



Nita M. Lowey 21st Century Community Learning Center Programs



Division of Student Support, Academic Enrichment, and Educational Policy

**Pre-Proposal Conference Webinar
Technical Assistance
February 1, 2021**

Agenda

- ❑ Welcome and Introductions;
- ❑ Request for Proposal (RFP) Walk-through;
- ❑ Validation Process; and
- ❑ Questions and Answers.

A Collaborative Introduction

The Out-of-School-Time (OST) Team:

- ❑ Dr. Christy Thompson, Executive Director
- ❑ Reginald Burke, Branch Director
- ❑ Emily Katongole, Chief of Extended Learning
- ❑ Annette Jackson, Extended Learning Specialist
- ❑ Monique McDowell, Extended Learning Specialist
- ❑ Charese Adesalu, Fiscal Compliance Monitor
- ❑ Michele Moore, Management Associate

1.1 Program Overview

Authorization For Funding

- ❑ Title IV, Part B of the Elementary and Secondary Education Act (ESEA), amended by the Every Student Succeeds Act (ESSA); and

- ❑ Maryland State Department of Education (MSDE) is required to administer, monitor, and evaluate approved programs.

1.2 Program Purpose

Purpose of the 21st CCLC Grant Program is to create:

- ❑ To create community learning centers that provide students with academic enrichment opportunities as well as additional services designed to complement their regular academic program.

1.2.1 Allowable Activities

Eligible organizations must use funds to provide activities that provides opportunities for:

- ❑ Academic enrichment which includes providing instructional services to help students, particularly students who attend low-performing schools; and
- ❑ Academic achievement in core academic subjects, such as language arts, mathematics, science, and social studies.

1.4 Summary of Dates

- ❑ **Dissemination:** Monday, February 1, 2021
- ❑ **Pre-Proposal Virtual Conference:** Monday, February 1, 2021 at 1:00 p.m.
- ❑ **Deadline for RFP Questions Submission:** Friday, February 12, 2021
- ❑ **Deadline for RFP Response to Questions:** Friday, February 26, 2021
- ❑ **Deadline for Application Submission:** Friday, April 2, 2021
- ❑ **Proposal Review Begins:** Monday, April 19, 2021- Friday, May 3, 2021
- ❑ **Validation Visits (In-Person/Virtual) Begin:** Monday, May 10, 2021 - Thursday, July 22, 2021
- ❑ **Award Notification:** Friday, July 23, 2021
- ❑ **Program Start Date:** Upon receipt of Notice of Grant Award
- ❑ **Denial Letters Mailed:** Friday, August 6, 2021

1.4.2 Instruction for RFP Questions

Responsibilities of all bidders:

- ❑ Examine the entire RFP;
- ❑ Seek clarification, in writing, if any information or instructions are not understood:
 - Use Exhibit 1 – Submitted Questions Form – for submission of questions; and
 - Submit Questions Form by email to:
21stCCLCRFP2021.msde@maryland.gov
by Friday, February 12, 2021.

10.0 Application Submission Requirements

☐ 1 Submitted Question Form




Exhibit 1

EXHIBIT 1: SUBMITTED QUESTIONS FORM

Nita M. Lowey 21st Century Community Learning Centers Program

Bidders and other interested parties should use this form for submission of questions. Responses to all substantive and relevant questions received by **Friday, February 12, 2021** will be compiled in writing and posted on the following website no later than **Friday, February 26, 2021**.

LEA/Organization Name

<i>RFP Section & Page Number</i>	<i>Question</i>

The Submitted Questions Form must be submitted by email to: 21stCCLCRFP2021.msde@maryland.gov



1.5 Funding and Length of Grant

- ❑ Length of Grant
 - July 1, 2021 - August 31, 2024

- ❑ Range of Grant Awards*
 - Minimum: \$50,000
 - Maximum: \$400,000

The number of grant awards is contingent on the total federal allocation to the State.

*Section 1.6 Estimated Number of Grants Awarded

1.5 Funding and Length of Grant (con't)

Awards are contingent upon:

- ❑ Satisfactory performance by the grantee as evaluated by the MSDE;
- ❑ Compliance with all grant requirements and conditions set forth within the 21st CCLC RFP; and
- ❑ The MSDE reserves the right to continue or discontinue the program(s) for the reasons defined in 2 CFR § 200.208 and for non-compliance of requirements listed in Section 1.5.

1.7 Eligible Applicants

The 21st CCLC competition is open to:

- ❑ Maryland LEAs, non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations;
- ❑ The statute **encourages** eligible organizations applying for funds to collaborate with the schools the children attend; and
- ❑ The statute also allows a consortium of two or more agencies, organizations, or entities to apply.*

*Refer to Section 1.8.3 Competitive Priorities

1.8 Priorities

Absolute Priorities are those priorities which must be addressed by all proposals; failure to do so will disqualify a proposal from consideration.

- ❑ 1.8.1 Federal Priorities; and
- ❑ 1.8.2 State Priorities.

Competitive Priorities are optional and, if addressed, may earn additional points as described in detail below.

- ❑ 1.8.3 Competitive Priorities; and
- ❑ 1.8.4 Performance Priorities.

1.8.1 Federal Absolute Priorities

Schools eligible for services provided by this grant are:

- ❑ [Comprehensive Support and Improvement Schools](#)
(lowest 5% of the Title I schools; high schools with graduation rates less than 67%; School Improvement Grant (SIG) IV schools and School and/or;
- ❑ [Title I Schools](#) that serve a high percentage (at least 40 percent) of students from low-income families and/or;
- ❑ Other schools determined by the local educational agency to be in need of intervention and support.

1.8.3 Competitive Priorities

An additional 5 points shall be given to applications addressing **one** of the Competitive Priorities.

- ❑ Refer to Section 1.8.3 for all Competitive Priorities
- ❑ New FY22 Competitive Priorities
 - ❑ Propose to serve students in a community that is served by one or more LEAs with a locale code of 32, 33, 41, 42, or 43 (rural) Note: Applicants are encouraged to retrieve locale codes from the [NCES School District search tool](#), where LEAs can be looked up individually to retrieve locale codes.
 - ❑ Application was jointly submitted with points of contact identified for both the LEA and a community-based organization or other public or private entity and the LEA will manage the fiscal component of the grant.

1.8.4 Performance Priorities

The 2018 21st CCLC subgrantees prior grant performance will impact the final scores of the current application.

- ❑ A five point deduction from the overall score of the FY 22 application will be applied for each of the following:
 - ❑ High-risk subgrantees that received an overall risk assessment of a 3, 4, or 5 in Year 2 (SY19-20); and
 - ❑ Subgrantees that did not submit Critical Elements Monitoring evidence in Stage I or Stage II for year 3 (SY20-21) by the specified due date.

2.2 Application for Nita M. Lowey 21st CCLC Form

Proposal **must** begin with the *Application for Maryland 21st Century Community Learning Centers Form* (Exhibit 3).

- ❑ No other page (including title pages or illustrations) may cover this form.
- ❑ This must be the first page of the application (do not count this page); and
- ❑ A DUNS number is required for submission; If you do not have an active DUNS number, apply [here](#).

10.0 Application Submission Requirements

Exhibit 3: Application

Section III: Grant Program, Target Population

ii. Cost Per Seat/Slot

The number of "seat/slots" a program has is equivalent to a program's average daily attendance. Slots may be filled by the same youth every day or by a different youth each day. This is a program decision and must be enforced by attendance requirements.

Provide the calculation (with detailed explanation) and total cost per seat/slot.

Example:

$$\text{Total Award Amount/Number of Operating Days} = \text{Cost per Day}$$

$$\text{Cost Per Day/Total Number of Seats} = \text{Cost Per Seat}$$

Enter Text Here

School Year Program: Enter Text Here

Summer Program: Enter Text Here

Submit both cost per seat, if operating SY and S program.

Complete The Wallace Foundation Out-of-School Time Cost Calculator* and provide the "low and high cost per slot calculation" below:

School Year Program: Low- Enter Text Here

High- Enter Text Here

Summer Program: Low- Enter Text Here

High- Enter Text Here

[Click image to access The Wallace Calculator](#)

10.0 Application Submission Requirements

Wallace Cost Calculator

How this tool works 1

- 1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

About You

1. What is your role?

Program director

Age of Participants

2. What level of children will you serve?

- Only Elementary Only Middle
 Elementary and Middle Middle & High
 Elementary, Middle, High Only High

Time of Program

3. Do you want to budget for:

- A school year program
 The summer portion of a year round program 1

Why is there no year-round option? 1

Program Focus

4. What will be the program focus?

- Academic
 Non-academic
 Multiple
 I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

NEXT >>

All OST programs choose "multiple."

10.0 Application Submission Requirements

Wallace Cost Calculator

How this tool works **i**

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Location and Operator Type

5. What is the nearest metro area to you or the one that has a cost of living comparable to yours?

select..

Choose MD.

Operator Type

6. What sort of organization will run the program?

Community Based Organization
 A School
 I don't know yet

7. Where will the program be located?

In a School
 In the Community
 I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS NEXT >>

10.0 Application Submission Requirements

Wallace Cost Calculator

How this tool works **i**

- 1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Program Size

8. How many slots will the program have? **i** ▲▼
9. How many hours per week will the program run? ▲▼
10. How many weeks per year will the program run? ▲▼

**Insert
program
specific
information.**

Youth to Staff Ratio

11. What youth/staff ratio do you expect to have?
- Youth:Staff ratio is less than 11:1
 - Youth:Staff ratio is between 11:1 & 15:1
 - Youth:Staff ratio higher than 15:1 **i**
 - I don't know yet

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS

NEXT >>

10.0 Application Submission Requirements

Wallace Cost Calculator

How this tool works ¹

1 Program Goals 2 Implementation 3 Size & Staffing 4 Results

Your Program Parameters

The boxes below contain your entries from the previous steps. You may adjust them below.

Elementary and Middle MD - Baltimore

A school year program Multiple

Community Based Organization Number of Slots 30

In a School Youth:Staff ratio is between 11:1 & 15:1

Your Calculation Results

Remember: do not navigate elsewhere in the site without saving the page. Your responses will not be saved in the calculator itself.

Cost Ranges ¹ Low Median ¹ High

WEEKLY Costs

Hours per Week (projected) 15

Costs Per Slot	\$60.65	\$123.88	\$123.88
Total Program Cost	\$1,819.42	\$3,716.35	\$3,716.35

Cost per SLOT vs Cost per CHILD SERVED ¹

ANNUAL Costs

Weeks per Year (projected) 35

Costs Per Slot	\$2,122.65	\$4,335.74	\$4,335.74
Total Program Cost	\$63,679.57	\$130,072.20	\$130,072.20

▶ HOURLY Costs

▶ Daily Costs

▶ MONTHLY Costs (assuming 4.33 weeks/month)

Print this Page Save this Page Email this Page

Reminder: all questions are required. You cannot proceed to the next step before you complete the current page.

<< PREVIOUS Start Over



Download and incorporate attachment in Appendix

3.0 Project Narrative

The Project Narrative must:

- ❑ Be succinct and clear;
- ❑ Be as detailed as possible; and
- ❑ Use the entire page limit to explain the project.
 - ❑ 25 page limit, 1.5 line spacing and a type size of 12 font
- ❑ Requirement: School year and summer applicants must include separate descriptions of both programs in the Project Design section.

3.2 Project Design

Purpose:

- ❑ Identify proposed student population and how the project will address the Programmatic, Health and Safety, Management, Budget and Adequacy Out-of-School Time Critical Elements; and
- ❑ Develop plans, procedures, and policies that describe daily program operations that enable staff to successfully meet program goals.

Function:

- ❑ Describe proposed strategies and activities supported by evidence-based research to meet students' academic needs and evidence of program success.

3.2 Project Design

Identifies proposed **strategies and activities** to meet the factors identified in the Extent of Need section:

- ❑ **Strategies** -- broad approaches employed to accomplish a program's outcomes:
 - ❑ e.g., methods, procedures, techniques such as math instruction using XYZ Math Curriculum.

- ❑ **Activities** -- the specific steps taken to accomplish the project objectives and involve direct service to students and their families:
 - ❑ e.g., one-on-one math tutoring by trained volunteers.

3.2 Project Design

Considerations:

Student Population

- a. Describe how information about the program (including its location) will be disseminated to the community in a manner that is understandable and accessible.

Programmatic Critical Element

- c. Incorporate a detailed plan of how the applicant will recruit and retain certified teachers for academic instruction.

3.2 Project Design

Considerations:

- ❑ **Program Compliance with Federal, State and Local Health and Safety Critical Elements**
 - a. Describe plans to monitor attendance that are likely to result in clear communication with parents and improved student participation.
 - b. Include a transportation plan and/or student walker plan that is likely to result in students being safe and secure.
 - c. Detail how the program will consult with private school officials during the design, development and implementation of the 21st CCLC program on issues.

3.2 Project Design

Considerations:

Budget and Adequacy of Resources

- a. Provide a written plan that details the organization's actions to intermittently assess the overall adequacy of the program including student recruitment and retention, staff retention and development, contractual partnerships and funding stability.

3.3 Performance Goals and Indicators

Purpose:

- ❑ The program's activities, data sources and measurable evaluation outcomes must aim to accomplish the SEA performance goals.

Function:

- ❑ Aligns target percentage, as well as, performance activities and evaluation methods with defined MSDE goals and indicators.

3.4 Alignment with State Education Agency (SEA) Goals

SEA Performance Goals:

- Assist every student to realize his or her potential;
- Develop and support a strong accountability system to increase academic success for *all* students;
- Promote a safe, healthy, and orderly environment for learning and teaching;
- Ensure educator and administrative effectiveness;
- Promote students' physical, mental, social, and emotional well-being;
- Expand high-quality educational opportunities for students and parents;
- Work with districts to strengthen infrastructure; and
- Increase communication and partnerships with stakeholders statewide.

There are eight SEA Goals aligned with Government Performance and Results Act (GPRA) Indicators.

3.4 Alignment with State Education Agency (SEA) Goals

Exhibit 4: Editable Document

- SEA Goals # 1, 2, 3, 5, and 6 are mandatory;
- Applicant is to select one additional SEA goal # 4, 7, or 8.

Exhibit 4

EXHIBIT 4:
Nita M. Lowey Maryland 21st Century Community Learning Centers (CCLC)
Performance Goals and Indicators

The Maryland State Department of Education (MSDE) has identified eight State Education Agency (SEA) performance goals to evaluate the effectiveness of the 21st CCLC grant programs. The SEA performance measures 1, 2, 3, 5, and 6 are mandatory. The applicant must select at least one additional SEA performance goal from 4, 7, and 8.

SEA Performance Goal # 1: Assist every student to realize his/her potential.

<i>Performance Indicator</i>	<i>Target Percentage</i>	<i>Activities</i> Include those activities specifically chosen to influence the area addressed by the performance indicator	<i>Data Source(s) and Evaluation Methods</i> List all data sources used to examine this indicator	<i>Grant Year</i> Indicate which grant years this indicator will be examined
GPRA 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.	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Percentage of students in grades 6-12 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

Government Performance Results Act Indicators (GPRA)

3.5 Implementation and Governance Plan

Purpose:

- ❑ Enables the grant program's direct services to be implemented; and
- ❑ Outlines a specific and measurable actions required in each OST Critical Element to achieve the grant's overall purpose.

Function:

- ❑ Provides a SMART* action plan of management's specific tasks to implement and govern the grant program.

Specific
Measurable
Attainable
Relevant
Time Based

Exhibit 5: Management Plan Worksheet

Editable Document

Exhibit 5

EXHIBIT 5: MANAGEMENT PLAN WORKSHEET

OST Critical Element	Specific <i>(What are the actions to be completed?)</i>	Measurable <i>(How will the action be measured as attained?)</i>	Attainable/Responsible Party <i>(Is this realistic to achieve and who will own this task?)</i>	Relevant <i>(How does this action relate to the scope of work?)</i>	Time Based <i>(When will the action be completed? Identify intermittent due dates, if necessary.)</i>	Notes/Other
Safety	ex: Completion of 10 staff background checks	10 background check results received by CJIS	Yes: Grant Manager + Project Director	Yes: State Requirement	October 1, 2021	
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Management	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Evaluation	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Programmatic	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Partnership	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

OST Critical Elements

3.5.1 Key Personnel Description

Purpose: and Qualifications

- ❑ Outlines the organizational framework required to administer the grant program;
- ❑ Specifies the qualifications and job descriptions of critical leaders to implement the grant program; and
- ❑ Ensures certified teachers are retained for academic instructional components of the grant program.

Function:

- ❑ Ensures the applicant has the personnel capacity and proposed collaborative relationships to administer the grant program.

3.5.1 Key Personnel Description and Qualifications

Requirement:

❑ Academic Instruction Requirement

- ❑ Teachers of core academic classes (ELA, science, social studies, mathematics) must **hold a valid teaching license, or provide evidence of submission to obtain a license** in the relevant subject area from the state of Maryland.
- ❑ Include all job descriptions in the Appendix; and
- ❑ If the person for each position has been selected, append his/her resume.

3.5.2 Leadership Team Description

Purpose:

- ❑ Identifies the individual leadership positions, as well as the roles and responsibilities of each to manage the grant program.

Function:

- ❑ Ensures the applicant has the leadership capacity and framework to administer the grant program and maintain accountability of all stakeholders.

Consideration:

- ❑ Embed **specific** actions into Exhibit 5

3.5.2 Leadership Team Description

Requirement:

Leadership Time and Effort

- Specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2CFR 200.430.
- In support of salaries and wages, documentary support* will be required where employees work on:
 - (a) More than one Federal award; and/or
 - (b) A Federal award and a non-Federal award.

*Required in the Reimbursement Invoice Process upon issuance of award.

3.5.4 Management Plan

Purpose:

- ❑ Describes how and by whom the program will be managed to ensure project implementation success.

Function:

- ❑ Ensures the applicant has the leadership capacity and framework to administer the grant program and maintain accountability of all stakeholders.

Consideration:

- ❑ Embed **specific** actions into Exhibit 5

3.5.3 Steering Committee Membership

Purpose:

- ❑ Identifies the steering committee to govern the project consisting of major stakeholders and grant project directors.

Function:


- ❑ Ensures the applicant has the representation of all stakeholder groups to support the establishment of major program policies, review of quarterly milestones and annual evaluation reports, and make recommendations.

Consideration:

- ❑ Embed **specific** actions into Exhibit 5

3.5.5 Management Plan Worksheet

Exhibit 5: Editable Document

 Exhibit 5						
EXHIBIT 5: MANAGEMENT PLAN WORKSHEET						
OST Critical Element	Specific <i>(What are the actions to be completed?)</i>	Measurable <i>(How will the action be measured as attained?)</i>	Attainable/Responsible Party <i>(Is this realistic to achieve and who will own this task?)</i>	Relevant <i>(How does this action relate to the scope of work?)</i>	Time Based <i>(When will the action be completed? Identify intermittent due dates, if necessary.)</i>	Notes/Other
Funder's Requirements	1. Submit the Signed Recipient Assurances	1. Verification from the MSDE at time of submission	1. Yes: Grant Manager	1. Yes: State Requirement	1. Within 30 days of receiving the NOGA	Enter Text Here
	2. Submit the Start-Up Report	2. Verification from the MSDE at time of submission	2. Yes: Grant Manager + Project Director + Teachers	2. Yes: State Requirement	2. Date to be provided at The OST Orientation	Enter Text Here
	3. Submit the Stages of Critical Elements Monitoring	3. Verification from the MSDE at time of submission	3. Yes: Grant Manager + Project Director + Teachers	3. Yes: State Requirement	3. Dates to be provided at The OST Orientation	3. Assign Team ownership and responsibilities

Required by the MSDE

3.6 Evaluation and Dissemination

Purpose:

- ❑ To establish purposeful methods of self-appraisal, performance, and transparency.

Function:

- ❑ Creates a repeated cycle of assessment that constantly increases the quality of the proposed program.

Consideration:

- ❑ Job Description or resume provided in Appendix; and
- ❑ Embed **specific** actions into Exhibit 5

3.8 Coordinating with Other Programs

Purpose:

- ❑ To identify other programs currently operating in support of target population; and

Function:

- ❑ Clearly establish alignment in concert with those programs and identify how proposed program will effectively support target population.

Consideration:

- ❑ 21st CCLC funds used only to supplement the level of Federal, State, local, and other non-federal funds and not to replace funds that would have been available to conduct activities if 21st CCLC funds had not been available.

3.9 Partners

Considerations:

- ❑ A partner is any organization other than the sub-grantee that will actively contribute to the project
 - ❑ Examples include the partnering LEA/School(s), as well as Contracted Service (vendors) providing grant-funded activities or services.
- ❑ Prepare contracts in advance and refer to Section 3.9.2.f.i Letters of Commitment, Contractor Memorandum of Understanding (MOU) .
 - ❑ If awarded, all grantees must upload subcontractor contracts for review and approval before funds will be released for reimbursement requests.

3.9.1 LEA/School Participation Agreement

Consideration:

- The LEA/School Participation Agreement must be submitted at the time of the 21st CCLC application.

- The agreement must:
 - Include a list of partner schools with principal names, **and** signature from the local school superintendent; and
 - Be submitted with a superintendent signature.
 - Applications submitted without signed LEA /School Participation Agreements will not be reviewed by the MSDE.

3.9.1 LEA/School Participation Agreement




Exhibit 9

EXHIBIT 9: LEA/SCHOOL PARTICIPATION

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

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

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

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

1. Maintain knowledge of state and local LEA's 21st CCLC site(s) objectives and practices; help to foster partnership development and advocate the program in the school district and community.
2. Provide school level oversight of the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
4. Meet quarterly with the Program Director or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, web sites, or by whatever means necessary or needed.
6. Observe 21st CCLC classrooms to support implementation efforts.
7. Understand 21st CCLC project implementation and capacity-building as a three-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact).
10. Include the work of the 21st CCLC program within the school.

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Exhibit 9

11. Provide the following required 21 Annual Performance Reports (APR) data to subgrantees to meet federal requirements of the USED by the established deadlines.
 - a. Academic Achievement
 - i. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
 - ii. Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.
 - b. Grade Point Average
 - i. 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 less than 3.0 who demonstrated an improved GPA.
 - c. School Day Attendance
 - i. Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:
 1. Had a school-day attendance rate at or below 90% in the prior school year AND
 2. Demonstrated an improved attendance rate in the current school year.
 - d. Behavior
 - i. Percentage of students grades 1 through 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.
 - e. Student Engagement in Learning
 - 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.
12. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFQ; and adhere to all guidelines, regulations, and assurances as set for the in the grant application.

<i>Local Education Agency</i>	<i>Name of School</i>	<i>Name of Principal</i>
1. Enter Text Here	Enter Text Here	Enter Text Here
2. Enter Text Here	Enter Text Here	Enter Text Here
3. Enter Text Here	Enter Text Here	Enter Text Here
<i>(add additional lines as needed)</i>		

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

Enter Text Here	
Name of Superintendent	Original Signature
	Date

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3.9.2 Partners' Letter of Commitment

Purpose:

- ❑ To clearly specify the scope of work, deliverables and partnership actions between the lead agency and partner or contracted service provider.

Function:

- ❑ Establishes a mutual understanding and ownership of collaborative actions between the applicant and the partner to execute the grant project.

3.9.2 Partners' Letter of Commitment

Consideration:

- ❑ Each letter of commitment must contain the following:
 - ❑ Vendors that direct service to students must submit a proposed Memorandum of Understanding (MOU) outlining the deliverables and breakdown of expenses to include hourly rates.
 - ❑ The MSDE acknowledges that MOU's may not be finalized at the time of the application; however, requires a proposed agreement that outlines the details of partnership.
 - ❑ The letters are to be addressed to the applicant not the MSDE.

3.9.3 Partners' Worksheet




Exhibit 6

EXHIBIT 6: PARTNERS PLAN WORKSHEET

Partner (Agency)	Role in the Project	Mutual Objective(s) <i>(Identify which objective(s) from Exhibit 4)</i>	Benefit (s) to Project <i>(who and how will the project benefit)</i>	Specific Contributions and Project Deliverables <i>(identify both the partner and Lead Agents')</i>	Evaluation Dates <i>(dates partner's services and objective progress will be evaluated)</i>
<i>Ex: Example Inc.</i>	<i>To provide weekly STEAM project-based learning experiences to 5th grade students</i>	<i>Increase student's knowledge and application of the STEAM mindset</i>	<i>Students: increase in STEAM knowledge and experience</i>	<u>Lead Agency:</u> 1. Recruit 60 5th grade students; and 2. Co-facilitate weekly 60-minute lessons. <u>Partner:</u> 1. Provide curriculum- 60-minute lesson plan. 2. Provide teachers for instruction and materials. 3. Conduct weekly pre- and post-assessments. 4. Organize assessment data and participate in monthly Evaluator meetings.	<u>Initial Assessment of Services:</u> August 1, 2021 <u>Interim Assessment:</u> December 1, 2021 <u>Pre-Close Assessment:</u> April 1, 2021 <u>Summative Assessment:</u> June 15, 2021
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here
Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here	Enter Text Here

Note: The columns can be expanded, and more rows added as needed.

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4.0 Sustainability

Requirements:

- ❑ Detail how the project will achieve sustainability; and
- ❑ Describe planned efforts to secure additional partners and funding sources.
- ❑ Describe plans for maintaining partnerships beyond the funding cycle.

4.0.2 Matching Contributions

Requirements:

- ❑ Proposed budgets in Year 1 must include 10% in-kind contributions (including but not limited to material, personnel, financial, and other types of contributions);
- ❑ The percentage of in-kind contribution must be a percentage of the Direct Costs not the Total Requested Amount; and
- ❑ In-kind contributions **cannot** be derived from other federal or state funds.

5.0 Budget and Adequacy of Resources

Requirements:

- ❑ Describe a clear relationship between the activities described in the Project Narrative and the proposed allocation of proposed costs; and
- ❑ Address necessity and rationale of proposed costs.
- ❑ The grant budget consists of three components:
 1. The Budget Narrative;
 2. The Budget Worksheet (Exhibit 9); and
 3. The approved [MSDE Grant Budget Forms \(C-1-25\)](#).

5.0 Budget and Adequacy of Resources (con't)

Considerations:

- ❑ All 21st CCLC awards are reimbursable grants, whereby each program incurs costs and then, invoices the MSDE for requested charges.

- ❑ Applicable to Non-LEA's only:
 - ❑ Grantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which typically takes approximately six to eight weeks.

5.0 Budget and Adequacy of Resources (con't)

Grant funds cannot be used to purchase:

- Food;
- Facilities;
- Vehicles; or
- Support new construction.

See examples of allowable expenses and unallowable expenditures (not an inclusive list) on pages 22-23.

5.0.2 Budget Worksheet

Refer to
Exhibit 7 for a
Sample
Budget
Worksheet
and additional
guidance.

Exhibit 8

EXHIBIT 8: BUDGET WORKSHEET TEMPLATE

Line Item (Required Budget Categories as per Maryland Financial Reporting)	Calculation (a detailed itemization must be provided, refer to guidance)	Amount Requested	In-kind Amount and Source	Total
Salaries & Wages				
Total Salaries & Wages				
Contracted Services				
Total Contracted Services				
Supplies & Materials				
Total Supplies & Materials				
Other Charges				
Total Other Charges				
Equipment				
Total Equipment				
Transfers				
Total Transfers				
Total Direct Costs				
Indirect Costs				
TOTAL Requested				

*Indicate the amount of the in-kind contribution and the source in the corresponding cell. This can be a cash contribution or a non-monetary contribution.

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5.0.2 Budget Worksheet (con't)

Function:

- ❑ Provides a clear itemization of all proposed costs.

Considerations:

- ❑ Identify reasonable and allowable expenses aligned with the USED Uniform Grant Guidance, [2 C.F.R. Part 200](#), (2 CFR § 200). The [Electronic Code of Federal Regulations \(E-CFR\)](#) is accessible. Utilize [The Maryland Financial Reporting Manual](#) as an additional resource when categorizing allowable expenses.

5.0.2 Budget Worksheet

Requirements:

- ❑ Salaries and Wages and Contractual Employees
 - ❑ The calculation column must include: Hourly rate of pay based on the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](#) (BOL), number of hours billed to the project, percentage of time billed to the project. In the calculation column embed the hyperlink to the BOL reference; and
 - ❑ The budget must include a position or contracted services expense for a finance agent/bookkeeper.

5.0.2 Budget Worksheet

Requirements:

 [U.S. Bureau of Labor and Statistics](https://www.bls.gov) (BOL) example of Art's Enrichment

Teacher



The screenshot shows the U.S. Bureau of Labor Statistics website. The main heading is 'Occupational Employment Statistics'. The selected category is '27-0000 Arts, Design, Entertainment, Sports, and Media Occupations (Major Group)'. A list of occupations is provided, with 'Arts' highlighted. Below this, there are links for national estimates, industry profiles, and geographic profiles. A table shows employment and wage estimates for the major group. A percentile wage estimator table is also present, with the 50% (Median) wage highlighted.

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
2,017,810	0.7 %	\$29.79	\$61,960	0.7 %

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$11.49	\$16.02	\$24.59	\$36.53	\$52.33
Annual Wage (2)	\$23,890	\$33,310	\$51,150	\$75,980	\$108,840

5.0.2 Budget Worksheet

Requirements:

- ❑ Supplies and Materials
 - ❑ Refer to [CFR 200.94](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.
 - ❑ Specify and detail how the expense was calculated for each line item. The calculation column must include: quantity and cost per item.

- ❑ Equipment
 - ❑ Refer to [CFR 200.313](#) and [MD Financial Reporting Manual](#), Appendix D for a definition.

5.0.2 Budget Worksheet

Requirements:

- Other Charges
 - May include expenses such as travel, conferences, fringe, etc. (not an inclusive list); and
 - Fringe must be clearly defined and might include percentage of state and federal taxes, retirement/pension, unemployment, liability insurance, health insurance, etc.

5.0.3 The MSDE Grant Budget C-1-25 Form

For all applicants:

- ❑ If the applicant is an LEA: The district's budget officer or chief financial officer and the superintendent or designee must sign this form.
- ❑ If the applicant is not an LEA: The chief financial officer and chief executive officer or designee must sign this form.
- ❑ One individual cannot sign the C-1-25 as the Finance Official and the Agency Head.

5.0.4 Direct Cost

- ❑ Direct costs are those that can be identified specifically with a particular cost objective; and
- ❑ Costs for personnel who supervise the activities of program staff, costs of supplies and materials and/or equipment would qualify as direct costs.

5.0.5 Indirect Cost

Indirect costs are those expenses incurred by a school, school district, or community-based organization in administering or providing program services. Indirect costs are calculated as a percentage of the direct costs (minus equipment charges and the first \$25,000 of each subcontract over that amount).

- ❑ As per EDGAR §76.564 the restricted indirect cost of 8% applies to the 21st CCLC non-local education agencies (LEA).
- ❑ The MSDE has established an approved restricted for all LEA's.

5.0.7 Single Audit Requirements

Any subrecipient that expends \$750,000 or more of Federal awards in a fiscal year must have a single or program-specific audit conducted for that year in accordance with the provisions set forth in 2 CFR Part 200, Subpart F – Audit Requirements.

- ❑ Subrecipients must submit a copy of their single audit report and financial statement (refer to the Appendix).
- ❑ If a subrecipient did not expend \$750,000 or more in Federal awards, the subrecipient must complete, sign, and submit to the [MSDE the Single Audit Exemption Certification form](#) and a copy of its financial statement.

6.0 Appendices

Appendix documents do not apply to the page limit of the Project Narrative.

- ❑ The following sections request additional evidence:
 - ❑ Key Personnel Description and Qualifications
 - ❑ Evaluation and Dissemination
 - ❑ Evaluator Position Description or Resume
 - ❑ Partners Letters of Commitment
 - ❑ Contracted Services Memorandum of Understanding (MOU)

6.0 Appendices (con't)

- ❑ Subgrantee Audit Requirements
 - ❑ Single Audit Report and Financial Statement
 - ❑ Certificate of Exemption Certification Form
- ❑ Works Cited
- ❑ Compliance with Federal, State, and Local Health and Safety Standards
 - ❑ Current Fire Inspection Report(s)
 - ❑ Use of Occupancy Permit(s)
- ❑ Consultation with Private School Officials During Design, Development and Implementation

6.0.2 Compliance with Federal, State and Local Health and Safety Standards

Submit a copy of all required licenses and/or certifications for health and safety including:

- Use and Occupancy (U&O) permit; and
 - Current Fire Inspection report.
-
- Evidence must be submitted per operating site.

6.0.3 Consultation with Private School Officials During Design, Development and Implementation


 Exhibit 10

EXHIBIT 10: PRIVATE SCHOOL CONSULTATION FORM

The Office of Management and Budget Circular A-133 Compliance Supplement, Cross Cutting Section, page 4-84.000-28 states:

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

Please complete and sign the form below related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

There are no private schools located within the boundaries of the school district. If you check this statement, you do not need to complete the remainder of this form, but your signature is required.

There are private schools located within the boundaries of the school district and these schools listed below were consulted prior to the development of the Title IV, Part B, 21st CCLC application.

Please List Private School(s) Contacted

Method(s) of Contact – Applicant Initiated (Check all that apply)

Letters of facsimile document
 Meetings
 Documented telephone calls
 E-mail
 Other - list (please be specific): Enter Text Here

Superintendent of Schools/Head of Grantee Agency Original Signature Date

Utilize [MSDE Private Schools \(by county\) website](#) page to identify eligible schools.

6.0.4 Recipient Assurances




Exhibit 11

EXHIBIT 11: RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.





Exhibit 11

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency Original Signature Date



6.0.5 Conflict of Interest

EDGAR 200.318

- ❑ No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.
- ❑ Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

7.0 The General Education Provisions Act (GEPA)

Section 427

- ❑ Each application must develop and describe the steps taken to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

8.1 Validation Process Part I

Pre-screening Process:

- Late applications;
- Debarments/Terminations; and
- Minimum hours of required programming (Refer to Section 2.01).

Applications not meeting Part I of the Validation Process will not be reviewed and feedback will not be provided.

8.0.2 Validation Process Part II

Proposal Review:

- ❑ Reviewers will assign a numerical score to each application and participate in consensus scoring in as assigned Review Team.

Proposal Score:

- ❑ A final score will be calculated with consideration of the federal and state absolute priorities, as well as the competitive and performance priorities; and
- ❑ Proposals scoring at 85% and above will be eligible for Validation Process Part 3.

8.0.3 Validation Process Part III

Validation Overview:

- ❑ Applicant responds in writing to a set of general and specific programmatic and budget questions.
- ❑ If necessary, applicants will participate in a Validation Interview to provide the MSDE representatives and the applicant's leadership team and partners (if requested) the opportunity clarify any outstanding programmatic or budgetary questions.
- ❑ The MSDE may also conduct a Validation Visit.

8.0.4 Awarding of Funds

The MSDE will initiate notification of grant awards via email.

- ❑ Final determination for awards based on the results of the Validation Process and the availability of funds;
- ❑ Proposals will be funded as the total federal allocation to the State allows; and
- ❑ Participation in the Validation Process Part III does not constitute an award.

All funding is contingent on the annual awarding of federal funds to the MSDE.

9.0 Denial of Grant Application

Each applicant whose application is denied will receive a Denial Notice that explains the reason for the denial after final award decisions are made.

- ❑ 9.0.1 Reason for Denial
- ❑ 9.1 Appeal Process

10.0 Application Submission Requirements

Formatting Requirements:

- Number pages;
- 1 inch margins;
- 1.5 line spacing;
- 12-point font;
- Not to exceed 25 pages (excluding the Exhibits and Appendix);
- The formatting of charts, worksheets, and tables may use single spacing and a type size of 10-point font; and
- References must be cited using the American Psychological Association (APA) format.

10.0 Application Submission Requirements

2 Application Checklist




		Exhibit 2	
EXHIBIT 2: APPLICATION CHECKLIST			
Yes	No		
		Application for Maryland 21st Century Community Learning Centers Form (Exhibit 3)	
		Project Narrative (25-page limit)	
		Extent of Need for Project	
		Project Design	
		Performance Measures and Indicators	
		Alignment with SEA Goals	
		Implementation and Governance Plan	
		Evaluation and Dissemination	
		Coordinating with Other Programs	
		Partners	
		Sustainability	
		The General Education Provisions Act (GEPA)	
		Budget and Adequacy of Resources	
		Budget Narrative	
		C-1-25	
		Exhibits	
		Exhibit 4 - Performance Measures and Indicators	
		Exhibit 5 - Management Plan Worksheet	
		Exhibit 6 - Partners Plan Worksheet	
		Exhibit 8 - Budget Worksheet	
		Exhibit 9 - LEA/School Participation Agreement	
		Exhibit 10 - Private School Consultation Form	
		Exhibit 11 - Recipient Assurances	

10.0 Submission Requirements

- ❑ Submit the entire proposal in one document pdf-format electronically no later than 5:00 P.M. on **Friday, April 2, 2021** to:

21stCCLCRFP2021.msde@maryland.gov

- ❑ Include the lead agency and program name in the email subject line;
- ❑ Each applicant will receive an email confirming receipt of proposal(s) and the time received by the MSDE; and
- ❑ All parts of the application are due at the same time and **partial submissions will not be reviewed.**

Timelines and Deadlines

Project Task	Date
Additional Questions Due Date	February 12, 2021
Q&A Posted on the MSDE Web Page	February 26, 2021
Proposal Due Date	April 2, 2021
Application Decision	July 23, 2021

Questions and Answers

- Please submit any questions in the chat box.
- The questions will be gathered and responses posted to the website by Friday, February 26, 2021.
- Questions will be addressed one-by-one as time allows.

**Thank you for attending the
Maryland State Department of Education
Nita M. Lowey
21st Century Community Learning Centers
FY22 Pre-Proposal Conference.**