 Points</b></p>	<p><b>4 Points</b></p>	<p><b>3 Points</b></p>	<p><b>2 Points</b></p>	<p><b>1 Point</b></p>	<p><b>Absent – 0 Points</b></p>
<p>Provide details on how you will sustain your 21st CCLC program when funding is reduced or grant term ends. Your sustainability plan must answer the following:</p> <ul style="list-style-type: none"> <li>- How will you allocate funding to achieve your goals?</li> <li>- How will you leverage resources to</li> </ul>	<p>The response provides a thorough and realistic sustainability plan for continuing the 21st CCLC program when funding is reduced or the grant term ends. It clearly explains how funding will be allocated to achieve program goals, how additional</p>	<p>The response provides a clear sustainability plan that addresses funding allocation, leveraging resources, and annual sustainability-building actions. The plan is generally feasible and aligned to program goals, though some details may need further</p>	<p>The response addresses sustainability but may provide limited detail in one or more required areas. Funding allocation, resource leveraging, or annual sustainability actions may be described generally rather than specifically.</p>	<p>The response provides a limited sustainability plan. One or more required elements are missing, vague, or insufficiently connected to program goals. The plan may not clearly demonstrate how the program will continue when funding is reduced or ends.</p>	<p>The response provides minimal detail regarding sustainability. Funding allocation, leveraged resources, and annual sustainability actions are largely missing or unclear. There is little evidence of a feasible long-term plan.</p>	<p>No answer is provided, the answer does not address the prompt in any meaningful way, or the response fails to comply with programmatic and/or federal requirements for the grant.</p>

<p>fill funding gaps for sustainability? - What will you do each year to build your program and your sustainability?</p>	<p>resources will be leveraged to fill funding gaps, and what actions will be taken each year to build program capacity and sustainability. The plan is specific, feasible, strategic, and demonstrates strong long-term planning.</p>	<p>development.</p>	<p>The plan demonstrates some long-term thinking but may need stronger feasibility or detail.</p>			
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The following rubric identifies the total scoring rubric for the application; all applications will be assigned scores in each section to develop a total score for evaluation.

Grant Questions for Applicant Response	Scored Result	Total Points Possible
<i>Section 1 – Needs Assessment</i>		
1(a). Describe the unique needs of the participating schools and students, include details on the complex and varied needs of the target populations and support with data. Indicate types of data used and the source.		10
1(b). Describe how the proposed center will fill any gaps in the community to meet the needs of the identified target population. Identify any current or potential partners that would support the proposed program and any other coordination with Federal, State and local programs.		10
<i>Section 2 – Program Goals</i>		
2(a). Describe how the proposed academic programs and enrichment activities will improve student academic achievement and overall student success. Include rationale supporting the proposed program design and the use of evidence-based, research-based and/or other best practices.		5
2(b). Describe the family engagement plan, services to families, and expected outcomes of this program requirement.		5
<i>Section 3 – Capacity to Implement</i>		
3(a). Describe how the program has informed the community on the entity’s intent to apply for 21st Century funding and how it will effectively communicate with partners, stakeholders, the community, schools or other relevant organizations to ensure ongoing program progress and viability. Also include the applicant’s plan or process for consulting with private schools and the availability of equitable services for eligible private school students.		5
3(b). Describe how the applicant will effectively implement and evaluate the proposed program with highly qualified staff (or volunteers), along with programmatic and fiscal oversight structures and procedures.		5
3(c). Describe how the proposed program will take place in a safe and accessible facility. Also explain the process(es) to ensure students are transported to and from the program sites safely and that transportation does not limit any student’s ability to participate.		5
<i>Section 4 – Evaluation of Program</i>		
4. Provide at least one short-term goal (annual) and one long-term goal (after four years) for each of the federal Program Performance Outcomes (PPOs) listed below: <ul style="list-style-type: none"> <li>- <b>PPO #1:</b> Percentage of students in grades 4-8 participating in 21st CCLC programming</li> </ul>		5



<p>during the school year and summer who demonstrate growth in reading and language arts on state assessments. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer, who demonstrate growth in mathematics on state assessments.</p> <ul style="list-style-type: none"> <li>- <b>PPO #2:</b> Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.</li> <li>- <b>PPO #3:</b> Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.</li> <li>- <b>PPO #4:</b> Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.</li> <li>- <b>PPO #5:</b> Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.</li> </ul>		
<i>Section 5 – Sustainability Plan</i>		
<p>5. Provide details on how you will sustain your 21st CCLC program when funding is reduced or grant term ends. Your sustainability plan must answer the following:</p> <ul style="list-style-type: none"> <li>- How will you allocate funding to achieve your goals?</li> <li>- How will you leverage resources to fill funding gaps for sustainability?</li> <li>- What will you do each year to build your program and your sustainability?</li> </ul>		5
<i>Budget</i>		
Narrative		5
Alignment		5
Accuracy		5
<i>Pre-Award Assessment – 5%</i>		5
<b>TOTAL</b>		<b>75</b>

**Notes and/or Justifications:**

Questions 1(a) and 1(b) are weighed at twice the standard value for scoring purposes.



**Appendix B: Pre-Award Assessment**

<b>Organization's Legal Name</b>	
<b>Unique Entity Identification Number (UEI)</b>	
<b>Nevada Vendor Identification Number</b>	

*\*If your organization is not currently set to "public" on SAM.gov, please submit a snip of SAM.gov relating your organization's current status and expiration date.*

<b>Document Requests</b>		
<i>Please submit up-to-date copies of the following documents as applicable to your organization. If you do not have any of the below documents, please mark it accordingly and attach a brief written response related to its absence.</i>		
Internal Controls	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Financial Management Policies	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Conflict of Interest Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Civil Rights/EEO Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Student Privacy/FERPA Policy	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Ledger of Expenditures	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document
Last 3 Financial Audit Reports	<input type="checkbox"/> Attached	<input type="checkbox"/> No applicable document

*Please note, the ledger of expenditures should be an excerpt of your organization's transaction-level data, illustrating budget account by revenues and expenditures, categories, function codes, and object codes. As applicable, please include a reference to your chart of accounts.*

<b>Does your organization plan to subcontract* the award?</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
<b>If match** or maintenance of effort are required, has your organization identified an allowable source?</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
<b>If yes, what source has been identified?</b>			
<b>Does your organization believe that it will be able to comply with the assurances as written?***</b>	<b>Yes</b> <input type="checkbox"/>	<b>Unsure</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>

*\*Please note that this refers to a competitive bidding process/solicitation of contracts or further breaking out the award to additional organizations through a subaward.*

*\*\*Match refers to a requirement that your organization be able to contribute a certain amount of funds proportional to the award amount to the project; your grant application will have clearly stated whether there are matching requirements*

*\*\*\*Please note that requesting a quarterly reimbursement request qualifies as an amendment to the assurances.*

**Does your organization have a time-and-effort accounting system in place?** *If you do not have a time and effort accounting system in place, please provide a brief description of why and note whether it is reflected in your policies and procedures.*

**What accounting system does your organization use?**

**Does your organization utilize an indirect rate or the de minimus administrative rate? How are these rates reflected in your ledger/chart of accounts?** *Please note whether this information is reflected in your policies and procedures.*

**Does your organization have previous experience managing similar grants?** *Please provide an example/describe in 3-4 sentences.*

**Does your organization have adequate financial staffing and experience to implement and manage the grant?** *(e.g., are you currently hiring or training new employees, planning for retirements, etc.) Please describe in 3-4 sentences.*



**Appendix C: Applicant Information Form**

Each entity wishing to apply for funding must complete this Applicant Information Form and submit it along with their application materials. The contact information your entity provides should be of the individual who will manage the grant funding, should your entity be awarded funding.

<b>Organization's Legal Name</b>	
<b>Type of Organization/Eligible Entity</b>	
<b>Employer Identification Number (EIN)</b>	
<b>Unique Entity Identification Number (UEI)</b>	
<b>SAM.gov Registration Status</b>	
<b>Nevada Vendor Identification Number</b>	
<b>Physical and/or Mailing Address</b>	
<b>Organization Website</b>	

<b>Primary Contact Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Phone Number</b>	
<b>Additional Contacts</b>	
<b>Additional Contact's Emails</b>	

<b>Project/Priority Applied For</b>	
<b>Amount Requested</b>	

<b>Submitter Name</b>	
<b>Title</b>	
<b>Signature</b>	
<b>Date</b>	



**Appendix D: Statement of Certification**

<b>Organizational Information</b>	
<b>Legal Name of Organization</b>	
<b>Mailing Address</b>	
<b>Authorized Representative Name and Title</b>	
<b>Authorized Representative Email</b>	
<b>Fiscal Representative Name and Title</b>	
<b>Fiscal Representative Email</b>	
<b>Amount of Application</b>	

<b>Grant Application Certification</b>	
I hereby certify that, to the best of my knowledge, the information contained in this application is both accurate and correct. Furthermore, I certify that I am authorized to apply for this grant application on behalf of my organization, to include the obligations attested to in this certification and the grant assurances attached to this application.	
<b>Board Meeting Approval</b>	
<b>Authorized Representative Signature</b>	
<b>Date</b>	

<b>Programmatic Certification(s)</b>	
[If the program has additional assurances, please include them here. If none, please remove from the form.]	
<b>Authorized Representative Signature</b>	
<b>Date</b>	

**NDE USE ONLY**

<b>Application Review</b>	
<b>Date Received</b>	
<b>Date of Review for Completion and Eligibility</b>	
<b>Reviewer Name</b>	
<b>Signature</b>	

**Appendix E: Pre-Award Assessment Rubric**

#	PAA Factors	Score
1	Is the applicant currently debarred? (1)	
2	Is the applicant currently in receivership? (1)	
3	What is the applicant’s Unique Entity Identifier (UEI) status? (1)	
4	What is the applicant’s SAM.gov status? (1)	
5	What is the applicant’s Nevada Vendor status? (1)	
6	Did the applicant have and submit their Internal Controls Manual? (1)	
7	Did the applicant have and submit their Financial Management Policy Manual? (1)	
8	Did the applicant have and submit their Conflict-of-Interest Policy? (1)	
9	Did the applicant have and submit their Civil Rights/EEO Policy? (1)	
10	Did the applicant have and submit their Student Privacy Policy? (1)	
11	Did the applicant have and submit their Ledger of Expenditures? (1)	
12	Does the organization document an indirect rate and/or administrative rate, and is the applicant able to segregate these costs (particularly indirect) from other funds? (1)	
13	What accounting system does the applicant use, and can it identify receipts and expenditures of program funds separately and by budget categories? (1)	
14	Does the applicant have a time and effort accounting system in place? (1)	
15	What is the status of the most recent (prior fiscal year) financial audit for the applicant? (1)	
16	Is the applicant’s single audit, as applicable, clear of any significant findings in the past three years? (1)	
17	What was the Financial Subrecipient Monitoring score for the applicant in the previous fiscal year? (5)	

PAA Score	Criteria
0-2	Low Risk
3-5	Medium Risk
6-21	High Risk
Debarred	Not Eligible for Funds

## Appendix F: Glossary

**Assurances:** The grant Assurances provide information regarding the obligations, requirements, and agreements associated with a grant subaward, and are included as a component of the contractual agreement between NDE and the subrecipient entity. The grant Assurances will be specific to either state or federal funding and may include additional provisions based on the particular requirements of the grant funding.

**Competitive Funds:** Competitive funds are those that NDE has discretion to award based on merit of application, specifically through the use of open competitive applications which are scored by a review committee, using the rubric included in the Notice of Funding Opportunity, and allocated according to project proposal and fit.

**Compliance:** All references to Compliance (as a proper noun) specifically refer to the Office of Division Compliance, Student Investment Division. Division Compliance is responsible for the Pre-Award Assessment and financial monitoring activities associated with subaward agreements as conducted on behalf of NDE. Division Compliance maintains a universal email address for all financial risk assessment and monitoring inquiries: [sidcompliance@doe.nv.gov](mailto:sidcompliance@doe.nv.gov).

**Contractor:** Individuals or entities from which state agencies procure goods and services to carry out a project or program. May also be referred to as “vendors”.

**Electronic Grants Management Program (EGMP):** The electronic platform used by NDE for online grants management activities, including submission and approval of original subaward budgets, budget revisions, Requests for Reimbursement (RFR), and Final Financial Reports (FFRs).

**Grants Management Unit:** The Grants Management Unit (GMU), within the Office of District Support Services, Student Investment Division, is responsible for the financial management of all grant subawards within NDE. The GMU maintains a universal email address for all grant related fiscal inquiries: [grantsinfo@doe.nv.gov](mailto:grantsinfo@doe.nv.gov).

**Middle School or High School Site:** A proposed center/site serving students in grades 6-12.

**Notice of Funding Opportunity:** A Notice of Funding Opportunity (NOFO) is a formally issued announcement regarding an upcoming opportunity to apply for pass-through funding from NDE. The NOFO includes eligibility and evaluation criteria as well as information about the purposes and goals of the specific grant funding, the application process, including submission requirements and deadlines, opportunities for technical assistance, and expected timelines.

**Notice of Intent to Apply:** A Notice of Intent to Apply is a preliminary form completed by interested grant applicants prior to the submission of their complete application. This prerequisite may or may not be required as part of a NOFO or grant application process but should always be clearly identified.

**Pre-Award Assessment:** The Pre-Award Assessment (PAA) is a financial-based risk assessment which must be completed for all subrecipients prior to entering into a subaward agreement. The results of the PAA are used for financial monitoring purposes, including identification of technical assistance and supports specific to each subrecipient.

**Program:** All references to Program (as a proper noun) specifically refer to programmatic offices within NDE. Programmatic offices serve as the lead in all grant-funded initiatives and are responsible for ensuring that the purposes and goals for which the grant funding was appropriated are met, including through the provision of technical assistance and support, training opportunities, programmatic monitoring, and other similar strategies and activities.

**Program Hours:** Direct hours of planned program services or activities offered to participating students during the summer term.

**Subaward:** An award of financial assistance provided by a pass-through entity (in this case NDE) to a subrecipient entity for the subrecipient to carry out the terms of the originating award and as agreed upon via state or federal assurances.

**Subrecipient:** A non-federal entity that receives a subaward from a pass-through entity to carry out the terms of the originating award; the term does not include an individual that is a beneficiary of the program.

**UEI Number:** The Unique Entity Identifier (UEI) number replaced the Data Universal Numbering System (DUNS) number effective April 2022 and is required for all subrecipient entities, pursuant to 2 CFR 200. The UEI is assigned via [SAM.gov](https://sam.gov).

**Vendor Number:** A state of Nevada vendor number is assigned by the [State Controller's Office](#) when an organization submits a vendor registration form, which process is required for all payees of the state. Registration as a vendor is required prior to and enables payment by a state agency to an external organization, including subrecipient entities. Changes or updates to any information submitted through the vendor registration process, including changes to bank account information, must be provided to the Controller's Office to ensure receipt of payments.



**Appendix G: Notice of Intent to Apply Form**

Each entity wishing to apply for funding must complete this Notice of Intent to Apply form. This form must be submitted to NDE by Friday, **June 5, 2026**, to [Smartsheet Link](#).

Only one form per entity is required. We understand that entities may not yet know the details of their application plan, but we ask that applicants be as accurate as possible at the time of submission; however, applicants are flexible to adjust their initial proposals in their final application. NDE will use the information provided for planning purposes. The contact information your entity provides should be of the individual who will manage the grant funding, should your entity be awarded funding.

<b>Organization’s Legal Name</b>	
<b>Type of Organization/Eligible Entity</b>	
<b>Unique Entity Identification Number (UEI)</b>	
<b>Nevada Vendor Identification Number</b>	
<b>Physical and/or Mailing Address</b>	
<b>Description of Organization</b>	

<b>What is the total amount of funding you anticipate applying for?</b>	
<b>How many applications do you anticipate submitting?</b>	
<b>Which projects do you anticipate applying for, along with the approximate application amount for each project?</b>	

<b>Primary Contact Name</b>	
<b>Title</b>	
<b>Email</b>	
<b>Phone Number</b>	

**Appendix H: Other Related Documents**

**21<sup>st</sup> Century Community Learning Centers**  
**Notice Of Funding Opportunity – Cohort 9**  
**Frequently Asked Questions**

	<b>Questions</b>	<b>Answers</b>
<b>1</b>	Where can I find the Notice of Intent to Apply form so we can submit it?	The Notice of Intent to Apply (Appendix G) can be found on page 30 of the Notice of Funding Opportunity – Title IV-B, Nita M. Lowey 21 <sup>st</sup> Century Community Learning Centers – Cohort 9 document.
<b>2</b>	Will prospective sub-awardees be receiving a copy of the Webinar #1 presentation?	A copy of both recordings (Webinar #1 and Webinar #2) will be posted online under the NOFO documents on the NDE grants webpage.
<b>3</b>	Are current 21 <sup>st</sup> Century sub-awardees eligible to apply for the NOFO-9 grant?	Yes, current sub-grantees can apply for the NOFO-9 grant. However, a currently funded sub-awardee may not apply under NOFO-9 to supplement their existing award. A current sub-awardee wishing to apply must expand their current scope of programming by funding additional sites or meaningfully expanding their program offerings. Current subgrantees must also resolve any previous audit findings, submit all required data according to the state and federal program requirements, and comply with all criteria.
<b>4</b>	If a prospective sub-awardee already has a summer program in place, would the summer program have to be at the local school district’s school site, or can they utilize another location owned by the prospective sub-awardee for the program site?	21 <sup>st</sup> Century programs may be held within a non-school site if deemed safe and accessible for students wishing to participate. New grant awards must supplement, not supplant, existing Out of School Time (OST) programs.
<b>5</b>	How do prospective sub-awardees learn about other Nevada Department of Education grants?	More information regarding any other grants that may be offered can be found on the NDE Grants webpage at <a href="http://nv.gov">Grant Information (nv.gov)</a> .
<b>6</b>	Will there be an Afterschool Showcase in 2027? If so, where will the showcase be located?	Yes, there will be a 2027 Afterschool Showcase, is scheduled to take place from February 25-26, 2027, at the Atlantis Casino & Resort in Reno, Nevada.
<b>7</b>	For FY27 in Reno (Afterschool Showcase), who does the subrecipient need to budget for travel?	The subgrantee has discretion on which program staff will attend the Nevada Afterschool Showcase. All site coordinators are recommended to attend, but each program has different staffing and hiring procedures, so the subgrantee ultimately has discretion on who will attend. The subgrantee must send at least one representative to the Nevada Afterschool Showcase to

		share resources and takeaways with the subgrantee's 21 <sup>st</sup> Century staff.
<b>8</b>	How many advisory council meetings and family engagement events will Cohort-9 be tasked with holding?	The requirements of holding two Advisory Council meetings and four Family Engagement events will apply moving forward with Cohort 9.
<b>9</b>	Should an organization submit multiple applications per agency regarding different sites, and if so, what is the maximum number of applications?	An entity should complete one application per agency and detail within the application the varying sites that said entity is expecting to serve.
<del><b>10</b></del>	<del>Is there a page limit for the narrative section? If so, is there a form for this section, or does an applicant write the narrative section on their own using the Times New Roman and format info listed on the NOFO?</del>	<del>The narrative section can be written utilizing a blank Word document with the needed formatting supplied on page 15 of the NOFO, which details instructions stating, "Applications should be on 8 1/2 x 11 numbered pages using New Times Roman 12-point font with standard margins and numbered pages." While there is no page limit, applicants are encouraged to be thorough yet concise in their application responses.</del>
<b>10</b>	What is the AS21 system?	The AfterSchool21 (AS21), or TransAct, system is an online program management software for programs that receive 21 <sup>st</sup> CCLC funding which accommodates federal and state 21APR reporting requirements, streamlines program administration, creates insightful reports, tracks funding sources, and manages data collection.
<b>11</b>	Is there a certain percentage of the applicant's budget to plan for an external evaluator?	Each applying entity should discuss this topic with its fiscal representative. However, as a common rule of thumb, an evaluation should comprise no more than 10% of the total projected budget.
<b>12</b>	If two schools are applying for out-of-school time programming under one entity, does the applicant use one application to apply and include the schools within the application, or is there a need for separate applications for each site?	Within the application, under the Needs Assessment (p. 25 of the NOFO) section of the application, the applicant must describe the unique needs of the participating schools and students, including details on the complex and varied needs of the target populations and support with data.