

# Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Out-of-School Time Programs of the Future Grant Application and Guidance: Customer Service Support Session

Maryland State Department of Education

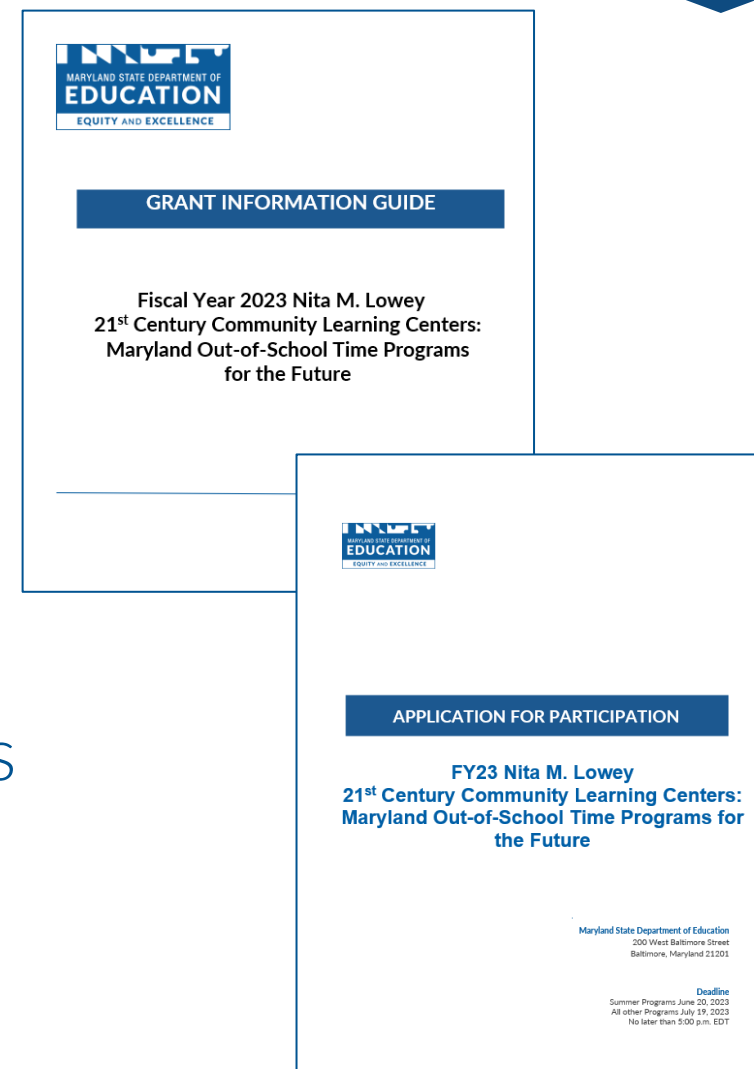
June 12, 2023

Presented By | Division of Student Support, Academic Enrichment, and  
Educational Policy: The Youth Development Branch

# Agenda

## Primary Resource: Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Maryland Out-of-School Time (OST) Programs for the Future Grant Information Guide (GIG) and Application

- Welcome and Introductions
- Introduction to 21<sup>st</sup> CCLC Grant Information Guide
- 21<sup>st</sup> CCLC Application and Submission Process
- Timeline
- Q&A



# Welcome and Introductions



## Who's Here Today?

### Presenters

Mr. Reginald Burke  
Ms. Emily Katongole  
Ms. Annette Jackson  
Ms. Monique McDowell

### Audience

Potential Applicants



## Stay in the Know!

21<sup>st</sup> CCLC Website  
[21<sup>st</sup> CCLC Grant Website](#)

### MSDE Grants Office

[MSDE Grants Administration and Compliance](#)

[\(click on "Grants Program Application Window"\)](#)



## Have a Question?

### During the Session

Utilize the Chat Window

### After the Session

[reginald.burke@maryland.gov](mailto:reginald.burke@maryland.gov)

# Introduction to 21<sup>st</sup> CCLC GIG and Application

## Goals



Identify the purpose and baseline expectations of 21<sup>st</sup> CCLC OST Programs for the Future Grant Program



Outline important dates associated with the 21<sup>st</sup> CCLC OST Programs for the Future Grant Application



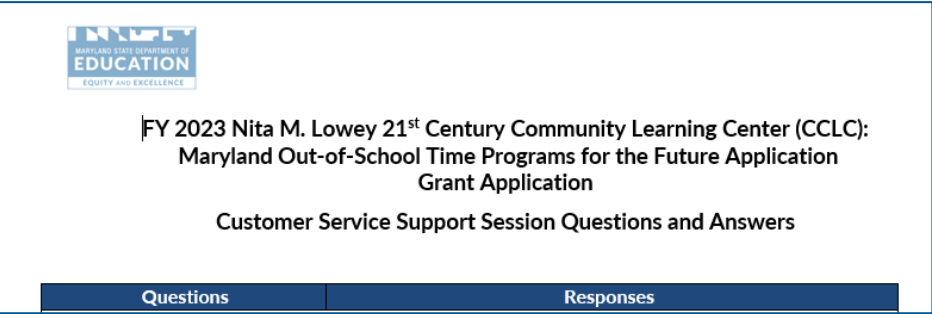
Explore and explain the Grant Information Guide (GIG) and Application



Provide an overview of the Customer Service Session Question and Answers from previously conducted sessions

# Introduction to 21<sup>st</sup> CCLC GIG and Application

## Questions and Answers



- Addresses questions presented in Customer Service Sessions # 1 and # 2
- Notates updates made to the Application as of June 6, 2023, and currently available
- To be posted in the [21<sup>st</sup> CCLC website](#) once updated from today's session

Questions	Responses
Updates as of June 6, 2023	
What is the email address to submit the application?	The application should be submitted to <a href="mailto:21stcclcrfp2023.msde@maryland.gov">21stcclcrfp2023.msde@maryland.gov</a> . Refer to pages 4 and 19 of the Grant Information Guide (GIG).
What documents are required for the budget and budget narrative section?	<p>The grant budget (15 Points) consists of two components:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Budget Worksheet and Narrative</a>; and</li> <li>• The approved <a href="#">MSDE Grant Budget Forms (C-1-25)</a>.</li> </ul> <p>Refer to the <a href="#">Out -of-School Time Fiscal Guidance</a> and page 18 of the GIG.</p>
What are the available grant periods?	<p>Applicants can choose to operate programs during the school year and summer, school year only, or summer only. The period of availability for programs is indicated below. Refer to page 4 of the GIG.</p> <p><b>School Year and Summer</b></p> <ul style="list-style-type: none"> <li>• July 1, 2023 – September 30, 2023 (Summer Program 2023)</li> <li>• July 1, 2023 - August 31, 2024 (School Year and Summer Program)</li> <li>• July 1, 2024 - August 31, 2025 (School Year and Summer Program)</li> <li>• July 1, 2025 - August 31, 2026 (School Year and Summer Program)</li> </ul> <p><b>School Year Only</b></p> <ul style="list-style-type: none"> <li>• July 1, 2023 - June 30, 2024 (School Year Program)</li> <li>• July 1, 2024 - June 30, 2025 (School Year Program)</li> <li>• July 1, 2025 - June 30, 2026 (School Year Program)</li> </ul> <p><b>Summer Only</b></p> <ul style="list-style-type: none"> <li>• July 1, 2023 – September 30, 2023 (Summer Program 2023)</li> <li>• July 1, 2023 - August 31, 2024 (Summer Program 2024)</li> <li>• July 1, 2024 - August 31, 2025 (Summer Program 2025)</li> <li>• July 1, 2025 - August 31, 2026 (Summer Program 2026)</li> </ul>



# Introduction to 21<sup>st</sup> CCLC GIG and Application

## Purpose



The MSDE strongly suggests that the 21st CCLC MD OST Programs for the Future applicant implement OST academic enrichment grant programs that align, enhance, and sustain the transformational work of the [MD Leads Grant Program](#), [Maryland Strategic Plan](#), and the [Blueprint for Maryland's Future](#).

## Maryland Leads

- MD Leads is a grant initiative designed to support LEAs in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.

## Maryland Strategic Plan

- Three phases will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint for Maryland's Future promise of an excellent and equitable education for every student.

# Introduction to 21<sup>st</sup> CCLC GIG and Application

## MD LEADS Strategies

- i. **Reimagining the Use of Time** – Reimagine the use of time to create opportunities that support students and their learning.
- ii. **Innovative School Models** – Increase the number of high-quality schools by innovative school models that are accessible to all students with no selective admission requirements.

## MD Strategic Plan Priorities

### Phase I

- i. **Priority Two – Ready to Read** – All Maryland Students are proficient in reading by the end of the third grade and those who are not have the necessary supports to become proficient.
- ii. **Priority Three – Ready for High School**. All Maryland students enter high school on track to meet the college and career readiness standards by the end of the tenth grade, and are engaged socially, emotionally, and academically to succeed in progressive challenging and advanced level coursework aligned to college and career pathways.
- iii. **Priority Four – Ready for College and Career** – All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

# Introduction to 21<sup>st</sup> CCLC GIG and Application

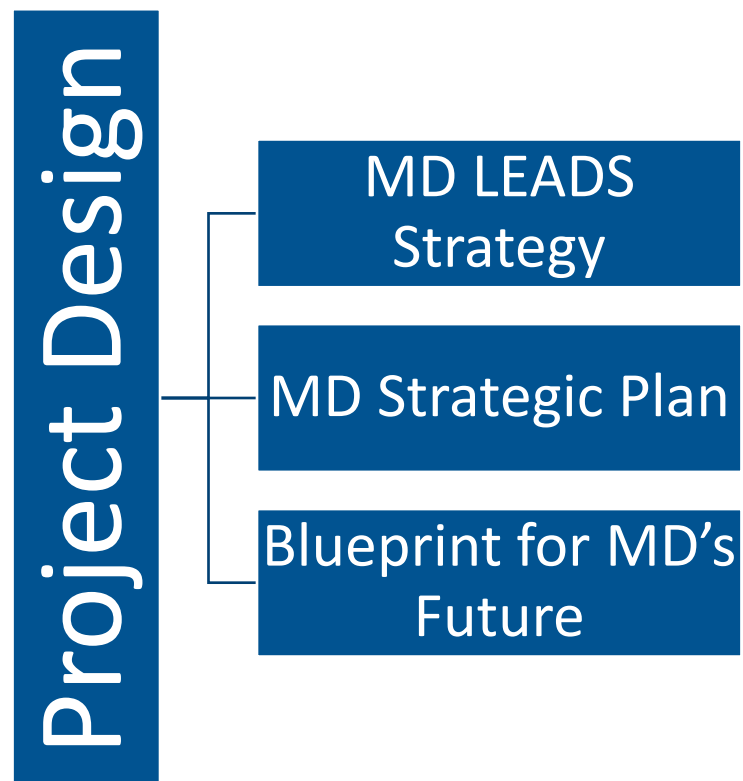
## Blueprint for MD Future

- i. **Priority Three – College and Career Readiness** - Sets a new College and Career Readiness (CCR) standard that prepares graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level credit-bearing college courses and work in high-wage and high-demand industries.
  
- i. **Priority Four – More Resources to Ensure that All Students are Successful** - focuses on strengthening wraparound services through the expansion of community schools, establishing the Maryland Consortium on Coordinated Community Supports, targeting supports for students and families based on differentiated need, establishing a workgroup on English learners, and developing a funding formula based on a new measure of concentration of poverty.

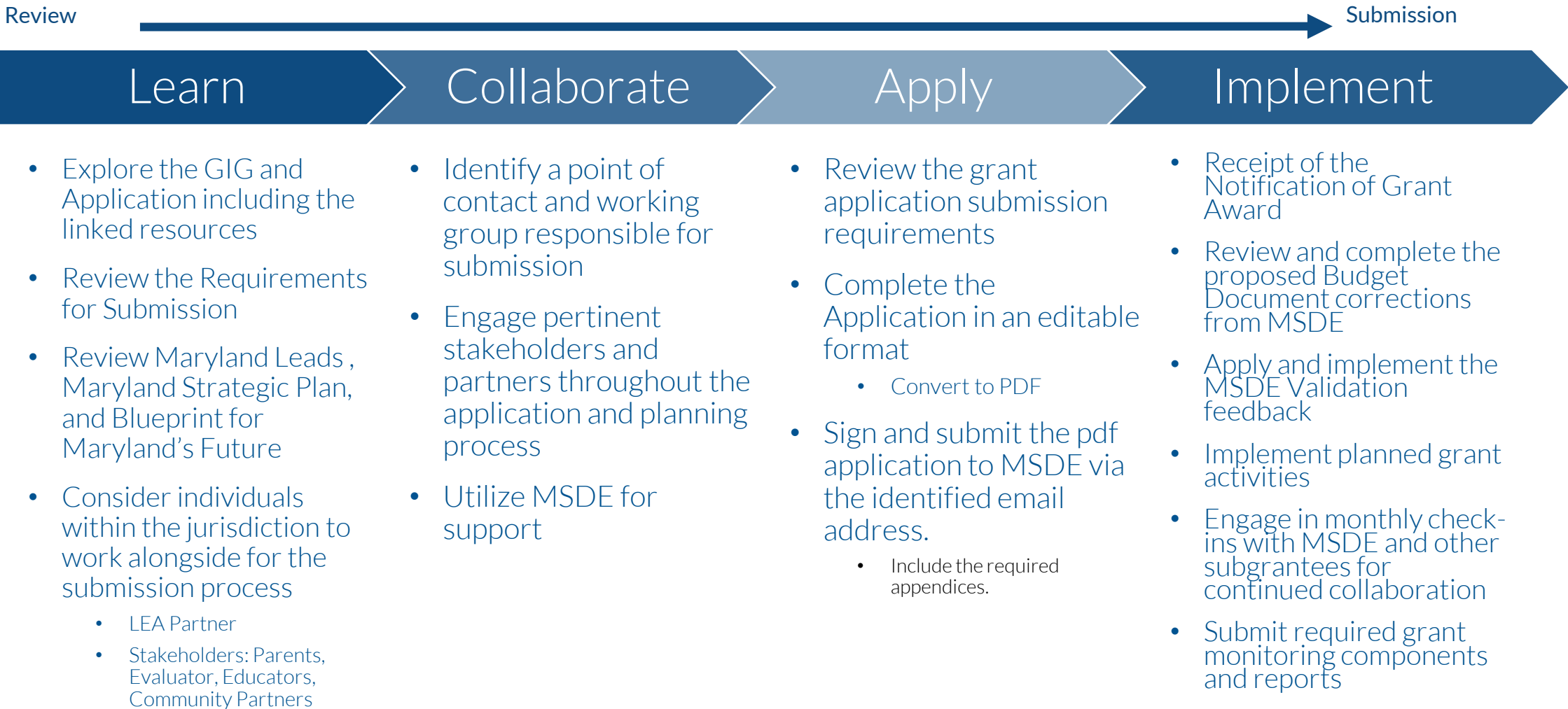


# Introduction to 21<sup>st</sup> CCLC GIG and Application

Applicants should strongly align the project design with at least one of the priorities.



# Completing the Grant Renewal Application



# Eligibility

The 21<sup>st</sup> CCLC competition in Maryland is open to:

Local Education  
Agencies (LEAs)

Non-Profit  
Agencies

City or County  
Government  
Agencies

Community and  
Faith-Based  
Organizations

Institutions of  
Higher  
Education

For-Profit  
Corporations

# Introduction to 21<sup>st</sup> CCLC GIG and Application

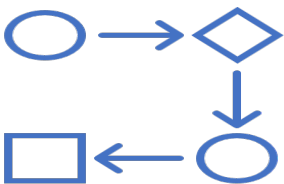
The 21<sup>st</sup> CCLC applicant asks:



What resources are available within the LEA(s) proposed to be served?



What are the purposes of the resources and identified funding restrictions/limitations?



How can we (21<sup>st</sup> CCLC applicant and partners) leverage the resources and define relationships through the 21<sup>st</sup> CCLC funded partnership?

# Purpose

## The 21<sup>st</sup> CCLC grant program will:

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Provide academic enrichment which includes providing instructional services to help students, who attend low-performing schools, meet State and local student academic achievement standards.

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Offer students a broad array of additional services, program and activities such as youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, etc.

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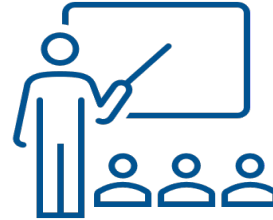
Offer families of students served by community learning centers opportunity for literacy instruction and related educational development.

# Maximizing Collaboration and Funding

Examples of how a 21<sup>st</sup> CCLC applicant may maximize funding resources might include



Restructure part-time positions, such as Family Engagement and After-school Coordinators to full-time positions

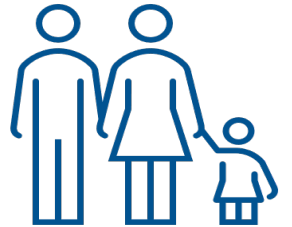


Increase certified teacher instructional time in the OST program through smaller teacher: student ratios

Form new partnerships with subject matter experts to provide opportunities that extend learning time



Offer family engagement experiences focused on academic enrichment and behavioral health services beyond the traditional classroom



Create additional tutoring experiences in the OST program that extend the school day tutoring programs



Develop OST tutoring positions that overlap instruction from the school day program into the academic enrichment program



# Application and Funding Overview

## Dissemination and Deadline

- The application was released on May 19, 2023.
- The deadline for application submission is as outlined:
- **FY24 SUMMER PROGRAMS must submit a separate application.**
  - Due: June 20, 2023
    - FY24 Summer Programs operating between July 1, 2023-August 31, 2023
- Due: July 19, 2023:
  - FY24 School Year only programs operating between July 1, 2023 – June 30, 2024; OR
  - FY24 School Year and Summer Programs operating between July 1, 2023 – August 31, 2024

## Grant Period

- **Length of Grant:** Three Years (annual renewal application required)
  - The period of availability is July 1, 2023, through September 30, 2026.
- Programs:
  - School Year
    - 12 hours/week for 25 weeks
  - Summer Only
    - No less than 80 hours
  - School Year and Summer
    - 12 hours/week for 25 weeks
    - No less than 80 hours

## Funding

- **Total Funds Available:**
  - \$10.3 million total award
- Annual Funding Availability:
  - Minimum Award: \$50,000
  - Maximum Award: \$400,00

# Allowable Use of Funds\*



- Intervention, strategies, and curriculum purchases (must meet ESSA evidence criteria);
- Salaries and fringe benefits for 21st CCLC OST time staff;
- Professional development and 21st CCLC trainings;
- Consultants, subcontractors, and evaluators providing allowable services/activities;
- Classroom materials and supplies for 21st CCLC classes;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities; and
- Arts and music education activities.

\*Not an Exhaustive List, Refer to GIG, Page 7.

# Allowable Use of Funds\*



- Entrepreneurial education, college, and career readiness programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours; and
- Programs that promote parental involvement and family literacy.

\*Not an Exhaustive List, Refer to GIG, Page 7.

# Allowable Use of Funds\*



- Drug and violence prevention programs;
- Counseling programs;
- Character education programs; and
- Preparation of the proposal: costs to develop, prepared, and/or write the 21st CCLC proposal should be treated as indirect costs and allocated currently to all activities of the non-federal entity.



\*Not an Exhaustive List, Refer to GIG, Page 7.

# Unallowable Use of Funds\*



- Preparation of the proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor;
- Pre-award costs: Pre-award costs may not be charged against the grant;
- Funding for activities conducted and costs incurred before the start date of the grant;
- Entertainment, refreshments, and snacks;
- A field trip without the approved academic support (will be considered entertainment); and
- End-of-year celebrations or food associated with parties or socials.

\*Not an Exhaustive List, Refer to GIG, Page 8.V

# Unallowable Use of Funds\*



- Game systems and game cartridges;
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
- Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways);
- Advertisements, promotional, or marketing items;
- Decorative items;
- Purchase of facilities, vehicles (e.g., Buses, Vans, or Cars, or Land acquisition);
- Capital improvements, permanent renovations; and
- 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).

\*Not an Exhaustive List, Refer to GIG, Page 5.



# Unallowable Use of Funds\*



- Direct charges for items or services that the indirect cost rate covers;
- Dues to organizations, federations, or societies for personal benefit; and
- Any costs not allowable for federal programs per Uniform Guidance 2 CFR§ 200.400.



- The Maryland (MD) Leads grant program expenses may not be submitted for reimbursement with 21st CCLC funding.

\*Not an Exhaustive List, Refer to GIG, Page 7.

# Application for Funding

- I. Proposal Cover Page
- II. Federal and State Absolute and Competitive Priorities
- III. Required Minimum Hours of Programming
- IV. Project Narrative
  - Extent of Need
  - Goals, Measurable Outcomes, and Milestones
  - Evidence of Impact
  - Plan of Operation, Key Personnel, and Timeline
  - Partners Plan
  - Evaluation and Dissemination
- V. Budget and Budget Narrative

FY23 21<sup>st</sup> CCLC Grant Application

May 19 – July 19, 2023

## Proposal Cover Page

Program Title:

Project/Program Director:

Director Phone:

Director email:

Financial Contact Name:

Financial Contact Phone:

Financial Contact Email:

Institution/Agency Name:

Institution/Agency Address:

Federal Employer ID number:

UEI number:

UEI expiration date:

Amount of request for grant period (July 1, 2023-August 31, 2023): \$

Amount of request for grant period (January 1, 2024-August 31, 2024): \$

Amount of request for grant period (September 1, 2023-August 31, 2024): \$

Amount of request for grant period (September 1, 2023-June 30, 2024): \$

(Should agree with Proposed Budget)

Signature of Director/Superintendent

# Application for Funding

## Federal and State Absolute and Competitive Priorities

### Eligible School Summary

Schools eligible for services provided by this grant are:

- i. Title I Schools that serve a high percentage (at least 40 percent) of students from low-income families;
- ii. High schools with graduation rates less than 67 percent;
- iii. Other schools determined by the LEA to need intervention and support.

**ELIGIBLE SCHOOL SUMMARY**

Please provide the following information:

Core Subject Area(s):

Click or tap here to enter text.

Total Number of Operating Days:

Click or tap here to enter text.

Days of Operation:

Click or tap here to enter text.

Hours of Operation:

Click or tap here to enter text.

Operating Site(s) Address(es):

Click or tap here to enter text.

**LIST OF PROPOSED ELIGIBLE SCHOOLS (SUMMER 2023):**

Name of School	Percentage of FARMS
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.

Add more rows if necessary.

SPECIAL RULE: MSDE shall allow an application to be submitted by an LEA, if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity, and of sufficient quality to meet the requirements of this priority.

# Application for Funding

## Program Type

Program Type (check only one): School Year ☐ School Year and Summer ☐ Summer only ☐

### Required Hours of Programming

- School Year: No less than 12 hours of programming per week (can include weekdays or Saturdays) for 25 weeks during the traditional school year OR no less than 4 hours of programming on Saturdays only for 25 weeks during the school year.
- School Year and Summer: No less than 12 hours of programming per week (can include weekdays and Saturdays) for 25 weeks during the traditional school year OR no less than 4 hours of programming on Saturdays only for 25 weeks during the school year AND no less than 80 hours of summer to include academic and enrichment programming for at least 32 hours on the calendar.
- Summer Only: No less than 80 hours of summer to include academic and enrichment programming for at least 32 hours on the calendar.

# Application for Funding

## Absolute and Competitive Priorities

### Federal Absolute

- i. Provide a description of how the grant project provides **comparable opportunities in designing the program for the participation of both public and private school students** in the area served by the grant. This detail includes **evidence of consultation with private school officials during the design, development, and implementation of the 21st CCLC** program on issues such as how the children's needs will be identified and what services will be offered and provide equitable services to private school students and their families that are secular, neutral, and non-ideological.
- ii. Describe efforts to provide a **timely notice of intent to apply and how the information will be disseminated**. Examples of dissemination efforts can include an LEA presenting the 21st CCLC application at a school board meeting, or a community-based organization posting an announcement on their website.

# Application for Funding

## Absolute and Competitive Priorities

### State Absolute

- i. All applications are strongly encouraged to identify at least one of the MD Leads Strategy, MD Strategic Plan, Blueprint for MD's Future. Priority areas as a focus of the proposed 21st CCLC programming:
  - i. Reimagining the Use of Time; ([MD Leads](#))
  - ii. Innovative School Models; ([MD Leads](#))
  - iii. Ready to Read ([MD Strategic Plan Priority](#))
  - iv. Ready for High School ([MD Strategic Plan Priority](#))
  - v. Ready for College and Career ([MD Strategic Plan Priority](#))
  - vi. College and Career Readiness ([Blueprint for Maryland's Future](#))
  - vii. More Resources to Ensure that All Students are Successful ([Blueprint for Maryland's Future](#))

The applicant should identify which strategy, activity, and expected impact the 21<sup>st</sup> CCLC program will align with or build upon in the Performance Goals and Indicator section of the application.



# Application for Funding

## Absolute and Competitive Priorities

### Competitive Priorities

Optional: Address one of the following with the possibility of receiving up to three additional points:

- Integrate behavioral health supports in association with the LEAs [Blueprint for Maryland's Future: Implementation Plan](#);
- Integrate service-learning in accordance with the Maryland's Seven Best Practices; or
- 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 for Funding

## Required Minimum Hours of Programming

### Competitive Priorities

Demonstrate the ability to successfully implement programming during either the school year, the school year and summer, or the summer only, for each year of the three-year grant period.

**REQUIRED MINIMUM HOURS OF PROGRAMMING**

Describe how the program will fulfill the required minimum hours of programming.

Enter text here.

**School Year:**

No less than twelve (12) hours of programming per week (can include weekdays or Saturdays) for 25 weeks during the traditional school year OR no less than four (4) hours of programming on Saturdays only for 25 weeks during the school year.

**School Year and Summer:**

No less than twelve (12) hours of programming per week (can include weekdays and Saturdays) for 25 weeks during the traditional school year OR no less than four (4) hours of programming on Saturdays only for 25 weeks during the school year AND no less than eighty (80) hours of a summer program to include academic and enrichment programming for at least thirty-two (32) hours on the calendar

**Summer Only:**

No less than eighty (80) hours of a summer program to include academic and enrichment programming for at least thirty-two (32) hours on the calendar.

# Application for Funding

## Project Narrative

### Extent of Need

- Clearly defined problem supported by a needs assessment

### Goals, Measurable Outcomes, and Milestones

- The goals should address the main problem identified in the needs assessment.
- Report the MD Leads Strategy or MD Strategic Plan Priority or Blueprint for MD Future.
- Report target percentage, strategies and activities, and measurable outcomes.

FY23 21<sup>st</sup> CCLC Grant Application

May 19 – July 19, 2023

### Project Narrative

**EXTENT OF NEED - (10 POINTS)**

Describe the conditions or needs to be addressed through the FY23 21<sup>st</sup> CCLC grant program. Include a clearly defined problem supported by a needs assessment and supporting data. Describe how the grant funds will address the problem and show how those efforts are effective.

Enter text here

**GOALS, MEASURABLE OUTCOMES AND MILESTONES - (15 POINTS)**

The goals should address the main problem identified in the needs assessment. Report the MD Leads Strategy or MD Strategic Plan Priority, target percentage, activities, data sources, and evaluation methods for each State identified measurable outcome.

Measurable Outcome: Percentage of students participating in 21 <sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in reading/language arts.
MD Leads Strategy or MD Strategic Plan Priority: Enter text here.
Target Percentage: Enter text here.
Activities: Enter text here.
Data Source and Evaluation Methods: Enter text here.

*\*Add more rows if necessary*

Measurable Outcome: Percentage of students participating in 21 <sup>st</sup> CCLC programming during the school year and summer who demonstrate growth in math.
MD Leads Strategy or MD Strategic Plan Priority: Enter text here.
Target Percentage: Enter text here.
Activities: Enter text here.
Data Source and Evaluation Methods: Enter text here.

*\*Add more rows if necessary*

Maryland State Department of Education

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# Application for Funding

## Project Narrative

### Goals, Measurable Outcomes, and Milestones

- Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- Percentage of students attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) less than 3.0 who demonstrated an improved GPA.

# Application for Funding

## Project Narrative

### Goals, Measurable Outcomes, and Milestones

- Percentage of youth participating in 21st CCLC school year and summer program who demonstrated an 80% attendance rate during the school year and summer program.
- Percentage of students attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- Percentage of students participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

# Application for Funding

## Project Narrative

### Goals, Measurable Outcomes, and Milestones

- Identify at least one additional strategy identified by the jurisdiction being served and include at least one of the LEAs expected impacts listed under each strategy selected. Applicants serving the grades listed below will be required to annually report outcomes on the USDE Government Performance Results Act (GPRA) Measures.
- **GPRA 1:** (a) 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. (b) 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.
- **GPRA 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 less than 3.0 who demonstrated an improved GPA.
- **GPRA 4:** Percentage of students 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.
- **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.



# Application for Funding

## Project Narrative

### Evidence of Impact

- Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact.
- Academic enrichment programs or activities supported with 21st CCLC funds must be based on evidence-based research to increase the likelihood that the program or outcome will be successful.
- Demonstrate how continued investment in the grant program is justified by initial outcome data from the program.

**EVIDENCE OF IMPACT - (10 POINTS)**

Describe how the proposed plan and strategies being implemented are evidence-based and will lead to the desired impact.

Enter text here.

# Application for Funding

## Project Narrative

### Plan of Operation, Key Personnel and Timeline

- Describe strategies, activities and timeline being implemented; and
- Identify key personnel responsible for grant operations.
- Names, Titles, Roles and Responsibilities relative to the implementation.

#### PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE - (10 POINTS)

Provide a narrative description of a plan of operation. Refer to the Grant Information Guide Plan of Operations section and address all requirements (i.e.: i-iv).

Enter text here.

Provide a justification as to why the strategies were chosen and how they will help to achieve the performance goals and measures.

Enter text here.

Provide a narrative description of key personnel and timeline. Refer to the Grant Information Guide Plan of Operations Key Personnel section and address all requirements (i.e.: i-v).

Enter text here.

Identify key personnel responsible for the operations supported by this funding including names, titles, roles, and responsibilities relative to plan implementation.

Name	Title	Roles & Responsibilities
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.

*\*Add more rows if necessary*

List in chronological order, all major key personnel management and specific, measurable, attainable, relevant, and time-based (SMART) actions necessary to implement the project during the funding cycle.

Enter text here.

# Application for Funding

## Project Narrative

### Plan of Operation, Key Personnel and Timeline

- How the targeted students will be selected, how the program will accommodate students with disabilities, and how the program will provide healthy snacks to participating students;
- Proposed strategies and activities that will be used to meet the student’s academic needs;
- Frequency and duration of the program and how the program will reinforce and complement the student’s regular academic day; and
- A transportation and/or walking plan that describes how students will travel to the program.

**PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE - (10 POINTS)**

Provide a narrative description of a plan of operation. Refer to the Grant Information Guide Plan of Operations section and address all requirements (i.e.: i-iv).

Enter text here.

Provide a justification as to why the strategies were chosen and how they will help to achieve the performance goals and measures.

Enter text here.

Provide a narrative description of key personnel and timeline. Refer to the Grant Information Guide Plan of Operations Key Personnel section and address all requirements (i.e.: i-v).

Enter text here.

# Application for Funding

## Project Narrative

### Plan of Operation, Key Personnel and Timeline

- Include in this section a justification as to why the strategies were chosen and how they will help to achieve the performance goals and measures.
- Identify how the grant funds will support the strategies and specifically, how many students will be served.

**PLAN OF OPERATION, KEY PERSONNEL AND TIMELINE - (10 POINTS)**

Provide a narrative description of a plan of operation. Refer to the Grant Information Guide Plan of Operations section and address all requirements (i.e.: i-iv).

Enter text here.

Provide a justification as to why the strategies were chosen and how they will help to achieve the performance goals and measures.

Enter text here.

Provide a narrative description of key personnel and timeline. Refer to the Grant Information Guide Plan of Operations Key Personnel section and address all requirements (i.e.: i-v).

Enter text here.

# Application for Funding

## Project Narrative

### Plan of Operation, Key Personnel and Timeline

Include a description of key personnel and timeline to include:

- Project leaders, including the roles and positions, as well as the expected qualifications. 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 (b) a federal award and a non-federal award.
- How the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 et seq. of the Family Law Article of the Maryland Annotated Code.

# Application for Funding Project Narrative

## Plan of Operation, Key Personnel and Timeline

Include a description of key personnel and timeline to include:

- How, when, and by whom the program's implementation will be monitored, including starting the project on time.
- Mechanisms by which the project will clearly define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables, e.g., contracts or Memoranda of Understanding.
- How and when the steering committee will be formed to govern the project; and duties of the steering committee, including establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project (e.g., project partners, parents, students, principals, Board of Education).

# Application for Funding

## Project Narrative

### Plan of Operation, Key Personnel and Timeline

- List in chronological order, all major key personnel and specific, measurable, attainable, relevant, and time-based (SMART) actions.
- Indicate the key personnel responsible for accomplishing each action and the estimated timeline for completion.

Identify key personnel responsible for the operations supported by this funding including names, titles, roles, and responsibilities relative to plan implementation.

Name	Title	Roles & Responsibilities
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.

*\*Add more rows if necessary*

List in chronological order, all major key personnel management and specific, measurable, attainable, relevant, and time-based (SMART) actions necessary to implement the project during the funding cycle.

Enter text here.

# Application for Funding

## Project Narrative

### Partners

- Partners include subcontractors: organizations that are under contract with the subgrantee to provide grant-funded activities or services.

### Description

- Identify the grant project’s partners, the respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources.

**PARTNERS PLAN (10 POINTS)**

Identify project partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. Also include which objectives their services will help to achieve.

Partner	Roles and Responsibilities	Benefit to the Project	Timelines
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.

*\*Add more rows if necessary*

Describe how the program will achieve sustainability beyond the life of the grant. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships.

Enter text here.

Maryland State Department of Education | 11



# Application for Funding

## Project Narrative

### Partners

- Partners include subcontractors: organizations that are under contract with the subgrantee to provide grant-funded activities or services.

### Description

- Identify the grant project's partners, the respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources.
- The applicant must indicate which objectives the partner services will help to achieve, as well as evaluation dates to reflect on progress and/or achieved outcomes.

# Application for Funding

## Project Narrative

### Partners Continued

- Describe how the program will achieve sustainability beyond the life of the grant, current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships.

PARTNERS PLAN (10 POINTS)

Identify project partners, their respective roles in the project, the benefits each expects to receive, and the specific contributions each partner will make to the project in the form of financial support, equipment, personnel, or other resources. Also include which objectives their services will help to achieve.

Partner	Roles and Responsibilities	Benefit to the Project	Timelines
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.

*\*Add more rows if necessary*

Describe how the program will achieve sustainability beyond the life of the grant. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships.

Enter text here.

Maryland State Department of Education | 11

# Application for Funding

## Project Narrative

### Partners Continued

- A signed and dated letter of commitment is required at the time the application is submitted from each partner who will be involved in the proposed program (refer to page 16 for specific requirements).
- If awarded, the applicant will upload signed contracts/MOU's for MSDE review and approval, prior to release of funds.

# Application for Funding

## Project Narrative

### LEA/School Participation Agreement

- The Local Education Agency (LEA)/School Participation Agreement must be submitted at the time of the application (refer to appendix).
- The agreement must include a list of partner schools with principal names, and signature from the local school superintendent. Applications submitted without signed LEA/School Participation Agreements will not be reviewed by MSDE.



#### Local Education Agency (LEA)/School Participation Agreement

The Maryland State Department of Education expects each Nita M. Lowey 21st Century Community Learning Centers (21<sup>st</sup> 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 Superintendents** 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). **The LEA/School Participation Agreement must be submitted at the time of the 21st CCLC application.**

**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 for 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 RFP, and adhere to all guidelines, regulations, and assurances as set forth 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 for 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.

# Application for Funding

## Project Narrative

### Evaluation and Dissemination

- Outlines the process by which the program will be evaluated.
- The evaluation must include a plan for a professional, independent evaluation of the program.
  - What types of data will be collected;
  - When several types of data will be collected;
  - What designs and methods will be used;
  - How will the data be analyzed;
  - When reports of results will be available; and
  - How information will be used by the program to monitor progress and provide accountability information to stakeholders.

#### EVALUATION AND DISSEMINATION - (10 POINTS)

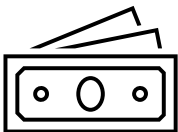
Outline the process by which the program will be evaluated. Include evaluation questions, an evaluation strategy, and a description of proposed data instruments, collection processes, and analytic methods that are consistent with the project's goal and objectives. Describe how the information will be used by the program to monitor progress, as well as disseminate findings to stakeholders.

Enter text here.

# Application for Funding

## Budget and Budget Worksheet

- The line items identified in the Budget Narrative and Budget Worksheet must align.
- The budget object totals in the Budget Worksheet must align with the totals identified on the MSDE Grant Form C-1-25.



## Budget Objects

Salaries  
and  
Wages

Contracted  
Services

Supplies  
and  
Materials

Other  
Charges

Equipment

Transfers

# Grant Award and Budget Development

## FY23 Budget Documents: C-1-25 and Budget Worksheet and Narrative

ORIGINAL GRANT BUDGET	AMENDED BUDGET #	REQUEST DATE
GRANT NAME	GRANT RECIPIENT NAME	
MSDE GRANT #	RDP #	
REVENUE SOURCE	RECIPIENT AGENCY NAME	
FUND SOURCE	GRANT PERIOD	
SYMBOL		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - WAGES	02 - SERVICES	03 -	04 - OTHER CHARGES	05 -	06 -	
<b>201 Administration</b>							0.00
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supp.							0.00
<b>203-205 Instruction Categories</b>							0.00
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							0.00
Prog. 04 Public Sch. Inst. Prog.							0.00
Prog. 05 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 08 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supp.							0.00
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Operation of Plant</b>							0.00
Prog. 30 Maintenance & Care							0.00
Prog. 31 Operating Services							0.00
<b>211 Maintenance of Plant</b>							0.00
<b>212 Fixed Charges</b>							0.00
<b>213 Food Services</b>							0.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							0.00
Prog. 14 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval	Name	Signature	Date	Telephone #
Sept./Agency Head Approval	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Name	Signature	Date	Telephone #

The MSDE C-1-25 itemizes the total requested grant funds by budget object codes.

The FY24 Budget Worksheet itemizes expenses by budget object categories and identifies alternative funding sources.

**BUDGET WORKSHEET: Sample**

Line Item (Required Budget Categories as per Maryland Financial Reporting)	Budget Narrative (Describe a clear relationship between the grant activity and expense)	Time and Effort Requirement* (Indicate if (1) an employee works on (a) more than one federal award, (b) non-federal award and state award, (c) the source and percentage of time on each. This column is to be completed for Salaries and Wages, as well as, Contracted Services (direct service providers), and (d) name the other federal, state, nonfederal grantor. Refer to CFR 206.420).	Calculation (a detailed itemization may be provided, refer to guidance)	Amount Requested	**Fiscal Amount	**Fiscal Source	Total
<b>Salaries &amp; Wages - The budget object aligns with the C-1-25 and cannot be edited.</b>							
Project Director	21st CCLC - 2016 PSDEP - 2016		Full-time (2016) @ \$40,000/year 40 hrs. per week for 40 weeks at rate of \$17.20 per hour <a href="https://www.mde.gov/education/21st-cclc">https://www.mde.gov/education/21st-cclc</a>	\$68,000	\$12,000	PSDEP	\$80,000
Site Director			Full-time (2016) @ \$40,000/year 40 hrs. per week for 40 weeks at rate of \$17.20 per hour <a href="https://www.mde.gov/education/21st-cclc">https://www.mde.gov/education/21st-cclc</a>	\$68,000	\$12,000	PSDEP	\$80,000
<b>Total Salaries &amp; Wages</b>				\$68,000	\$24,000		\$100,000
<b>Contracted Services - The budget object aligns with the C-1-25 and cannot be edited.</b>							
STEAM Enrichment			(1) 40 minute lesson = \$100/lesson to include supplies for 20 students = \$200 / hour of instruction x 4 days	\$800			\$800
Independent Evaluation			Approximately 75%	\$17,330			\$17,330
<b>Total Contracted Services</b>				\$18,130			\$18,130
<b>Supplies &amp; Materials - The budget object aligns with the C-1-25 and cannot be edited. Refer to CFR 206.84 and MD Financial Reporting Manual, Appendix D.</b>							
X12 Curriculum			300 books x \$10 per book	\$3,000	\$1,000		\$4,000
<b>Total Supplies &amp; Materials</b>				\$3,000	\$1,000		\$4,000

FY2 Budget Documents will be reviewed as a part of the application process. Funds will not be approved for reimbursement until MSDE provides a signed, approved budget.

# Application for Funding

## Matching Contributions

Proposed budgets must include in-kind contributions (including but not limited to materials, personnel, financial, and other types of contributions) each year according to the following table:

**TABLE 1: Matching Contributions**

Year	21 <sup>st</sup> CCLC Funding	In-Kind Contributions
1	100%	10%
2	100%	15%
3	100%	20%

- The percentage of in-kind contributions must be a percentage of the Direct Costs and not the Total Requested Amount.
- In-kind contributions cannot be derived from other federal or state funds.
- Adhere to the [OST Grant Fiscal Guidelines](#).



# Application for Funding

## GEPA Statement

### Explanation

- Steps to ensure equitable access; and
- Participation in the project as it is related to the six (6) types of barriers described in the [GEPA](#) (gender, race, national origin, color, disability, and age).

#### General Education Provisions Act (GEPA), Section 427

Explain the steps the applicant will take to ensure equitable access to and participation in the project as it is related to the six (6) types of barriers described in the [GEPA](#) (gender, race, national origin, color, disability, and age).

Click here to enter text.

# Application for Funding

## Appendices

Must be included in the proposal for funding:

- A signed [Recipient Assurances page](#)
- A signed [C-1-25 MSDE budget form and Budget Detail](#)
- A [Budget Worksheet and Narrative](#)
- A copy of the most recent Single Audit Report (Only applicable to entities expending federal funds of \$750,000 or more in a single fiscal year.)
- A copy of the [W - 9 Form](#) (Applicable for first-time grant applicants and/or grantees requiring a change of address/contact)
- A signed [LEA/School Participation Agreement Form](#)
- Letters of Commitment/MOU/Contracts
- Resumes of Key Personnel

# Submission

## Download: [GIG and Application Requirements](#)

- All appendices are to be submitted at the time of the application.
- Appendices do not count towards the Project Narrative 25-page limit.
- A signed electronic copy in PDF format must be submitted by email to [21stCCLCRFP2023@maryland.gov](mailto:21stCCLCRFP2023@maryland.gov).



### APPLICATION FOR PARTICIPATION

**FY23 Nita M. Lowey  
21<sup>st</sup> Century Community Learning Centers:  
Maryland Out-of-School Time Programs for  
the Future**

Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**  
Summer Programs June 20, 2023  
All other Programs July 19, 2023  
No later than 5:00 p.m. EDT

# Review Process

## Scoring Rubric

### 21<sup>st</sup> Century Community Learning Centers Grant Fund Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Federal Absolute Priority #1 5 points	There is a detailed and evidence-based description of how the grant provides comparable opportunities in designing the program for the participation of both public and private school students in the area served by the program. Details include a needs-based assessment and a plan of aligned services to be offered.	There is an explanation of how the grant provides comparable opportunities for the participation of both public and private schools students. Details indicate the need to be addressed supported by services.	There is a limited explanation, or the explanation lacks evidence of <u>the how</u> the grant provides comparable opportunities in designing the program for both public and private school students.
Federal Absolute Priority #2 5 points	There are multiple modes of evidence to demonstrate efforts to provide a timely notice of intent to apply and description to disseminate information across multiple stakeholders.	There is evidence to demonstrate efforts to provide a notice of intent to apply and dissemination plan for stakeholders.	There is limited or no evidence of intent to apply and/or a plan to disseminate information to stakeholders.
State Absolute Priority 5 points	The application identifies a plan to implement strategies, activities and expected outcomes of more than one Maryland Leads Strategy or Maryland Strategic Plan Priority.	The application identifies a plan to implement strategies, activities, and expected outcomes of one Maryland Leads Strategy or Maryland Strategic Plan Priority.	The application provides <u>limited</u> explanation of strategies, activities, and expected outcomes of one Maryland Leads Strategy or Maryland Strategic Plan Priority.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Competitive Priorities 5 points (Optional)	The application includes a detailed plan to implement more than one of the competitive priorities.  (4-5 <u>points</u> )	The application includes a detailed plan to implement one of the competitive priorities.  (2-3 <u>points</u> )	The application does not address or vaguely describe the implementation of the competitive priorities.  (0-1 points)
Extent of Need 10 points	The extent of need includes multiple quantitative and qualitative data sources. Data sources include direct input from all stakeholders in the proposed program specific to the target population and the school(s) the program will serve. Data sources confirm the existence of the problem, pertaining to the specific population, and schools the program will serve. Detailed collection methods are logical, rational, and clearly address the main problem described in the extent of need.	The extent of need includes some quantitative and qualitative data specific to the target population and the school(s) the program will serve. Data sources are described, and collection methods are logical and rational.	The extent of need for the project section fails to define the problem or obstacle the 21 <sup>st</sup> CCLC program will address.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Goals and Outcomes 15 points	The application includes exemplary activities to address each of the six State measurable outcomes, a target percentage, multiple data sources, and more than one identified Maryland Leads Strategy or Maryland Strategic Plan priority and describes the expected impacts on the program. <b>Example:</b> Application A included the specific methods on increasing math and reading state assessment scores and GPA; increasing attendance; reducing suspensions; and increasing teacher-reported student engagement. The applicant selected the Reimagining Use of Time strategy and clearly articulated two or more expected impacts on the program.	The application includes activities to address each of the six State measurable outcomes, target percentage, a data source, and the application includes one of the identified Maryland Leads Strategy or Maryland Strategic Plan priority and describes the expected impacts on the program.	The application does not include activities to address all six of the State performance measures and/or did not include a LEA identified Maryland Leads strategy or Maryland Strategic Plan priority.
Plan of Operation, Key Personnel, and Timeline 10 points	The application provides a detailed narrative description including SMART actions supported by chronological timeline and highly qualified key personnel to implement an exemplary plan of operation that directly aligns with the extent of need and measurable outcomes.	The application provides a narrative description of the plan of operation; justification of the strategies chosen; a narrative description of the key personnel and timelines; and a list of all key personnel as outlined in the plan of operations.	The plan of operation provided does not address the items identified in the statement of need, lacks a descriptive plan of operation, key personnel are listed, and a project timeline is not provided.

# Review Process

## Scoring Rubric

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Evidence of Impact 10 points	The application significantly describes how all proposed strategies are evidence and research-based and explains how the evidence will lead to desired outcomes. They provide a link to research data and provide data on how students in their program have progressed in prior years. They can share ongoing progress with students who previously participated in the 21 <sup>st</sup> CCLC program.	The application adequately describes how proposed strategies are evidence and research based. They provide a link to research data and provide data on how students in their program have progressed in prior years.	The application does not describe the evidence of impact.
Evaluation and Dissemination 10 points	The application includes a plan that incorporates multiple evaluation questions, strategies, and descriptions of proposed data instruments, collection processes, and analytic methods that are consistent with the project's goal and objectives. The plan identifies independent evaluator and key personnel assigned to each task, a detailed timeline and a process to report outcomes to stakeholders.	The application includes a plan that incorporates evaluation questions, strategy, and a description of proposed data instruments, collection processes, and analytic methods that are consistent with the project's goal and objectives. The plan identifies an independent evaluator, a timeline and process to report outcomes to stakeholders.	The application does not include an evaluation plan, <u>or</u> it doesn't include all the areas addressed in the GIG.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Partners 10 points	The application clearly and thoroughly describes the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding). Signed and dated letters of commitment from 100% of partners are provided.	The application describes the mechanisms by which the project will define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding). Signed and dated letters of commitment from 50% or more of partners are provided.	This section fails to describe the mechanisms by which the project will hold partners accountable to specific roles, responsibilities, contributions, and deliverables (e.g., contracts, Memoranda of Understanding).
Budget 15 points	The application includes a budget and budget narrative that lists and describes budget categories e.g., salaries - list personnel name, % FTE, amount assigned [Regina Brown 5% FTE of annual salary \$82,000 = \$4,100] and job description. Line-item amounts show how the cost of each item was calculated. All line-item costs, including indirect cost, are calculated correctly. Items on the budget narrative are allowable, allocable, and reasonable. The budget, budget narrative and C-1-25 agree. The agency provides additional details than required.	The application includes a budget and budget narrative that lists and describes budget categories e.g., salaries - list personnel name, % FTE, amount assigned [Regina Brown 5% FTE of annual salary \$82,000 = \$4,100] and job description. Line-item amounts show how the cost of each item was calculated. All line-item costs, including indirect cost, are calculated correctly. Items on the budget narrative are allowable, allocable, and reasonable. The budget, budget narrative and C-1-25 agree.	The application does not include a budget worksheet, or the budget worksheet lacks detail and is not itemized. Budget contains errors.

# Timeline of Events

Date	Program Milestones
June 20, 2023	Summer 2023 Application Due Date
June 30, 2023	Summer 2023 Award Notifications
July 19, 2023	School Year Only, School Year and Summer, and Summer 2024 Applications Due Date
September 30, 2023	Grant Period closes for Summer 2023 Programs

# Application Important Dates

## Support from MSDE

### Scheduled Technical Assistance

The subgrantee may attend the Customer Service Sessions to receive additional information.

Optional

### Email

reginald.burke@maryland.gov

21st CCLC Grant Website

Updates  
&  
FAQ

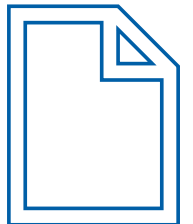
# Award Notification and Reporting Requirements

## Notification

- The MSDE will initiate notification of grant awards upon application review.

## Reporting

- Submit timely documents:
  - a. Monitoring components (Start-Up, End of Year Reports, and Critical Elements Monitoring)
    - a. Corrective action(s)
    - b. Monthly Reimbursement Expenditure Report submission
    - c. Detailed local narrative evaluation report reflecting the growth and progress of the program;
- Participate fully in statewide evaluation activities; and
- Comply with all applicable state statutory and regulatory requirements.





# Timeline for Implementation

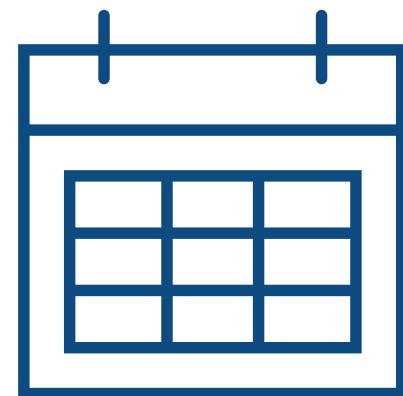
MSDE will facilitate monthly meetings with recipients to ensure continued connection and collaboration throughout the grant period.

## Grant Implementation Window

- Summer 2023: 7/1/2023 - 9/30/2023
- School Year and Summer: 7/1/2023 – 8/30/2024
- School Year Only 7/1/2023 - 6/30/2024

## Reporting Requirements

- The Out-of-School Time (OST) Critical Elements Monitoring Schedule:  
To be released upon award notification.



# Question and Answer Session

Questions?