



FY 2022 Nita M. Lowey 21st Century Community Learning Center (CCLC)

Request for Proposal (RFP) Questions in Response to the Pre-Proposal Conference



Questions	Responses
General Request for Proposal Questions	
Can you please provide an editable version of the RFP and/or provide fillable forms that are separate from the full RFP?	Exhibits 1, 3, 4, 5, 6, 8, and 9 are editable, and are separate documents that can be found on the 21st CCLC webpage .
Can a nonprofit serve as a fiscal agent for multiple applications?	Refer to Section 5.0.5.a and b Budget Worksheet: Itemized Budget, Salaries and Wages/Contracted Services, “the budget must include a position or contracted services expense for a finance agent/bookkeeper.” Yes, a nonprofit agency can serve as a fiscal agent.
Can funds be used to operate a night school program during the school year for high school students to recover credits?	No, 21st CCLC funds are not to be used for night school credit recovery programs. This is not an allowable activity.
Does the program start without the Notice of Grant Award OR does the program start when the notice NOGA is received?	The program may begin once the Notice of Grant Award is received.
Can an agency apply for more than one grant? Not a grant in multiple schools.	An agency may submit multiple grant applications to serve students in the eligible listed in Section 1.8.1 Federal Absolute Priority.
Section I Related Questions	
Section 1.5, Page 8: Is there an option for summer only programs to run on a federal fiscal year vs. state fiscal year to avoid the program “straddle” between the two years?	No. All summer programs must end by August 31st of each state fiscal year.

<p>Section 1.5, Page 9: In Question #5, GPRA data, do all measures apply to summer programs? If they do, how and when are measures to be reported? For example, would state assessment and GPA data be the school year before the summer program and the school year following the summer program?</p>	<p>Additional information will be forthcoming on how GPRA's will be measured and reported.</p>
<p>Section 1.5, Page 10: "Any funds not expended prior to the expirations of such funds will no longer be available to the grantee." Does this apply to the funds allocated to Year 2 and 3? In other words, if a grantee underspent in year one by \$10k- or some other amount- is the grantee's award for year two reduced by that same amount?</p>	<p>As per Section 1.5 Funding and Length of Grant, funds must be expended in the grant year they were awarded. Any funds not expended prior to the expiration of such funds will no longer be available to the grantee. The MSDE does not allow 21st CCLC grant funds to be carried over into the following grant year. This will not reduce the award for the following grant year.</p>
<p>Section 1.8.1: We currently serve high needs middle school students (mostly FARMS and ESOL) in Howard County. None of the schools served are Title 1 or on the comprehensive list provided. If we get the local superintendent to sign off on these schools as having need and wanting support, are we eligible to apply and work with those schools?</p>	<p>As per section 1.8.1.a Federal Absolute Priorities, "Schools eligible for services provided by this grant are other schools determined by the Local Education Agency (LEA) to be in need of intervention and support." The local superintendent signature and identification of the schools on Exhibit 9, The LEA/School Partnership Agreement will be accepted.</p>
<p>Section 1.8.1.c, Page 11: Do Targeted Support and Improvement (TSI) Schools qualify under the absolute priority?</p>	<p>The list of eligible schools can be found on the MSDE 21st CCLC website.</p>
<p>Section 1.8.1.c, Page 11: Is there a form or format for the LEA to identify a school in need of intervention and support?</p>	<p>A subgrantee can list a school on the Exhibit 9 LEA/School Participation Agreement and secure the signature of the local superintendent. Additionally, the extent of need should be clearly defined in Section 3.1 Extent of Need for Project of the application.</p>
<p>Section 1.8.1, Page 11 and Exhibit 3, V. 2 (Partnerships), Page 48: On Page 11, the RFP discusses a "Special Rule" regarding partnerships with community-based organizations. On Page 48, the RFP states that</p>	<p>If an LEA is unable to secure a community-based partnership, the Special Rule on page 11 will be applied. The LEA should provide an explanation in the application and in the project narrative.</p>

<p>partnerships are an absolute priority. If we are not able to enter a partnership with a community-based organization, would this be explained in Exhibit 3, V.2, where we are to “List the project partners that meet this absolute priority”? Also, should we discuss this within the application narrative.</p>	
<p>Section 1.8.2, Page 11: Do summer only programs have to include service-learning? In the past this requirement has not been required due to the brevity of summer programs.</p>	<p>As per Section 1.8.2 State Absolute Priorities, all applications, including summer only programs, must integrate both character education and service-learning components.</p>
<p>Section 1.8.3, Page 11: Our program does both a. Align to College & Career Readiness Standards and b. Focus on STEM. Understanding that we can only get 5 points max, can we detail how we address both Priorities in our narrative?</p>	<p>As per Section 1.8.3 Competitive Priorities, applicants may only select <u>one</u> competitive priority and detail how the program will address this priority in the narrative.</p>
<p>Section 1.9, Page 12: Is the program required to teach both math and reading or can only one academic activity be chosen?</p>	<p>The program may choose to include only one academic subject.</p>
<p>Section 1.9, Page 13: Can homework support be extended to an hour or more? The students' parents keep asking us to provide more homework support daily for an hour or more.</p>	<p>As per Section 3.2. 4.a Project Design, if program time is to be used for homework completion, it must be in addition to the required academic and enrichment time. As per 3.2.2.a Project Design, programs must plan for one-hour uninterrupted academic time and one-hour uninterrupted enrichment time. Homework support is not limited to one hour. Programs can choose the number of hours for each activity if the required minimum hours of programming are met.</p>
<p>Section II Related Questions</p>	
<p>Section 2.0.1, Page 13: Under Summer Only programming, we are to offer no less than 80 hours for summer to include onsite academic and</p>	<p>As per Section 2.0.1 Required Minimum Hours of Programming, the summer only programs must provide no less than 80 hours of programming</p>

<p>enrichment programming for at least 32 hours on the calendar. Is that supposed to be at least 32 days on the calendar and not hours?</p>	<p>with at least 32 of the 80 hours for onsite academic enrichment programming. The remaining hours should integrate components such as character education, service learning, etc.</p>
<p>Section 2.0.1, Page 13: If serving multiple schools/ sites, does each school/site need to provide 12 hours of programming per week or are the 12 hours split between school/sites?</p>	<p>Each site served must meet the minimum hours of programming.</p>
<p>Section 2.0.1, Page 13: May the required 12 hours per week of programming be provided with a combination of synchronous and asynchronous instruction, or must the 12 hours be direct instruction?</p>	<p>The 12 hours of programming required is for direct (synchronous) instruction.</p>
<p>Section 2.0.1, Page 13: Regarding the required hours of programming, are the required numbers per student or per program? In other words, in a summer program is each individual student expected to receive 80 hours of programming?</p>	<p>The required hours listed in Section 2.0.1 are the minimum hours a program is operating and available for students.</p>
<p>Section 2.0.1, Page 13: There appears to be a discrepancy in total hours of programming provided depending on the program option selected for the "required minimum hours of programming" in a traditional school year. For example, if one selects to do 12 hours per week for 25 weeks, that's 300 hours of programming over the traditional school year. If one selects 4 hours on Saturdays only for 25 weeks, that's 100 hours of programming over the traditional school year. How is this difference factored into your funding decision?</p>	<p>Please utilize the Wallace Calculator which determines cost per pupil which factors in hours of programs for both school year and summer only programs.</p>
<p>Section 2.0.1, Page 13: For Summer Only sites, I understand the requirement of at least 80 hours of programming. From APR21 data requirements, I recall that in the past, a student's data cannot be "counted" unless they are in programming for at least 30 days. Is this still true? Are there any changes or data collection requirements that</p>	<p>The United States Department of Education has revamped the 21APR data collection and reporting process. Further details regarding 21APR data collection and reporting will be provided at a later date.</p>

differ for summer only programs?	
Section 2.0.1, Page 13: Required 12 hours a week -- our program is only 4 days a week for a total of 10 hours. We added more weeks to make up the hours before, will this be allowed?	Refer to Section 2.0.1 Required Minimum Hours of Programming for specific hourly requirements of school year and summer programs. School year programs must operate no less than 12 hours per week <u>and</u> summer programs must meet the minimum 80 hours for summer.
Section 2.0.1, Page 13: School Year and Summer (# 1), Can a bidder facilitate more than 25 weeks of programming if the program is only on Saturday?	Yes. Programs can operate more hours than the minimum of hours required.
Section III Related Questions	
Section 3.2, Page 16: Do summer programs have to adhere to all IEP regulations? In the past, summer only programs have been able to inform parents that the IEP may not be followed in the summer program to the same extent that it is during the school year.	Summer programs must adhere to the same IEP regulations as school year, and school year and summer programs that are outlined in the RFP.
Section 3.2.2.c, Page 16: Can the certified teacher(s) act in a supervisory role for academic programming, or must they teach the academic material themselves?	Core academic subjects must be taught by a certified teacher.
Section 3.2.3.e, Page 17 and 6.0 (Appendices), Page 34: We are asked to include evidence of consultation with private school officials. However, evidence of consultation is not included in the list of allowable appendices. If the evidence cannot be provided as an appendix, how should we provide it?	The document(s) should be submitted as evidence in the form of an attachment to support Exhibit 10 Private School Consultation.

<p>Section 3.2.3.f, page 17: This section indicates that the applicant should “describe efforts to provide a timely notice of intent to submit an application and include a description of who the information will be disseminated.” May you please provide clarification/an example?</p>	<p>Notice of Intent to apply can be in the form of certified letters/emails to private schools in the local jurisdiction.</p>
<p>Section 3.2.3.f, page 17: If the LEA does not have private schools within its service district, but a rising homeschool population, does the proposal have to address/accommodate this population?</p>	<p>The Private School Consultation does not require notification to homeschooling.</p>
<p>Section 3.3 and 3.4, Page 18-19: If we use MISA data, how do we proceed with submitting since we will not be receiving the test scores until after April 2nd?</p>	<p>An applicant is requested to utilize the most recent data available at the time of application submission.</p>
<p>Section 3.3, Page 18 and Exhibit 4, Page. 51: SEA performance goals 1,2, 3, 5 & 6 are mandatory. Are there recommendations for Summer Only sites to gather school year data? Are there other performance benchmarks that will be acceptable for Summer Only programs since we typically do not interact with teachers for summer feedback, will not have school attendance data during summer months, get grades/report cards, etc.?</p>	<p>Summer only programs will be required to gather data from partner schools to meet the grant data requirements.</p>
<p>Section 3.4, Page 19: In reference to "stakeholders statewide", may you please provide a few examples?</p>	<p>Stakeholders statewide refers to partners that provide support to multiple local school systems in Maryland.</p>
<p>Section 3.4, Page 19 and 56: Is there a scoring consideration if you complete the goals, activities, and data sources from more than one optional SEA Performance Goal (4,7,8)?</p>	<p>Completing additional optional goals will not impact the scoring of an application.</p>
<p>Section 3.6, Page 21-23: Is the External Evaluator required to assist in the completion of federal and state online reports (i.e., 21APR)? Need we include this in our contracts.</p>	<p>The State External Evaluator should assist with the systematic collection and analysis of all required data needed for state and federal grant reports.</p>

<p>Section 3.3, Page 18: Do we write a narrative for the performance goals? Or are the goals addressed solely in Exhibit 4? Can we draft goals that are aligned directly with our project, or are we limited to the performance goals in Exhibit 4?</p>	<p>Please utilize the performance goals that are provided in Exhibit 4. No additional narrative is required.</p>
<p>Section 3.7, Page 24: It seems that this section, Programmatic Monitoring, is information regarding grant requirements. Are there questions in this section that we need to address in our application narrative?</p>	<p>Section 3.7 outlines the grant requirements once an award is issued.</p>
<p>Section 3.8, Page 25: It seems that this section, Coordinating with Other Programs, is instructing us to coordinate with other programs. Do we include a description of this coordination in our application narrative?</p>	<p>As per Section 3.8 Coordinating with Other Programs, the applicant is expected to provide a written narrative in this section that identifies federal, state, and local programs coordinated with the proposed program.</p>
<p>Section 3.9.1: The agreement must include the signature of the Superintendent when it is submitted. This is a process that takes time and in the past was secured after the proposal was accepted. Does it need to be signed by the Superintendent by April 2nd?</p>	<p>Yes, the LEA/School Participation Agreement must be signed by the local superintendent and submitted by April 2nd.</p>
<p>3.9.2, pg. 26: The RFP states that letters of commitment should “not be addressed to MSDE.” To whom should they be addressed?</p>	<p>The letters of commitment must be addressed to the Lead Agency applying for the 21st CCLC grant.</p>
<p>Section 3.9.2, Page 26: In addition to Exhibit 9, do we need to submit individual letters of support from the Principals of participating schools?</p>	<p>Exhibit 9 is the evidence required to demonstrate LEA/School Participation Agreement from Principals and Superintendents. Additional letters of commitment from Principals are encouraged, but not required at the time of application submission; however, will be requested through monitoring upon notification of award.</p>
<p>Section 3.9, Page 26: In the Partners section, do we include a narrative regarding our partners? Or is the Partners Plan Worksheet all that is required?</p>	<p>The project design section must outline how partners will provide educational and related activities that will complement and enhance the academic achievement and positive youth development of students.</p>

<p>Section 3.9, Page 26: Our Purchasing Department allows Memorandum of Understanding (MOU) to serve as contracts with our community-based partners. Can we upload a signed MOU in place of uploading “signed subcontractor contracts”?</p>	<p>Yes, signed MOUs can serve as subcontractor contracts. As per Section 3.9.2 Memorandum of Understanding MOU must outline the (proposed) services and breakdown of expenses to include hourly rates for all providers.</p>
<p>Section IV Related Questions</p>	
<p>Section 4.0, Page 27: Are applicants scored unfavorably if a part of the sustainability plan is continued advocacy for federal funding of the 21st CCLC program and steady pursuit of 21st CCLC funding opportunities in addition to the ones described in this section...which are often limited for rural jurisdictions.</p>	<p>Applications should include how the project will be sustained after Year 3 of funding including any planned efforts to secure current and additional partners and/or funding sources.</p>
<p>4.0.2, pg. 28: Can we use school staff’s time as our in-kind match? School staff are paid through a combination of federal, state, and local funds.</p>	<p>As per Section 4.0.2 Matching Contributions, in-kind contributions cannot be derived from other federal or state funds.</p>
<p>Section V Related Questions</p>	
<p>Section 5.0.2, Page 29: Are we permitted to submit our budget in a Microsoft Excel format instead of submitting our budget Exhibit 8 Budget Worksheet Template?</p>	<p>Yes, the Budget Worksheet (Exhibit 8) may be submitted as an Excel document, however all information must remain intact.</p>
<p>Section 5.0.2.a, Page 30: As a local education agency, we are required to pay FCPS staff working in our program their per diem rate as negotiated by our Board of Education and employee associations. What documentation should we submit to demonstrate this? And what documentation should we submit to demonstrate the FCPS teacher and assistant per diem rates?</p>	<p>Documents that support LEA staff salaries from the human resources department would suffice (salary schedules, employee handbooks).</p>

<p>Section 5.0.2.a and 5.0.2.b, Page 30: 1. Must the finance agent /bookkeeper be included within the MSDE requested amount, or may it be secured in-kind?</p> <p>2. Instructions indicate that we are to include a hyperlink to Bureau of Labor Statistics (BLS) for each Contracted Service. However, the Budget Worksheet sample includes a BLS link in the Salaries and Wages category. Which is required, or is it both?</p> <p>3. During the Feb. 1st webinar, some instructions were given regarding The Wallace Foundation Out-of-School Time Cost Calculator (something about selecting "use multiple") which are not stated in the RFP. May you please provide those instructions in writing? and</p> <p>4. Must Retirement, Insurance, and Social Security be split into three different line items, or may they be combined into one line item entitled "Benefits?"</p>	<p>A finance/bookkeeper may be secured using in-kind funds.</p> <p>The BLS resource would be used for Salaries and Wages and Contracted Staff.</p> <p>The instruction for using the Wallace Foundation OST calculator can be found within the pre-proposal webinar presentation (slides 36-40)</p> <p>Retirement, Insurance, and Social Security must be on separate line items under Transfers as indicated on Exhibit 8 -Budget Worksheet Sample.</p>
<p>Section 5.0.2.c, Page 31: Local education agencies are required to budget bus fuel costs under "Supplies and Materials." Non-LEA applicants budget bus fuel under "Contracted Services." Can the 8% cap on Supplies & Materials be applied to only those items budgeted in categories 201-208 on the C-1-25? This would make the amount budgeted for Supplies & Materials equitable for both the LEA and non-LEA applicants.</p>	<p>The MSDE will consider and address individual budget local school system requirements on a case-by-case basis.</p>
<p>Section 5.0.5, Page 32: Would a NICRA (Negotiated Indirect Cost Rate Agreement) qualify as an "approved cognizant rate" referred to in line 5 of the paragraph in this section?</p>	<p>The MSDE will only consider negotiated indirect cost rates upon review of the evidence submitted to support the negotiated rate.</p>
<p>Section 5.0.6, Page 32-33: Is transportation an allowable expense?</p>	<p>Student transportation is an allowable expense.</p>

<p>Section 5.0.6, Page 32-33 Are stipends for youth an allowable expense? For example, can I pay H.S. students to assist in the classrooms for younger youth?</p>	<p>Stipends for youth are not allowed using 21st CCLC funds.</p>
<p>Section 5.0.7, Page 33: We are required to submit a copy of our single audit report and financial statement to the MSDE. Our audit report is a large document. Rather than including it in our PDF application, can we submit it with the application but as a separate document?</p>	<p>The single report audit may be submitted as a separate attachment to 21stCCLCRFP2021.msde@maryland.gov As per Section 5.0.7 Subgrantee Audit Requirements, subrecipients must submit a copy of their single audit report and financial statement to the MSDE. (Refer to the Appendix). These reports must be submitted within nine months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first.</p>
<p>Section 5.0.7, Page 33: Must we include our Financial Audit with the application, or will this be requested later? (The concern is file size.)</p>	<p>As per Section 5.0.7 Subgrantee Audit Requirements, subrecipients must submit a copy of their single audit report and financial statement to the MSDE. (Refer to the Appendix). These reports must be submitted within nine months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first.</p>
<p>Section 5.0.7, Page 33: If an audit is not required because our organization expends less than \$75k, and we have an independent audit completed annually. Should we attach even if not required?</p>	<p>If a sub recipient did not expend \$750,000 or more in Federal awards, the sub recipient must complete, sign, and submit to the MSDE the Single Audit Exemption Certification form and a copy of its financial statement. If a sub recipient did not expend \$750,000 or more in Federal awards, the sub recipient must complete, sign, and submit to the MSDE the Single Audit Exemption Certification form and a copy of its financial statement.</p>
<p>Section VI Related Questions</p>	

<p>Section 6.0.2, Page 34: Must Use and Occupancy permits and current Fire Inspection reports for each partner school be submitted with the application, even if the schools are part of a public school system which routinely ensures these are up to date and on file?</p>	<p>As per Section 6.0.2 Compliance with Federal, State and Local Health and Safety Standards, <u>each</u> applicant must provide evidence in the form of use and occupancy permits and current fire inspection reports.</p>
<p>Section 6.0.3, Page 34: We included consultation on the 21st CCLC program in our Non-Public School Planning Process for the 2021-2022 school year, which we launched in January 2021 with a meeting of interested private schools. Can we submit Exhibit 10 with our application?</p>	
<p>Section VII Related Questions</p>	
<p>Section 7.0, Page 35: Is the GEPA statement submitted as an appendix? It is not included on the list of approved appendices on Page 34.</p>	<p>As per Section 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 to overcome barriers to equitable participation. This section is to be submitted as part of the application and not as an appendix.</p>
<p>Section VIII Related Questions</p>	
<p>Section 8.0.8.b.i, Page 11: Will the MSDE share the scoring rubric before the proposals are due?</p>	<p>The MSDE has posted the scoring rubric on the 21st CCLC website and can be located here.</p>
<p>Section X Related Questions</p>	

Section 10, Page 39: Is Exhibit 3 with sections I, II, III, IV and V... through X is included within the 25-page limit for the proposal, current?	Exhibit 3 is not included in the 25-page limit.
Exhibit Related Questions	
Section N/A, Page 44: Are we required to submit a cover page since Exhibit 3 must be the first page of the application?	As per Section 2.2 Application for Maryland 21st CCLC Form, every proposal must begin with the standard <i>Application for Nita M. Lowey Maryland 21st Century Community Learning Centers Form</i> (Exhibit 3). No other page (including title pages or illustrations) may cover this form.
Exhibit 3, Page 45: Is it possible to have a blended 80% of the participants attending elementary school and 20% middle school?	It is possible to have a blended program model serving both elementary and middle school students; however, both schools the students attend must meet the eligibility criteria in Section 1.8.1 Federal Absolute Priorities.
Exhibit 3, Page 48: Does the applicant’s schedule need to include both Character Education and Social-Emotional Learning (SEL)? Or can we only include SEL?	As per Section 1.8.2 State Absolute Priorities, all applications must integrate character education and service-learning components. Applicants can incorporate a social emotional programmatic component within the project design but are not required.
Exhibit 4, Page 54: For GPRA #5 Performance Indicator, for teacher reported engagement in learning, is the data only allowed from certified teachers or can “teachers” use paraprofessionals and other content experts involved in summer only or after school program for this reporting data?	Additional information will be forthcoming on how GPRA’s will be measured and reported.
Exhibit 4, Performance Goal #2, Pages 52-53: All the indicators listed are asking us to compare School Year X data with School Year Y data. If the Evaluation Report is due in October of School Year Y, we will not yet have the data. Is it acceptable to the MSDE that the Evaluation Report be incomplete due to this requirement that we compare previous	The program evaluation should utilize the most recent assessment data available. The MSDE also recommends grantees to work with the evaluator to identify multiple sources of assessment data. The applicant should not solely rely on school assessment data.

<p>school year data to current school year data for a report that is due in October?</p>	
<p>Exhibit 4, Page 51: 1. Is it appropriate to enter "n/a" in rows where the Performance Indicator refers to grades that are not served within the proposed program? 2. Is the repetition of SEA Performance Goal #1 intentional, or should we only address this goal one time? 3. is the repetition of ". . . a decrease in in-school suspensions compared to the previous school year" (GPRA 4, in Performance Goals 3/5 and 6) intentional?</p>	<p>1. It is appropriate to enter “Not Applicable” in the performance indicators that reference grades of students that the proposed program will not serve. 2 and 3. The repetition of the SEA Performance Goal # 1 and GPRA #4 were done in error. A revised, editable Performance Goals and Indicators document is located here, on the 21st CCLC website.</p>
<p>Exhibit 4, Page 55: There is space for unique performance measures related to SEA Performance Goals #4, #7, and #8. Is there an opportunity to add unique performance indicators for the other SEA Performance Goals?</p>	<p>Applicants must address the performance indicators listed in SEA Performance Goals #1, 2, 3, 5, and 6. The applicant must identify unique performance indicators for one of the SEA Performance Goals #4, 7, or 8.</p>
<p>Exhibit 4, Performance Goals 4, 7 and 8, Pages 54-55: Do we create one performance goal for 4, 7 and 8? If our project does not address goals 7 and 8, can we write performance goals that align with goal 4?</p>	<p>As per Section 3.3 Performance Goals and Indicators, the Performance Goals #1, 2, 3, 5, and 6 are mandatory. The applicant must select <u>at least one additional</u> SEA Performance Goal from # 4, 7, and 8. The applicant must identify performance indicators for one of the SEA Performance Goals # 4, 7, or 8.</p>
<p>Exhibit 10, Page 66: Must every private school in the entire district (e.g., all of Baltimore City) be consulted, or just those within the specific attendance zone(s) of the program's partner school(s)?</p>	<p>As per Section 3.2.3.e Project Design, Program Compliance with Federal, State and Local Health and Safety Critical Elements, the applicant must provide comparable opportunities in the designing of the program (and throughout project implementation) for the participation of both public and private school students in the area served by the grant. The area is defined as the local jurisdiction.</p>