IOWA 21ST CENTURY COMMUNITY LEARNING CENTERS
Soaring Beyond Expectations

Request for Applications (RFA) FY22

IOWA DEPARTMENT OF EDUCATION
DIVISION OF LEARNING AND RESULTS

Application Instructions

ONLINE LETTER OF INTENT/STUDENT NEEDS SURVEY DEADLINE:
FRIDAY, NOV. 12, 2021

Submit the Letter of Intent here:
https://www.surveymonkey.com/r/21CCLCLOI22

APPLICATION DEADLINE:
FRIDAY, DECEMBER 10, 2022; 4:00 PM CST
TOTAL FUNDS AVAILABLE FY2022: $7,092,382.74

Link to the Online Application: https://www.iowa21cclc.com/rfa

Address all questions to: vic.jaras@iowa.gov

Contents

Critical Dates for the Request for Application Process—FY22

September 2021	Request for Application (RFA) available on the Iowa Department of Education's 21CCLC website (https://educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers) and informational letter issued.
September – Nov 2021	Grant Technical Assistance Meetings around the state will be offered to provide aid in the development of grant applications. When specific dates and locations are made available, they will be posted to the Iowa Department of Education website. These will be held virtually or in person.
October 7, 2021	Grant Local Evaluation Webinar
November 12, 2021	Letters of Intent to Apply must be submitted via an online application and survey of student needs (link posted on Department website in September).
December 10, 2021	**Grant applications due date.** Must be received electronically via the web portal by 4:00P.M. CDT <u>No exceptions.</u>
December – January	Grant reviewers read and score applications for funding.
January 2022	Grant reviewers conference.
March-April 2022	Grant awards announced.
April – June 2022	Grant contracts finalized.
July 1, 2022	Program implementation may begin with summer (note: The Federal data reporting begins the school year with summer school).

To avoid supplanting, 21st Century Community Learning Centers (CCLC) programs should start when local programs end in order to support early literacy per Iowa Code. Iowa Code Section 279.68 and 281 – Iowa Administrative Code 62 promotes effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade.

Grant Overview

Background

The 21st Century Community Learning Centers (CCLC) is authorized under Title IV, Part B of the Every Child Succeeds Act (ESSA).

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Federal Department of Education website: http://www2.ed.gov/programs/21stcclc/index.html

Purpose

Constructive learning activities during non-school hours, combined with adult guidance through school and community-based academic and youth development programs, result in greater achievement and social outcomes for children and youth throughout their school age years.

The intent of the 21CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through community partnerships beyond the term of the grant.

Eligible Applicants

Applications for 21st Century Community Learning Centers (CCLC) grants under the Every Student Succeeds Act, Title IV, Part B must meet the following criteria

  » One or more schools that are Title I school wide eligible and a minimum of 40% free and reduced price lunch.
  » OR a Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21CCLC program funding.
  » Existing grantees that are providing high quality programs and successfully serving youth.
    o Non-compliant grantees are not eligible to apply.

Please note that a school may participate in only one 21CCLC application for funding. A district with multiple high schools may participate in up to two applications, but only one application may be made by the district. Community organizations may submit an application to support children in a high need (Title I) school on behalf of a district. **Limit of one application per year per school district.** This provision encourages equitable distribution of funds across the state.

All eligible applicants may apply for 21CCLC funds for the following purposes:

  » To start a program to support at-risk children.
  » To support previously funded programs and services.
  » To expand to new schools/sites.

Applications will be screened for capacity to administer the program on a pass/fail basis as demonstrated by:

1. Achievement of goals set during previous years;
2. Evidence of that achievement;
3. Acceptable levels of student attendance in the program; and
4. Failure to pass a risk assessment or non-compliance.

Guidance for Community Group Applicants

Community groups seeking a secondary application must be endorsed by the school district administration. The host district must approve your remediation plans for their students. An MOU can provide this documentation (see required forms within the online application). Community groups applying for the 21CCLC grant should have a pre-application meeting with school administrators. The grant proposal should address which schools the community group will be partnering with or serving in the budget forms, even if the schools are not where the program occurs. The name of the school(s) and principal(s) who will sign the assurance agreement should also be listed. Iowa has a financial capacity check for all non-school applicants. Community groups with over $750,000 in federal awards are required to annually submit the required single audit report to the Iowa Department of Education.

Grant Cycle (Up to 5 Total Years of Funding)

» Iowa awards three-year grants at 100 percent funding.
» A comprehensive, successful site visit and financial review is required for grantees to be eligible for an additional two years of funding at 75 percent of the original funding request.
» Grantees who have not made sufficient progress or do not want to participate in the comprehensive site visit will automatically end their grants after three years.

Site Eligibility

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. Elementary schools and secondary schools are defined as any non-profit institutional day or residential school that is accredited under Iowa law. Applicants who are community based organizations must identify an accredited school as a partner. Applicants proposing to provide services through the 21CCLC grant must provide documentation that:

» A minimum of 40 percent of students receiving Free and Reduced Price Lunch is required for eligibility;
» The applicant, school district, and school site are in agreement about the program site;
» If an off-campus program site is proposed, the program location will be at least as available, safe, and accessible as it would be if it were located at the school site;
» There is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
» Safe transportation between the school and the alternate site and between the alternate site and home will be provided.

21st Century funded programs operated in a school are categorically exempt and not considered child care. However, programs seeking child care assistance must be licensed by the Iowa Department of Human Services. Applicants are encouraged to contact the Iowa Department of Human Services (DHS). DHS: Todd Savage, tsavage@iowa.gov.

NOTE: ALL program staff and volunteers are subject to the health screening and fingerprint clearance requirements in law, Iowa Code, DOE rule, and district policy for personnel and volunteers in the school district.

Funds from the state administered 21st Century Community Learning Centers program (Title IV Part B), as directed by provisions of the ESSA, are intended for use with students who attend schools with a high concentration of poverty. To that end, an <u>absolute priority</u> of the program is that the target population will be students from schools designated as Title I schoolwide eligible (a school in which **not less than 40 percent** of the children are from low-income families and receiving free and reduced lunch to be eligible for "school-wide" status). In addition, applicant agencies that serve students in schools designated "Targeted" ("Needs Improvement") or "Comprehensive" ("Priority") on the Iowa School Performance Profile site https://www.iaschoolperformance.gov/ECP/Home/Index *and/or* are doing so jointly as a collaboration between the school building(s) receiving Title I funds and other community-based organizations or public or private organizations will receive <u>competitive priority</u> in this application process.

Equitable Participation of Private, Non-Public School Students

Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs (local education agency) and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESSA programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in the Application Packet: Form F that includes contacts, meeting dates and times, and outcomes.

The Private School Consultation Meeting Log is a required downloadable template included in the online platform and provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. **Consultations should take place in September or October.**

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

Private school consultation is required by federal statute. Failure to provide consultation, providing false information, or other obstructions are grounds for rejecting an application.

21CCLC Program Components

Requirements

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement. We require a student needs assessment that will use data to help plan effective activities to identify and focus on critical student need areas (achievement gaps). Example: Site ABC determines after performing a Student Needs Assessment that 55% of the student population qualifies for free or reduced priced lunch, youth are not reading or performing math functions at proficiency, and there has been a growing trend of office referrals.

All grantees are required to provide:

- » An Academic Assistance component
- » An Educational Enrichment component.
  A Family Engagement component. To access the Family Engagement Guide, click here:
  https://www.iowa21cclc.com/grant-info

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (or activities during other times when school is not in session) that advance student achievement.

Activities should be aligned to federal guidelines and include many of the following components based on a local student needs assessment with items 1, 2, and 3 given priority and the remaining list as required:

1. Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
2. Literacy Activities;
3. Mathematics and Science education (STEM) and Computer Science activities;
4. Programs that promote parental involvement and family literacy (Family Engagement);
5. Arts and Music education activities;
6. Entrepreneurial education programs; Employment preparation or training;
7. Tutoring services, including those provided by senior citizen volunteers, and mentoring programs to reduce achievement gaps for at-risk children;
8. Volunteer and community service opportunities;
9. Programs that provide after-school activities for limited English proficient (LEP) or ESL (English as a second Language) students and that emphasize language skills and academic achievement;
10. Recreational activities; Physical Fitness; and Healthy Lifestyle education
11. Technology education programs that connect with careers;
12. Expanded library service hours;
13. Programs that provide assistance to students who have been chronically absent, suspended, or expelled to allow them to improve their academic achievement;
14. Drug and violence prevention programs;
15. Counseling programs;
16. Supervised field trips, enrichment programs and events;
17. Character and Behavior education programs.
18. Activities that promote college and/or career readiness.

Source: http://www2.ed.gov/programs/21stcclc/applicant.html

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. There is a growing wealth of research that tells us that if the nutritional needs of children are being met, they are more apt to learn. **The provision of a meal during your program hours is encouraged and must meet the USDA guidelines for nutritional needs.** Here is a link to some of the research that has been done on the connection between nutrition and student performance: **https://www.wilder.org/sites/default/files/imports/Cargill_lit_review_1-14.pdf**

Grantees are strongly encouraged to provide a full meal to participating children. https://educateiowa.gov/pk-12/nutrition-program.

Application and Deadline

Prospective applicants should notify the Department of their intent by the posted deadline to allow for arrangements for the proposal review. All application will be submitted online via this link: https://www.surveymonkey.com/r/21CCLCLOI22

Applications are to be submitted via the online platform using this link: https://www.iowa21cclc.com/rfa and are due by 4:00P.M. on Friday, December 10, 2021. We STRONGLY encourage applicants to save the narrative sections of the application in a Word Document as grant progress cannot be saved and returned to within the online system. A PDF of the full application is provided to applicants on the landing page of the online platform so that materials can be prepared for uploading.

All questions should be directed to Vic Jaras at vic.jaras@iowa.gov or 515-242-6354.

Project Period

Funds will be made available to local programs for three years full funding and after a successful, comprehensive site visit, a continuation award (at 75 percent funding) can extend the grant an additional two years. Fiscal and progress reports will be required during the project period. Federal and state regulations, non-regulatory guidance, and laws pertaining to operations of this project will be in effect and govern the use of these funds. Sufficient progress must be demonstrated to be eligible for continuation funding. Progress will be determined by the use of a compliance and growth checklist. Grantees will be given training and technical assistance regarding this matrix upon approval of funding. Following the end of five years, all programs must re-submit an application for competitive consideration as a new applicant.

Who is Served?

All applications must serve all grades in a (K-12) school that you are proposing to serve so that the program is school-wide. Split-grade applications do not provide services for all children in need in that school and will not be funded.

Award Amount

Minimum grant awards will be $50,000 per application, per year. Maximum grant awards are $150,000 per site, per year, and $300,000 per application, per year. However, sites are encouraged to apply for $75,000 in years 1-3 thus keeping the minimum support needed for the program in years 4 and 5. A match is not required, but you MUST document the contributions of community partners in your budget and within your award request to avoid supplanting.

Iowa is not an Extended Learning Time (ELT) state. We require a minimum of 60 hours a month contact time for all programs (and 30 days minimum for Summer School). This is calculated by 3 hours per day x 5 days per week when school is open. This has been a requirement since 2001. Additional hours can be offered to youth on nights, weekends and for special events. In the event of inclement weather or school

closings due to holiday breaks, these are not held against the grantee. Simply count the number of days in a month the school is open x 3 hours per day and this becomes your new contact time. Example: the month of October should see 60 contact hours as there are typically no scheduled school closings and the chance for inclement weather is low. The month of December typically has two weeks of holiday closing and the increased change for a weather issue. If school is in session for 15 days this month, sites are expected to log 45 hours of contact with youth.

Further Information

21CCLC Application Technical Assistance

A series of grant technical assistance workshops will be offered throughout the state (virtually or in-person) to provide technical assistance on the development of grant applications for school, community-based, faith-based, non-profit, and private organizations preparing competitive applications for 21CCLC funds. Specific workshop dates and locations will be posted to the Iowa Department of Education website. Attendance/participation is not required but is strongly encouraged. Additionally, a video tutorial will be made available on the https://www.iowa21cclc.com/rfa with step by step instructions on how to use the online platform.

21CCLC Program Orientation (Post Awards)

A new grantee meeting is provided and this training is required for all new grantees. Additional support will be offered bi-monthly via webinars, conference calls and information sharing. A New Grantee page with supporting documents and information can be found on the Iowa 21CCLC website. A New Grantee-Staff Transition Committee has been established to assist programs with immediate needs throughout the year. These meetings are held monthly and address a series of topics interesting to new program sites. Participation in this Committee is required for any newly funded grantee or for staff in existing programs who are new to the grant program. Additionally, Program Directors are asked to participate in monthly calls held virtually, These calls are designed to give you point in time information, address immediate questions, and provide an opportunity to network with other sites.

Required Professional Development

The Impact Afterschool (state) conference also provides technical assistance on Federal data reporting, an opportunity to visit with the SEA, and best practice sessions annually. Monthly webinars, bi-monthly committees and regional workshops are provided for grantees and are required professional development. **All awarded sites will be required to document their ongoing professional development efforts through a provided template and submit this document annually**

Informative Websites

Websites that may be of assistance in developing the application include:
 » U.S Department of Education 21st Century Community Learning Centers Website: http://www2.ed.gov/programs/21stcclc/index.html
 » Iowa Department of Education 21st Century Community Learning Centers Website: https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers
 » Iowa Afterschool Alliance Website: www.iowaafterschoolalliance.org
 » Iowa 21st Century Community Learning Centers Resources Page: www.iowa21cclc.com
 » New Grantee Orientation Page: https://www.iowa21cclc.com/grant-info

Application Content

Applications are eligible for up to 134 points. 109 points are possible in the narrative section with the possibility of 25 additional points as documented in the Request for Competitive Priority template.

The full application can be found here https://www.iowa21cclc.com/rfa and requests the following information:

Application Information – includes contact information for key personnel, DUNS number, and past grantee information

Forms – includes downloadable forms to be completed and/or signed and then uploaded into system. Forms include:

- » Legal Status of Applicant
- » Request for Competitive Priority - The following bonus points are possible:
  - 5 additional points for serving youth in counties with greater than 17 percent child poverty. https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5 - detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685
  - 5 additional points for serving communities designated "rural." Rural is defined as any locality under 2,499 total population. https://www.census.gov/data.html
  - 5 additional points for serving youth from "Targeted" or "Comprehensive" schools AND submitted jointly between a school and a community partner. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. https://www.iaschoolperformance.gov/ECP/Home/UserGuide https://www.iaschoolperformance.gov/ECP/Home/Index
  - 5 additional points for applications who serve a full meal daily and provide evidence of this partnership with a school food system or local food bank.
  - 5 additional points for middle school and/or high school applicants who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university.
- » Minority Impact Statement
- » Private School Consultation Meeting Log
- » Sustainability Planning Template and Previous Sustainability Form
- » Community Partner Official Notice
- » Assurances and Agreements Required of All Applicants
- » Collaborative Signatures
- » Memorandums of Understanding (MOUs)

Site Information – includes a summary of your Before School, After School, and Summer Programming by the numbers as well as a description of Family Engagement activities.

Financials – includes downloadable budget forms and an additional description of your approach to operational costs.

Basic Service Components – includes information about site or program names and your intention to provide a USDA approved snack or meal.

Proposal Narrative –The narrative sections' point values are as follows:

- » Narrative Text (total possible 109)
  - Proposal Abstract (not scored) – maximum 2 pages (8,000 characters using 12 point Arial font)

- Student Need (20) – maximum 3 pages (12,000 characters using 12 point Arial font)
- Project (24) – maximum 4 pages (16,000 characters using 12 point Arial font)
- Research Base (5) – maximum 1 page (4,000 characters using 12 point Arial font)
- Management and Sustainability Plan (20) – maximum 4 pages (16,000 characters using 12 point Arial font)
- Communication Plan (5) – template provided
- Partnerships (10) – maximum 2 pages (8,000 characters using 12 point Arial font)
  - Does not include MOUs or Letters of Support
- Evaluation (15) – maximum 2 pages (8,000 characters using 12 point Arial font)
- Budget Narrative (10) – maximum 2 pages (8,000 characters using 12 point Arial font)

Program Crosswalk

The following crosswalk details all program requirements monitored regularly by the Iowa Department of Education and the corresponding application narrative section that meets each requirement. These requirements will be reviewed during IDOE site visits. **Note**: The Iowa 21CCLC Narrative Section shows the alignment of the application sections with the on-site monitoring by the Iowa Department of Education. These are required by the ESSA provisions for this grant program.

	Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
1a	The grantee is recruiting and serving the target population and their families as identified in the approved grant application.	Recruitment plans and activities Enrollment records Protocol for selection of students Other:	Communication Plan Student Needs Assessment Template
1b	All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (as applicable) as detailed in the approved grant application. This is required by statute- grantees need to plan to offer this minimum amount of hours and describe it in the narrative.	Calendar and schedule of activities Program records Parent handbooks and promotional materials Other:	Project Narrative
1c	The grantee has integrated the existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, and has involved them in the planning and evaluation of the 21st CCLC Program.	Meeting agendas and minutes, including list of attendees Schedule of meetings Other:	Student Needs Assessment Project Narrative Management Plan Partnerships Evaluation Assurances and Agreements

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
		Collaborative Signatures Community Partner Official Notice
1d The grantee provides equitable services to private school students, and their families. Comparable opportunities for the participation of both public- and private-school students in the area served by the grant are provided. The grantee has consulted with private school officials.	Correspondence to private schools Record of response from private school Other:	Student Needs Assessment Private School Consultation Log

2a The grantee has contracted with a local evaluator who at a minimum, will:
  1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include:
    a. program data, such as enrollment, demographic, attendance, and activity information,
    b. surveys from parents, students, teachers, and staff at the end of each school year; and
    c. school records data, including student grades, TEST scores, school attendance, and disciplinary actions at the end of each school year.
  2. Guide the evaluation process.
  3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan.
  4. Review with program staff the 21st CCLC On-site Monitoring Documentation form.
  5. Assist with the completion and submission of the Annual Report Form.
  6. Collect any additional data requested by the local grantee.
  7. Participate in required webinar(s) and/or online course.
  8. Attend on-site monitoring visits.
  9. Check accuracy of data and calculations prior to submitting documentation.
	Employment records or contract
	
	Local Evaluator work plan
	
	Local Evaluation report(s)
	
	Other:
		Evaluation Plan
		
		Evaluation Template

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
2b The program activities reflect the goals and objectives outlined in the grant application. Student needs assessment sets key program goals with checks to measure progress in meeting goals.	Lesson/activity plans, with specific grant goals and objectives per the student needs assessment Other:	Project Narrative Evaluation
2c The program has a formal process for regular and effective communication with students' teachers to provide individualized assistance in academic areas; and to inform and receive information from in-school teachers on students' academic and behavioral progress.	Communication plan Meeting schedules/minutes Correspondence Survey of classroom teachers FERPA documentation/data sharing agreements Other:	Project Narrative Management Plan Communication Plan Collaborative Signatures
2d The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to coordinate resources, use of school facilities, and progress of program and activities.	Correspondence Activity logs Surveys of school administrator(s) Shared calendars Other:	Project Narrative Management Plan Communication Plan Collaborative Signatures
3a The program offers students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, physical fitness, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students described in the grant.	Activity schedules and descriptions Flyers for parents and students describing the program Other:	Project Narrative Partnerships
3b The program provides literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with supporting MOU).	Activity schedules and descriptions Flyer for parents and students describing the program Family activity sign-in sheets Other:	Project Narrative Partnerships
3c The program involves <u>students</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going advisory or decision-making roles. Student advisory groups are REQUIRED for middle and	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of students	Student Needs Assessment Project Narrative Management Plan

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
high school. Student advisory groups are encouraged in elementary.	Other: *Middle school and high school programs must have student leadership teams. Student advisory groups are encouraged in elementary.	Communication Plan Partnerships Evaluation Collaborative Signatures
3d The program involves <u>parents</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of parents Other:	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures
3e The program involves <u>seniors</u> (over age 55) and the community in three or more ways including volunteering, planning, implementation, donations, program evaluation and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Partnership with RSVP (Retired & Senior Volunteer Program: https://www.nationalservice.gov/programs/senior-corps/senior-corps-programs/rsvp)	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation Collaborative Signatures
4a The program provides safe facilities and has developed written policies and procedures to effectively manage the programs that are made available to all partners.	Handbook Written/policies and procedures Other:	Management Plan Communication Plan
4b The program communicates with partners and encourages collaboration; partners/vendors actively support the program goals and objectives and this is reflected in all program activities. The program's accomplishments are assessed and problem-solving is undertaken jointly.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of partners Other:	Student Needs Assessment Project Narrative Management Plan Communication Plan Partnerships Evaluation

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
		Collaborative Signatures
4c The program enters into formal written agreements with subcontractors (partners/vendors).	Agreements/MOUs (An MOU states responsibilities and contributions, a letter of support does not have the same credibility) Other:	Partnerships Budget Narrative MOUs
4d **OPTIONAL**: The facility is licensed/approved (ex, child care facility) or exempt (school buildings) by state of Iowa DHS and meets the equivalent of licensing requirements for documentation of staff and students.	Copy of license Staff background checks Exempt Other:	Management Plan
5a Safe facilities are accessible to students and their families, including plans safe transportation or escorting students to non-school facilities and home.	Transportation policies Transportation schedules Building procedures (for non-school locations) Other:	Management Plan
5b Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21st CCLC funds.	Postings/announcements Press releases/articles Outreach activities Website Other: Forms or site documentation with the 21CCLC logo (available at www.iowa21CCLC.com)	Communication Plan
5c The program implements an attendance policy that encourages participation on a regular, consistent basis. Program meets attendance goals in application. Year One = 70%, 80% after Year Three.	Written policies/handbooks Attendance records Contact log Federal Data Reporting Other:	Management Plan Communication Plan
5d Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood. Needs of ESL students are accommodated in the program.	Correspondence Translation/assistive materials Event/meeting announcements Interpreter Other:	Student Needs Assessment Management Plan Communication Plan
6a The program has a project director with credentials appropriate to manage the program. Small programs may opt to have two co-directors.	Employment records/contract Credentials Employee Experience	Project Narrative Management Plan

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
	Other:	
6b Each site has a coordinator with appropriate/equivalent credentials to meet DHS licensing to supervise and lead the daily program and personnel. (Programs that receive DHS funds must meet DHS licensing.)	Employment records/contract Credentials Employee Experience Other:	Project Narrative Management Plan
6c All staff have credentials and expertise appropriate for the positions described and there are sufficient numbers of staff planned for the numbers of students. Volunteers and non-certified staff provide supplementary activity and programmatic support.	Employment records Credentials Employee Experience Staffing plan Other:	Project Narrative Research Base Management Plan
6d Program and management staff meet regularly during the grant cycle to coordinate program offerings for continuous program improvements.	Meeting schedules/minutes Other:	Management Plan Communication Plan Evaluation
6e Program Director has a written plan for local site visits including student data, daily operations, site concerns and improvement plans, etc.	Written visit schedule/plan Other:	Management Plan Evaluation Plan
7a All meals/snacks that are provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch)	Meal/Snack menus USDA Reimbursement Documentation Other:	Project Narrative
7b To enhance sustainability the program has a plan to increase community support beyond the initial project. The program uses a wide variety of methods to identify and secure material, financial and human resources. The program has established collaboration with parents, community members, volunteers and social service agencies that provide services to children and families.	Sustainability Plan Correspondence Documentation of methods used Meeting Notes MOUs/Contracts Other:	Management Plan Communication Plan Partnerships Collaborative Signatures Sustainability Planning Template and Previous Sustainability form MOU
7c The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting Federal data, parent, teacher, and student surveys in accordance with state evaluation timelines.	Federal Data Reporting Local Evaluation submission evaluation data Annual State Survey Partner List PD Template	Evaluation

Iowa Department of Education Monitoring Item (What programs are required to do) with Monitoring Document section labels.	Supporting Documentation	Iowa 21CCLC Application Narrative Sections (your plan)
	Sustainability Plan Other:	
8a The grantee expends 21st CCLC funds appropriately and submits regular claims and documentation to the Iowa Department of Education for reimbursement. Grantees are required to submit fourth quarter expenses before **July 15**.	Financial summary reports Budget change requests/amendments Purchase invoices Time and effort worksheets Reimbursement Claims General ledger, required Other: Other data as requested by the SEA	Budget Narrative
8b The grantee uses 21st CCLC funds to supplement rather than to supplant funds from other sources. (See page assurances in Appendix A for definition of supplement vs. supplant.)	Financial/program documents Program funding history Other:	Budget Narrative
8c The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds.	Purchase orders/invoices General ledger Other:	Management Plan Budget Narrative
8d The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources.	In-kind contribution list Volunteer log Partner agreements Other:	Management Plan Partnerships Budget Narrative Collaborative Signatures

Note: Other documentation not listed above may be accepted after consultation with the SEA.

Experience & Best Practice

Academic enrichment should include tutoring in core academic subjects, extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. These might include: chess clubs to foster critical thinking skills; and math skills. Community service programs to develop positive work habits; theater programs to encourage reading, writing and speaking, as well as teamwork; goal-setting and decision-making. Book clubs can encourage reading and writing for pleasure. Cooking clubs can teach life skills and foster reading, writing, math and science skills. Poetry contests and slams encourage reading, writing and speaking. Woodworking and crafts programs encourage planning, measurement, estimation and calculation skills. Computer clubs, video, film-making; and technology, such as Google Computer Science First (learning to code). Visit the Iowa 21CCLC website at www.iowa21cclc.com for additional examples and resources for afterschool programs.

Family Engagement Services Component

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy (Family Engagement). Services may be provided to families of students to advance the students' academic achievement. However, programs are open only to adults who are family members of participating children. This component of the program is not intended to provide adult programming such as HiSET (formerly called GED), however, proposals must include partnerships with local HiSET providers (Iowa community colleges) to ensure family access to such services (see Appendix F for more information). Iowa Community Colleges can provide free or reduced cost adult literacy services as a partner with your program. We have provided a list of colleges that receive federal funds to offer HiSET and Adult Literacy Classes. Document your community college partnership with a memorandum of understanding (MOU).

Partnerships (Required)

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

21CCLC grant applicants must provide a description of the partnership between a local educational agency, a community-based organization (CBO), and, if appropriate, other public or private organizations. If the local applicant is another public or private organization, the applicant must provide an assurance that its program was developed and will be carried out in active collaboration with the schools that the students attend. Demonstration of such partnerships is a requirement of this grant.

Important Clarifications:

Partnerships are defined by a full, partial or vendor status. Full partners provide support to the program at no cost (ex. A group of community volunteers who dedicate hours weekly to the program. A church who provides a meal for an event.) Partial partners provide support to the program but may require some of their costs to be offset with grant or other funds (ex. They provide a staff person but ask the grantee to pay for supplies). Vendors may support the program but require payment for all services (ex. An agency who provides a training to you at a set cost). To see existing 21CCLC partners across the state, click here: https://www.iowa21cclc.com/21cclc-partners

> » A Full Partner contributes staff, money, time or resources.
> » A Partial Partner may charge for some services.
> » A Vendor provides services to programs for a cost.
> » A Memorandum of Understanding (MOU) clearly defines the contributions that will be made, citing the resources, staff, and hours over a period of time to meet program goals.
> » A Letter of Support differs from a MOU in that it simply acknowledges the program has been beneficial to the community. **Reviewers may deduct points for not having an MOU to evidence partnerships.** The SEA may reject any application without partners evidenced by MOUs.

Experience & Best Practice

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local

businesses can provide cash donations to supplement costs and provide long term sustainability to offset reductions in funding and when the grant funding expires. Even though community partners may be unique or limited in rural communities, they still add substantial value to the program. Seniors (55+), local colleges, community groups, and churches are good sources of volunteers.

Scope of Operation

21st Century Community Learning Centers services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer. 21CCLCs may also offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days when school is dismissed early.

Iowa is not an ELT (Extended Learning Time) state. Iowa requires 60 hours a month (600 hours per year) of contact time to be eligible for funding for this grant (180 days x 3.4 hours per day). This provides a research-based standard to ensure academic progress for youth.

The following minimum hours of operation must be met:

» According to Iowa Code, Section 256.7(19), the Iowa School Year Calendar is 180 days. **Do NOT apply for funding for more than 180 days.** Note: If you apply for the maximum of 180 days, you MUST begin after school programming on the first day of school and end on the last day of school. Summer programming is not to be included in the 180 day limit.

» **Programs must operate, at <u>minimum</u>, an average of 60 hours per month.** This assumes a 3 hour per day x the number of days your school is in session formula (see page 11 under the Award Amount heading). This monthly minimum may change depending on the number of days school is in session.

» If offering **summer programming**, programs must operate**, at <u>minimum</u>, 30 days.** You should have a minimum of 35 days regular attendance to be able to count a student in the federal APR data system. With youth who have a history of chronic absenteeism, the additional 5 days ensures that youth can miss some programming and still be included in the data reporting.

» Before-school programs must operate at least one hour per day immediately prior to school start each day program is offered.

» Programs that operate on weekends or during the summer will be required to operate for at least three hours per day that program is offered.

» Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements. There is a growing wealth of research that tells us that if the nutritional needs of children are being met this helps with brain development. The provision of a meal during your program hours is considered best practice but must meet the USDA guidelines for nutritional needs.

ESSA requires a 21st-Century Community Learning Center (21st CCLC) to provide activities during non-school hours or periods when school is not in session. **NOTE: 60 hours MINIMUM contact time per month is required (weekend activities are allowed).** 30 days MINIMUM of summer school are required, but more is encouraged. Federal data collection requires a minimum of 30 days to be able to report.

Experience & Best Practice

Research suggests: Additional time spent in engaged and sustained learning activities yields greater benefits for students, according to research from the Wallace Foundation (http://www.wallacefoundation.org). Consider when children have a history of chronic absenteeism, and your program runs 30 days, missing one day prohibits you from counting that child in the federal data

system for regular attendance. Therefore, we recommend 35 days of summer programming. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

Previously Funded Applications

Grantees may re-apply to serve students from a site following the end of the original five-year grant cycle. Applicants can apply for up to 2, five-year grant cycles per school (ESSA 4204.4(J)) **Applicants who have previously been funded for a 21st CCLC program will be required to show evidence of having operated a successful program.** Grantees who do not document new students or services will be funded at previously levels. Any additional funding must be properly documented. Failure to document sustainability over the past five years is considered supplanting. Local funds are not considered program income and help the program towards sustainability. Local funders should be accounted for in your sustainability template.

Previously Funded grantees: Current 21st CCLC grantees may apply for funds to significantly enhance services, for expansion to additional sites or to serve a significant number of additional students. The application must clearly state how new funds will be used for new programming and will not displace current funding. **To avoid supplanting, you MUST document your prior work and sustainability from your previous five years of federal funding.**

Grantees must use program funds to supplement, not supplant, other federal, state and local funds or existing after-school programs.

Sustainability checklist:

- Completed first 5-year grant cycle

- Developed Community Partnerships to help sustain the program

- Completed second 5-year grant cycle (10 years of funding)

- Developed Community Partners to sustain the program

- Funding support from other district programs

- Charging fees (this is NOT a best practice)

The Nita M. Lowey 21st Century Community Learning Centers Grant (TITLE IV B) is the only federal title program that requires recipients to reach out to the community to develop partnerships, communicate the work of the grant (posting annual evaluations), and informing parents of a regular basis.

Programs have ten years to become self-sufficient. This means being part of the community to seek partnerships with the goal of sustaining the program after federal funds are no longer available. Programs that fail to follow the federal requirements on developing community partnerships could be ineligible for additional funding. Urban grantees should be able to partner with a larger number of organizations than rural grantees.

In Iowa, we have outstanding community support with almost 800 partners statewide.

> Example: A grant funded for $100,000 is reduced in year 4 and 5 to $75,000 because of sustainability requirements. Since 2011, we have held community partner meetings with programs to discuss the impact of these 25% reductions and every community has indicated that they can sustain their program.

The program reapplies for an additional 5 years and receives $75,000. This gives the community additional time to cultivate and grow community support for the program. In years 4 and 5, the grant is again reduced to $50,000. By federal statute, we cannot fund a grant for less money.

The program was originally designed as a "seed grant" program, providing short-term funding to local communities to develop innovative and high-quality community school programs. While federal law does not necessarily preclude states from refunding programs when grants expire, many states continue to view the program as a way to provide investments to build local capacity, as opposed to a long-term funding source.

The 21CCLC program was originally established as a federal discretionary grant program to provide "seed" funding to promote the development of programs across the country. However, federal policy currently allows grantees to be refunded when their grant expires, as long as a competitive process takes place.

Federal Statute:

ESSA 4203 (8) contains an assurance that the State educational agency

(A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and

(B) will require each eligible entity seeking such an award to submit a plan describing **how the community learning center to be funded through the award will continue after funding under this part ends**;

Regular community partner meetings help develop the community relationships that can help sustain the work of this grant over time.

-*Sustaining the 21st Century Community Learning Centers 2006*

https://files.eric.ed.gov/fulltext/ED499570.pdf

Why we post all the applications

ESSA 4205 (b) ''(L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application"

Award Duration

Iowa offers up to five years of funding. A three-year full-funded grant followed by a comprehensive, successful site visit can provide an additional two years of funding at 75 percent. Following the fifth year of funding, all programs must submit a new application. Applicants can apply for up to 2, five-year grant cycles per school (ESSA 4204.4(J)).

Program Attendance Requirements

Each program's local collaborative partners will determine required attendance patterns for the programs operated after school, before and after school, and/or other non-school hours. Based on experience and research, the Iowa Department of Education recommends that programs require elementary student attendance every day and middle school attendance at least three days per week of a five-day program. The Iowa Department of Education monitors attendance data in the Federal Data Reporting System and periodically contacts grantees about the accuracy and results of data as part of ongoing desk monitoring. **Programs must meet 70 percent of their attendance goals after year one. Programs must meet 80 percent of their attendance goals after years two and three.** Best practices demonstrate that well designed programs will exceed attendance goals, largely due to community partners. Funding will be

reduced if attendance goals are not met in the following fiscal year. Schools closed to inclement weather or scheduled breaks do not count against your attendance goals.

Sustainability

Sustainability is a key component of 21st Century Community Learning Centers. Not only does planning for and implementing sustainability activities ensure the extension of grant services beyond the timeframe of the 21st Century Community Learning Centers grant, but it also creates a more dynamic program and greater quality of services through partnerships and diversified funding. Sustainability activities include, but are not limited to, collaborating with diverse partners to provide an array of high-quality activities, building community awareness of your program to build broad community buy-in, implementing a wide range of communication practices to keep critical stakeholders up-to-date about program activities, and engaging volunteers and other diversified staff to provide programming. Please see Form G for a Sustainability Plan Template to serve as a framework for your sustainability plan required in the proposal. (Also, see the previous section for additional details).

All Grantees must submit a Sustainability Plan. This plan is referenced in the application for funding. The plan is reviewed during a regular site visit and during a comprehensive site visit with community partners. Grantees will not be required to provide a budget match and applicants are discouraged from proposing to charge fees which goes against best practices.

If a program chooses to charge a fee for participation, the annual enrollment form must be approved by the SEA and is completed online. Additional financial information will be required. **Reviewers will be allowed to deduct points from the application as charging fees is not a Best Practice in Iowa.**

All applicants are expected to identify and engage collaborative partners who can contribute to developing a vision and planning for financial capacity to support, and eventually sustain, the community learning center after 21CCLC grant funding ceases. Applicants are required to provide a sustainability plan in their application documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing local contributions. See rubric item 5.4 for more information about sustainability. Each applicant is required to download, complete and upload the Sustainability Planning Template and Past Grantee Sustainability Form (if applicable) with their application, these forms are available in the online platform.

Good & Bad Examples of Operations

Good-The ABC Program at 123 Elementary School operates five days per week, Monday through Friday, from 2:30 pm to 5:30 pm during the school year. They have an early out once a month and have a monthly Saturday Field Trip. **This exceeds the 60 hour per month minimum, while adjusting for local community need.**

Bad-The XYZ program at 456 Middle School operates 4 days a week from 2:30-5:00pm and has a teacher in-service day each week. They changed their operational hours from the original grant application. They did not have approval and they did not meet the required 60 hours a month of contact time. The shortage was discovered during a state site visit, they were required to add additional hours of program time for students and to reimburse funds. After the adjustment, the program operated from 2:30 until 6:00 (because of parent input) and a field trip was provided each week on teacher in-service days.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21CCLC program to have specific qualifications. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21CCLC program uses volunteers, they must be

appropriately qualified to serve as volunteers (background checks are required), and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Best Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

» All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.

» The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1 and if DHS funding is received, then the ratio is 15 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.

» The principal of each participating school must approve the selection of the before and/or after school program site supervisors.

» High school, college students and volunteers play key roles in supplementing teaching staff in afterschool programs.

» The grant requires a minimum of 5 percent to be spent on staff and leadership professional development. **This line item in the program budget cannot be transferred. A template is provided to help sites to plan, track, and report professional development offerings to the State.**

Reporting Requirements

21st Century Community Learning Center grantees are required to submit quarterly fiscal reports (claim spreadsheet) to the Iowa Department of Education to receive reimbursement. Grantees must participate and provide data and other information as requested to the United States Department of Education and the Iowa Department of Education. A Local Evaluation must be conducted annually and reports must be posted online by the grantees, publicly available, and an electronic copy sent to the Iowa Department of Education **and state evaluator for aggregation to the Iowa State Evaluation**. The Iowa 21CCLC Statewide Annual Evaluation survey is required for all grantees. ESSA requires the SEA to collect and post a list of community partners which is documented through an annual assessment using a required template. Professional development is also documented using a required template as well. The Iowa Department of Education may require program information and documentation at any time.

Monitoring, Evaluation and Program Accountability Requirements

All 21CCLC grantees will be responsible for fulfilling the following monitoring and evaluation requirements:

a) *Ongoing Monitoring and Program Refinement*

On a regular basis, grantees shall collect data that can help them assess and refine their programs based on the impact of their activities. Grantees will participate in Iowa Department of Education-sponsored non-evaluative activities, including best practices site visits and regular grantee network communications for sharing information among all grantees. Grantees are also required to participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes used to compile a statewide evaluation report. **Attendance is collected and reported on the quarterly financial claim sheet. It is the grantee's responsibility to monitor program attendance to meet program attendance goals.**

b) *Long-Term Local Evaluation*

Grantees must plan and conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results not only for ongoing program monitoring and assessment, but also to communicate the impacts of the 21CCLC program longer-term. All evaluation results should be made available to partners and the public by posting on a web site. Data measures shall include, but are not limited to, the following:

- Student achievement data from an approved state assessment, and, if appropriate, other district-wide assessments.

- General student data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).

- General student data on discipline referrals, suspensions, and school safety.

- School and program level data from parent, teacher, and student surveys.

- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

- 21st Century data collection and evaluation should not violate FERPA. (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). *We do not require student identifiable data. We need summary data about student participation in the program. Federal GPRA measures will change in 2022 and grantees are responsible to gather data for these new measures.*

Iowa Statewide Evaluation and Monitoring Activities

Data Collection		
APR Data Reporting – Federal	Due: Summer, Fall, and Spring reporting	» This is the federal data collection system administered online: https://21apr.ed.gov/login. » Data includes feeder schools, sites, student demographics, and activity details. This spreadsheet can help grantees collect the data that will be needed for APR reporting: https://www.iowa21cclc.com/grant-info
Statewide Evaluation	Due: Is published the following year	» This is Iowa's state-level data collection. » Data collected includes academics, attendance, behavior, progress on meeting goals, and anecdotal data (success stories).
Community Partner List	Due: September 30	» Required by ESSA. Iowa posts a list of community partners vetted by 21CCLC grantees: https://www.iowa21cclc.com/21cclc-partners
Professional Development and Sustainability	Due: September 30	» Professional Development and Sustainability templates are provided to help grantees plan and organize data reported to the State. They can be found under the Templates section on this website: https://www.iowa21cclc.com/grant-info

Statewide Survey	Due: Annually in January	» This is Iowa's process for collecting site information and feedback. » Data collected includes a summary of services including a more in-depth look at daily operations.
Reporting		
Local Evaluation Report	Due: November 30	» Guidelines for local evaluation reports can be found here https://www.iowa21cclc.com/grant-info and training will be provided. » Local report should be posted to program website when finalized. Provide web site URL when you report. » Local evaluations are read and reviewed. Grantees may be contacted to check on data quality or goals and outcomes.
Monitoring		
Grantee Compliance Monitoring	Due: Annually, and after 3 years	» The Iowa Department of Education is required to regularly monitor grantees for compliance with federal and state regulations. A regular site visit occurs once between years 1-3 of the grant cycle and is completed in person or using virtual meeting tools. » Monitoring tool is available as Appendix D and E. » A comprehensive site visit occurs after 3 years of program operation to recommend additional funding.
Best Practice Site Visits	Due: Annually	» The Iowa Department of Education partners with the Iowa Afterschool Alliance to provide support and guidance for professional development and best practices.
Attendance	Due: Quarterly	» Attendance is collected and reported on the quarterly financial claim sheet. You will report the number enrolled and average daily attendance.

An evaluation timeline is available online at https://educateiowa.gov/documents/title-programs/2020/08/iowa-local-evaluator-timeline

ESSA requires that local evaluations are considered in your review for continued funding. In Iowa, the comprehensive site visit will review your evaluation progress.

Experience & Best Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, developed by the Harvard Family Research Project (www.hfrp.org), is a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and

integrating it with a model of program evaluation based on results accountability and performance measures.

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator. http://www.beyondthebell.org/beyond-the-toolkit.

The Iowa Afterschool Alliance has made the *Afterschool in a Box Toolkit* available online as a support for new programs and existing programs needed technical assistance. The Toolkit can be downloaded in its entirety or in sections and can be found here: https://www.iowaafterschoolalliance.org/starting-and-supporting-a-program.

Funding

***Download the funding estimator** to begin to calculate your award. Note: this document is also made available to you in the online platform.*

Note: This is a guide to determine what your funding request will be, not a guarantee of how much funding you will receive. You should first use the funding estimator to calculate a base award, then deduct the sustainability amount (partner contributions, district contributions, in-kind) from this award to make your actual request.

21st Century Community Learning Centers grant funds are awarded on a competitive basis for a three-year period, and are disbursed quarterly on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school students.

Community learning centers may apply for funding based on student attendance to support:

  » An after school program during the regular school year only; or
  » A before and after school program during the regular school year; or
  » A program operating on weekends, school breaks, or early dismal days as an extension of the before and/or after school program; or
  » A program that is operated in the summer.

The funding of a program will be awarded on a basis of number of students served:

  » Up to $7.50 per day X number of students anticipated to participate in the program X number of days the program will operate in the after school hours; or
  » Up to $10.00 per day X number of students anticipated to participate in the program X number of days the program will operate in both the before and after school hours; or
  » Number of days the program will operate on non-school days (weekends, holidays, summer) X number of students anticipated to participate in the program X $7.50 for a three-hour program or $10.00 for at least a four-hour program.
  » A spreadsheet (funding estimator) is provided in the link above to help applicants begin to calculate a draft award request. If you only use the amount from the estimator, your budget is not complete. You must include community partner contributions, district contributions for a completed budget.

» Community partners and district support must be incorporated into the application budget/award request.

Additional data that must be included in the application budget for funding:

a) **Evaluation:** *No more than* 4% of each site's total budget should be reserved for local evaluation efforts. You may NOT *use grant funds to pay for grant writing* or make purchases, enter into any contract or incur expenses before you have a signed grant agreement.

b) **Professional Development:** *No less than* 5% of each site's total budget must be reserved by the grantee for training, staff development, and technical assistance.

- Resource**:** U.S. Department of Education (You for Youth professional development website: http://y4y.ed.gov/)

c) **Access:** *Up to* 8% of each site's total budget may be used to meet local needs for:

- Transportation costs

- Ensuring safety and accessibility of program facilities,

- Elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability, or

- Other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).

d) **Administrative Costs:** *Up to* 8% of each site's total budget may be used for administrative costs (administrative costs include indirect costs).

LEAs or other organizations may charge indirect costs to the 21CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. Indirect costs are included in administrative costs. Iowa has set a limit to indirect costs not to exceed the 8% of administrative costs.

Forms D2 and D3 are required and will assist you in planning your program budget. These forms can be downloaded here but are also available in the online platform for ease of use.

Download Form D2   *Download Form D3*

Minimum and Maximum Grant Awards

The minimum grant awarded will be $50,000 per application per year. Maximum grant awards will be $150,000 per site per year and $300,000 per application per year. **A maximum of three sites per application can be funded.**

Funding Flexibility

Grantees may move up to 10 percent of the total grant amount between budget categories without an amendment as long as required allocations for evaluation, professional development, access, and administrative costs are maintained. **<u>All</u> budget changes must be approved by the SEA**. Grantees should conduct monthly budget reviews and plan to expend 100% of their grant award each year. Watch your required percentages during line-item transfers. See the Guide to Budgets for more information.

Grantees that are local educational agencies (LEA) are permitted a certain amount of flexibility in their use of program funds, as follows:

» School Wide Programs

LEAs are permitted to consolidate and use funds under Part A of Title I together with 21CCLC and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21CCLC award.

» Rural Education Initiatives

LEAs eligible for the Rural Education Achievement Program (REAP) may use their "applicable funding" [funds received under the Improving Teacher Quality State Grants (Title II, Part A), (Title IV Part A), State Grants for Innovative Programs (Title V, Part A), and Student Support and Academic Enrichment (SSAE) Program (Title IV, Part A)], to carry out activities authorized under the Iowa 21st Century Community Learning Centers Program.

Title I funds, in concert with the 21CCLC program funds, can provide additional learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21CCLC programs. Programs with over 50% free and reduced lunch are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for "Afterschool Snacks," and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21CCLC programs to serve children outside of the regular school day. In no case, however, may 21CCLC funds be used to supplant other federal funding.

USDA Food and Nutrition Services Afterschool Snacks: https://www.fns.usda.gov/school-meals/afterschool-snacks

Child and Adult Care Food Program: https://educateiowa.gov/pk-12/nutrition-programs/child-adult-care-food-programs

Additional Guidelines

The Iowa Department of Education will require attendance reporting for each site receiving 21CCLC funds to ensure the following average daily attendance requirements are being met:

» First year grant awards should have 70 percent of the proposed average daily attendance of students.

» Third year grant awards should have 80 percent of the proposed average daily attendance of students.

- Note: Programs that meet or exceed the 60 hours of contact time with high quality activities generally experience improved attendance.
- Failure to meet your attendance goals can result in a reduction in future funding.

» The 21st Century Community Learning Centers Program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement. The Iowa Department of Education strongly encourages local programs to identify other sources of related funding and to describe in the 21CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer afterschool services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21CCLC grants to drive away or supplant other programs.

» An organization that receives a 21CCLC grant may use the 21CCLC funds for allowable costs only during the grant award period. Under the 21CCLC program, grantees may carry over unobligated 21CCLC funds, only from year one and year two, provided permission is granted by the Department of Education and that each participating program site named in the application is making substantial progress in implementing its 21CCLC program. The Iowa Department of Education will conduct a review to determine whether sufficient progress is being made. If the Iowa Department of Education determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then the Iowa Department of Education may redistribute any unobligated funds with a special competition or append the next competition.

» Unexpended grant funds may **not** be carried forward in any fiscal year without prior permission of the Iowa Department of Education. **All carryover requests must be submitted before June 30 to be processed. Any carryover request after June 30 requires a formal amendment.**

» The Iowa Department of Education strongly discourages applicants from proposing to charge fees although community learning center programs and services funded through 21CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Though against best practices, programs that propose to charge fees **must** offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application within the fiscal year. Fees are considered program income. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program. **Reviewers will be allowed to deduct points for applications that charge fees to families as this is not a Best Practice in Iowa.**

21CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21CCLC grant funds to pay for existing levels of service funded through any source.

Prioritized Eligibility for Funding

Federal funding has currently been allocated to Iowa for 21CCLC grants to programs serving elementary, middle, and/or high school students. Grantees awarded a 21CCLC grant will receive up to a three-year grant award (at full funding) and an additional two years of funding after a successful site visit. Each year's annual award of funds will be disbursed through reimbursement on a quarterly basis and is contingent on the availability of federal funds and receipt by the Iowa Department of Education of the state's annual award of federal 21CCLC program funds.

Absolute Priority

Under 34 CFR75. 105(c)(3), the Secretary gives an absolute preference to applications that meet the absolute priority.

All applications must propose to serve students (and families of students) who attend (underperforming) schools eligible for Title I school-wide programs or schools serving a high percentage (at least 40% FRPL) of low performing students from low-income families. Applications proposing to serve a school(s) that does not meet the federal absolute priority will not be reviewed.

This means that **each** school in your application **MUST** have a minimum of 40 percent Free and Reduced Price Lunch students to be eligible for this grant.

Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for school-wide programs that serve all children in the school. (Iowa Department of Education: https://www.educateiowa.gov/pk-12/title-programs/title-i/title-i-part)

Question: Can you obtain funding if the school you are targeting does not have 40 percent free and reduced price lunch?

Answer: No, you cannot be granted funding if the school you are targeting doesn't have at least 40 percent free and reduced price lunch. This is an absolute priority for the 21st CCLC grant.

Competitive priority will be given to applications that

1. Propose to serve children and youth in schools designated "Targeted" or "Comprehensive" on the Iowa (https://www.iaschoolperformance.gov/ECP/Home/Index) AND Is jointly submit as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors; and/or
2. Propose to serve a county with more than 17% of its youth population in poverty; and/or
3. Propose to serve youth who attend reside in a rural community.
4. Propose to serve youth attending a school designed as "Targeted" or "Comprehensive" schools AND submitted jointly between a school and a community partner. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.
5. Propose to serve youth a full meal daily and provide evidence of this partnership with a school food system or local food bank.
6. Propose to serve middle and/or high school aged youth with Career and Technical Education programs with evidence of a partnership agreement with a local college or university.

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria. For clarification, Title I school-wide eligible programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost lunch through the National School Lunch Program under the United States Department of Agriculture.

Selection—Peer Review

A peer review will be conducted of all qualifying applications. The review team will assign each application a score and rank which the State Education Agency (SEA) will use to determine eligibility. Consideration will be given to an equitable geographic distribution of grant funds.

2 CFR 200.331(b) requires states to conduct a risk assessment. Below is a template used to review the highest scoring grants. This is not the only criteria. The SEA reviews the budget, history, personnel, project narrative and forms to insure all laws, statutes, rules and guidance are followed.

After the peer review of applications, the SEA reviews the consensus scores and comments. Then, in rank order, does a final review before sending award notices, calculating funding and creating a table of awards. Iowa requires that applications from community based, faith based, and non-profit agencies and organizations other than local education agencies will be screened for capacity to administer the program. All applicants will receive their peer review scores and notes. Team reviews will be posted on the Iowa21CCLC.com website. The Iowa Department of Education may reduce, adjust, modify, or reject any project proposal during the risk assessment in order to comply with federal statute, state law, program guidelines, or available funding.

Determination of Awards

Grant applications go through a Peer Review Process. Applications that receive the highest scores in Peer Reviews are examined by the Iowa Department of Education in rank order for statutory compliance, reporting of facts, assurances, and adherence to state and federal law statute and guidelines. Final award determination depends upon successful Peer Review scores, compliance with the requirements of this application and a screening process to check the capacity of the applicant. Issues that arise during this process may render an application not fundable. The Department reserves the right to reduce the award amount for any applications. A base formula is used to determine the awards using the number of students served at each school, deducting community partner contributions included in the budget. People in Districts or Community groups who are applying for funds are not eligible to serve as peer reviewers.

All applications will be screened for eligible sites that will primarily serve students who attend schools eligible for Title I school wide eligible programs and capacity to administer the program, as follows:

» Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
- Previous experience with grant funding at the city, county, state and/or federal level;
- Fiscal capacity to operate the program for up to three months (cost per student x 60 program days); and
- Evidence of a clear and documented plan of communication and linkage with the school district and school site.

All applications will be screened for compliance with the RFA:
» Include all required sections of the proposal;
» **Failure to upload required forms or conduct required non-public consultation may result in rejection of the application.**
» Include the electronic copy of the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different); and
» Comply with requirement that proposals be received by the due date.

Criteria and Scoring System

The initial ranking of applications will be conducted by representatives from stakeholder groups, including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, and faith-based organizations. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21st Century Community Learning Centers Readers' Conference.

Applications will be reviewed using the scoring criteria provided in the RFA. The key concepts of the 21CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out categories of points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the sections are totaled. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard. After the peer review, the SEA conducts a risk assessment and reviews the highest rated applications for compliance with federal statute, state law, and RFA rules. Awards will be made to applications who receive the highest scores until all available funds are allocated.

Application Preparation and Submission

All applications will be submitted online via https://www.iowa21cclc.com/rfa. No paper copies or hand delivered copies accepted. No exceptions. We STRONGLY encourage applicants to save the narrative sections of the application in a Word Document as grant progress cannot be saved and returned to within the online system. A PDF of the full application is provided to applicants on the landing page of the online platform so that materials can be prepared for uploading.

The application requests information on:

- » Application Information
- » Forms
- » Site Information
- » Financials
- » Basic Service Components
- » Proposal Narrative

The proposal narrative requests the following information:

Abstract (Not scored)

The abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if being requested.

Student Needs Assessments (20 possible points)

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

- » Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer)

- » Evaluates school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).
- » Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.
- » A description of the impact you are going to make with the youth to be served
- » Title program data
- » Achievement gap information
- » Total student population and the number you plan to serve from each school/site.
- » A summary of transportation, safety, and accessibility components

NOTE: The 21CCLC program puts forth sound measures of effectiveness to guide local grantees. All programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. For a program or activity to be compliant with this component of the law, monitored by the SEA as described in section 4203(a)(14), such program or activity shall –

1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures;
5. And collect the data necessary for the measures of student success described in (D).

Project (24 possible points)

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

- » Your organization's expertise in providing out-of-school time programming. Your organization's ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.
- » Proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities (link here) and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.
- » The days and hours of operation. Note that programs planning to serve youth in summer are expected to have a minimum of 30 days of service.
- » Your plan to provide a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.
- » Detail reasonable goals and objectives.
- » Align with school day instruction through relationships with school day staff and/or state or national standards.

Research Base (5 possible points)

This section describes in detail the research performed to support the program. This section should include:

- » A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

Management and Sustainability Plan (20 points)

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

- » The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.
- » The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.
- » The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.
- » A continuous improvement plan.
- » Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.
- » If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

Communication Plan (5 possible points)

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section should include:

- » Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website to a reach of 1000 people.
- » Your plan to share your Local Evaluation document with the larger community.
- » Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with 100 parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to 150 parents and stakeholders.

Note: Methods should include a website, social media, and online resources such as a program calendar. A downloadable template is provided to complete the Communications Plan.

Partnerships (10 possible points)

This section describes in detail how your program will access and utilized community partners to support youth and families in your program for maximum impact. This section should include:

» A description of your partners. Note: Partners can include but are not limited to: businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.

» A description of existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.

» A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

Evaluation (10 possible points)

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

» Your proposed goals and outcomes pertaining to literacy and math for youth.

» Your proposed goals and outcomes pertaining to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.

» Evidence that a local evaluator is in place with information about their capacity, expertise.

Budget Narrative (10 possible points)

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

» A detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.

» Application must describe how the program seeks to supplement, rather than supplant, current funding.

» A description of partner contributions and accounting in the requested amount.

Note: Failure to document sustainability can be considered supplanting. Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

Determination of Award Amounts

Successful grant applications will be funded at the level requested if the program application is justified and the budget submission is realistic and well supported. Minimum awards will be made for no less than $50,000 per application or site per year. Maximum awards will not exceed $150,000 per site per year or $300,000 per application per year. **However, the Iowa Department of Education reserves the right to fund any application at a lesser amount**. Furthermore, if funding is not sufficient to fully fund all applications that merit award, the Iowa Department of Education reserves the right to fund some or all applications at a lesser amount. Applications with scores sufficient for funding are reviewed for accuracy,

budgets and compliance with the federal, state and application guidelines. Additional information may be required. The Iowa Department of Education reserves the right to reject any application for violations of federal statute, state law, application rules, or false/misleading information.

High Risk Applicants

No entity that is currently in "high risk" or non-compliance is eligible to submit an application. The following criteria are used to assess "high risk" sub grantees:

1. Has a history of unsatisfactory performance;
2. Is not financially stable;
3. Has a management system which does not meet the management standards (or financial practices) set forth by the federal government;
4. Has not conformed to the terms and conditions of previous awards,
5. including timely submission of required fiscal and program reports; or
6. If the application contains elements of risk, and if the awarding agency (SEA) determines if an award will be made. Special conditions and/or restrictions shall correspond to the high-risk condition and shall be included in the award. (State and Federal Grants Handbook, Section 600-5)

The Office of the Inspector General defines grant fraud as:

» Falsifying information in grant applications or contract proposals
» Using Federal funds to purchase items that are not for Government use
» Billing more than one grant or contract for the same work
» Billing for expenses not incurred as part of the grant or contract
» Billing for work that was never performed
» Falsifying test results or other data
» Substituting approved materials with unauthorized products
» Misrepresenting a project's status to continue receiving government funds

Example – Your grant application reported there were no non-public schools within your school boundary. However, a check showed a non-public school a block away. No Consultation was made and false information was provided in your application.

Example – Your grant application was to provide adult literacy services in cooperation with a local community college. However, you billed the grant for the same services that the college provided with another federal grant at the same time.

Example – A program bills for expenses to repair a copy machine. The copy machine was purchased with other funds. This expense was not incurred as part of the grant.

Example – Your grant application reported serving 400 children. You fail to report an attendance problem to your SEA for technical assistance. You actually only serve 100 children. False information is provided in attendance monitoring that misrepresents your project status to continue funding.

Award Notification

Notification of awards will be made in writing via email to applicants and posted on the Iowa Department of Education web site. Contractual grant agreements requiring signatures will follow the e-mail notice, and must be signed to finalize the award. Applicants will be notified via email by the Iowa Department of Education when the award is finalized.

Grant Termination

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10-day notice as a result of a non-compliance issue(s). The Contract will not be exclusive. The Department will reserve the right to select other Applicants to provide services similar or identical to the Scope of Services described in this Contract during the term of this Contract in order to insure the needs of children are being met. See Appendix C covering Contractual Terms, including grant termination for additional terms of this agreement.

Unclaimed Funds Redistribution

For grantees covered under this agreement, the Iowa Department of Education reserves the right to redistribute any unclaimed grant funds

Appeal Process

Any applicant for Iowa 21CCLC funds may appeal the denial of a properly submitted competitive program request for applications or the unilateral termination of a competitive program request for applications to the Director of the Department of Education. Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to 281 IAC r. 7.5, the legal authority for this process. An appeal form is included with the Appendix at the end of this document.

Any appeal will be funded and listed in the following year's cohort.

Rubric of Scoring Criteria for 21st Century Community Learning Centers

NOTE: TOTAL POINTS PER ITEM NUMBER

Student Need (20 Points Possible)			
0 Points (Weak and not fundable)	**1-3 Points (Minimally Acceptable)**	**4-7 Points (Sufficient)**	**8-10 Points (Extensive/Strong)**
2.1 The needs assessment provides no evidence of the student need for a before and/or after school program (may include weekends, holiday and summer), little evidence of the school and community resources* available, and little documentation of how proposed program will address student needs (including needs of students with working families). The following required data is <u>not</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment does not summarize the transportation, safety, and accessibility needs of students or parents. *Take into consideration that community resources may be limited in rural communities. *Consult with Iowa Department of Education before assigning 0 points.*	The needs assessment provides minimal evidence that only minimally defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment only minimally summarizes the transportation, safety, and accessibility needs of students and/or parents. *Take into consideration that community resources may be limited in rural communities.	The needs assessment provides sufficient evidence utilizing objective data that sufficiently defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and sufficiently documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment sufficiently summarizes the transportation, safety, and accessibility needs of students and parents. *Take into consideration that community resources may be limited in rural communities.	The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. *Take into consideration that community resources may be limited in rural communities.

2.2 There is no evidence that external stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and development of the program. *Consult with Iowa Department of Education before assigning 0 points.*	There is minimal evidence that a variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and development of the program.	There is sufficient evidence that a wide variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and development of the program.	There is extensive evidence that a wide variety of stakeholders, including youth, parents, community groups, and partners, were engaged in the identification of needs and development of the program.
Project (24 Points Possible)			
0 Points (Weak and not fundable)	**1-2 Points (Minimally Acceptable)**	**3 Points (Sufficient)**	**4 Points (Extensive/Strong)**
3.1 There is no evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the "Student Need" section. No curriculum listed proposed to meet student needs. *Consult with Iowa Department of Education before assigning 0 points.*	There is minimal evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the "Student Need" section. Vague description of curriculum.	There is sufficient evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the "Student Need" section. Good description of curriculum used to link student need with academic goals.	There is extensive evidence that the proposed academic, enrichment, and family literacy/engagement activities are linked to the student needs assessment described in the "Student Need" section. Extensive description of curriculum used to link student need with academic goals.
3.2 Application does not propose a variety of 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA do not appear to be of high quality and/or do not support outcomes in literacy and math. Application does not propose to provide any meal or snack. *Consult with Iowa Department of Education before assigning 0 points.*	Application proposes 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Quality of programming and services could be improved. Application proposes to provide students a meal and/or snack that does <u>not</u> meet USDA nutrition guidelines.	Application proposes high-quality 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Variety could be expanded, but is sufficient. Application proposes to provide students only a snack that meets USDA nutrition guidelines every day of operation.	Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy/engagement services that fit within the eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a snack and full meal that meets USDA nutrition guidelines every day of operation. This is a

			Best Practice of high quality programs.
3.3 Application does not propose family literacy/engagement activities. *Consult with Iowa Department of Education before assigning 0 points.*	Application proposes family literacy/engagement activities, but that do not align with the needs assessment.	Application proposes family literacy/engagement activities that align with the needs assessment.	Application proposes family literacy/engagement activities that align with the needs assessment and that are likely to have a significant impact on participating students' family or the student, themselves.
3.4 Application does not provide goals and objectives for the activities. If offering summer programming, the program does not plan to operate for at least 30 days. *Consult with Iowa Department of Education before assigning 0 points.*	Application provides minimally logical, clear, and/or measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for at least 30 days.	Application provides sufficiently logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for at least 30 days.	Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. If offering summer programming, the program operates for more than 30 days to support data collection.
3.5 Application does not explain how programming will link to school day instruction. *Consult with Iowa Department of Education before assigning 0 points.*	Application minimally explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.	Application sufficiently explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.	Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's improvement plan.
3.6 The applicant has no experience in providing educational and/or enrichment and related activities to school-age children. *Consult with Iowa Department of Education before assigning 0 points.*	The applicant has minimal experience in providing educational and/or enrichment and related activities to school-age children.	The applicant has experience in providing educational and/or enrichment and related activities that will complement and enhance the academic performance, achievement, and positive youth development of school-age children.	The applicant has extensive experience in providing educational and/or enrichment and related activities that will complement and enhance the academic performance, achievement, and positive youth development of school-age children.
Research Base (5 Points Possible)			

0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
4 Application provides no evidence of a research base for the proposed activities. No examples of how research will be implemented into program. *Consult with Iowa Department of Education before assigning 0 points.*	Application provides minimal evidence of a research base for the proposed activities. Minimal examples of how research will be implemented into program.	Application provides sufficient evidence of a strong research base for the proposed activities. Sufficient examples of how research will be implemented into program. Citations (web, print) are provided.	Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. Extensive citations (web, print) are provided.
Management and Sustainability Plan (20 Points Possible)			
0 Points (Weak and not fundable)	1-2 Points (Minimally Acceptable)	3-4 Points (Sufficient)	5 Points (Extensive/Strong)
5.1 Application does not provide a plan to ensure effective staffing. Previous grantees do not provide documentation of 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities. Program charging fees (this is not a best practice). *Consult with Iowa Department of Education before assigning 0 points.*	Application provides a minimally acceptable plan to ensure effective staffing, and includes few, if any, details specifically on recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees provide minimal documentation of 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.	Application describes a sufficient plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document sufficient 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.	Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities.

Reviewers should deduct points for applications who indicate they will charge fees.	Program charging fees (this is not a best practice) to parents. These programs should not exceed the first two columns for points.		
5.2 Application does not provide a plan for student transportation or plan to ensure safe and accessible facilities and services. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours. *Consult with Iowa Department of Education before assigning 0 points.*	Application provides a minimal plan for safe student transportation to and from the program and home, where appropriate, and minimal detail regarding ensuring safe and accessible facilities and services. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours.	Application provides sufficient detail of a plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours.	Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities. Take into consideration that transportation arrangements in rural communities may be unique. It is okay for programs to have parents pick up youth if they have extended hours.
5.3 Application does not describe the organizational and/or program leadership structure or how it will develop and engage a stakeholder advisory group.	Application does provide a sustainability plan but in minimal detail regarding the organizational and/or program leadership structure or how it	Application provides a sufficient sustainability plan that describes the organizational and/or program leadership structure and how it will	Application provides a sustainability plan in extensive detail of the organizational and/or program leadership structure and how it will

Consult with Iowa Department of Education before assigning 0 points.	will develop and engage a stakeholder advisory group.	develop and engage a stakeholder advisory group at least quarterly.	develop and engage a stakeholder advisory group at least monthly.
5.4A Application does not provide a sustainability plan nor does it provide a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. **5.4B** Previously funded grantees do not document 5 years of prior sustainability. Community partners are not increased over time. *Consult with Iowa Department of Education before assigning 0 points.* *Reviewers should deduct points for failure to provide a sustainability plan.* *Reviewers should deduct points for any applicant who has 10 years of funding and few community partners. These applications will receive fewer points as this is a statutory requirement of the grant.*	**5.4A** Application provides minimal detail regarding a plan with continuous program improvement and sustainability of program following the reduction or end of 21CCLC funding and provides a minimal description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. **5.4B** Previously funded grantees must minimally document 5 years of prior sustainability. Community partners are not increased over time.	**5.4A**. Application provides a sufficient sustainability plan with continuous program improvement and sustainability of program following the reduction or end of 21CCLC funding and provides a sufficient description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. **5.4B** Previously funded grantees must sufficiently document 5 years of prior sustainability including the incremental increase of community partners.	**5.4A**. Application provides an extensive sustainability plan with continuous program improvement and resources for the sustainability of program following the reduction or end of 21CCLC funding. Provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. **5.4B** Previously funded grantees must extensively document 5 years of prior sustainability including the incremental increase of community partners.
Communication Plan (5 Points Possible)			
0 Points (Weak and not fundable)	**1-2 Points (Minimally Acceptable)**	**3-4 Points (Sufficient)**	**5 Points (Extensive/Strong)**
6 Application does not provide the completed template or the template is incomplete in its description of the outreach strategies or activities to be employed to share evaluation and other program information. The local	Application provides a minimally completed template describing the outreach strategies or activities to be employed to share evaluation and other program information. Use of a website is mentioned. The local evaluation is	Application has provided a sufficiently completed template describing their outreach strategies and activities including the frequency, method, target audience and proposed impact. Target audiences for outreach activities include the broader community, parents, youth, and	Application has provided a complete and thorough template describing their outreach strategies and activities including the frequency, method, target audience and proposed impact. Target audiences for outreach activities include the broader community, parents, youth,

evaluation is not made available on the program website. *Consult with Iowa Department of Education before assigning 0 points.*	not made available on the program website.	partners. Use of a website, social media, and online resources such as a program calendar are noted. The local evaluation is made available on the program website (link provided if previous grantee).	and partners. Use of a website, social media, and online resources such as a program calendar are noted. The local evaluation is made available on the program website (link provided if previous grantee).

Partnerships (10 Points Possible)			
0 Points (Weak and not fundable)	**1-2 Points (Minimally Acceptable)**	**3-4 Points (Sufficient)**	**5 Points (Extensive/Strong)**
7.1 Application does not describe existing organizational and/or programmatic partnerships or their role in programming and/or sustainability. Missing an MOU to document each partnership. Only letters of support are provided for partnerships. Fewer than five partnerships are described. Take into consideration that community partnerships may be unique in rural communities. *Consult with Iowa Department of Education before assigning 0 points.*	Application minimally describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability (references made to MOUs are allowed). Provides an MOU to document each partnership. Take into consideration that community partnerships may be unique in rural communities.	Application sufficiently describes existing organizational and/or programmatic partnerships and their role in programming and/or sustainability (references made to MOUs are allowed). 5 partnerships are described. Provides an MOU to document each partnership. Take into consideration that community partnerships may be unique in rural communities.	Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). Provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. Take into consideration that community partnerships may be unique in rural communities.
7.2 Application does not include a description or schedule of meetings with community partners. Missing documentation for most partnerships cited in narrative. Provides only letters of support. Specific meeting dates do not need to be listed. Calendars are generally	Application includes a non-recurring schedule of meetings with partners without adequate description of such meetings. Provides documentation (an MOU) for most partnerships cited. Specific meeting dates do not need to be listed. Calendars are generally	Application includes a quarterly schedule of meetings with partners with some description of meetings. Outlines a sufficient plan for engaging partners, including a plan for recruiting new partners and/or maintaining those relationships with partners. Over 5 years, program should engage 12 or more partners. Provides good	Application includes a monthly description of meetings and/or service on or with community group boards or committees. Outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Over 5 years, program

created at the beginning of the school year. *Consult with Iowa Department of Education before assigning 0 points.*	created at the beginning of the school year.	documentation (an MOU) for almost every partnership cited. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.	should engage 25 or more partners. Provides comprehensive documentation (an MOU) for all partnerships cited. Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.
Evaluation (15 Points Possible)			
0 Points (Weak and not fundable)	**1-2 Points (Minimally Acceptable)**	**3-4 Points (Sufficient)**	**5 Points (Extensive/Strong)**
8.1 Application does not provide evidence that an evaluator is in place and does not provide evidence of the intent to provide data or program information to the state. Evaluator will not attend training nor will s/he use the local forms provided by the Iowa Department of Education. *Consult with Iowa Department of Education before assigning 0 points.*	Application provides minimal evidence that an evaluator is in place and provides minimal evidence of the intent to provide data and program information to the state.	Application provides sufficient examples of previous local evaluations (if a prior grantee). An experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.	Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). An experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.
8.2 There is no evidence of how evaluation results will be used. The proposed evaluation procedures, if any, are not clearly aligned with the project's goals, objectives, and program activities. There is no detailed plan to make the evaluation results public in a form and language that is easily understood.	There is minimal evidence of how evaluation results will be used. The proposed evaluation procedures are somewhat aligned with the project's goals, objectives, and program activities. There is also a minimal plan to make the evaluation results public in a form and language that is easily understood.	There is sufficient evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are aligned with the project's goals, objectives, and program activities. There is also a sufficient plan, including timelines, to make the	There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan,

Consult with Iowa Department of Education before assigning 0 points.		evaluation results public in a form and language that is easily understood.	including timelines and strategies, to make the evaluation results public in a form and language that is easily understood.
8.3 Measure of Effectiveness for previous grantees (ESSA) As a previous grantee, applicant did not meet any local evaluation objectives over the past two years of funding. *Reviewers should deduct points for previous grantees who did not meet half of their local evaluation objectives.*	As a previous grantee, applicant did not meet half of local evaluation objectives over the past two years of funding.	As a previous grantee, applicant met at least half of local evaluation objectives over the last two years of funding.	As a previous grantee, applicant met all local evaluation objectives over the last two years of funding.

Budget Narrative (10 Points Possible)			
0 Points (Weak and not fundable)	**1-2 Points (Minimally Acceptable)**	**3-4 Points (Sufficient)**	**5 Points (Extensive/Strong)**
9.1 The basis for cost estimates is not described or does not include reserved funds for evaluation access, administration, or professional development; costs are not justified as necessary and reasonable; and costs do not align with proposed activities. Funding estimator was not used to calculate award. Sustainability is not documented in the budget narrative, showing the partner contributions. If charging fees, an estimate of fees (Program Income) is needed.	The basis for cost estimates is described minimally; costs are justified as necessary and reasonable; and costs basically align with proposed activities. The funding estimator was used to calculate award. Sustainability must be minimally documented in the budget narrative, **showing the partner contributions**. If charging fees, an estimate of fees (Program Income) is needed. NOT a best practice. Programs that charge fees should not receive more than 2 points, because this grant is designed for children in poverty and is intended to be free of charge.	The basis for cost estimates is described sufficiently and includes reserved funds for evaluation, access, administration, and professional development; costs are sufficiently justified as necessary and reasonable; and costs sufficiently align with proposed activities. The funding estimator was used to calculate award. Sustainability must be sufficiently documented in the budget narrative, **showing the partner contributions**.	The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. The funding estimator was used to calculate award. Sustainability must be extensively documented in the budget narrative, **showing the partner contributions**.

Consult with Iowa Department of Education before assigning 0 points.			
9.2 Application does not describe how requested funds will supplement, rather than supplant, existing funding. Admin costs exceed 8% or provides excessive hours for admin costs. Failure to document sustainability can be supplanting. *Consult with Iowa Department of Education before assigning 0 points.* *Align your budget with your project and management plans – failure to document this alignment could result in loss of points.*	Application minimally describes how requested funds will supplement existing funding. Admin costs within 8% and admin hours within reason. Failure to document sustainability can be supplanting.	Application sufficiently describes how requested funds will supplement, rather than supplant, existing funding. Sufficient hours for admin and admin costs within 8% of budget. Failure to document sustainability can be supplanting.	Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Admin cost below 8%, admin provided with in-kind, sufficient hours. Failure to document sustainability can be supplanting.

Application Instructions

The full application can be found in the Application Packet here: https://educateiowa.gov/pk-12/no-child-left-behind/nclb-title-programs/title-iv/title-iv-part-b-nita-m-lowey-21st-century

Application Package Checklist

Before you submit your application, have you…

Pre-Application Work
» Reviewed all RFA Instructions, the rubric, and the application?
» Determined and confirmed your site eligibility based on your Iowa Department of Education accreditation status and Free or Reduced Price Lunch percentage?
» Confirmed that you are in compliance (if a past grantee)?
» Attended a Technical Assistance session?
» Completed a Student Needs Assessment?
» Held your Private School Consultation meeting and completed the log?
» Completed your Letter of Intent?
» Downloaded the PDF of the application so you can work at your own pace and will be prepared to enter your data into the online platform and upload all required documents at the same time? Remember, you will not be able to save your work in the platform.

Application Requirements

The application is organized into the following sections. We suggest that you prepare each of the sections, download and complete the necessary documents (these are found in the application under "Forms"), and gather all completed materials prior to entering the online platform. **You will not be able to save your work in the platform.**

» Application Information including:
  - Agency contact information
  - Project Director contact information
  - Data collection contact information
  - Fiscal contact information
  - DUNS number
  - Past grantees only: all required information about your most recent grant
» Forms (these are available to download within the online application)
  - Legal Status of Applicant
  - Request for Competitive Priority
  - Minority Impact Statement
  - Private School Consultation Meeting Log
  - Sustainability Planning and Previous Sustainability Form
  - Community Partner Official Notice (if applicable)
  - Assurances and Agreements
  - Collaborative Signatures
  - MOUs (a minimum of 5)
» Site Information

- School information, including total enrollment, FRPL percentage, and proposed number of youth to be served in your program.
- Operational information such as before school, after school, and summer proposed start and end dates and times.
- Proposed Family Engagement activities.

» Financials
- Completion of section D1: Funding Request Summary
- Form D2: Budget document
- Form D3: Budget document and partner contributions
- Completion of section D4: Financial Resource Information

» Basic Service Components
- Informational questions regarding best practices at your site

» Project Narrative
- Abstract
- Student Needs Assessment
- Project
- Research Base
- Management and Sustainability
- Communications Plan Template (upload)
- Partnerships
- Evaluation
- Budget Narrative
- Supplemental Materials (limit of two additional pages - upload)

» Submit your proposal

Post Submission

Did you…

» Receive a "Success!" message after submitting your application? If your application has errors those fields will be highlighted in red and will prevent your application from successfully submitting.

» Receive an automatically generated email confirming the receipt of your application from sppg@sppg.com? Please check your junk or spam folders.

» Review the post-application calendar of important dates?

» Receive a PDF of your complete application from Crystal Hall at the Iowa Afterschool Alliance within two days of submitting your application?

TIP: Complete your application according to the scoring criteria, point-by-point, so reviewers do not have to search for information. You could lose points if reviewers cannot find your information easily.

Overview of Mandatory Grant Content and Scoring Criteria

109 possible points for application narrative; 25 additional competitive priority points possible. It is the responsibility of the applicant to request competitive priority and to provide documentation.

A set of specific criteria will be used to evaluate applications for funding. Each selection criterion is listed as a bulleted item. The peer reviewers of your application will use these criteria to guide their reviews. If peer reviewers assign a score of '0' for any of the criteria, it must be explained to the Iowa Department of Education first. **Only applications that meet the absolute priority by serving students who come from schools designated Title I school wide eligible will be considered.** Applicants should keep the selection criteria clearly in mind as they develop their proposals and ensure that each of these criteria is addressed.

Informational Appendices

Appendix A: Best Practices List

This document provides details to help you understand the requirements and best practices of each narrative section in the RFA.

Student Need

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

» Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer)

» Evaluates school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).

» Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.

» A description of the impact you are going to make with the youth to be served

» Title program data

» Achievement gap information

» Total student population and the number you plan to serve from each school/site.

» A summary of transportation, safety, and accessibility components

Project Description

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

» Your organization's expertise in providing out-of-school time programming. Your organization's ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.

» Proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities (link here) and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.

» The days and hours of operation. Note that programs planning to serve youth in summer are expected to have a minimum of 30 days of service.

» Your plan to provide a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.

» Detail reasonable goals and objectives.

» Align with school day instruction through relationships with school day staff and/or state or national standards.

Promoting Attendance and Removing Barriers: Examples

» The 21st CCLC program engages in recruitment strategies that target high poverty at-risk and students with achievement gaps.

» The 21st CCLC program employs transportation strategies to enable sufficient participation

» The 21st CCLC program has policies to address chronically absent participants

» The 21st CCLC program connects to community partners to assist with recruitment

» The 21st CCLC program seeks input from school day personnel on how to target recruitment efforts

» Programs that charge a fee <u>must</u> have a scholarship program and communicate this openly during the enrollment process to insure that no financial barriers are created.

» **Fees are considered program income and must be spent on the program and within the fiscal year collected.**

» Work with district special education staff to insure no barriers exist for children with disabilities. [Iowa 21 CCLC and Children with Disabilities Guidance](#)

Examples of Best Practice:

» School ABC utilized the Student Needs Assessment found on the Iowa21CCLC.org website to document existing supports and then met as a team to identify gaps in service and develop an implementation plan.

» School DEF identified the need for a community partner to provide books for family literacy events.

» Community Based Organization 123 utilized the Student Needs Assessment to develop a resource sharing plan with the school to align services with the school day.

Alignment with the School Day: Examples

» 21st CCLC program and school have mechanisms for communications

» 21st CCLC program and school have a designated person to support alignment. Staff from 21st CCLC program and school work in both contexts

» The 21st CCLC activity leaders and school day teachers share curriculum and resources

» The 21st CCLC program staff, particularly the coordinator and/or activity leaders, and school staff engage in joint planning

» The 21st CCLC program and school have a shared vision for success 21st CCLC activities are aligned with national and state standards

» 21st CCLC program uses a blended staffing model with cross-over between school and after school staff 21st CCLC program and school day staff participate in joint professional development experiences

» Literacy Support- Because we serve at-risk children, many who are chronically absent- it is important to review Sight Words (1,000 Fry Words), Vocabulary Words and practice Oral Reading to reduce reading achievement gaps.

Instructional Practices Promote Increased Time for Learning: Examples

» Project-based learning is used as an instructional approach. Collaborative peer learning is used as an instructional approach

» Learning settings are designed to best meet student needs (group, one-on-one, peer mentoring)

» 21st CCLC program coordinates instruction with school day teachers and the building principal.

» 21st CCLC program is able to articulate similarities and differences with the school day
» Use field trips to extend learning and engage students. Do online field trips, prepare lessons about the field trip to increase student learning from the experience.

Supporting Student Engagement: Examples
» Intentional efforts are made to create positive youth-adult relationships
» 21st CCLC program considers the developmental needs of each student
» Youth are involved in decision-making (middle school and high school programs <u>must</u> have student leadership/advisory teams and they provide input into activities offered, field trips, and snacks. **Student leadership/advisory groups are strongly recommended for elementary youth.**
» The 21st CCLC program communicates with parents about the importance of Participation. Attendance and Engagement.
» 21st CCLC program supports families' efforts to promote student achievement

Examples of Best Practice:
» School ABC has a clearly defined project that includes measurable outcomes for youth in the areas of literacy and math.
» School DEF has a direct link to an identified needs via the Student Needs Assessment to address food insecurity on the weekends through a community partnership.
» Community Based Organization 123 partnered with both the local community college to provide information about high school completion classes for parents connected to the program and the local library to provide high quality literacy experiences for youth.

Research Base

This section describes in detail the research performed to support the program. This section should include:

» A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

Examples of Best Practice:
» School ABC sites research on the importance of coaching to support the literacy component of their program.
» School DEF sites research and shows a strong implementation plan for connecting youth to service learning.
» Community Based Organization 123 sites research on the importance of nutrition and brain development to implement a nightly meal for all program youth.

Management and Sustainability

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

» The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school

day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.

» The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.

» The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.

» A continuous improvement plan.

» Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.

» If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

Examples of Best Practice: Management

» School ABC provides job descriptions that meet or exceed standards for the recruitment of high quality staff as well as an implementation plan for support of program staff members.

» School DEF utilizes the Professional Development Template (Appendix __) with student, staff, and parent input to develop a training schedule.

» Community Based Organization 123 provides documentation of a contract held with a transportation provider to bus youth home after programming.

Examples of Best Practice: Sustainability

» School ABC meets regularly with a Stakeholder's group consisting of school administration, program leads, parents, and community partners.

» School DEF has identified 15 community partners who assist their program with enrichment support and family literacy.

» Community Based Organization 123 participates in a recognized annual assessment tool for continuous program improvement.

Communication

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section uses a downloadable template. This section should include:

» Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website to a reach of 1000 people.

» Your plan to share your Local Evaluation document with the larger community.

» Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with 100 parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to 150 parents and stakeholders.

Examples of Best Practice:

» School ABC posts pictures of an event held at programming on their social media pages.

» School DEF shows a communication calendar that includes plans for interacting with parents and the community via a school wide messenger, social media posts, and a feature in the local newspaper.
» Community Partner 123 shares the activity calendar in monthly newsletter to parents and posts on a bulletin board for all school day staff to see.

Partnerships

This section describes in detail how your program will access and utilized community partners to support youth and families in your program for maximum impact. This section should include:

» A description of your partners. Note: Partners can include but are not limited to: businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.
» A description of existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.
» A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

Examples of Best Practice:
» School ABC hosts a monthly community partner meeting to discuss programming, events, and unmet student needs as is documented by a calendar.
» School DEF identifies that a partner is needed to address an unmet issue. An MOU is secured for this partner.
» Community Based Organization 123 clearly outlines the roles and responsibilities of 10 agencies and organizations that provide support for enrichment activities.

Evaluation

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

» Your proposed goals and outcomes pertaining to literacy and math for youth.
» Your proposed goals and outcomes pertaining to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.
» Evidence that a local evaluator is in place with information about their capacity, expertise.

Examples of Best Practice:
» School ABC has identified Professor E. Valuator who holds the appropriate degrees and has experience working with qualitative and quantitative data as their local evaluator.
» School DEF developed a task force to address a deficiency in their evaluation findings to increase literacy amongst their youth.
» Community Based Partner 123 formed a work plan document with timelines and strategies to increase site math scores with enrolled youth.
» **Data and calculations are checked before the local evaluation is submitted.**

Budget

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

- » A detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.
- » Application must describe how the program seeks to supplement, rather than supplant, current funding.

Note: Failure to document sustainability can be considered supplanting. Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

Examples of Best Practices:

- » School ABC utilized the funding formula to begin to calculate the costs serving 50 youth with programming then deducts community partner contributions as part of the completed budget.
- » School DEF clearly identifies that funding will be used to serve 30 new youth with afterschool programming.
- » Community Based Organization 123's budget includes the 8% maximum rate for Administrative costs and shows an addition value of in-kind support from CBO Leadership.

Appendix B: Definitions

DEFINITIONS OF KEY TERMS AND CONCEPTS ASSOCIATED WITH 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS

The following key concepts, values, and terms associated with 21st CCLC are referenced throughout this document. They are defined below to provide clarification and establish a common understanding.

Advisory Council:

Each Applicant Agency is required to convene Advisory Council that is actively engaged in the development and implementation of the after-school program(s) involved in the application. Council membership should include, but is not limited to: parents, educators, citizen members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Jr. League), members of the business community, state and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Advisory Committee, Title I Committee, Safe and Drug-Free Advisory Committee, Community Education Advisory Council, ecumenical council, community planning committee) as long as it has representation from the applicant agency and its partners.

Applicant Agency:

The agency/organization that assumes fiduciary responsibility and oversight for the 21st CCLC project.

Attendance: The attendance number is used to provide a working budget and to monitor your progress in serving students. If you do not meet your grant attendance goals, your funding may be reduced.

Collaboration:

Eligible organizations are required to collaborate in their application for 21st CCLC funds. Collaboration is the means by which people that care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21st CCLC benefit from the collective resources and expertise throughout the community.

> **Experience & Practice: Collaboration**
>
> Effective collaboration means working together in a group so that the group is better able to achieve a shared vision that none of its component members could achieve alone. Evidence of good collaboration includes:
>
> » Commitment to common goals
> » Making and carrying out decisions
> » Sustaining relationships
> » Sharing ownership and accountability for results
>
> If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

Community-Based Organization (CBO):

Under the federal legislation, "community-based organization" (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

> » is representative of the community or significant segments of the community; and,

> » provides educational or related services to individuals in the community.

Community Learning Center:

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting academic achievement standards in subjects such as reading, mathematics, and science by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, service learning, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Educational Activities:

Educational Activities are defined as structured time during programming that focuses on literacy, math, STEM, or other activities that align with the school day.

Eligible Entities:

The term "eligible entity" means a local educational agency (LEA) designated as eligible for Title I school wide programs (i.e., 40% or more of the student body is eligible for free or reduced-price lunch), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more of such agencies, organizations, or entities. Local Educational Agency is defined on page 10.

All entities applying for the 21st CCLC grant funds are expected to collaborate with LEAs. Organizations must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Enrichment Activities:

Enrichment Activities are defined as structured time during programming that focuses on any of the 21st CCLC's 17 Program Components found in the Grant Overview section of the RFA. These include but are not limited to: art, music, English language services, service learning, drug/alcohol/violence prevention, physical fitness, and field trips to name a few.

Evaluation:

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation plan requires that performance measures are identified so that achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including, but not limited to, surveys, face-to-face or phone interviews, review of records (attendance, tests, grades, report cards), and review of activity portfolios. The results, achieved by the local 21st CCLC and documented with evaluation, strengthen the community's commitment to sustain their collaborative efforts beyond the initial grant funding.

The State Educational Agency (SEA), Iowa Dept. of Education (IDOE) collects local evaluations each year (Due November 30th

Programs are required to post their local evaluations online for their community and to report that URL (link) to the Iowa Dept. of Education (IDOE)

> **Experience & Practice: Evaluation**
>
> Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluation results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools, and districts is an ongoing process that is critical to securing sustainability funding.

Student Succeeds Act (ESSA):

The Every Student Succeeds Act, or ESSA, replaced the Elementary and Secondary Education Act, or No Child Left Behind, on December 10, 2015. Authorized again as Title IV Part B of ESSA, 21st Century Community Learning Centers provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, offer students a broad array of additional services, programs and activities, and offers families of students served by community learning centers opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and related educational development.

Family Literacy/Engagement:

Family Literacy/Engagement is defined two ways. The first is through the partnership the applicant has with the local community college to support high school completion through the HiSET (formerly GED) program for adults connected to the program. The second is through family-centered events with a literacy focus that act to promote literacy, literacy skills, highlight youth accomplishments, etc. We monitor quarterly claims to insure that programs have had regular meetings to inform parents about activities and support provided to their children and to provide access to services via a partnership with a local community college.

Family Members:

Any adult with an ongoing role in raising a child, who is receiving services from a 21st CCLC, is considered an adult family member eligible for family literacy services if the services are provided and funded through an Iowa 21st CCLC grant. However, these funds may not be used to provide services to adult community members at large.

Integrating the 21st Century Community Learning Center Program with the Regular School Day:

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Local Educational Agencies (LEAs):

Local educational agencies or LEAs are school districts with schools that qualify as eligible entities for the Iowa 21st CCLC grant. Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

Outcomes:

Outcomes are the extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final or longer-term outcomes.

Experience & Practice: Program Integration

Integrating K-12 and after school programming requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school day staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework. Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results. Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved tests and language development skills.

Performance Indicators:

Those measures selected by the applicant agency that will be used to gauge the progress of the target population (student participants in the after-school program) toward the programs goals and that will be expressed in the form of student outcomes.

Performance Measures:

Performance measures are data that indicates how well the 21st CCLC program operates with its service population of students. Examples of performance measures that reflect student outcomes include improved academic achievement outcomes and improved attendance of youth participating in the after-school program or high school graduation rates for program participants.

Positive Youth Development:

Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people's development-cognitive, social, emotional, physical, civic, service, and moral-are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development. In the context of the 21st Century Community Learning Centers program, the concept is demonstrated by providing young people with the opportunity to participate in the design, delivery, and evaluation of a program. This effectively creates an environment that supports youth in meeting their personal needs and building the skills necessary to function successfully in their daily lives.

Measures of Effectiveness:

The ESSA changed the "principles" of effectiveness to "measures" of effectiveness. The 21st CCLC program used the measures of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. According to statute, programs must be based upon:

» an assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;

> » an established set of performance measures aimed at ensuring quality academic enrichment opportunities; and

> » where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available. Previous grantees must be able to demonstrate effectiveness in meeting previously identified performance measures.

Program Components:

21st Century Community Learning Centers are required to provide the following programmatic components, as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001.*

1. Academic assistance component
2. Educational enrichment component
3. Family literacy/Engagement component – i.e., assessment of need for family engagement services among adult family members of students being served by the 21st Century Community Learning Centers

Program Site:

The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school. The program site selected must be safe and accessible, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

School Aged Children:

School Aged Children are defined as youth aged Kindergarten-12th grade.

Scientifically-based Research:

It is appropriate for community learning centers to employ strategies based on scientific research when providing services in academic areas such as reading and mathematics. Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation and experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

After school programs are not intended to extend the direct instruction of the classroom day staff by using "right answer" materials and textbooks. However, parents, regular school staff, and many funders want and need to know that academic support is taking place. All afterschool programs can support the academic development of participants by maximizing a variety of "teachable" moments to promote cognitive development in the course of any engaging activities in the afterschool schedule - from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle school, the best academic support is "disguised" teaching - teaching that is unrecognizable to the participant. It is important for staff members to understand and be able to express what they do supports academic achievement.

3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Supplanting:

When you use federal funds to replace local funds, or attempt to duplicate services of other federal grants (like running a HiSET [GED] program when your local community college receives federal funds to provide this service) or backfilling a position.

Appendix C: Contractual Terms

A. Contractual Terms Generally

The contract that the Agency expects to award as a result of this Request for Proposal will be based upon the bid proposal submitted by the successful vendor and this solicitation. The contract between the Agency and the successful vendor shall be a combination of the specifications, terms and conditions of the Request for Proposal, including the terms contained herein, the offer of the vendor contained in the technical and cost proposals, written clarifications or changes made in accordance with the provisions herein, and any other terms deemed necessary by the Agency.

The contract terms contained herein are not intended to be a complete listing of all contract terms but are provided only to enable vendors to better evaluate the costs associative with the RFA and the potential resulting contract. Vendors should plan on such terms being included in any contract awarded as a result of this RFA. All costs associated with complying with these requirements should be included in the revenue proposal or any pricing quoted by the vendor.

By submitting a proposal, each vendor acknowledges its acceptance of these specifications, terms, and conditions without change, except as otherwise expressly stated in its proposal. If a vendor takes exception to a provision, it must state the reason for the exception and set forth in its proposal the specific contract language it proposes to include in place of the provision. Exceptions that materially change these terms or the requirements of the RFA may be deemed non-responsive by the Agency, in its sole discretion, resulting in possible disqualification of the proposal. The Agency reserves the right to either award a contract without further negotiation with the successful vendor or to negotiate contract terms with the selected vendor if the best interests of the Agency would be served.

B. Terms and Conditions

> **B1. Nonexclusive Rights.** The Contract will not be exclusive. The Department will reserve the right to select other Applicants to provide services similar or identical to the Scope of Services described in this Contract during the term of this Contract.

> **B2. Property Rights.** Any products or processes developed under this project are the property of the Iowa Department of Education.

C. Compensation

> **C1. Compensation.** The Department will reimburse contractor expenses on a quarterly basis. The contractor may be eligible for advance funding under special circumstances.

> **C2. Billings.** The Contractor shall submit, on a **quarterly basis**, an invoice for services rendered in accordance with this Contract. The invoice shall comply with all applicable rules concerning payment of such claims. The Agency shall pay all approved invoices in arrears and in conformance with Iowa Code section 421.40 and 701 Iowa Administrative Code 201.1(2). The Agency may pay in less than sixty (60) days, as provided in Iowa Code section 421.40. However, an election to pay in less than sixty (60) days shall not act as an implied waiver of Iowa Code section 421.40.

> Unless otherwise agreed in writing by the parties, the Contractor shall not be entitled to receive any other payment or compensation from the State for any goods or services provided by or on behalf of the Contractor under this Contract. The Contractor shall be solely responsible for paying all costs, expenses, and charges it incurs in connection with its performance under this Contract.

C3. Delay of Payment Due to Contractor's Failure. If the Agency in good faith determines that the Contractor has failed to perform or deliver any service or product as required by this Contract, the Contractor shall not be entitled to any compensation under this Contract until such service or product is performed or delivered. In this event, the Agency may withhold that portion of the Contractor's compensation, which represents payment for service or product that was not performed or delivered.

C4. Set-Off Against Sums Owed by the Contractor. In the event that the Contractor owes the State any sum under the terms of this Contract, any other Contract, pursuant to any judgment, or pursuant to any lack the State may set off the sum owed to the State against any sum owed by the State to the Contractor in the State's sole discretion, unless otherwise required by law. The Contractor agrees that this provision constitutes proper and timely notice under the law of setoff.

D. Termination

D1. Immediate Termination by the Agency. The Agency may terminate this Contract for any of the following reasons effective immediately without advance notice:

D1.1. In the event the Contractor is required to be certified or licensed as a condition precedent to providing services, the revocation or loss of such license or certification will result in immediate termination of the Contract effective as of the date on which the license or certification is no longer in effect;

D1.2. The Agency determines that the actions, or failure to act, of the Contractor, its agents, employees or subcontractors have caused, or reasonably could cause, a client's life, health or safety to be jeopardized;

D1.3. The Contractor fails to comply with confidentiality laws or provisions;

D1.4. The Contractor furnished any statement, representation or certification in connection with this Contract or the RFA which is materially false, deceptive, incorrect or incomplete.

D2. Termination for Cause. The occurrence of or any one or more of the following events shall constitute cause for the Agency to declare the Contractor in default of its obligations under this Contract.

D2.1. The Contractor fails to perform, to the Agency's satisfaction, any material requirement of this Contract or is in violation of a material provision of this Contract, including, but without limitation, the express warranties made by the Contractor;

D2.2. The Agency determines that satisfactory performance of this Contract is substantially endangered or that a default is likely to occur;

D2.3. The Contractor fails to make substantial and timely progress toward performance of the Contract;

D2.4. The Contractor becomes subject to any bankruptcy or insolvency proceeding under federal or state law to the extent allowed by applicable federal or state law including bankruptcy laws; the Contractor terminates or suspends its business; or the Agency reasonably believes that the Contractor has become insolvent or unable to pay its obligations as they accrue consistent with applicable federal or state law;

D2.5. The Contractor has failed to comply with applicable federal, state and local laws, rules, ordinances, regulations and orders when performing within the scope of this Contract; or

D2.6. The Contractor has engaged in conduct that has or may expose the Agency to liability, as determined in the Agency's sole discretion.

D2.7. The Contractor has infringed any patent, trademark, copyright, trade dress or any other intellectual property right.

D3. Notice of Default. If there is a default event caused by the Contractor, the Agency shall provide written notice to the Contractor requesting that the breach or noncompliance be remedied within the period of time specified in the Agency's written notice to the Contractor. If the breach or noncompliance is not remedied by the date of the written notice, the Agency may either:

D3.1. Immediately terminate the Contract without additional written notice; or,

D3.2. Enforce the terms and conditions of the Contract and seek any legal or equitable remedies.

D4. Termination Upon Notice. Following **10** days' written notice, the Agency may terminate this Contract in whole or in part without the payment of any penalty or incurring any further obligation to the Contractor. Following termination upon notice, the Contractor shall be entitled to compensation, upon submission of invoices and proper proof of claim, for services provided under this Contract to the Agency up to and including the date of termination.

D5. Termination Due to Lack of Funds or Change in Law. The Agency shall have the right to terminate this Contract without penalty by giving sixty (60) days' written notice to the Contractor as a result of any of the following:

D5.1. Adequate funds are not appropriated or granted to allow the Agency to operate as required and to fulfill its obligations under this Contract;

D5.2. Funds are de-appropriated or not allocated or if funds needed by the Agency, at the Agency's sole discretion, are insufficient for any reason;

D5.3. The Agency's authorization to operate is withdrawn or there is a material alteration in the programs administered by the Agency;

D5.4. The Agency's duties are substantially modified.

D6. Remedies of the Contractor in Event of Termination by the Agency. In the event of termination of this Contract for any reason by the Agency, the Agency shall pay only those amounts, if any, due and owing to the Contractor for services actually rendered up to and including the date of termination of the Contract and for which the Agency is obligated to pay pursuant to this Contract. Payment will be made only upon submission of invoices and proper proof of the Contractor's claim. This provision in no way limits the remedies available to the Agency under this Contract in the event of termination. However, the Agency shall not be liable for any of the following costs:

D6.1. The payment of unemployment compensation to the Contractor's employees;

D6.2. The payment of workers' compensation claims, which occur during the Contract or extend beyond the date on which the Contract terminates;

D6.3. Any costs incurred by the Contractor in its performance of the Contract, including, but not limited to, startup costs, overhead or other costs associated with the performance of the Contract;

D6.4. Any taxes that may be owed by the Contractor in connection with the performance of this Contract, including, but not limited to, sales taxes, excise taxes, use taxes, income taxes or property taxes.

D7. The Contractor's Termination Duties. The Contractor, upon receipt of notice of termination or upon request of the Agency, shall:

D7.1. Cease work under this Contract and take all necessary or appropriate steps to limit disbursements and minimize costs, and furnish a report within ten (10) days of the date of notice of termination, describing the status of all work under the Contract, including, without limitation, results accomplished, conclusions resulting there from, any other matters the Agency may require.

D7.2. Immediately cease using and return to the Agency any personal property or materials, whether tangible or intangible, provided by the Agency to the Contractor.

D7.3. Comply with the Agency's instructions for the timely transfer of any active files and work product produced by the Contractor under this Contract.

D7.4. Cooperate in good faith with the Agency, its employees, agents and contractors during the transition period between the notification of termination and the substitution of any replacement contractor.

D7.5. Immediately return to the Agency any payments made by the Agency for services that were not rendered by the Contractor.

E. Indemnification

E1. By the Contractor. The Contractor agrees to indemnify and hold harmless the State of Iowa and the Agency, its officers, employees and agents appointed and elected and volunteers from any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments, including reasonable value of the time spent by the Attorney General's Office, and the costs and expenses and reasonable attorneys' fees of other counsel required to defend the State of Iowa or the Agency, related to or raising from:

E1.1. Any breach of this contract;

E1.2. Any negligent, intentional or wrongful act or omission of the Contractor or any agent or subcontractor utilized or employed by the Contractor;

E1.3. The Contractor's performance or attempted performance of this Contract, including any agent or subcontractor utilized or employed by the Contractor;

E1.4. Any failure by the Contractor to comply with the compliance with the Law provision of this Contract;

E1.5. Any failure by the Contractor to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Contractor to conduct business in the State of Iowa;

E1.6. Any infringement of any copyright, trademark, patent, trade dress, or other intellectual property right; or

E1.7. Any failure by the Contractor to adhere to the confidentiality provisions of this Contract.

E2. Indemnification by the Agency

E2.1. The Agency shall, only to the extent consistent with Article VII, Section 1 of the Iowa Constitution and Iowa Code Chapter 669, indemnify and hold harmless the Contractor from and against any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments arising directly out of the negligence or wrongful acts or omissions of any employee of the Agency while acting within the scope of the employee's office of employment in connection with the performance of this Contract.

E2.2. At the option of the Agency, the Contractor shall be represented by the Attorney General of the State or special counsel retained by the State or the Attorney General of the State with respect to any litigation brought by or against the Agency or such persons with respect to any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments to which such persons may be subject and to which they are entitled to be indemnified hereunder.

E2.3. If the Agency makes any indemnity payments pursuant to this Section and the person to or on behalf of whom such payments are made thereafter collects any of such amounts from others, that person shall promptly repay such amounts to the Agency, without interest.

E3. Survives Termination. Indemnification obligation of the parties shall survive termination of this Contract.

F. Insurance

F1. Insurance Requirements. The Contractor, and any subcontractor, shall maintain in full force and effect, with insurance companies licensed by the State of Iowa, at the Contractor's expense, insurance covering its work during the entire term of this Contract and any extensions or renewals. The Contractor's insurance shall, among other things, be occurrence based and shall insure against any loss or damage resulting from or related to the Contractor's performance of this Contract regardless of the date the claim is filed or expiration of the policy. The State of Iowa and the Agency shall be named as additional insured's or loss payees, or the Contractor shall obtain an endorsement to the same effect, as applicable.

F2. Types and Amounts of Insurance Required. Unless otherwise requested by the Agency in writing, the Contractor shall cause to be issued the insurance coverages set forth below:

TYPE OF INSURANCE	LIMIT	AMOUNT
General Liability (including contractual liability) written on an occurrence basis	General Aggregate	$2 Million
	Product/Completed Operations Aggregate	$1 Million
	Personal Injury	$1 Million
	Each Occurrence	$1 Million
Automobile Liability (including any auto, hired autos, and non-owned autos)	Combined Single Limit	$1 Million
Excess Liability, Umbrella Form	Each Occurrence	$1 Million
	Aggregate	$1 Million
Workers Compensation and Employer Liability	As required by Iowa law	As required by Iowa law
Property Damage	Each Occurrence	$1 Million
	Aggregate	$1 Million

F3. Certificates of Coverage. All insurance policies required by this Contract shall remain in full force and effect during the entire term of this Contract and any extensions or renewals thereof and shall not be canceled or amended except with the advance written approval of the Agency. The Contractor shall submit certificates of insurance, which indicate coverage and notice provisions as required by this Contract, to the Agency upon execution of this Contract. The certificates shall be subject to approval by the Agency. The insurer shall state in the certificate that no cancellation of the insurance will be made without at least thirty (30) days' prior written notice to the Agency. Approval of the insurance certificates by the Agency shall not relieve the Contractor of any obligation under this Contract.

G. Project Management and Reporting

G1. Project Manager. At the time of execution of this Contract, each party shall designate, in writing, a Project Manager to serve until the expiration of this Contract or the designation of a substitute Project Manager. During the term of this Contract, each Project Manager shall be available to meet monthly, unless otherwise mutually agreed, to review and plan the services being provided under this Contract.

G2. Review Meetings. During the review meetings the Project Managers shall discuss progress made by the Contractor in the performance of this Contract. Each party shall provide a status report, as desired by a Project Manager, listing any problem or concern encountered since the last meeting. Records of such reports and other communications issued in writing during the course of Contract performance shall be maintained by each party.

H. Warranties

H1. Construction of Warranties Expressed in this Contract with Warranties Implied by Law. All warranties made by the Contractor in all provisions of this Contract and the Proposal by the Contractor, whether or not this Contract specifically denominates the Contractor's promise as a warranty or whether the warranty is created only by the Contractor's affirmation or promise, or is created by a description of the materials and services to be provided, or by provision of samples to the Agency, shall not be construed as limiting or negating any warranty provided by law, including without limitation, warranties which arise through course of dealing or usage of trade. The warranties expressed in this Contract are intended to modify the warranties implied by law only to the extent that they expand the warranties applicable to the goods and services provided by the Contractor. The provisions of this Section apply during the term of this Contract and any extensions or renewals thereof.

H2. Concepts, Materials, and Works Produced. Contractor represents and warrants that all the concepts, materials and Works produced, or provided to the Agency pursuant to the terms of this Contract shall be wholly original with the Contractor or that the Contractor has secured all applicable interests, rights, licenses, permits or other intellectual property rights in such concepts, materials and Works. The Contractor represents and warrants that the concepts, materials and Works and the Agency's use of same and the exercise by the Agency of the rights granted by this Contract shall not infringe upon any other work, other than material provided by the Contract to the Contractor to be used as a basis for such materials, or violate the rights of publicity or privacy of, or constitute a libel or slander against, any person, firm or corporation and that the concepts, materials and works will not infringe upon the copyright, trademark, trade name, literary, dramatic, statutory, common law or any other rights of any person, firm or corporation or other entity. The Contractor represents and warrants that it is the owner of or otherwise has the right to use and distribute the software, the materials owned by the Contractor and any other materials, Works and methodologies used in connection with providing the services contemplated by this Contract.

H3. Professional Practices. The Contractor represents and warrants that all of the services to be performed hereunder will be rendered using sound, professional practices and in a competent and professional manner by knowledgeable, trained and qualified personnel.

H4. Conformity with Contractual Requirements. The Contractor represents and warrants that the Works will appear and operate in conformance with the terms and conditions of this Contract.

H5. Authority to Enter into Contract. The Contractor represents and warrants that it has full authority to enter into this Contract and that it has not granted and will not grant any right or interest to any person or entity that might derogate, encumber or interfere with the rights granted to the Agency.

H6. Obligations Owed to Third Parties. The Contractor represents and warrants that all obligations owed to third parties with respect to the activities contemplated to be undertaken by the Contractor pursuant to this Contract are or will be fully satisfied by the Contractor so that the Agency will not have any obligations with respect thereto.

H7. Title to Property. The Contractor represents and warrants that title to any property assigned, conveyed or licensed to the Agency is good and that transfer of title or license to the Agency is rightful and that all property shall be delivered free of any security interest or other lien or encumbrance.

H8. Industry Standards. The Contractor represents and expressly warrants that all aspects of the goods and services provided or used by it shall conform to the standards in the Iowa Department of Education in the performance of this Contract.

H9. Technology Updates. The Contractor represents warrants that it shall continually use and integrate the most current and up-to-date technology commercially available.

I. Contract Administration

I1. Independent Contractor. The status of the Contractor shall be that of an independent contractor. The Contractor, its employees, agents and any subcontractors performing under this Contract are not employees or agents of the State of Iowa or any agency, division or department of the state. Neither the Contractor nor its employees shall be considered employees of the Agency or the State of Iowa for federal or state tax purposes. The Agency will not withhold taxes on behalf of the Contractor (unless required by law).

I2. Incorporation of Documents. The RFA, and amendments and written responses to bidders' questions (collectively RFA) and the Contractor's Proposal submitted in response to the RFA, form the Contract between the Contractor and the Agency and are incorporated herein by reference. The parties are obligated to perform all services described in the RFA and Proposal unless the Contract specifically directs otherwise.

I3. Order of Priority. In the event of a conflict between the Contract, the RFA and the Proposal, the conflict shall be resolved according to the following priority, ranked in descending order: (1) the Contract; (2) the RFA; (3) Proposal.

I4. Compliance with the Law. The Contractor, its employees, agents, and subcontractors shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations and orders when performing the services under this Contract, including without limitation, all laws applicable to the prevention of discrimination in employment and the use of targeted small businesses as subcontractors or suppliers. The Contractor, its employees, agents and subcontractors shall also comply with all federal, state and local laws regarding business permits and licenses that may be required to carry out the work performed under this Contract.

I5. Amendments. This Contract may be amended in writing from time to time by mutual consent of the parties. All amendments to this Contract must be in writing and fully executed by the parties.

I6. Third Party Beneficiaries. There are no third party beneficiaries to this Contract. This Contract is intended only to benefit the State, the Agency and the Contractor.

I7. Choice of Law and Forum. The laws of the State of Iowa shall govern and determine all matters arising out of or in connection with this Contract without regard to the choice of law provisions of Iowa law. In the event any proceeding of a quasi-judicial or judicial nature is commended in connection with this Contract, the exclusive jurisdiction for the proceeding shall be brought in Polk County District Court for the State of Iowa, Des Moines, Iowa. This provision shall not be construed as waiving any immunity to suit or liability including without limitation sovereign immunity in State or Federal court, which may be available to the Agency or the State of Iowa.

I8. Assignment and Delegation. This Contract may not be assigned, transferred or conveyed in whole or in part without the prior written consent of the other party. For the purpose of construing this clause, a transfer of a controlling interest in the Contractor shall be considered an assignment.

I9. Use of Third Parties. The Agency acknowledges that the Contractor may contract with third parties for the performance of any of the Contractor's obligations under this Contract. All subcontracts shall be subject to prior approval by the Agency. The Contractor may enter into these contracts to complete the project provided that the Contractor remains responsible for all services performed under this Contract. All restrictions, obligations and responsibilities of the Contractor under this Contract shall also apply to the subcontractors. The Agency shall have the right to request the removal of a subcontractor from the Contract for good cause.

I10. Integration. This Contract represents the entire Contract between the parties. The parties shall not rely on any representation that may have been made which is not included in this Contract.

I11. Headings or Captions. The paragraph headings or captions used in this Contract are for identification purposes only and do not limit or construe the contents of the paragraphs.

I12. Not a Joint Venture. Nothing in this Contract shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties hereto. Each party shall be deemed to be an independent contractor contracting for services and acting toward the mutual benefits expected to be derived here from. No party, unless otherwise specifically provided for herein, has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to this Contract.

I13. Joint and Several Liability. If the Contractor is a joint entity, consisting of more than one individual, partnership, corporation or other business organization, all such entities shall be jointly and severally liable for carrying out the activities and obligations of this Contract, and for any default of activities and obligations.

I14. Supersedes Former Contracts or Agreements. This Contract supersedes all prior Contracts or Agreements between the Agency and the Contractor for the services provided in connection with this Contract.

I15. Waiver. Except as specifically provided for in a waiver signed by duly authorized representatives of the Agency and the Contractor, failure by either party at any time to require performance by the other party or to claim a breach of any provision of the Contract shall not be construed as affecting any subsequent right to require performance or to claim a breach.

I16. Notice

I16.1. Any and all notices, designations, consents, offers, acceptances or any other communication provided for herein shall be given in writing by registered or certified mail, return receipt requested, by receipted hand delivery, by Federal Express, courier or other similar and reliable carrier which shall be addressed to each party as set forth as follows:

If to the Agency: Chief, Bureau of Leading Teaching and Learning
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

If to the Contractor **[name and address]**:

I16.2. Each such notice shall be deemed to have been provided:

I16.2.1. At the time it is actually received; or,

I16.2.2. Within one day in the case of overnight hand delivery, courier or services such as Federal Express with guaranteed next day delivery; or,

I16.2.3. Within five (5) days after it is deposited the U.S. Mail in the case of registered U.S. Mail.

I16.3. From time to time, the parties may change the name and address of a party designated to receive notice. Such change of the designated person shall be in writing to the other party and as provided herein.

I17. Cumulative Rights. The various rights, powers, options, elections and remedies of any party provided in this Contract, shall be construed as cumulative and not one of them is exclusive of the others or exclusive of any rights, remedies or priorities allowed either party by law, and shall in no way affect or impair the right of any party to pursue any other equitable or legal remedy to which any party may be entitled as long as any default remains in any way unremedied, unsatisfied or undischarged.

I18. Severability. If any provision of this Contract is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect the validity or enforceability of any other part or provision of this Contract.

I19. Time is of the Essence. Time is of the essence with respect to the performance of the terms of this Contract.

I20. Authorization. Each party to this Contract represents and warrants to the other parties that:

I20.1 It has the right, power and authority to enter into and perform its obligations under this Contract.

I20.2 It has taken all requisite action (corporate, statutory or otherwise) to approve execution, delivery and performance of this Contract, and this Contract constitutes a legal, valid and binding obligation upon itself in accordance with its terms.

I21. Successors in Interest. All the terms, provisions, and conditions of the Contract shall be binding upon and inure to the benefit of the parties hereto and their respective successors, assigns and legal representatives.

I22. Record Retention and Access. The Contractor shall maintain books, records and documents which sufficiently and properly document and calculate all charges billed to the Agency throughout the term of this Contract for a period of at least **three (5)** years following the date of final payment or

completion of any required audit, whichever is later. Records to be maintained include both financial records and service records. The Contractor shall permit the Auditor of the State of Iowa or any authorized representative of the State and where federal funds are involved, the Comptroller General of the United States or any other authorized representative of the United States government, to access and examine, audit, excerpt and transcribe any directly pertinent books, documents, papers, electronic or optically stored and created records or other records of the Contractor relating to orders, invoices or payments or any other documentation or materials pertaining to this Contract, wherever such records may be located. The Contractor shall not impose a charge for audit or examination of the Contractor's books and records.

I23. Solicitation. The Contractor warrants that no person or selling agency has been employed or retained to solicit and secure this Contract upon an agreement or understanding for commission, percentage, brokerage or contingency excepting bona fide employees or selling agents maintained for the purpose of securing business.

I24. Obligations Beyond Contract Term. This Contract shall remain in full force and effect to the end of the specified term or until terminated or canceled pursuant to this Contract. All obligations of the Agency and the Contractor incurred or existing under this Contract as of the date of expiration, termination or cancellation will survive the termination, expiration or conclusion of this Contract.

I25. Counterparts. The parties agree that this Contract has been or may be executed in several counterparts, each of which shall be deemed an original and all such counterparts shall together constitute one and the same instrument.

I26. Additional Provisions. The parties agree that if an Addendum, Rider or Exhibit is attached hereto by the parties, and referred to herein, then the same shall be deemed incorporated herein by reference.

I27. Further Assurances and Corrective Instruments. The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this Contract.

I28. Delay or Impossibility of Performance. The Contractor shall be in default under this Contract if performance is delayed or made impossible by an act of God, flood, fire or similar events. In each such case, the delay or impossibility must be beyond the control and without the fault or negligence of the Contractor. If delay results from a subcontractor's conduct, negligence or failure to perform, the Contractor shall not be excused from compliance with the terms and obligations of this Contract.

I29. Suspension and Debarment. The Contractor certifies pursuant to 31 CFR Part 19 that neither it nor its principles are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this Contract by any federal department or agency. The Contractor shall execute the certification regarding debarment attached as Exhibit A.

I30. Lobbying Restrictions. The Contractor shall comply with all certification and disclosure requirements prescribed by 31 U.S.C. Section 1352 and any implementing regulations and shall be responsible for ensuring that any subcontractor fully complies with all certification and disclosure requirements. The Contractor shall execute the certification regarding debarment attached as Exhibit B.

I31. Tobacco Smoke Prohibited

> **I31.1.** Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood

development services, education or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments, by federal grant, contract, loan or loan guarantee. Federal programs include grants, cooperative agreements, loans or loan guarantees and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated or maintained with such federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable federal funds is Medicare or Medicaid; or facilities (other than clinics) where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to $1,000 for each violation and/or the imposition of an administrative compliance order on the responsible party.

I31.2. The Contractor certifies that it and its subcontractors will comply with the requirements of the Pro-Children Act of 1994 and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act. The Contractor shall execute the Certification of Compliance with the Pro-Children Act of 1994 attached as Exhibit C and provide the original certification when it executes this Contract.

I32. Certified Audits. Local governments and non-profit sub recipient entities that expend $300,000 or more in a year in federal awards (from all sources) shall have a single audit conducted for that year in accordance with the provisions of OMB Circular A-133 "Audit of States, Local Governments, and Non-Profit Organizations." A copy of the final audit report shall be submitted to the Agency if either the schedule of findings and questioned costs or the summary schedule of prior audit findings includes any audit findings related to federal awards provided by the Agency. If an audit report is not required to be submitted per the criteria above, the sub recipient must provide written notification to the Agency that the audit was conducted in accordance with Government Auditing Standards and that neither the schedule of findings and questioned costs nor the summary schedule of prior audit findings includes any audit findings related to federal awards provided by the Agency. See A-133 Section 21 for a discussion of sub recipient versus vendor relationships.

I33. Drug Free Work Place. The Contractor shall provide a drug free workplace in accordance with the Drug Free Workplace Act of 1988 and all applicable regulations. The Contractor shall execute the certification regarding a drug free workplace and provide the original certificate to the Agency when it executes this Contract. Contractor agrees to abide by the terms of the certification. The certification is a material representation of fact upon which the Agency relied when making or entering into this Contract and any extension or renewal thereof.

Exhibit A

CERTIFICATION REGARDING DEBARMENT,

SUSPENSION, INELIGIBILITY AND VOLUNTARY

EXCLUSION--LOWER TIER COVERED TRANSACTIONS

By signing and submitting this Proposal, the bidder is providing the certification set out below:

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the bidder knowingly rendered an erroneous certification, in addition to other remedies available to the federal government the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

2. The bidder shall provide immediate written notice to the person to whom this Proposal is submitted if at any time the bidder learns that its certification was erroneous when submitted or had become erroneous by reason of changed circumstances.

3. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principle, proposal, and voluntarily excluded, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this Proposal is submitted for assistance in obtaining a copy of those regulations.

4. The bidder agrees by submitting this Proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

5. The bidder further agrees by submitting this Proposal that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

6. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not proposed for debarment under 48 CFR part 9, subpart 9.4, debarred, suspended, ineligible, or voluntarily excluded from covered transactions, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. A participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and No procurement Programs.

7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

8. Except for transactions authorized under paragraph 4 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION--LOWER TIER COVERED TRANSACTIONS

   (1) The bidder certifies, by submission of this Proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

   (2) Where the bidder is unable to certify to any of the statements in this certification, such bidder shall attach an explanation to this Proposal.

_____

(Signature)

_____

(Title)

_____

(Company Name)

By acceptance of this contract or order, the Contractor agrees to comply with the requirements of the Act.

Exhibit B

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

A. No federal appropriated funds have been paid or will be paid on behalf of the Sub-Grantee to any person for influencing or attempting to influence an officer or employee of any federal agency, a Member of the Congress, an officer or employee of the Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal contract, grant loan or cooperative agreement.

B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any federal agency, a Member of the Congress, or an employee of a Member of Congress in connection with this Contract, grant, loan, or cooperative agreement, the applicant shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

C. The Contractor shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C.A. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By acceptance of this contract or order, the Contractor agrees to comply with the requirements of the Act.

Signature: _____

Title: _____

Organization: _____

Date: _____

Appendix D: Iowa 21st Century Community Learning Centers On-Site Monitoring Documentation

Grantee: _____ Grant Cohort: _____ Site: _____

Iowa Dept. of Education Consultant: <u>Vic Jaras</u>   Date(s) of Visit:_____Points: _____

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
1a	1-The grantee is recruiting and serving the target population and their families as identified in the approved grant application.	Recruitment plans and activities Enrollment records Protocol for selection of students Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
1b	2-All sites are offering the equivalent of services for 60 hours per month and 30 days of summer school (if applicable) as detailed in the approved grant application.	Calendar and schedule of activities Program records Parent handbooks and promotional materials Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
1c	3-The grantee has integrated the existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, and has involved them in the planning and evaluation of the 21st CCLC Program.	Meeting agendas and minutes, including list of attendees Schedule of meetings Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
1d	4-The grantee provides equitable services to private school students, and their families. Comparable opportunities for the participation of both public- and private-school students in the area served by the grant are provided. The grantee has consulted with private school officials.	Correspondence to private schools Record of response from private school Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0) ☐ N/A (no private schools within district boundary)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
2a	5-The grantee has contracted with a local evaluator who at a minimum, will: Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include: a. program data, such as enrollment, demographic, attendance, and activity information, b. surveys from parents, students, teachers, and staff at the end of each school year; and c. school records data, including student grades, test scores, school	Employment records or contract Local Evaluator work plan Local Evaluation report(s) Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	attendance, and disciplinary actions at the end of each school year. Guide the evaluation process. Assist the program with initial implementation. Use local data to guide performance improvement process and sustainability plan. Review with program staff the 21st CCLC On-site Monitoring Documentation form. Assist with the completion and submission of the Annual Report Form. Collect any additional data requested by the local grantee. Attend required 21st CCLC events, including DE on-site monitoring visits.			
2b	6-The program activities reflect the goals and objectives outlined in the grant application. Student needs assessment sets key program goals with checks to measure progress in meeting goals.	Lesson/activity plans, with specific grant goals and objectives per the student needs assessment Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
2c	7-The program has a formal process for regular and effective communication with students and teachers to provide individualized assistance in academic areas;	Communication plan Meeting schedules/minutes	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1)	

		Documentation	Requirement Compliance	Improvement Plan/Timeline
	and to inform and receive information from in-school teachers on students' academic and behavioral progress. FERPA agreements in place.	Correspondence Survey of classroom teachers Other:	☐ Does not meet (0)	
2d	8-The project director and site coordinators communicate regularly and effectively with the school principal(s) and administration to coordinate resources, use of school facilities, and progress of program and activities.	Correspondence Activity logs Surveys of school administrator(s) Shared calendars Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	Requirements	**Documentation**	**Requirement Compliance**	**Improvement Plan/Timeline**
3a	9-The program offers students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs (Physical Literacy), technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students described in the grant.	Activity schedules and descriptions Flyers for parents and students describing the program Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

3b	10-The program provides literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described in the grant for the community through a partnership with a local community college (with supporting MOU).	Activity schedules and descriptions Flyer for parents and students describing the program Family activity sign-in sheets Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
3c	11-The program involves <u>students</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going advisory or decision-making roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of students Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
3d	12-The program involves <u>parents</u> in three or more ways including volunteering, planning, implementation, program evaluation, and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of parents Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
3E	13- The program involves seniors and the community in three or more ways including volunteering, planning, implementation, donations, program evaluation and on-going policy and advisory roles.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
4a	14-The program provides safe facilities and has developed written policies and procedures to effectively manage the programs that are made available to all partners.	Handbook Written/policies and procedures Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
4b	15-The program communicates with partners and encourages collaboration; partners/vendors actively support the program goals and objectives. and this is reflected in all program activities. The program's accomplishments are assessed and problem-solving is undertaken jointly.	Communication plan Meeting agendas and minutes, including list of attendees Schedule of meetings Surveys of partners Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
4c	16-The program enters into formal written agreements with subcontractors (partners/vendors).	Agreements/MOUs Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
4d	17-The facility is licensed/approved or exempt by state of Iowa DHS and meets or exceeds the equivalent of licensing requirements for documentation of staff and students	Copy of license Staff background checks Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0) ☐ N/A (exempt)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
5a	18-Facilities are accessible to students and their families, including plans for safe transportation or escorting students to non-school facilities and home.	Transportation policies Transportation schedules Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
5b	19-Program activities and services are advertised in the targeted schools and community through a variety of methods and forums. All materials include recognition of 21st CCLC funds.	Postings/announcements Press releases/articles Outreach activities Website Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
5c	20-The program implements an attendance policy that encourages participation on a regular, consistent basis. Program meets attendance goals in application.	Written policies/handbooks Attendance records Federal Data Reporting Contact log Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
5d	21-Information is transmitted to families with limited English proficiency in modes that are appropriate and easily understood. Needs of ESL students are accommodated in the program.	Correspondence Translation/assistive materials Event/meeting announcements Interpreter Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not mee (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
6a	22-The program has a project director with credentials and experience appropriate to manage the program.	Employment records/contract Credentials Experience Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6b	23-Each site has a coordinator with appropriate credentials and experience to meet DHS licensing to supervise and lead the daily program and personnel.	Employment records/contract Credentials Experience Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6c	24-All staff have credentials and expertise appropriate for the positions described and there are sufficient numbers of staff planned for the numbers of students.	Employment records Credentials Experience Staffing plan Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6d	25-Program and management staffs meet regularly during the grant cycle to coordinate program offerings for continuous program improvements.	Meeting schedules/minutes Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6e	26-Program Director has a written plan for local site visits.	Written visit schedule/plan Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
6f	27-Staff is aware of program goals and objectives and can explain the relationship of program activities to the goals set in the grant application.	Staff orientation agenda Staff handbooks Training materials Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6g	28-All project staff participate in local, state and national staff development activities; the staff development plan exceeds minimal DHS licensing requirements; it is clear that staff development is aligned to meet the on-going program improvement plan.	Training logs Professional development plan Agendas for professional development opportunities Program improvement plans Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6h	29-The program coordinates staff development with those of the school and community partners/vendors as determined through continuous program quality assessment.	Correspondence Training logs Training materials YPQA data Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
6i	30-Staff and volunteers are evaluated on an annual basis and given feedback for continuous performance improvement..	Staff handbook Volunteer rating criteria/format Website: Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
	Requirements	**Documentation**	**Requirement Compliance**	**Improvement Plan/Timeline**

7a	31-All meals/snacks that are provided meet USDA guidelines. (USDA funding is available for schools with over 50% free and reduced lunch)	Meal/Snack menus USDA Reimbursement Documentation Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
7b	32-To enhance sustainability the program has a plan to increase community support beyond the initial project. The program uses a wide variety of methods to identify and secure material, financial and human resources. The program has established collaboration with parents, community members, volunteers and social service agencies that provide services to children and families.	Correspondence Documentation of methods used Meeting Notes MOUs/Contracts Written plans Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
7c	33-The grantee participates as required in the Federal and State monitoring and evaluation by completing and submitting Federal Data Reports, parent, teacher, and student surveys in accordance with state evaluation timelines.	Federal Data Reporting Annual Report Form submission evaluation data Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

	Requirements	Documentation	Requirement Compliance	Improvement Plan/Timeline
8a	34-The grantee expends 21st CCLC funds appropriately. Submits regular claims to Iowa Dept. of Education.	Financial summary reports Budget change requests/amendments Purchase invoices Claims Time and effort worksheets Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
8b	35-The grantee uses 21st CCLC funds to supplement rather than to supplant funds from other sources.	Financial/program documents Program funding history Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
8c	36-The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds.	Purchase orders/invoices Inventory list Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	
8d	37-The program maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources.	In-kind contribution list Volunteer log Partner agreements Other:	☐ Exceeds (3 points) ☐ Meets (2 points) ☐ Progress toward (1) ☐ Does not meet (0)	

The Maximum points available for 37 items is 111 (37 x 3). To meet every item will earn 74 points (37 x2)   Sites that score below 74 points may be placed on a compliance plan until the deficiency is corrected and documented to the SEA.

Site Observations: _____

_____

_____

Additional Comments: _____

_____

☐ No further action required   ☐ Compliance plan and documentation required

I/we certify that this On-Site Monitoring Visit was conducted on (date) _____ and was reviewed with representatives of the program/agency grantee at the exit interview. The grantee, if identified for improvement, will complete the required improvement plan and submit documentation for each item within the specified timeline.

Consultant:_____   Date: _____
                                                (Signature)

Program/Agency Representative: _____   Title: _____
                                                (Print)

Program/Agency Representative: _____   Date: _____
                                                (Signature)

Appendix E: Iowa Comprehensive Site Monitoring Form

Grantee: _____ Grant Cohort _____Site:_____
Iowa Dept. of Education Consultant: <u>Vic Jaras</u>   Date(s) of Visit:_____

After 3 years, reasonable progress is expected in this grant program and should be validated with measurable data. The Ratings for the areas checked in depth are (Exceptional, Acceptable, Needs Revision (outline what must be done ASAP), and Not Acceptable).   The Performance measures of the grant agreement, local evaluation, and progress with reading, math, attendance and behavior (GPRA measures reported to Congress each year) are reviewed.

(j) Renewability of awards-A State educational agency may renew a sub-grant provided under this part to an eligible entity, **based on the eligible entity's performance during the preceding subgrant period.** (Pub. L. 89–10, title IV, §4204, as added Pub. L. 107–110, title IV, §401, Jan. 8, 2002, 115 Stat. 1769 ; amended Pub. L. 114–95, title IV, §4201(a), Dec. 10, 2015, 129 Stat. 1988 .)

http://uscode.house.gov/view.xhtml?req=(title:20%20section:7174%20edition:prelim)

Program Director will send an electronic copy of the sustainability plan and Professional Development Plan for review 1 week before the visit. Program Director will schedule the meetings (outlined below) to review the progress of the program from beginning to the present.

1. **Review Sustainability Plan** (List of Community Partners with their contact information)
    a. How many Partners will be sustained in the future?
    b. How many new partnerships have been added?
    c. What work was done to increase partnerships?
2. **Meeting (1) with Program and School Administration** (discuss sustainability plan, student achievement and community partnerships)
    a. What did the program contribute to reducing the achievement gap?
    b. What were major successes?
    c. What were some challenges? And how were they resolved?
3. **Review Attendance Data** (Review the original attendance goals)
    a. If attendance exceeded goals, what were the reasons?
    b. If attendance did not meet goals, what were the reasons?
4. **Review Student Achievement data** (compare results with original goals)
    a. Progress in meeting literacy achievement goals
    b. Progress in meeting Math achievement goals
5. **Meeting (2) with Finance** (discuss budget priorities and financial readiness to sustain the work with reduced funding and after the grant has expired)
    a. Are claims sent in every quarter?
    b. Are claims sent in for State Fiscal Year deadline (Aug 15)?
    c. Are Claims sent in for Federal Grant deadline (encumbered by Sept 30)
6. **Meeting (3) with Community Partners** (discuss the project and future collaborative goals)
    a. Describe your input into the 21st CCLC program
    b. Why do you feel this program is important to your community?

7. **Meeting (4) with Parents** (and children) to discuss impact of the program.
   a. What is the community perception of the program? Does it meet their needs? What can be done to improve?
   b. How do parents and students rate the program? How does it benefit them as parents?
   c. How does the program benefit children? Provide examples.
   d. **At Middle School and High School- A student leadership team meeting is required.**
8. **Meeting (5) with program staff** (describe your role in the program)
9. **Meeting (6) with program administration to discuss Local Evaluation results. (required).**

A Quality program should be acceptable in every single category and will have a few exceptional areas. A poorly run program will have multiple areas of non-compliance that will need immediate attention. However, a grantee may have had unforeseen issues that need to be addressed. The needs revision rating allows for corrective action. A program should not have more than a few "needs revision" ratings. **Any not acceptable rating may be cause for termination of grant funding**. Grantees will be expected to submit a written response within 10 days to the finding of this comprehensive visit for any deficiencies.

List of documents to be reviewed:
1. Sustainability Plan
2. Professional Development Plan
3. Local Evaluation (Goals and Objectives)
4. Guide to Program Budgets (Finance)
5. Student Achievement Data (reading and math)
6. Behavior Data provided by the building principal
7. Attendance Data by site. Did the program meet the 80% goal by 3 years?
8. Documentation of providing 60 hours per month of programming and 30 days of Summer School as a minimum requirement of the grant.
9. If fees are charged, we require a list of all the students who are paying fees and a list of their free and reduced lunch status to be reviewed.
10. Other program documents as requested.

Comprehensive Site Visit for the Nita M. Lowey 21st Century Community Learning Centers Program				
CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE
1. Review Sustainability Plan (List of Community Partners with their contact information) a. How many Partners will be sustained in the future? b. How many new partnerships have been added? c. What work was done to increase partnerships?				
CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE
2. Meeting (1) with Program and School Administration (discuss sustainability plan, student achievement and community partnerships) a. What did the program contribute to reducing the achievement gap? b. What were major successes? c. What were some challenges? And how were they resolved?				
CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE
3. Review Attendance Data (Review the original attendance goals form D2) a. If attendance exceeded goals, what were the reasons? b. If attendance did not meet goals, what were the reasons?				
CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

Comprehensive Site Visit for the Nita M. Lowey 21st Century Community Learning Centers Program

4. Review Student Achievement data (compare results with original goals)

    a. Progress in meeting literacy achievement goals

    b. Progress in meeting Math achievement goals

CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

5. Meeting (2) with Finance (discuss budget priorities and financial readiness to sustain the work with reduced funding and after the grant has expired)

- Are claims sent in every quarter?
- Are claims sent in for State Fiscal Year deadline (Aug 15)? and for Federal Grant deadline (encumbered by Sept 30)
- Has finance reviewed the Guide to Program Budgets for 21st CCLC?
- Are expenses coded correctly?
- Are percentages met (8% for Admin, Transportation. 5% for PD, 4% for Evaluation) and properly billed?
- If fees charged- review a list of all children for equity.   Grantee must provide the SEA with documentation of all fees (and other program income) Program income must be deducted from your grant award.
- Other Financial issues?

.

- Additional Finance Concerns or comments:

CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

Comprehensive Site Visit for the Nita M. Lowey 21st Century Community Learning Centers Program

6. Meeting (3) with Community Partners (discuss the project and future collaborative goals)

- Describe your input into the 21st CCLC program
- Why do you feel this program is important to your community?
- How does your community group contribute to the program?
- How do you help the program with the four main goals (Reading, Math, Attendance, Behavior)?

- Additional Community Partners Concerns or comments:

CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

7. Meeting (4) with the parents (parents, children) to discuss impact of the program.

a. What is the parent/ child perception of the program?
b. Does this program help your child?
c. What can be done to improve?

- Parent Concerns or additional comments:

CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

7d. (Required for MS and HS Students) Optional for Elementary.

Student Leadership Team Meeting.

a. How often do you meet?
b. What projects have you done?

c. What leadership tasks have you performed?				
CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

8. Meeting (4) with the staff to discuss impact of the program.

    a. What is your role in the program?
    b. Do you have regular professional Development? Describe.
    c. Have you noticed any life changing moments by children in the program?
    d. Suggestions for improvement?

- Concerns or additional comments:

CATEGORY RATING:	EXCEPTIONAL	ACCEPTABLE	NEEDS REVISION	NOT ACCEPTABLE

9. Meeting (5) with Administration to discuss the local evaluation (required by ESSA).
 	
  a. Did the program meet the application goals and objectives?
  b. Review the data.				

''ESSA-Evaluation-(iii) used by the State to determine whether a subgrant is eligible to be renewed under section 4204(j).''

Additional Comments:

_____

_____

_____

_____

Outcome:

☐ Recommended for 2 years of additional funding at 75% of first year Award.

☐ Compliance plan (for categories that need revision) and documentation required (timeline in comments)

☐ Grant Recommended for Termination. Evidence of Not Acceptable performance, grant violations will be noted below: The grant is provided as a three year grant. Failure to meet performance measures and or multiple violations are grounds for non-renewal.

D2.3. The Contractor (grantee) fails to make substantial and timely progress toward performance of the Contract; For additional information on Termination please see Appendix D. Contractual Terms

Signatures:

I/we certify that this On-Site Comprehensive Monitoring Visit was conducted on (date) _____and was reviewed with representatives of the program/agency grantee at the exit interview. The grantee, if identified for improvement, will complete the required improvement plan and submit documentation for each item within the time specified. The grantee has 10 days to respond in writing to any adverse findings requiring an improvement plan or recommendation for termination.

DE Consultant:_____Date: _____

(Signature)

Program/Agency Representative: _____

(Print)

Title: _____

Program/Agency Representative:_____Date: _____

(Signature)

OPTIONAL NOTIFICATIONS:

Principal:_____Email: _____

If you are identified as non-compliant in multiple areas, this means the grantee did not seek out technical assistance from the SEA during the three years of prior funding. We provide the criteria in advance for all site visits which align with federal statute, state laws and grant rules.

If a non-Federal entity fails to comply with Federal statutes, regulations **or the terms and conditions of a Federal award**, the Federal awarding agency or pass-through entity may impose additional conditions, as

described in § 200.207 Specific conditions. If the Federal awarding agency or pass-through entity determines that noncompliance cannot be remedied by imposing additional conditions, the Federal awarding agency or pass-through entity may take one or more of the following actions, as appropriate in the circumstances:

(a) **Temporarily withhold cash payments pending correction of the deficiency** by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity. *(Quarterly reimbursements can be put on hold until the issues are resolved)*

(b) **Disallow** (that is, deny both use of funds and any applicable matching credit for) all or part of **the cost of the activity or action not in compliance.**

(c) **Wholly or partly suspend or terminate the Federal award**.

(d) **Initiate suspension or debarment proceedings** as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).

(e) **Withhold further Federal awards for the project or program.** *(You cannot apply for additional grants while in non-compliance).*

(f) **Take other remedies that may be legally available.** *(Audits or full repayment of grant award funds not spent in compliance)*

https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-sec200-338

Appendix F: Partnerships for Adult Literacy

Adult Literacy Map- Showing Iowa Community Colleges with Adult Literacy programs

Around Iowa, many of our colleges offer free or low cost Adult Literacy and HiSet (formerly called GED) programs. Grantees should partner with their local colleges and provide community outreach assistance to families of students in the 21st CCLC program.

Iowa Community Colleges have federal funds that provide for adult literacy and HiSet courses.   Partnering with your local Community College avoids supplanting and provides your program a partner with expertise and experience in adult literacy.

Iowa Colleges offering Adult Literacy:

South Eastern Iowa Community College https://www.scciowa.edu/conted/aelhsed/index.aspx

Eastern Iowa https://www.eicc.edu/continuing-education/adult-basic-education-hse.aspx

Northeast Iowa https://www.nicc.edu/academics/adult-education/

Hawkeye https://www.hawkeyecollege.edu/business-community/adult-education

Kirkwood http://www.kirkwood.edu/hscomp

Indian Hills http://www.indianhills.edu/cews/highschool_ell.php

Iowa Valleyhttps://ce.iavalley.edu/adult-literacy/

North Iowa Area Community College https://www.niacc.edu/learning-support/adult-literacy/

Iowa Lakeshttps://www.iowalakes.edu/academic-programs/adult-education-literacy-program/

Iowa Central http://www.iowacentral.edu/noncredit/non-credit_hsed.asp

Des Moines Area Community College https://www.dmacc.edu/ael/Pages/welcome.aspx

Southwestern https://www.swcciowa.edu/training/adult-and-continuing-education/adult-education-literacy

Iowa Westernhttps://www.iwcc.edu/continuing_education/adult_education/

Western Tech https://www.witcc.edu/continuing_ed/ged.cfm?

North West Iowa https://nwicc.edu/academics/high-school-equivalency-diploma/

Libraries make great partners for both k-12 and adult literacy

Libraries: Libraries love to promote literacy. In Iowa, there are more libraries than school districts. Libraries can help with both K-12 literacy and adult literacy.

Another partnership for program is your local library.

Iowa Directory of Libraries (lists libraries around Iowa)
https://www.statelibraryofiowa.org/ld/c-d/directories

The Iowa Agriculture Literacy Foundation also has resources to share with programs.
http://www.iowaagliteracy.org/

The Iowa Reading Resource Center has resources for families and educators as well as literacy research.
https://iowareadingresearch.org/resources

Additional Adult Literacy Resources:

The American Library Association has some good resources to help promote literacy as well and would be useful for any outreach effort.
http://www.ala.org/aboutala/offices/literacy-all-adult-literacy-your-library

GCFLearnFree.org – Free online instruction for adults on computer skills, math, reading, workforce prep, and more.

Learn English free with USA Learns http://www.usalearns.org/

Cielito's ESL Literacy Website http://eslliteracywebsite.blogspot.com/

Appendix G: Sustainability Plan and MOU Template

Sustainability and MOU Template

Summary of MOUs (Community Partners that contribute to your program) – this document is also in the Application and is required.

Please fill in the table with the information provided by the MOUs.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
TOTAL:				

Memorandum of Understanding (MOU)

TEMPLATE

MEMORANDUM OF UNDERSTANDING (MOU) between

_____ *[insert name of Program]*

and

_____ *[insert name of Partner]*

This is an agreement between "Program", hereinafter called _____ and "Partner", hereinafter called _____.

I.   PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to….

In particular, this MOU is intended to:

Examples:

- » Expand access to programming for more youth
- » Enhance students' learning through enrichment
- » Provide meals
- » Provide transportation to and from program/field trips
- » Evaluate the program

II.   BACKGROUND

Brief description of the parties involved in the MOU with mention of any current/historical ties to this project.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

[Program] shall undertake the following activities:

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities:

V.   IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Modification
2. Termination

VI.   FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from (date) _____ to (date) _____.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

[Insert name of Program]   [Insert name of Partner]

_____   _____

_____ Date   _____ Date

Appendix H: Research

General Resources for Quality Programming

Iowa School Performance:
» https://www.iaschoolperformance.gov/ECP/Home/UserGuide
» https://www.iaschoolperformance.gov/ECP/Home/Index

Information on Nutrition:
Research shows a link between adequate nutrition and improved outcomes, such as improved behavior and concentration and better attendance and academics.
» https://www.wilder.org/sites/default/files/imports/Cargill_lit_review_1-14.pdf
» https://www.fns.usda.gov/school-meals/afterschool-snacks
» https://educateiowa.gov/pk-12/nutrition-programs/child-adult-care-food-programs

Evaluation:
» www.hfrp.org
» https://impacts.afterschoolalliance.org/evaluations-101.cfm

Quality Programming Guidance:
» www.iowa21CCLC.org
» https://www.iowaafterschoolalliance.org/starting-and-supporting-a-programhttp://www.beyondthebell.org/beyond-the-toolkit

Professional Development:
» http://y4y.ed.gov/
» https://www.iowaafterschoolalliance.org/afterschool-quality/

21CCLC Program Components Research:
The following is a list of research based articles and studies connected to the 18 components of a high quality program. These can be found in the RFA

1. Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
   - https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf
   - https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/remedial-programs-what-you-need-to-know

2. Literacy Activities;
   - http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF

- https://www.carnegie.org/media/filer_public/97/16/97164f61-a2c1-487c-b5fd-46a072a06c63/ccny_report_2010_tta_moje.pdf
- https://www.iowa21cclc.com/literacy-enrichment-series

3. Mathematics and Science education (STEM) and <u>Computer Science</u> activities;
   - https://www.whitehouse.gov/wp-content/uploads/2018/12/STEM-Education-Strategic-Plan-2018.pdf
   - https://www.championshipchess.net/for-educators/common-core-standards-k-5-mathematics/
   - https://www.computerscienceonline.org/computer-science-programs-before-college/

4. Programs that promote parental involvement and family literacy (Family Engagement);
   - https://www.expandinglearning.org/expandingminds/article/engaging-families-afterschool-and-summer-learning-programs-review-research
   - https://www.childtrends.org/wp-content/uploads/2007/06/Child_Trends-2007_06_19_RB_ParentEngage.pdf
   - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/

5. Arts and Music education activities;
   - http://afterschoolalliance.org/documents/issue_briefs/issue_arts_enrichment_56.pdf
   - https://www.nammfoundation.org/articles/2014-06-09/how-children-benefit-music-education-schools

6. Entrepreneurial education programs; Employment preparation or training;
   - https://www.astc.org/astc-dimensions/out-of-school-time-programs-advice-and-lessons-learned/
   - https://files.eric.ed.gov/fulltext/EJ992134.pdf

7. Tutoring services, including those provided by senior citizen volunteers, and mentoring programs to reduce achievement gaps for at-risk children;
   - https://www.nationalservice.gov/programs/senior-corps
   - https://files.eric.ed.gov/fulltext/EJ1123811.pdf
   - https://www.washingtonpost.com/local/education/can-volunteers-help-kids-read-more-proficiently-new-research-says-yes/2015/03/28/7141c57c-c4ec-11e4-ad5c-3b8ce89f1b89_story.html?noredirect=on
   - https://www.epi.org/publication/reducing-and-averting-achievement-gaps/

8. Volunteer and community service opportunities;
   - https://www.nationalservice.gov/sites/default/files/resource/Youth-Impact-vol-3.pdf
   - https://www.nationalservice.gov/pdf/08_1112_lsa_prevalence.pdf

9. Programs that provide after-school activities for limited English proficient (LEP) or ESL (English as a second Language) students and that emphasize language skills and academic achievement;
   - http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx
   - https://eric.ed.gov/?id=EJ1086394

10. Recreational activities; Physical Fitness; and Healthy Lifestyle education

- https://www.afterschoolalliance.org/aa3pm/Kids_on_the_Move.pdf
- https://www.researchconnections.org/childcare/resources/13558/pdf

11. Technology education programs that connect with careers;
    - http://www.sedl.org/afterschool/toolkits/technology/pdf/tech_lit_rev.pdf
    - https://www.iowa21cclc.com/outof-school-time-career-pathways

12. Expanded library service hours;
    - http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/findings_y3.pdf
    - https://www.slj.com/

13. Programs that provide assistance to students who have been chronically absent, suspended, or expelled to allow them to improve their academic achievement
    - https://www.attendanceworks.org/wp-content/uploads/2017/08/Afterschool9.20.pdf
    - https://www.expandinglearning.org/expandingminds/article/building-culture-attendance-schools-and-afterschool-programs-together-can-and

14. Drug and violence prevention programs; Counseling programs;
    - http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html
    - https://strongnation.s3.amazonaws.com/documents/416/f256a70f-ede5-4d3f-8b86-8bf6b3fa384e.pdf?1525117833&inline;%20filename=%22The%20Prime%20Time%20for%20Juvenile%20Crime%20Needs%20Afterschool.pdf%22

15. Supervised field trips, enrichment programs and events;
    - https://www.cde.ca.gov/ls/ba/cp/fieldtripguide.asp

16. Character and Behavior education programs.
    - https://blogs.edweek.org/edweek/rulesforengagement/2014/10/for_success_in_life_character_matters_as_much_as_academic_skill_study_says.html

17. Activities that promote college and/or career readiness.
    - https://www.middleweb.com/
    - https://forumfyi.org/
    - https://www.aypf.org/wp-content/uploads/2018/01/PUBLICATION-Afterschool_Workforce_20180110.pdf

Appendix I: 21st Century Guide to Iowa Program Budgets

21st Century Guide to Iowa Program Budgets

Current grantees, please review your grant budgets to ensure you are spending 100% of your annual grant award.   Use the table below to provide a financial timeline for your program. Put deadlines in your calendar and set up meetings to occur throughout the grant year to cover these areas.

FINANCIAL EVENT	QUESTIONS TO ADDRESS	POTENTIAL ISSUES
Plan your next year budget	What steps will I take to monitor my budget? What regular meetings do I need?	Unspent grant funds, overspent grant funds
Review your budget	Do any categories have too much money? Are any underfunded?	Watch your required percentages (PD, Evaluation)
Line item adjustment	Was your line item adjustment approved by IDOE?	Adjustments not approved can be disallowed.
QUARTER 1 (July 1- Sept 30)	How close to your estimated expenses are you? Are adjustments needed?	Adjust line items in budget spreadsheet, email to Vic, and schedule phone conference for approval.
Federal Grant Year ends Sept 30th	First Quarter budgets end the Federal grant year.	
QUARTER 2 (Oct 1- Dec 31)	How close to your estimated expenses are you? Are adjustments needed?	Adjust line items in budget spreadsheet, email to Vic, schedule phone conference for approval
Review your budget	Do any categories have too much money? Are any underfunded?	Watch your required percentages (PD, Evaluation)
Line item adjustment	Was your line item adjustment approved by IDOE?	Adjustments not approved can be disallowed.
QUARTER 3 (Jan 1-March 31)	How close to your estimated expenses are you? Are adjustments needed?	Adjust line items in budget spreadsheet, email to Vic, schedule phone conference for approval
Review your budget	Are you close to spending 100% of your grant award for the year?	Unspent money will not be added to next year's budget
Line item adjustment	Was your line item adjustment approved by IDOE?	Adjustments not approved can be disallowed.

FINANCIAL EVENT	QUESTIONS TO ADDRESS	POTENTIAL ISSUES
QUARTER 4 (April 1- June 30)	How close to your estimated expenses are you? Are adjustments needed?	Adjust line items in budget spreadsheet, email to Vic, and **schedule phone conference for approval BEFORE August 1st.**
State Fiscal Year Ends June 30th. We need all expenses by July 15.	Make sure you send all your expenses that occur before July 1 (the previous school year)	If you fail to send in your last year expenses before the deadline, reimbursement may not be possible.
First Year Grantees with unspent balance	Did you formally request a carryover? Send request before June 30th (July 31st is the deadline for carryover requests)	Carryover is not guaranteed. First year grantees must provide reasons why carryover is needed. All carryover must be approved by IDOE.
Did you overspend your grant award?	How did this happen? Are you monitoring your budget every month? Every quarter?	We cannot provide more funding than the contract amount in the grant award.

BUDGET FREQUENTLY ASKED QUESTIONS

1. **What steps do I need to take to have my line item adjustments approved?**
    a. Change your budget spreadsheet and describe each line item change
       (Transfer $500 from Supplies into Transportation)
    b. Email your proposed change to Vic (vic.jaras@iowa.gov) and provide a contact number and proposed time to talk about these changes.
    c. Phone conference to discuss budget changes
    d. If approved, you will receive an email from Vic that your changes are approved. Keep this for your records.
    e. Note that some categories like Professional Development have a minimum requirement of 5% (do not transfer funds from this line item). Others like **Evaluation have a limit of 4%** and **Administration has a limit of 8%.** A transfer request that proposes to transfer from PD or go over in Evaluation or Administration will be denied.
    f. Mail in your budget spreadsheet with the approved changes documented.

    EDGAR 80.30 Changes-..Post-award changes in budgets and projects shall require the prior written approval of the awarding agency (SEA).

2. **When do I need an amendment?**
   An amendment is needed for major changes in the grant such as a change in contract dates, buildings or locations where services are provided. Budget changes of more than 10% need to be documented with a formal amendment.

3. **Is there an amendment request form?**
   Yes. The worksheet gathers the information needed for IDOE to create a formal amendment to your grant. Before you fill out the worksheet, email Vic to inquire if an amendment is needed to resolve your change.

4. **What is the process for an amendment?**
   After the worksheet data is complete, if the request is approved by the program Consultant (Vic), then an amendment form is filled out at the DE and then requires 3 additional signatures at the DE to be official. Sometimes, a meeting request is generated for the program Consultant to explain why the amendment is needed.

   Once an amendment is approved and signed, it will be emailed as a PDF for a grantee signature and then you are notified of the amendment being enacted via email.

5. **What is an automatic denial?**

   The IDOE makes every effort to respond to and assist grantees with their budget and other requests in a timely manner. However, we cannot keep individual items ON HOLD for an unspecified period of time. It is the responsibility of the Grant Program Director to make sure that they follow up on their requests for budget changes, line item adjustments, carryover or other changes within 15 business days. When the IDOE has not had ongoing communication on an item for 15 business days, we must consider it automatically denied. Note: Every program director should have the IDOE Consultant email (vic.jaras@iowa.gov) in their contact list and office phone (515)-242-6354 and cell phone in their phone contact list. In Iowa, grantees have the ability to directly communicate with the SEA contact for 21st CCLC Consultant.

6. **What is a required quarterly budget meeting?**
   States (SEA) are required to do perform ongoing Risk Assessment for all applicants and grantees for the 21st CCLC grant. If you had some budget issues last year, you may be required to have quarterly budget meetings with the IDOE for additional guidance, monitoring and Risk Assessment. Sometimes, the extra monitoring can be helpful for new grantees and does not reflect any additional risk, but as a method of providing technical assistance.

7. **Who is responsible to schedule the meeting?**
   The grantee is responsible to set up a time to schedule a phone conference with the IDOE to review their quarterly budget BEFORE it is submitted for payment.

8. **What if the meeting is not scheduled and the spreadsheet is mailed normally?**
   The quarterly claim will NOT be paid until the required budget meeting has been held. The first signature required to pay a quarterly claim is from the IDOE consultant. Additionally, non-compliance with this monitoring and risk assessment effort may require a follow up meeting involving additional district or organizational stakeholders.

9. **Can I put in a request for Carryover in year 2 of a 3 year grant?**
   Yes, but only if you have exceptional circumstances beyond your control that prevented the operation of your program. For example, a tornado, flood, fire or other natural disaster. Remember that Carryover is NEVER automatic, but is something you must apply for and be approved before it can occur.

10. **Can I put in a request for Carryover in years 4 or 5? No.**
    This policy has been well established. Grant agreements have language that reads "no carryover in years 4 and 5". However, how could you do a carryover in year 5? Carryover would always take place in the year leading into the next. Carryover for year 4 would occur from unspent funds in year 3. Carryover in year 5 would have to occur with unspent funds from year 4.

11. **If our program does not spend all of our annual grant award, what happens to that money?**

The funds are reserved for program expenses. These funds are in an account that only provides payment on grant claims. If a state cannot spend all of its program funds before September 30th, those funds must be returned to the US Dept. of Education.

12. **If I am not sure about an expense for my program, who can I ask?**
Districts and organizations have finance offices. You should always check your local finance policies.

Email vic.jaras@iowa.gov with questions about 21st CCLC grant specific allowable expenses.

13. **What records to we have to keep track of?** *A State **and** a sub-grantee shall keep records that fully show:*
    a. The amount of funds under the grant or sub-grant;
    b. How the State or sub-grantee uses the funds;
    c. The total cost of the project;
    d. The share of that cost provided from other sources; and
    e. Other records to facilitate an effective audit.
        i. *(Approved by the Office of Management and Budget under control number 1880-0513)*
        ii. *(Authority: 20 U.S.C. 1232f)*

14. **What is my Operating Budget?**

The Spreadsheet you mail is considered your OPERATING BUDGET- you should review this every month.

When calculating your in-kind funding from community partners, this is considered your GOAL-BASED BUDGET.

This should be reviewed every quarter and it is used to document your work towards sustainability with a grant application and for a Comprehensive Site Visit.

15. **What happens if I submit line-item adjustments without scheduling a call a few days before the July 15th State Fiscal Year deadline?**
This is a huge red flag that program finances may not be operating as they should. Expect additional monitoring in the future.

The SEA has the option of denying payment, providing conditional payment approval followed by an audit to determine if a chargeback is needed for un- approved line items. It shows that you have not been following these guidelines and this will count against your program during your next Comprehensive Site Visit. The SEA may require that all future claims be preceded by a budget conference call to insure that you receive technical assistance in an area of proven need. You may be required to provide General Ledger documentation with each claim. Expect additional monitoring if you do not follow these guidelines for program financial operations.

EXAMPLE QUARTERLY OPERATING BUDGET

This budget spreadsheet is sent to you, but is based on your budget proposal in the grant application.

Example and Description of the Budget Categories:

Personnel generally costs between 60-70% of a program budget

Staff Travel would be mileage reimbursement and air fare for PD.   Out of state travel must be pre-approved by IDOE

Consumable Supply/Materials- These are supplies for the kids. Materials for exciting lessons, demonstrations and hands-on projects.

Professional Development- **Minimum 5%**

You can bring in trainers, send staff to training, but PD results in higher quality programs.

Student Transportation- To and from the program and for field trips.

Evaluation- Local evaluation expenses Limit of 4%

Administrative Costs- **Limit of 8%** for Admin

Authorized Activity Category	Budget Goal	
	Student Program	Family Literacy
Personnel	$ 65,288.98	$ 1,400.69
Staff Travel	300.00	$ -
Consumable Supply/Materials	$ 7,175.00	$100.00
Professional Development	$ 3,395.00	$ 105.00
Student Transportation	$5,000.00	$ -
Evaluation	$4.655.00	$ 95.00
Administrative/ Indirect Costs	$ 5,194.00	$ 106.00
Total	$ 91,007.98	$ 1,806.69
	$ 92,714.67	

IF YOU WANT TO DO A LINE ITEM TRANSFER, YOU NEED TO EXPLAIN WHAT FUNDS ARE LEAVING WHICH LINE ITEM AND WHERE THEY WILL GO.

Transfer $1,000 from Personnel into Supply ← document how much from which line and the destination line.   In your email, provide a brief explanation.   These are over-allocated staff funds. We plan to buy books for the children.

Transfer $2,000 **from** Professional Development **into** Evaluation <- This will NOT be approved. There is a minimum requirement for PD and a concern about excessive evaluation expense. Remember, that your line item transfers should be reasonable and justified.

Attendance Requirement:

Your application is funded based on the number of students served. This number is defined by the grantee. By year 3, you should have met 80% of your goal. If you do not meet your goal, your funding for years 4 and 5 will be reduced. It is your responsibility to request technical assistance for help with attendance. We have sites that meet their year three attendance goals within the first two weeks of operation. If you have low attendance, and you are charging fees, your policy may be creating a barrier to families in poverty.

If your program is not approved in a Comprehensive Site Visit, your grant ends in 3 years instead of 5. You will NOT be able to apply for a new grant. Depending on the circumstances, you could be prohibited from applying for additional grants for this program and you could be asked to repay portions of the grant spent inappropriately without approval. If you have questions about an expense- email your question.

Financial Best Practices:

1. Do not spend more than 8% on Administration (which includes in-directs)
2. Do not break up an administrator salary into different categories without prior approval from IDOE
3. Do not exceed 4% for evaluation (Administrators are NOT evaluators)
4. Do not count vendors as partners and pay them from personnel
5. Do not supplant with federal funds
6. Do not buy software, hardware, or technology with prior approval from IDOE
7. Do spend a minimum of 5% for Professional Development
   *ESSA SEC. 4203 (A) "(6) describes the steps the State educational agency will take to **ensure that programs implement effective strategies,** including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of **professional development for staff in specific content areas** and youth development;"*
8. Maintain records for appropriate expenses, keep receipts and code them properly

   Operate under the guidelines for federal grants https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

9. **Collaborate with the building Principal** by providing data on the grant award, the number of children to be served, the attendance requirements and the 60 minimum contact hours per month requirement.
10. **Collaborate with Community Partners** by providing data on the grant award, the number of children to be served and the attendance / Contact time requirements.
11. **Plan for sustainability** with Community Partners, building Principals, District Administrators and Parents.

Fees:

The collection of parent fees is NOT a best practice. Any fees collected are considered program income and must be spent in the year collected and spent on the program. This amount can be deducted from your award. Because this is a federal TITLE program, charging fees can create serious equity issues, create barriers to enrollment for families in poverty and can easily put a program into non-compliance. Reviewers have been instructed to deduct points from an application as this is not a Best Practice in Iowa.

Programs that charge fees may not prohibit any family from participating due to its financial situation. The priority of the program to serve poor students and families could be compromised through high program fees. Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. Income collected from fees must be used to fund program activities specified in the grant application. While fees are still permitted, the USDOE is working to curtail this practice.
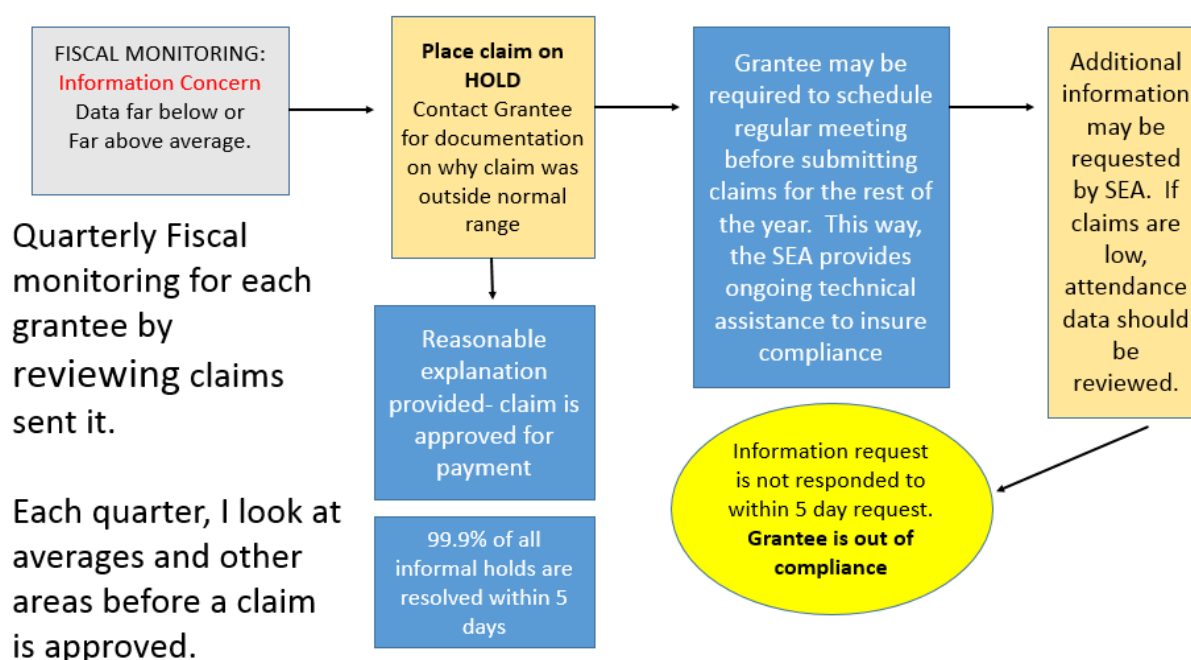
Effective July 1, 2018- any program that proposes to charge a fee must have their enrollment form approved by the Iowa Dept. of Education BEFORE they begin enrollment in any summer or school year program.

Community Partners are not considered program income and their in-kind contributions can enrich your program and provide benefits that are sustainable.

Risk Assessment and Monitoring:

Iowa uses informal monitoring that is embedded with each claim submitted, and within site visits and technical assistance. However, if after 30 days a grantee has not responded, the process will become formal and could take months to resolve as additional support from the IDOE help to review and correct the areas of non-compliance.

The chart below was presented at our previous Director's Meeting.

FISCAL MONITORING:
Information Concern
Data far below or
Far above average.

Place claim on HOLD
Contact Grantee for documentation on why claim was outside normal range

Grantee may be required to schedule regular meeting before submitting claims for the rest of the year. This way, the SEA provides ongoing technical assistance to insure compliance

Additional information may be requested by SEA. If claims are low, attendance data should be reviewed.

Quarterly Fiscal monitoring for each grantee by reviewing claims sent it.

Each quarter, I look at averages and other areas before a claim is approved.

Reasonable explanation provided- claim is approved for payment

99.9% of all informal holds are resolved within 5 days

Information request is not responded to within 5 day request. **Grantee is out of compliance**

2 CFR Federal register §200.338 Temporarily withhold cash payments pending correction of the deficiency.

Supplanting:

There is a presumption of supplanting if Federal funds are used for State-required costs or **costs previously covered with non-Federal funds.** *The presumption may be overcome if the SEA or LEA is able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the SSAE program funds.*

https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf

(This is WHY Iowa requires you to document your level of sustainability when you re-apply for a 21st CCLC grant).

"Supplement" means to "build upon" or "add to"; "supplant" means to "replace" or "take the place of." Federal law prohibits recipients of federal funds from replacing state, local, or agency funds with federal funds. Existing funds for a project and its activities may not be displaced by federal funds and reallocated for other organizational expenses.

Audits of Your Program:

Your program is subject to audit at any time. It could be an informal request for additional information or documentation. It could be a question about an expense item. Because these are federal dollars, they are subject to federal audit rules. Even if your grant ends, there are still federal rules that apply. Funds will be spent under the guidelines for federal grants (EDGAR).
https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf

> » **2 CFR Federal register §200.336   Access to records.**
>
>   (a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (SEA), or any of their authorized representatives, **must have the right of access to any documents, papers, or other records of the non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts.**
>
> » The right also includes **timely and reasonable access** to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

In Iowa, you should respond to any informal request for information or documentation within 5 days. If after 30 days, we enter into a formal process, both the IDOE and the USDOE are notified. You are still subject to a federal audit even if you have made all the state requested corrections for compliance

EDGAR 80.51 Later disallowances and adjustments.

The closeout of a grant does not affect:

(a) The Federal agency's right to disallow costs and recover funds on the basis of a later audit or other review;

(b) The grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions;

(c) Records retention as required in §80.42;

(d) Property management requirements in §§80.31 and 80.32; and

(e) Audit requirements in §80.26.

(Authority: 20 U.S.C. 3474; OMB Circular A 102)

Non-Compliance: 2 CFR Federal register §200

In Iowa, informal monitoring helps facilitate grantee correction of deficiencies quickly. Grantees who fail to respond to informal monitoring and require formal monitoring are assumed to be in non-compliance in more than one area. Formal Monitoring will take months and require additional documentation for every step in the process.

*If a non-Federal entity fails to comply with Federal statutes, regulations **or the terms and conditions of a Federal award**, the Federal awarding agency (SEA) or pass-through entity may impose additional conditions, as described in § 200.207 Specific conditions. ..*

a) **The Federal Awarding Agency or pass-through entity may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:**

1. Based on the criteria set forth in $200.25 Federal Awarding Agency (SEA) review of risk posed by applicants;

2. When an applicant or recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;

3. When an applicant or recipient **fails to meet expected performance goals** as described in § 200.210 Information contained in a Federal award;

b) **These additional Federal award conditions may include items such as the following:**

1. Requiring payments as reimbursements rather than advance payments;

2. **Withholding authority to proceed (apply for additional grants or extend the award to years 4 and 5)** to the next phase until receipt of evidence of acceptable performance within a given period of performance;

3. **Requiring additional, more detailed financial reports;**

4. Requiring **additional project monitoring;**

5. **Requiring the non-Federal entity to obtain technical or management assistance**; or

6. Establishing additional prior approvals.
   § 200.338 Remedies for non-compliance:

a. **Temporarily withhold cash payments pending correction of the deficiency** by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.

b. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance.

c. **Wholly or partly suspend or terminate the Federal award.**

d. Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal awarding agency regulations (or in the case of a pass-through entity, recommend such a proceeding be initiated by a Federal awarding agency).

e. **Withhold further Federal awards** for the project or program.

f. Take other remedies that may be legally available

Amendments:

TIP- DO NOT COMPLETE AN AMENDMENT FORM UNLESS DIRECTED. First, send an email to vic.jaras@iowa.gov provide information about the changes you want to make, the dollar amounts and when they will occur.   Amendments are for substantial changes in dollar amounts, school closings, and permanent changes in locations.

Summer School location changes do NOT need an amendment. Simply email vic.jaras@iowa.gov to provide notification of a temporary change in location.

21st Century CCLC Grant Amendment Worksheet

Grantees are expected to implement the program described in the approved Grant application Proposal. However, certain circumstances (consolidation, merger, school or site closing) require that we make program changes for us to insure that federal dollars can follow the students identified in the grant. Upon request, the Iowa Department of Education (DE) will consider changes to the program in the approved application when circumstances have changed that are beyond the control of the grantee.

Carry-Over will only be approved if you have a good reason or have extreme circumstances (flood, tornado, fire or other such circumstances).

Grantees wishing to make significant changes to their program must complete this request form with the required information for each program change requested. These requests will be evaluated by the DE on a case-by-case basis, and all information provided will be compared to what was included in the approved Grant application. **All changes to the program in the approved application must be approved in advance by the DE.** E-mail this worksheet to **vic.jaras@iowa.gov**, Program Consultant.

Grant Number _____

Dates of Service (from) _____ to _____

Title of Grantee _____

Reason for the Change: (provide background information)

Details go here- Identify the Cohort, specific building(s) and justification for major change.

Proposed Change: (provide a proposal to respond to the change)

What needs to change or be adjusted

> TIP: Always email vic.jaras@iowa.gov with general questions about the need for an amendment before you start paperwork. Let's make sure an amendment is actually needed.

Revised Budget: (attach pages if needed)

Amount of Change (zero dollars or provide dollar amount for carryover)

Implementation Date of Proposed Change:

Contact Person: _____

Email: _____

Phone: _____

Complete this form and email to vic.jaras@iowa.gov This worksheet provides the information we need to: A) Review your request, B) Approve or Deny C) Process the amendment- which we will send to you, for signatures.

When I receive your worksheet, if your request is approved, the data from your worksheet is used to create the formal amendment.

Appendix I.1: Application Financial Guidance 2019

APPLICATION FINANCIAL GUIDANCE

In Iowa, this grant is funded based upon the number of children you will serve (we have a spreadsheet posted to help you calculate your award request) who are at-risk and in poverty. This grant is a Federal Title Program- TITLE IV part B.

The Funding Formula spreadsheet is a TOOL (not a per diem) to help you estimate your award. You still need to complete your budget where you will incorporate partner contributions, district support and other factors to determine your final award request. If an adjustment is later required, we are contract bound to use the final budget that you submitted on form D2 divided by the number of children served to correctly calculate any adjustment. We do not ignore all the other factors that you originally included in your budget.

This grant is about serving the needs of at-risk children before school, after school and during the summer. This grant provides ONLY for the staff needed to serve the children. It was not designed to create full time positions. Seeing full time administrative positions on this grant without in-kind funding to support the position beyond the 8% limit raises the concern of supplanting with federal funds. This one mistake can render an entire application un-fundable.

Your budget should not have more than 25% in personnel from contracted sources (vendors or partners)

Being a "pass-through" grantee and outsourcing your activities is considered an AT-RISK practice by the USDOE.

We have strict guidelines for administrative costs, with a limit of 8%. This means, that if you are serving 100 children in a single school, and have requested $125,000 a year, **you cannot use the grant funding to hire a full time administrator** of the grant at a salary of $40,000.

According to the grant application guidelines, you can ONLY allocate $10,000 for administrative costs. If this is not sufficient, the district or the community group should provide additional in-kind funding. Keep in mind that this is NOT a full time program.

If you operate afterschool only from 3:00-6:00 that is 3 hours a day. Which is 15 hours a week. Administration may require work outside of program hours to complete reports, enter data and attend meetings. With a grant serving one or two buildings, the district may need to provide in-kind support. This grant is designed to serve the needs of children and is not for creating full time positions that cannot be justified by the hours of program operation.

Districts or Community Groups with multiple sites and multiple cohorts can aggregate the administrative allowable expenses to provide full time administration (and support the additional work required to manage multiple sites).

RECOMENDED: If you are a small district or community group- ask teachers or staff to divide the administrative duties. In small programs, you have to wear multiple hats.

REQUIRED CONTACT HOURS: Say you run your program 2.5 hours a day x 5 days (12.5 week) which is only 50 hours a month (below our required minimum of 60 hours a month). If you have a weekly teacher in-service and release the children after lunch at 1:00 then you can add 2.5 hours a week (if you provide programming) which gives you an additional 10 hours a month to meet the minimum required hours. You can also do field trips on a Saturday to meet your required hours.

Early Out and Teacher In-Service Days: The whole reason for this program is to take at-risk children who would be home alone and create an engaging program for their learning. You are expected to provide programming for the children on these days. If, most of your staff are teachers, then you should partner with a local community group to provide supervised activities or a local field trip.

Summer School: We require 30 days of Summer school at a MINIMUM (we recommend 35 days because you cannot count a student with less than 30 days attendance). However, since we are serving at-risk children who are often chronically absent, it is highly recommended to run a summer program for 35 or more days. This way, when children who are working to improve absenteeism miss acouple of days, you can still have enough attendance to count them in the federal data collection system (which requires a minimum of 30 days attendance).

When Staff Can Work: Staff may work before school starts, after school ends, any time or day when school is not in session and during the summer. You cannot pay for staff to come in and work with children during the school day. Title I funding would cover during the school day and using Title IV B funds during the school day would be supplanting. However, you can provide professional development for staff outside of program hours.

Financial: In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant

recipients must have a valid DUNS number.

DUNS NUMBER- The application requires the Finance Person include a DUNS number. If you are a community group without a DUNS, you can apply for one online.

· To obtain a DUNS number, go to http://fedgov.dnb.com/webform/

Enter the DUNS above the Fiscal Contact (your finance person may already have this number

DUNS Number:	
Fiscal Contact:	
Address:	
City:	Zip:
Phone:	FAX:
Email:	

EDGAR 80.30 (Line item adjustments)

(a) *General.* Grantees and sub-grantees are permitted to re-budget within the approved direct cost budget to meet unanticipated requirements and may make limited program changes to the approved

project. However, unless waived by the awarding agency, certain types of post-award changes in budgets and

projects shall **require the prior written approval of the awarding agency**.

This is the federal regulation that allows Iowa grantees to re-budget with line item adjustments. Note: These changes to your budget must be approved by the SEA. Some budget changes may require a formal amendment- this will be determined by the SEA after communication by the grantee about the proposed change.

Programmatic changes.

Grantees or sub-grantees must obtain the prior approval of the awarding agency whenever any of the following actions is anticipated:

(1) **Any revision of the scope or objectives of the project (regardless of whether there is an associated budget revision requiring prior approval).**

(2) Need to extend the period of availability of funds. (carryover)

(3) **Changes in key persons** in cases where specified in an application or a grant award. In research projects, a change in the project director or principal investigator shall always require approval unless waived by the awarding agency.

(Authority: 20 U.S.C. 3474; OMB Circular A 102)

EDGAR 80.51 Later disallowances and adjustments.

The closeout of a grant does not affect:

(a) The Federal agency's right to disallow costs and recover funds on the basis of a later audit or other review;

(b) The grantee's obligation to return any funds due as a result of later refunds, corrections, or other transactions;

(c) Records retention as required in §80.42;

(d) Property management requirements in §§80.31 and 80.32; and

(e) Audit requirements in §80.26.

(Authority: 20 U.S.C. 3474; OMB Circular A 102)

Note: We generally follow the financial rules in EDGAR, however, states may modify these rules and such modifications are found in the application guidelines.

Appendix J: After the Peer Review Process - Federal

After the Peer Review process, applicants with the highest scores are reviewed by the state for federal, state and application rules compliance.

EDGAR 76.400   State procedures for reviewing an application.

A State that receives an application for a sub grant shall take the following steps:

a. *Review.* **The State shall review the application**. *(Note: for Federal Statute and State compliance)*

b. *Approval—entitlement programs.* The State shall approve an application **if:**
   1- The application is submitted by **an applicant that is entitled** to receive a subgrant under the program; and *(Note: This means eligible by a minimum of 40 percent free and reduced lunch in the building and adherence to other federal and state criteria outlined in the application).*
   2- The applicant **meets the requirements of the Federal statutes** and regulations that apply to the program.

c. *Approval—discretionary programs.* The State **may** approve an application if:

   1. The application is submitted by an **eligible** applicant under a program in which **the State has the discretion to select** subgrantees;
   2. The **applicant meets the requirements** of the Federal statutes and regulations that apply to the program; and
   3. **The State determines that the project should be funded** under the authorizing statute and implementing regulations for the program.

d. *Disapproval—entitlement and discretionary programs.* **If an application does not meet the requirements** of the Federal statutes and regulations that apply to a program, **the State shall not approve** the application.

   (Authority: 20 U.S.C. 1221e-3 and 3474)

The SEA is required to review all applications before funding doing a compliance check and risk assessment check.

The Office of the Inspector General defines grant fraud as:

   » Falsifying information in grant applications or contract proposals
   » Using Federal funds to purchase items that are not for Government use
   » Billing more than one grant or contract for the same work
   » Billing for expenses not incurred as part of the grant or contract
   » Billing for work that was never performed
   » Falsifying test results or other data
   » Substituting approved materials with unauthorized products
   » Misrepresenting a project's status to continue receiving government funds

Example- Your grant application reported there were no non-public schools within your school boundary. However, a check showed a non-public school a block away. No Consultation was made and false information was provided in your application.

Example- Your grant application was to provide adult literacy services in cooperation with a local community college. However, you billed the grant for the same services that the college provided with another federal grant at the same time.

Example- A program bills for expenses to repair a copy machine. The copy machine was purchased with other funds. This expense was not incurred as part of the grant.

Example- Your grant application reported serving 400 children. You fail to report an attendance problem to your SEA for technical assistance. You actually only serve 100 children. False information is provided in attendance monitoring that misrepresents your project status to continue funding.

Note: All of the examples could have been prevented by contacting the SEA for technical assistance.

In Iowa, each high scoring application is reviewed and you can expect a letter from the SEA with any findings or questions that need to be addressed.

From the RFA:

Appeal Process

Any applicant for Iowa 21CCLC funds may appeal the denial of a properly submitted competitive program request for applications or the unilateral termination of a competitive program request for applications to the Director of the Department of Education.

Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be:

based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to 281 IAC r. 7.5, the legal authority for this process.

We have created an appeal process form – to help you document your grounds for the appeal.

Appendix J.1: After the Peer Review Process - Iowa

After the Peer Review process, applicants with the highest scores are reviewed by the state for federal, state and application rules compliance.

EDGAR 76.400   State procedures for reviewing an application.

A State that receives an application for a subgrant shall take the following steps:

a. *Review.* The State shall review the application. *(Note: for Federal Statute and State compliance)*
b. *Approval—entitlement programs.* The State shall approve an application if:
   1. The application is submitted by an applicant that is entitled to receive a subgrant under the program; and *(Note: This means eligible by a minimum of 40 percent free and reduced lunch in the building and adherence to other federal and state criteria outlined in the application).*
   2. The applicant meets the requirements of the Federal statutes and regulations that apply to the program.
c. *Approval—discretionary programs.* The State may approve an application if:
   1. The application is submitted by an eligible applicant under a program in which the State has the discretion to select subgrantees;
   2. The applicant meets the requirements of the Federal statutes and regulations that apply to the program; and
   3. The State determines that the project should be funded under the authorizing statute and implementing regulations for the program.
d. *Disapproval—entitlement and discretionary programs.* If an application does not meet the requirements of the Federal statutes and regulations that apply to a program, the State shall not approve the application.

(Authority: 20 U.S.C. 1221e-3 and 3474)

From the RFA:

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Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be:

based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to 281 IAC r. 7.5, the legal authority for this process.

We have created an appeal process form – to help you document your grounds for the appeal.

Appendix J.2: Competitive Grant Appeal Process

Sample Affidavit of Appeal for
Denial of Competitive Program Grant Application
or
Termination of Competitive Program Grant

I, _____, state, under penalties of perjury, that in support of my request for appeal the statements contained in this affidavit are true; that I am entitled to redress; and the issues I desire to present on appeal are the following:

The Department's decision to deny our application for a competitive program grant or unilateral termination of our competitive program grant was in error for the following reason(s) (check all that apply):

- the process was conducted outside of statutory authority;

- violated state or federal law, policy, or rule;

- did not provide adequate public notice;

- was altered without adequate public notice; or

- involved conflict of interest by staff or committee members.

Provide a brief description of the reason for your appeal and a citation of the legal authority relied on for this appeal, if any:

Appendix K: Data Collection Authority for the 21CCLC

Data Collection Authority for the 21st Century Community Learning Centers Grant (Title IV B)

GENERAL REPORTING-EDGAR 76.722   Sub-grantee reporting requirements.

A State may require a sub-grantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e–3, 1231a, and 3474)

APPLICATION - This is voluntary. A district or community group is not required to apply for these supplemental funds for at-risk children. The application is approved by the USDOE and meets the federal statutory requirements of the grant program.

EDGAR 76.300   Contact the State for procedures to follow.

An applicant for a subgrant can find out the procedures it must follow by contacting the State agency that administers the program. (Authority: 20 U.S.C. 1221e-3 and 3474)

ESSA 4204"(b) APPLICATION.—

"(1) IN GENERAL.—**To be eligible** to receive a subgrant under this part, an eligible entity shall submit an application to the State educational agency at such time, in such manner, and *including such information as the State educational agency may reasonably require.*

HOW APPLIED: Applicants who do not fully complete the application or provide false or misleading information or that violate federal or state statutes are not considered for funding.

EDGAR 76.770   A State shall have procedures to ensure compliance.

Each State shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the State has determined are necessary to ensure compliance with applicable statutes and regulations.

(Authority: 20 U.S.C. 1221e-3 and 3474)

APR DATA SYSTEM-This is a federal online data reporting system, which allows the US Department of Education to aggregate state grantee data and produce reports for Congress.   We collect data for this federal program in Spring, Summer and Fall each year.   You will report progress on Reading, Math, Attendance and Behavior. This report is aggregated at the US Dept. of Education and sent to Congress each year for review.

EDGAR 76.720   State reporting requirements. (c)(1) A State must submit these reports in the manner prescribed by the Secretary, including submitting any of these reports electronically and at the quality level specified in the data collection instrument.

ESSA 4205 "(E) collect the data necessary for the measures of student success described in subparagraph (D).

LOCAL EVALUATION- Each grantee is required to conduct a local program evaluation and to post the evaluation on their website to share with the public.

ESSA "(A) IN GENERAL.—The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success."

HOW APPLIED: Iowa collects local evaluations and provides a state evaluation of the program that is posted on the IDOE website every year and submitted to the US Department of Education.

ESSA "(B) USE OF RESULTS.—The results of evaluations under subparagraph (A) shall be—

"(i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures;

"(ii) made available to the public upon request, with public notice of such availability provided; and

HOW APPLIED: Iowa requires that local evaluations be posted on local websites to provide their community with public notice of the program progress.

ESSA "(iii) **used by the State to determine whether a subgrant is eligible to be renewed** under section 4204(j).

HOW APPLIED: Iowa incorporates a review of the local evaluation in the Comprehensive Site Visit, which determines if programs will be renewed. Additionally, the SEA may review the local evaluation and review achievement data to determine academic progress for purposes of award renewal or audit.

BUDGETS- Edgar76.702 Fiscal control and fund accounting procedures.
A State and a sub-grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
(Authority: 20 U.S.C. 1221e–3, 3474, and 6511(a))

GENERAL RECORDS- EDGAR **76.731 Records related to compliance.**
A State and a sub-grantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e–3, 3474, and 6511(a))

PROFESSIONAL DEVELOPMENT-
ESSA SEC. 4203 (A)

"(6) describes the steps the State educational agency will take to **ensure that programs implement effective strategies**, including providing ongoing technical assistance and training, evaluation, dissemination of promising practices, and coordination of **professional development for staff in specific content areas** and youth development;"

HOW APPLIED: On SEA Site visits or SEA Monitoring, we will talk about effective program implementation strategies as part of ongoing technical assistance (VIA site visit, email or phone call), we

review your local evaluation.   With the help of the Iowa Afterschool Alliance (IAA), we provide monthly Best Practice Webinars and have five Leadership Committees to disseminate promising practices and develop a community of practice for Iowa.   With the help of the IAA, we provide a state conference, two regional workshops, a new grantee training and additional trainings for professional development (PD) plus we provide coordination of PD and youth development efforts.

The Grant requires a minimum of 5% to be spent on professional development. The IDOE has created a Professional Development template to help grantees track their PD for this grant.

SITE VISITS-

EDGAR 76.730   Records related to grant funds.

A State and a sub-grantee shall keep records that fully show:

a)   The amount of funds under the grant or subgrant;
b)   How the State or sub-grantee uses the funds;
c)   The total cost of the project;
d)   The share of that cost provided from other sources; and
e)   Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

Appendix L: Guidance for Completion of the Minority Impact Statement.

The #1 issue with completion of this form is the failure to provide a description.

There are only 2 choices, the program will have a positive impact or the program will not have an impact. Each choice requires a description of the impact. This information should be in your proposal. Did you Provide evidence of consultation of representatives of the minority groups impacted? When the form is completed, you certify with your signature and your job title.

Note: Iowa Code prohibits the funding of your proposal without this completed form. Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement.

Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).

☐ The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.
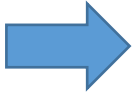
Describe the positive impact expected from this project

Indicate which group is impacted:

___ Women

___ Persons with a Disability

___ Blacks

___ Latinos

___ Asians

___ Pacific Islanders

___ American Indians

___ Alaskan Native Americans

___ Other

Check the appropriate groups

Describe the positive impact expected from this project: _____

_____

_____

☐ The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project

_____

TIP: This does not mean no effect- it means adverse or harmful. A good 21st CCLC program would not want to provide any negative effects to children with their program.

Present the rationale for the existence of the proposed program or policy.

Provide evidence of consultation of representatives of the minority groups impacted.

Indicate which group is impacted:

___ Women

___ Persons with a Disability

___ Blacks

___ Latinos

___ Asians   Check the appropriate groups

___ Pacific Islanders

___ American Indians

___ Alaskan Native Americans

___ Other

☐ The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

_____

_____

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge: Name**:**_____

 Title: **_____**

Sign your name and print your name and title below
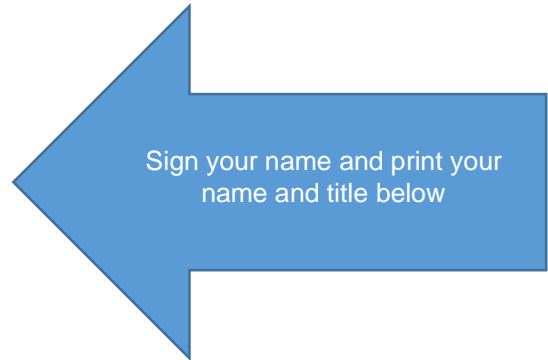
NOTE: You may have a great proposal but if you do not provide this required form with your proposal we cannot fund your grant per Iowa Code.   Please make sure you complete this form, provide ALL the information and submit it with your application.   Thank You.

THE ROLE OF ADVISORY BOARDS IN YOUR AFTERSCHOOL PROGRAM:
WHAT THEY ARE AND HOW TO USE THEM // NOVEMBER 2016

WHAT ARE ADVISORY BOARDS?

Advisory boards are utilized by organizations in every industry to serve as sounding boards and to bring ideas to the table while engaging the community in the work of the organization. Advisory boards may also have a small accountability role in reflecting on data or identifying ways to better meet stated goals.

In some cases, advisory boards are required by funders, as is the case with the 21st Century Community Learning Centers grant program. In the FY2017 Request for Proposals, the Iowa Department of Education requires an Advisory Council of all grantees stating that the Council should be "actively engaged in the development and implementation of the after-school program(s)."

WHY HAVE AN ADVISORY BOARD?

Advisory boards have direct and indirect benefits to the convening organization. Direct benefits are the feedback and input provided from the advisory stakeholders. Indirect benefits come from engaging community stakeholders to create ownership of the program(s) being advised, as well as to develop champions for the work of the organization.

HOW SHOULD THEY BE USED?

Advisory boards can provide feedback on activities that have already occurred and, thus, serve in an accountability role. They can also provide ideas through strategic input. All advice of the board should be aligned with the program's and organization's stated goals. Advisory boards can also be used to involve the community in the program and foster deeper buy-in through giving of resources, such as time in a volunteer capacity, or in funds. This should not be the primary role of the advisory board, however. The focus of the advisory board should be on input.

FACILITATING ON-GOING ENGAGEMENT

» **Planning** – Organizations looking to convene an advisory board or boards should clearly outline the scope of the board's work, focusing on a program or aspect of programming. Membership should be defined prior to recruitment of individuals and should reflect the breadth of the scope. In some cases, like for 21CCLC, membership is somewhat defined. Organizations should also determine the frequency and scheduling of meetings to be able to articulate the time commitment to potential members. It is also important to prepare early for recruiting and facilitating the board, including developing materials for members that articulate program goals and any required activities (from a grant, perhaps). Preparation also requires pre-planned agendas and communications to members to most effectively using their time for maximum input.

» **Facilitating** – The role of the meeting facilitator, which may be a third party or the convener, is to maximize input by ensuring full and proportional participation of members. It is important that all members contribute to conversations and that voices that are often neglected are heard as peers among the group. This ensures that all members feel welcomed and acknowledged – a key to ultimate buy-in and ownership of the group. It is recommended that a chair be designated among the members to help develop and lead the agenda to further develop ownership and accountability. An agenda keeps everyone on topic and helps the facilitator to steer discussion back to the topic at hand. There should be opportunities on the agenda to reflect on activities that have already occurred and to provide input on programming for the future.

» **On-Going Engagement** – A particular challenge with advisory boards is sustaining engagement of the membership over time. A few best practices can help keep members participating over time, and even *more* engaged over time.

1. Make sure each meeting is time well spent. Be prepared, follow the agenda, and follow-up at each meeting with the outcomes of their input from the prior meeting. Show them that their time and input is valuable.

2. Be sure to recognize your advisory board members for their participation and input. Do this at program and/or organizational events, when your program or organization is recognized through media or in other communications, and in your own communications, such as newsletters. This keeps them accountable to showing up and gives them the deserved acknowledgement of their contributions.

3. Get regular feedback from members one-on-one. Regularly check-in with individual members from time-to-time to see how things are going, gauge their on-going interest, and personally thank them for all they've contributed. This ensures you have a good personal relationship with each member and that you are monitoring the success of the group in this way.

4. Ask for involvement in other ways. Although not the focus of being on an advisory board, ask them to be involved with the program in other ways if you think they will be interested. Ask them to volunteer with your program. This will help establish connections between the advisory board members and those you serve. If they have the capacity, ask them to fund a specific activity or project within your program. Just make sure to follow-up with them regarding the outcomes of their investment. Show them that their involvement mattered.

Appendix M.1 IAA Advisory Board Planning Worksheet

Iowa Afterschool Alliance

The Role of Advisory Boards in Your Afterschool Program

A Process Worksheet

1. What is the purpose (scope) of your advisory board/council?

    _____
    _____
    _____

2. Who should be represented on the advisory board/council?
    *Participation should reflect the full breadth/depth of the scope of the advisory board/council.

    _____
    _____
    _____
    _____
    _____
    _____

3. What will be the time commitment required of members? How many times will they meet?
    *Monthly, bi-monthly, quarterly, etc. – don't get too ambitious early

    _____
    _____
    _____

4. What kinds of materials should be developed to help recruit members?

    _____
    _____
    _____
    _____

Appendix N: Iowa 21CCLC Student Needs Assessment

Iowa 21st Century Community Learning Centers
Student Needs Assessment Template

FY22

This template is provided to applicants of Iowa's 21st Century Community Learning Centers as a model for the needs assessment section. A good needs assessment should include the following information. However, at minimum, the section narrative must include an assessment of student needs associated with high poverty and low achievement. New content is highlighted in yellow.

1. **Student Poverty**

Free and/or Reduced Price Lunch (FRPL) Eligibility for Targeted Schools and Proportional Impact of 21CCLC Program		
School	Eligibility As % of total student population Must meet or exceed 40%.	Proportional Impact (Divide # of students to be served by 21CCLC program by total FRPL population of school, then multiply by 100 to get a percentage)[1]

---

[1] School A has a total population of 1000 students. 95% of those students are Free and Reduced Price Lunch, for a total of 950 students. The 21CCLC program intends to serve 200 students. 200 divided by 950 is .21. Multiplied by 100, this means the proportional impact of the program is 21%.

Explanation of impacts of student poverty (e.g. access to technology, health, nutrition/food access, and well-being):

Prioritization of student needs for the purposes of this proposal (which student needs will your 21CCLC seek to meet?):

21CCLC should target schools designated "Comprehensive" or "Targeted" on Iowa School Performance Profiles. To find the status of the school you intend to serve visit https://www.iaschoolperformance.gov/ECP/Home/Index.

2. Student Achievement

School	Iowa School Performance Profiles Status in Reading and/or Math	Noteworthy Student Achievement Data E.g. Achievement gap(s), special student populations, college and career readiness

Description of student academic needs, including school district improvement plans.

Prioritization of student academic needs that will be met by the proposed 21CCLC program (must target reading and mathematics and any student achievement gaps, at minimum, district provides data on student achievement gaps (content areas) so this assessment can be used to target specific activities that will have maximum benefit to students.)

3. Family Literacy Needs

Partner with a Local Community College (who receive federal funds for adult literacy) to provide for English literacy or basic education needs of family members of targeted students. Explain methods for more general family engagement. Plan meetings for families to learn about the program and what/how their children are doing.
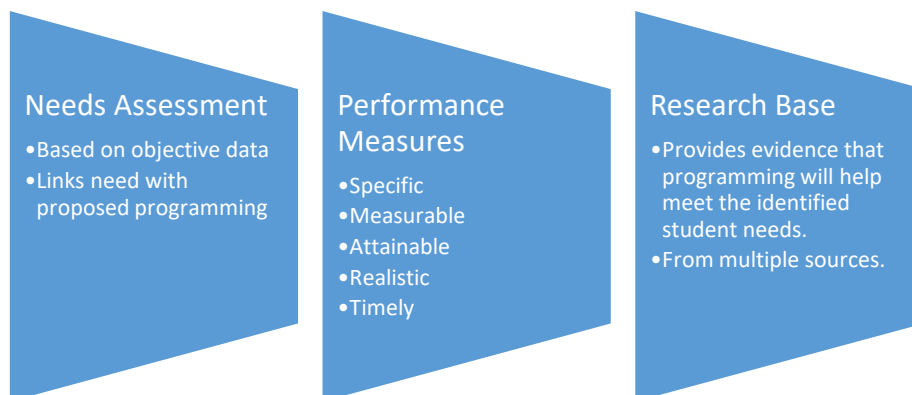
4. Other Student Needs

In addition to needs associated with poverty and academic performance, our children and youth also have additional learning, social, emotional, and behavioral needs. Additional student needs may include, but are not limited to:

- » School Attendance (should go up with a successful 21CCLC program)
- » Student Behavior (incidents should go down with a successful 21CCLC program)
- » Literacy (should improve with a successful 21CCLC program)
- » Math (should improve with a successful 21CCLC program)
- » Homework Completion
- » Motivation to Learn
- » Community Participation
- » Relationships with Peers and/or Bullying
- » Chances for Leadership and/or Self-Direction
- » Healthy Choices
- » Household/Community Environment
- » Full Meals for Food Insecure Children and Youth
- » Collaborating with the Community to Provide Medical, Dental, and Mental Health Supports and Services
- » Social and emotional needs

Explanation of student needs not identified in sections 1 (student poverty) or 2 (student achievement).

Prioritization of student needs for the purposes of this proposal.

The ESSA requires programs to meet Measures of Effectiveness which provide data about program success with attendance, behavior, literacy, and math. Measures of Effectiveness can be defined as:

Needs Assessment
- Based on objective data
- Links need with proposed programming

Performance Measures
- Specific
- Measurable
- Attainable
- Realistic
- Timely

Research Base
- Provides evidence that programming will help meet the identified student needs.
- From multiple sources.

Appendix O: Non Public School Consultation Guidance

Non Public School Consultation
Guidance for 21stCentury Community Learning Centers

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological.

This is a statutory requirement of the grant-you **MUST** include this completed form to be eligible for this competition. Include the outcome of your consultation.

This should occur in September and October NOT in December.

About Consultation

A sub-grantee shall provide students enrolled in private schools with a genuine opportunity for equitable participation in accordance with the requirements in §§76.652-76.662 (EDGAR) and in the authorizing statute and implementing regulations for a program.

76.652Consultation with representatives of private school students.

(a) An applicant for a subgrant shall consult with appropriate representatives of private schools during all phases of the development and design of the project including consideration of:

1. Which children will receive benefits under the project;
2. How the children's needs will be identified;
3. What benefits will be provided;
4. How the benefits will be provided; and
5. How the project will be evaluated.

Private School Consultation Rules

76.653 Needs, number of students, and types of services.

76.654 Benefits for private school students.

> **(a) Comparable benefits.** The program benefits that a subgrantee provides for students enrolled in private schools must be comparable in quality, scope, and opportunity for participation to the program benefits that the subgrantee provides for students enrolled in public schools.
>
> **(b) Same benefits.** If a subgrantee uses funds under a program for public school students in a particular attendance area, or grade or age level, the subgrantee shall insure equitable opportunities for participation by students enrolled in private schools who: (are free and reduced lunch students)
>
> 1. Have the same needs as the public school students to be served; and
> 2. Are in that group, attendance area, or age or grade level.
>
> **(c) Different benefits.** If the needs of students enrolled in private schools are different from the needs of students enrolled in public schools, a subgrantee shall provide program benefits for the

private school students that are different from the benefits the subgrantee provides for the public school students.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered.

Your Consultation form should be completed in September or October NOT December.

Your consultation should include:

1. Contact names, phone numbers, and emails.
2. Dates and summary of meeting
3. OUTCOME of the meeting (agree to participate, decline to participate).

Appendix P: Office of Inspector General Grant Fraud

The Office of the Inspector General defines grant fraud as:

- » Falsifying information in grant applications or contract proposals
- » Using Federal funds to purchase items that are not for Government use
- » Billing more than one grant or contract for the same work
- » Billing for expenses not incurred as part of the grant or contract
- » Billing for work that was never performed
- » Falsifying test results or other data
- » Substituting approved materials with unauthorized products
- » Misrepresenting a project's status to continue receiving government funds

U.S. Department of Health and Human Services
Office of Inspector General

Example- Your grant application reported there were no non-public schools within your school boundary. However, a check showed a non-public school a block away. No Consultation was made and false information was provided in your application.

Example- Your grant application was to provide adult literacy services in cooperation with a local community college. However, you billed the grant for the same services that the college provided with another federal grant at the same time.

Example- A program bills for expenses to repair a copy machine. The copy machine was purchased with other funds. This expense was not incurred as part of the grant.

Example- Your grant application reported serving 400 children. You fail to report an attendance problem to your SEA for technical assistance. You actually only serve 100 children. False information is provided in attendance monitoring that misrepresents your project status to continue funding.

Appendix Q: Children with Disabilities and 21st Century Community Learning Centers Program

Iowa 21 CCLC and Children with Disabilities Guidance -The attached guidance document explains the responsibilities for providing children with disabilities with an equal opportunity for participation in 21st Century Community Learning Centers programming and other before-school and after-school programs operated by school districts.

Iowa Department of Education Guidance

This guidance is found on the 21st CCLC website **and** the IDOE Special Education website.

If you are a community group and working with a district- please share this link with them: https://www.educateiowa.gov/pk-12/special-education/special-education-state-guidance

Federal Guidance from the US Department of Education

–You4Youth website https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series

Eleven implementation guides focus on helping programs build capacity to meet the needs of all students, including students with disabilities. Experts, advocates and 21st CCLC practitioners and program leaders contributed their knowledge and experience to support your efforts to create and sustain high-quality, inclusive programs.

Implementation Guides:

State Coordinators Guide

Topic Guide 1 - **Introduction to Inclusion in 21st CCLC Programs**

Topic Guide 2 - Legal Foundations of Inclusion: What you need to know

Topic Guide 3 - Establishing Inclusive Spaces, Activities, Materials and Routines

Topic Guide 4 - Training and Developing Staff to Support Inclusion

Topic Guide 5 - Identifying and Developing Partnerships

Topic Guide 6 - Engaging Families and Communities to Support Inclusion

Topic Guide 7 - Working With Schools and Districts to Support Inclusion

Topic Guide 8 - **Working with IEPs, Section 504 Plans and Transition Plans**

Topic Guide 9 - Addressing Individual Needs and Engaging All Learners

Topic Guide 10 - Supporting Social-Emotional Learning

This information was taken from the IDOE 21st Century Community Learning Centers website.

https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning- centers

For additional guidance, please review these recorded webinars.

Webinars:

Webinar 1: Putting Laws Into Practice

Webinar 2: What do Inclusive Programs Look Like?

Webinar 3: Strengthening Connections with Families and Communities

Webinar 4: Laws as Building Blocks to Inclusion

Webinar 5: Developing Collaborative Partnerships with Schools and Districts

Webinar 6: Lessons From the Field About Inclusion