

Nita M. Lowey 21st Century Community Learning Centers
(21st CCLC) Grant
Authorized Under Title IV-B of the
Elementary and Secondary Education Act of 1965 (ESEA), as amended

2027-2028
REQUEST FOR PROPOSALS (RFP)

Guidelines and Instructions

Application Submission Date:
Due by 4 p.m. on Thursday, September 3, 2026
Emailed to
21stcclc@doe.virginia.gov by 4 p.m. on Thursday, September 3, 2026

Initial Grant Award Period:
March 1, 2027 – May 31, 2028

Virginia Department of Education
Budget, Finance, and Operations
Office of ESEA Programs
P. O. Box 2120
Richmond, VA 23218-2120

APPLICATION GUIDELINES

Purpose of Program and General Use of Funds

1. The Nita M. Lowey 21st Century Community Learning Centers (CCLC) grant program is authorized by Title IV, Part B, of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended. The purpose of the 21st CCLC program is to:
 - provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards [§4201\(a\)\(1\)](#);
 - offer students a broad array of additional services, programs, and activities outside of the regular school day, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students [§4201\(a\)\(2\)](#); and
 - offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development programs [§4201\(a\)\(3\)](#).
2. Through a competitive process, the Virginia Department of Education (VDOE) will award 21st CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.
3. The VDOE will fund projects that will provide significantly expanded learning opportunities for children and youth in grades K-12, assist students to meet or exceed state and local standards in core academic subjects, and offer families of students served by community learning centers opportunities for literacy and related educational development.
4. Applicants are to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st CCLC proposals.
5. Applicants must assure that they will notify the community of its intent to apply, and that the application and any waiver request will be available for public review after the submission of the application.

Application Submission Deadline and Award Dates

- The closing date for this competition is **Thursday, September 3, 2026**.
- An electronic version of the completed application, cover pages of the application with **signatures*** of applicant and co-applicant, letters of commitment and/or Memoranda of Understanding (MOU), and Attachment A, B (A division form that meets the requirement is acceptable), C, D (if applicable), and Program Assurances must also be received by 4 p.m. on **Thursday, September 3, 2026**.
MOUs are required for all co-applicants. All attachments may be scanned with the originals kept on file with the applicant.
- The anticipated date of the award announcement is March 2027.

*Scanned copies of physical signatures or electronic signatures.

Number of Awards

1. The VDOE estimates that approximately 20-25 grants will be awarded from this competition.
2. No more than three applications from this competition shall be awarded to a single school division regardless of whether the division is an applicant or co-applicant.
3. The VDOE reserves the right to conduct an additional competition during the school year, if necessary, to ensure that all funds are awarded.

Award Amount and Conditions

1. Grant amounts awarded under this program will be a minimum of \$50,000 as required by [§4204\(h\)](#) of ESEA, but not more than \$250,000 for elementary and middle schools and \$200,000 for secondary schools. By statute, the VDOE will not consider funding any application that requests less than \$50,000. In addition, the statute requires the VDOE to ensure that awards are of sufficient size and scope to support high-quality, effective programs [§4203\(a\)\(5\)](#).
2. Virginia's 21st CCLC grant is a five-year grant. The term of the grant period is anticipated to be March 2027 through May 2031. Grantees will be required to submit an annual continuation application for years two through five with continuation awards contingent upon the VDOE's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, operation of the grant program as submitted in the application, and the availability of federal funds.
3. 21st CCLC has a supplement, not supplant requirement. 21st CCLC funds must add to (supplement) and not replace (supplant) state and local funds [§4203\(a\)\(9\)](#)
4. Grant awards may be reduced up to 20 percent if the **applicant** was previously awarded a grant and failed to fully expend all grant funds.
5. Grant recipients who do not serve the average weekly number of students proposed in the approved grant application shall be subject to a proportionate reduction in the subsequent years' grant awards. The expectation is that programs will have an average

weekly student participation of at least **50 students for elementary and middle schools**, and at least **30 students for high schools**.

6. A percentage allowable for administrative expenses is expected.
 - Administrative expenses may include non-instructional oversight, such as a site coordinator, grant coordinator, or data/clerical staff.
 - To maintain a reasonable percentage of the grant being used for direct services to students, applicants should not exceed 25 percent of the total budget for administrative costs in object codes 1000, 2000, and 3000.
 - If administrative costs exceed 25 percent of the total budget, a justification must be provided that clearly demonstrates the need.
7. Grant recipients are required to provide program data through the Virginia Department of Education's online data collection system which is a third-party application that has been vetted and approved by the Virginia Information Technologies Agency (VITA).

Special Note:

All awards are subject to the availability of federal funds. All applications are subject to budget review and revision prior to finalization of the award. Grants are not final until the grant award notification is issued.

Eligible Applicants

1. School divisions, community-based organizations, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations are eligible to submit a proposal for this competition.
[§4201\(b\)\(3\)](#)
 - Community-based organizations, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations, **must have** the school division as its co-applicant on the application.
2. Programs **must** propose to target students who primarily attend schools eligible for Schoolwide Programs under Title I. A school is eligible to become a Title I Schoolwide Program if at least 40 percent of the students served by the school qualify for free or reduced-price lunch. For a list of Title I schools, visit the [Virginia Title I School Listings](#).
3. Past grantees are eligible to apply.
4. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (non-federal entities that expend less than \$500,000 of federal awards in a year), will obtain an annual audit in accordance with the [Single Audit Act Amendments of 1996](#), [OMB Circular A-133](#), and the [OMB Circular Compliance Supplement and Government Auditing Standards](#).
 - The annual audit shall be sent to the Office of the Superintendent, Business and Risk Management, P. O. Box 2120, Richmond, Virginia 23218-2120 by November 30 of each year.
5. Applicants may be requested to provide a financial statement prior to the awarding of

grant funds to confirm that the applicant has the financial capacity to operate program services for all participants until reimbursement is received from the Commonwealth of Virginia, which may be up to 90 days.

6. Community-based nonprofit agencies, city or county government agencies, faith-based organizations, and for-profit corporations must submit a [W-9 form](#) to the Virginia Department of Education if they do not already have one on file.
7. Applicants **must apply** to be a licensed Child Care Day Center or apply for an exemption from licensure per § 22.1-289.030 of the Code of Virginia within a week of being notified of the award if they are serving students under the age of 13. Submit documentation of application submission or filing to the 21stcclc@doe.virginia.gov mailbox.
 - Information about the process of applying to become a licensed child day center can be found at [Licensed Child Day Centers | Child Care VA \(virginia.gov\)](#).
 - Information about the exemption can be found at [Exempt Child Day Program Filing | Child Care VA \(virginia.gov\)](#).

Equitable Services

[ESEA Section 8501](#) of Title VIII of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), **private, nonprofit** elementary and secondary school students, teachers, and other educational personnel are eligible to participate in federally funded programs as authorized under the Act.

ESEA section 8501 also requires an LEA participating in a covered ESEA program, in consultation with appropriate private school officials, to provide eligible private school children and educators with services or other benefits that are equitable to those provided to eligible public-school children and educators.

Under the Equitable Services provision:

- Funds may not supplant what the private school would otherwise provide in the absence of federal funds.
- Services must be **secular, neutral, and non-ideological**.
- No funds are provided directly to private schools.
- The **needs** of private school students and teachers must be assessed, and programs must be tied to identified needs.
- Services provided must be **allowable and comparable** to those provided to public school students and educators participating in the program.
- Services can be different from those provided to public school participants.
- Equitable services are intended to be provided in the fiscal year for which the funds were appropriated.

The following documents are required and must be completed annually as a part of providing

services or the opportunity of services to nonpublic schools.

- **Intent to Participate** required
- **Affirmation of Consultation** required
- **Agreement of Services Plan if the private school chooses to participate**

Review of Proposals

1. A panel of peer reviewers with expertise in afterschool programming, youth development, evaluation, or public education will score the applications based on the requirements and review criteria in each section of the document using a rubric which is available upon request. [§4201\(a\)\(5\)](#)
Each panel is made up of three peer reviewers, selected for their expertise and diverse perspectives. Initially, reviewers score applications independently, focusing on the rubric and evaluation criteria. Once all individual scoring is complete, the panel convenes to discuss their assessments and reach a consensus on final scoring.
2. Only applications that meet the absolute priority described on page 7 and grant application submission standards/format described on page 43 will be reviewed as part of the grant review process.
3. To provide for an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each region.
 - Remaining applicants will be awarded according to the highest scoring applications.
 - A listing of the school divisions within each regional group is available at: [Virginia Public Schools Divisions by Regions](#).
4. Applicants must receive a minimum score of 85 points to be considered for an award.
5. Previously funded grantees' performance, within the last three years, will be taken into consideration. Overall scores will be reduced based on negative performance such as:
 - Failure to complete and submit data reports by the established deadline (-15);
 - Failure to correct all findings from first year of monitoring by January 31 of the third year (-10);
 - Failure to meet the expectation to have an AWA at least 50 students for elementary and middle schools and at least 30 students for high schools for at least two years of the grant (-15); and
 - Supplanting (-20).
 - Federal funds must be used to enhance or increase the level of funding which is normally available from state or local sources.
 - Federal funds must not replace state and local funds.

Applications Not Considered for Review

Applications may not be considered for review for any of the following reasons:

1. Failure to obtain a signature from 1) an authorized representative of the applicant (required for all submissions), and 2) co-applicant (if applicant is not a school division) of the school division in which the school(s) proposed to be served is located; *
2. Failure to meet the prescribed deadline for submission of all RFP documents and required attachments as stated in this document;
3. Inclusion in the application of a school that does not meet the absolute priority (see page 7 of this document for eligibility to apply);
4. Inclusion in the application of a school currently in year one or two of a Title IV-B grant award, and therefore eligible to receive a continuation award for 2027-2028; or
5. Inclusion in the application of any school that is also in another grant in this competition;
6. Grant applications for less than \$50,000 and more than \$250,000; and
7. Grant applications that do not propose to serve at least 50 students for elementary and middle schools and at least 30 students for high schools weekly.
8. Grants that propose to serve Pre-K students.

*An application proposing to serve students in a private school must include the original signature of the authorized representative of the private school, not the local public school division superintendent.

Absolute Priority

By statute (SEC. 4203 (a)(3)(A)), grants must be awarded to programs that serve students who attend schools eligible for schoolwide programs under section 1114 of the ESEA and their families. Under section 1114(a)(1) of the ESEA, a Title I school is eligible to operate a schoolwide program if 40 percent or more of its students are living in poverty or, if the school has a poverty rate of less than 40 percent, it received a waiver from the SEA to operate a schoolwide program and:

- schools implementing comprehensive support and improvement activities, (The lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent);
- schools implementing targeted support and improvement or additional targeted support and improvement activities (Title I and non-Title I schools, with low-performing student groups);
- other schools determined by the local educational agency to be in need of intervention and support;
- schools enrolling students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
- the families of such students.

Competitive Priority

Competitive priority points will be awarded by the VDOE as follows:

| 21st CCLC RFP Priorities | Priority Points |
|---|------------------------|
| Applicants that propose to serve elementary age students. The application must demonstrate that the proposal will support working families in addition to students. | 10 |
| Applicants that propose to serve middle school students. The application must include data about the number of students who did not achieve proficiency on statewide assessments. | 10 |
| Schools that, using the most recent data available, have been identified by the Virginia Department of Education as a Comprehensive Support and Improvement (CSI)*, or as Accreditation Denied**. | 5 |
| Schools that, using the most recent data available, have been classified by VDOE as Needs Intensive Support***. | 5 |
| Jointly submitted applications between at least one local educational agency receiving Title I, Part A, funds and another eligible entity****. | 5 |
| Applicants that propose to serve students in schools with a Community Eligibility Provision (CEP) Identified Student Percentage (ISP) of 60 percent or greater*****. | 5 |
| Schools that, using the most recent data available, have been identified by the VDOE as Targeted Support and Improvement*, Additional Targeted Support* and Improvement or Accredited with Condition**. | 3 |
| Schools that, using the most recent data available, have been classified by VDOE as Off Track***. | 3 |
| Schools that have applied for School Improvement Grant (SIG) funds. | 3 |

*The list of Comprehensive, Targeted, and Additional Targeted is available at: [Federal Accountability](#) under Schools Identified for Support and Improvement.

**The list of Schools' Accreditation Status is available at: [School Accreditation](#) under Accreditation Results.

***The School Performance and Support Framework Accountability status is available at: [School Quality](#).

****Jointly Submitted Application Requirements

A joint submission is an application that clearly demonstrates the collaboration and cooperation between the local school division and the community organization. The partnership outlined in the application includes detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation. It should be evident that both entities were involved in the planning and design, and will implement the program together. The applicant shall demonstrate its strength and quality of partnership as indicated in *Program Narrative, Regular Program Summary, Summer Program Summary, if applicable, Program Support and Sustainability Sections*, and in Letters of Commitment and/or Memoranda of Understanding (MOU) (a MOU must be provided for all co-applicants).

The application must include a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement must be executed and kept on file at the applicant's location.

- a. To meet the requirements for competitive priority points, a school division that applies alone, i.e., not in a partnership, must document, if applicable, that it is unable to partner with a community-based organization of sufficient quality and within reasonable geographic proximity of the proposed community learning center facility.
- b. Local school divisions that do not have qualified community organizations within reasonable geographic proximity may still receive competitive priority points. However, these school divisions are required to document the lack of agencies or organizations with which to collaborate.

Definitions of subcontractor, partner, and co-applicant

A **subcontractor** is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution. Examples of subcontractor relationships might be fees associated with a special speaker or presentation, fees for transportation or tickets associated with field trips, or fees for any other program related services provided by an unrelated third party under a contract or other agreement.

A **partner** is a non-applicant/co-applicant entity that provides varying levels of support and/or enhancement to grant related programming. The support may come in multiple forms: financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization's mission.

A **co-applicant** is an entity that provides a significant level of support during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant related services.

Although the support may come in monetary form, or in-kind contributions, in order to be considered a co-applicant; the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant.

Note: Both the co-applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application. If also a subcontractor, the co-applicant should demonstrate clearly that it is contributing a greater amount in monetary form or in-kind contributions to the grant than it may receive from grant funds.

*****The April 1, 2026, Community Eligibility Provision (CEP) Report is available at: [Community Eligibility Provision \(CEP\) Reports](#).

Note: The “local education agency” is considered to be the school division, not the individual school. The VDOE will make the final determination of the competitive priority points.

Students Served

1. Students to be served by the proposed community learning center must attend schools who attend schools eligible for schoolwide programs under section 1114 of the ESEA and their families and
 - schools implementing comprehensive support and improvement activities or targeted support and improvement activities under [section 1111\(d\)](#); or
 - other schools determined by the local educational agency to be in need of intervention and support.
2. Students attending private schools and the families of those students are eligible to participate in the 21st CCLC program on an equitable basis.
 - Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant.
3. Students with special needs attending participating schools are eligible to participate in 21st CCLC programs, and applicants must plan accordingly.

Families Served

1. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. [§4201\(b\)\(1\)\(B\)](#)
 - In particular, local programs must offer services to support parental involvement and family literacy.
 - Services must be provided to families of students to advance the students’ academic achievement.

- Programming must be specifically designed to meet the needs of 21st CCLC families. Inviting 21st CCLC families to Title I or other school wide events does not qualify.
- 2. Programs are open only to adults who are family members of participating children. Only adult family members who are identified as the primary caregivers (parents and/or guardians) will count toward the number of family members served as provided by the applicant in the application.
- 3. Programs must provide a **minimum of 12 hours of programming** for adult family members identified as the primary caregivers during the school year.

Authorized Activities

Each eligible entity that receives an award may use the award funds to carry out a broad array of activities outside of the school day (including during summer recess periods) that advance student academic achievement, including:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with the following:
 - challenging state academic standards and any local academic standards; and
 - local curricula that are designed to improve student academic achievement.
- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment.
- literacy education programs, including financial literacy programs and environmental literacy programs.
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs.
- services for individuals with disabilities.
- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement.
- cultural programs.
- telecommunications and technology education programs.
- expanded library service hours.
- parenting skills programs that promote parental involvement and family literacy.
- programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.
- drug and violence prevention programs and counseling programs.
- programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build

career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the *Carl D. Perkins Career and Technical Education Act of 2006* ([20 U.S.C. 2301 et seq.](#)) and the *Workforce Innovation and Opportunity Act* ([29 U.S.C. 3101 et seq.](#)).

Applicants must demonstrate that the type and number of activities clearly relate to the needs of the population and support objectives stated in the application.

Implementation of Program

1. The funds to be awarded as part of this application are intended for use during the summer 2027 and 2027-2028 school year.
2. Grantees awarded funds from the 2027-2028 competition must fully implement a summer and school year program for students and families.
3. Per the statute Section [4204\(a\)\(2\)\(A\)](#), the program's enrichment and engaging academic activities must provide each student at least 300 additional program hours before, during, or after the traditional school day.
4. Extended Learning Programs - an SEA may request flexibility to permit an eligible entity to use funds under the 21st CCLC program to provide activities that support high-quality expanded learning time during an expanded school day, week, or year in addition to activities during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess).

An eligible entity in a State that has been approved to implement ESEA flexibility (and has requested the optional flexibility for the 21st CCLC program) may use 21st CCLC funds to provide activities that support high-quality expanded learning time. The 21st CCLC activities may be carried out at any point in time during an extended school day, week, or year.

Example: An LEA lengthens its school day beyond the State minimum, the LEA or another eligible entity might use 21st CCLC funds to provide supplemental science, reading, civics, or art instruction or other supplemental academic enrichment activities to students in the morning or afternoon to allow teachers time to collaborate or plan.

Location of Center/Transportation of Students

1. The VDOE may approve an application for a community learning center to be located in a facility other than a school.
 - The alternate facility must be safe and easily accessible to the participants as if the program were in an elementary, middle, or secondary school.
 - The alternate facility must have a valid certificate of occupancy and be up to date on health and safety inspections.
2. All applications must include a detailed plan that addresses how students will be transported safely to and from the community learning center and home.

3. The VDOE will determine if the plan provides sufficient detail and evidence to demonstrate that the alternate facility would be available, safe, and easily accessible.

Annual Continuation Application

- Applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two, three, four, and five.
- Continuation of awards are contingent upon the availability of federal funds, the grantee demonstrating that substantial progress has been made toward meeting the objectives set forth in the approved application, operation of the grant program as submitted in the application, serving at least 50 students at least 50 for elementary and middle schools and at least 30 for high schools per week, and appropriate expenditure of funds made throughout each grant award period.
- Grantees that do not submit their continuation application by the established deadline each year will forfeit their organization's 21st CCLC funds for that respective funding year.
- If a grantee requests to reduce the number of enrolled students or program operating hours as stated in the approved application, the award will be reduced a proportional amount.

Renewability

The *Elementary and Secondary Education Act of 1965* (ESEA) as amended by the *Every Student Succeeds Act of 2015* (ESSA) was signed into law on December 10, 2015. Section [4204\(j\)](#) of the ESSA authorizes states to renew grants awarded to eligible entities under ESSA, based on the eligible entity's performance during the preceding grant period.

Based on the availability of funds, eligibility for renewability will be based upon the following:

- Continued availability of funds from the U. S. Department of Education;
- Satisfactory performance of the program in all five years of the grant; and
- "Low-risk" rating on the 21st CCLC Risk Assessment
 - Administered in all years of grant operation
 - Programs in this category are demonstrating a low level of risk for successfully operating the program.

Termination of Grant Award

The VDOE reserves the right to terminate a grantee's 21st CCLC grant award at any time during the active grant cycle. The grant may be terminated during the active grant period, or prior to a continuation application approval. A subgrantee's continuation of funding may be terminated due to:

- Costs that are not reasonable and necessary

- Failure to demonstrate safe and effective learning environments (Sec 4204(b) and Sec 4204(c)
- Failure to adhere to the approved grant application, to include program goals and budget
- Failure to maintain an average weekly student participation of at least 50 students for elementary and middle schools, and at least 30 students for high schools.
- Misuse of federal funds

Staffing

Recruitment, Hiring, and Retention

Subgrantees should ensure that all 21st CCLC staff roles have clearly written job descriptions. The 21st CCLC Program should also have formal written hiring policies and procedures to not only be shared with all 21st CCLC staff members. Subgrantees should ensure all 21st CCLC employees are well informed about their job descriptions, performance expectations, and information regarding the evaluation of their job performance.

When recruiting and hiring staff and volunteers, 21st CCLC management should make every attempt to match potential staff with 21st CCLC positions that align with their strengths. All personnel must have a clear criminal background check and screening on file prior to working with students.

Subgrantees will be monitored to ensure they are taking the following measures to best support their staff members for high quality out-of-school program implementation:

- Providing time for regular staff meetings to discuss program impact, program improvement as well as individual student and large group needs.
- Ensuring staff members have access to materials and resources that inform their work.
- Providing staff continual formal and informal feedback on how to improve their practice.
- Offering all 21st CCLC staff regular professional development opportunities throughout the academic year.
- Providing time for the comparison of collected program impact data to approved subgrantee program goals with 21st CCLC staff, students, parents/guardians, and school stakeholders.

Volunteers

Volunteers should be appropriately trained by the program Director, Site Coordinator, and/or another appropriate staff to maximize the successful use of the volunteers. Once trained, volunteers should be partnered with staff to guide the implementation of the activity. As with all personnel who interact with children, volunteers, including parent volunteers, must maintain

clear criminal background checks.

Employment Certifications, Fingerprinting, and Criminal Background Checks

1. Grant recipients must require on applications for employment certification that the applicant has not been:
 - convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child;
 - convicted of a crime of moral turpitude; and
 - the subject of a founded case of child abuse and neglect. In addition, the applicant must certify on the application that he has not been the subject of a founded case of child abuse and neglect.
2. As a condition of awarding a contract for the provision of services that require a contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities, the grant recipient shall require the contractor to provide certification that all persons who will provide such services have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.
3. As a condition of employment, the grant recipient must require any applicant who is offered or accepts employment, whether full-time or part-time, permanent or temporary, to:
 - submit to fingerprinting and to provide personal descriptive information to be forwarded along with the applicant's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such applicant; and
 - provide written consent and the necessary personal information for the school board to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Department of Social Services.
4. In cases where an employee is arrested, the following apply:
 - school board also must require such employee, "whether full-time or part-time, permanent, or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the employee's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee." ([§ 22.1-296.2 of the Code of Virginia](#)).
 - reciprocity between the divisions in this state with the following caveat: "Criminal history record information pertaining to an applicant for employment by a school board shall be exchanged only between school boards in the Commonwealth in which a current agreement of reciprocity for the exchange of such information has been established and is in effect." ([§22.1-296.2](#))

Staff Training/Professional Development

A well-trained staff is critical to the success of a 21st CCLC program. Initial and ongoing staff

training increases the likelihood that all program goals will be met.

All 21st CCLC Program staff, including volunteers, should receive appropriate training in the following areas at a minimum:

- Program requirements
- Awareness and understanding of the approved 21st CCLC grant proposal's goals and strategies, program design, timelines, deliverables, and evaluation strategies
- 21st CCLC Program Safety procedures
- Fiscal procedures, as appropriate
- Subgrantee-specific 21st CCLC Program policies and procedures as outlined in the Staff Handbook. 21st CCLC Staff Handbooks should include at a minimum:
 - Behavior Management Policies and Procedures
 - 21st CCLC-specific safety policies and procedures
 - Data Collection Plans and Procedures
 - Communication policies and procedures with families and school staff
 - Transition policies and procedures for student arrival, departure and during program time
 - Procedures for formal staff performance evaluations

Evidence of staff training, including dated agendas with sign-in sheets and presentation materials (e.g., presentation slides, handouts, etc.), should be retained on file and provided during monitoring.

Identifying the needed skills and knowledge of each staff member and providing ongoing feedback and resources, supports all staff working with school-age children in out-of-school programs. It is suggested all 21st CCLC Programs survey staff members to gather professional development topics of interest at the beginning of the academic year and then use the collected feedback to develop an annual professional development calendar for 21st CCLC Program staff members.

State Goal and Performance Measures

The goal and performance measures below are used as the criteria for monitoring and evaluation of 21st CCLC programs. As required by Title IV, Part B, of ESEA, the evaluation section of the application must clearly state how the indicators below are: 1) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and 2) made available to the public upon request, with public notice of such availability provided. Virginia's goal and performance measures align with the Government Performance and Results Act (GPRA) which are reported to Congress annually.

Applicants must describe for each applicable objective the evidenced-based services and activities that will be provided. See page 21 of this document for additional information in evidenced-based activities and services. Resources approved by the Virginia Department of

Education are available on the Department’s [Intervention Instructional Program Guide & Supplemental Instructional Program Guide](#) website.

Goal

Virginia’s 21st CCLC will enhance and support student academic achievement by providing enriched, content-based learning opportunities, supported by meaningful parent and community engagement so that students will reach high standards, attaining proficiency or better in reading/language arts and mathematics, attendance, behavior, and engagement in learning.

Performance Indicators

All Virginia’s 21st CCLC programs are expected to address and evaluate the state’s performance measures which are aligned with the federally defined Government Performance and Results Act (GPRA) measures (as applicable to the target grade levels in the grant application). The following table provides the state measures aligned with the corresponding GPRA measure.

| State Measure | GPRA Measure |
|--|--|
| Academic Achievement (grades 4-8) | |
| At least 70% of the students in grades 4-8 participating 90 hours or more in the 21st CCLC program during the summer and school year programs will obtain a passing score or demonstrate growth on: <ul style="list-style-type: none"> a) the ELA standards of learning assessment. b) the mathematics standards of learning assessment. | Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments. |
| Grade Point Average (grades 7-8, 10-12) | |
| At least 70% of the students in grades 7-8 and 10-12 participating 90 hours or more in the 21st CCLC program during the summer and school year with a prior-year unweighted GPA less than 3.0 will demonstrate a 10% increase in the cumulative GPA at the end of the current school year. | Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA. |
| School Day Attendance (grades 1-12) | |
| At least 70% of the students in grades 1-12 participating 90 hours or more in the 21st CCLC program during the school year who had a school-day attendance rate at or below 90% in the prior school year will demonstrate an improved attendance rate in the current school year. | Percentage of youth in grades 1–12 participating in 21st CCLC during the school year who: <ul style="list-style-type: none"> a. Had a school-day attendance rate at or below 90% in the prior school year; and b. Demonstrated an improved attendance rate in the current school year. |

| | |
|--|--|
| Behavior (grades 1-12) | |
| At least 70% of the students in grades 1-12 participating 90 hours or more in the 21st CCLC program during the summer and school year who were assigned in-school suspension the prior school year will decrease the number of in-school suspensions in the current school year. | Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year |
| Student Engagement in Learning (grades 1-5) | |
| At least 90% of the students in grades 1-5 participating 90 hours or more in the 21st CCLC program during the summer and school year will demonstrate improvement in engagement in learning as reported by the school day teacher. | Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning. |

21st CCLC programs serving grades K-3 must also address and evaluate the following academic performance measure:

Students in grades K-3 participating 90 hours or more in the 21st CCLC program during the summer and school year programs will demonstrate growth in reading measured by

- *70% of all students in grades K-2 will obtain a designation of low or moderate growth or demonstrate growth on The Virginia Language and Literacy Screening System (VALLSS)*
- *70% of students in grade 3 will obtain a passing score on the state reading assessment.*

All 21st CCLC programs are required to provide family engagement opportunities. Program’s performance will be evaluated on the following performance measure:

At least 40% of adult family members identified as a primary caregiver will attend at least two family engagement events during the summer and school year. [OB]

Local Performance Measures

Applicants must provide at least one local performance measure for their 21st CCLC program. The measure must include the grade levels of the participants and how the measure will be assessed. Use the following guidelines when creating the measure:

- Consider all performance guidance standards from the “Measures of Effectiveness.”
- Conduct a local needs assessment, and based on your local needs assessment, select any indicators that apply to your program.
- Create expectations on how students’ performance will improve as a result of the high-quality academic and enrichment opportunities provided.
- Select indicators that directly relate to the needs of your population.

- The performance indicators should be worded to reflect your targeted population and the services that will be provided.
- Link indicators to specific activities and strategies that your program will use to address change.

Measures of Effectiveness

Applicants must indicate how they will meet the *measures of effectiveness* described in the law. According to the statute, programs or activities must be based on:

1. An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities (Section 1, Need for Services in the application);
2. An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (Section 2, Project Design/Services in the application);
3. If appropriate, evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards (Section 2, Project Design/Services in the application);
4. 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 described in section 4203(a)(14)(A) (Section 2, Project Design/Services 7-11 in the application); and
5. Collection of data necessary for the measures of student success described in subparagraph above (Section 2, Project Design/Services in the application).

Evidence-based Services and Activities

Applicants must demonstrate how they will implement best practices including research or evidence-based practice in the program. Research or evidence-based is an activity, strategy, or intervention that:

1. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - a. strong evidence from at least 1 well-designed and well-implemented experimental study;
 - b. moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - c. promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
2. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Additional information about evidence-based programs at:

2027-2028 Title IV, Part B, Nita M. Lowey
21st Century Community Learning Centers Grant Application
Guidelines, Instructions, and Assurances

- [WWC | Find What Works! \(ed.gov\)](#).
- [Collaborative for Academic, Social and Emotional Learning](#)
- [Evidence for ESSA](#)
- [Evidence-Based Practices](#)

Evaluation of the Program

Grantees must conduct a periodic evaluation in conjunction with the Virginia Department of Education's evaluation plan to assess its progress toward achieving the state and local performance measures. (Section 4205(b)(2)(A)). The grantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)).

Grantees are required to conduct an external, local evaluation during years two and four of the grant cycle documenting the success of their afterschool program. The evaluation must be submitted to the VDOE. The grantee must also provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)). Grantees must allocate funds in their year 2 and 4 continuation application budgets to pay for a local external evaluation. Such expenses may not exceed \$3,000 of the annual program funds without approval by the VDOE.

Grantees are responsible for collecting the necessary data to measure student success as described in the grantee's application and make the data accessible to the local evaluator. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

The Center for Research in Educational Policy (CREP) at the University of Memphis will facilitate the local evaluation process for the VDOE. CREP will provide training to grantees on the local evaluation requirements and procedures. In addition, they will provide a list of evaluators that have been vetted and trained to conduct the local evaluation per the requirements of the VDOE. Grantees are required to select an evaluator from the approved list.

Appeals Process

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the VDOE. Appeals are limited to the grounds that the VDOE failed to correctly apply the standards for reviewing the application as specified in this RFP. Appeals based on a disagreement with the professional judgment of the grant readers will not be considered.

The appellant must file a full and complete written appeal, including the issue(s) in dispute, the basis for the appeal position, and the remedy sought. The letter must have an original signature of the authorized agent who signed the application. An original of the appeal should be delivered or mailed to:

Richelle Davis
Director of Grants Administration
Virginia Department of Education

101 North 14th Street - 25th Floor
P.O. Box 2120
Richmond, Virginia 23218-2120

Also, an electronic copy of the appeal should be emailed to Richelle Davis, Director of Grants Administration, at Richelle.Davis@doe.virginia.gov.

The Department must receive the letter of appeal within 10 calendar days of the *Notification of Grant Award* announcement. Upon review of the appeal, a response will be provided to the complainant within 30 calendar days. If the appeal is successful, the grantee will be included in the following year's cohort of grantees.

INSTRUCTIONS FOR COMPLETING THE APPLICATION

Please note: Each cell allows for a maximum number of characters that may not be exceeded. The number of allowable characters varies. An error message will appear until the number of characters indicated is reduced to meet the individual cell's requirement.

Main Page Tab

Type the applicant's name in cell H14 and the schools to be served in cells H15, H16, P15, and P16. This feature will automatically insert the applicant throughout the application.

Table of Contents

By clicking the buttons in this table, you can navigate to specific sections of the application. To return to the directory, choose the "Back to Main Page" button in any section.

Checklist

Review the Checklist after completing the application to ensure that all application requirements are met, and attachments are included.

Summary Tab

This section is a summary of the program participation and budget details.

A1. Cover Pages

1. The applicant will complete the applicant and co-applicant sections. The applicant may be either a local school division, a community-based organization (nonprofit or for-profit), a faith-based organization, a governmental entity, or an institution of higher education.
2. The local school division superintendent (whether the school division is the applicant or co-applicant) must review and approve the application prior to submission to the VDOE unless the application proposes to serve students from a private school only.

3. The designated school division or organization representative should complete the certification by securing all appropriate signatures.
4. On page 2, complete the areas indicating the school(s) to be served/grade level, if the schools will serve as a site, comprehensive/targeted/additional targeted status, accreditation status, if the school has previously been awarded this grant, Community Eligibility Provision (CEP) identified student percentage, projected **Average Weekly Attendance (AWA)** of program participants.

Note: The projected Average Weekly Attendance (AWA) is the total number of unduplicated participants who are projected to attend at least one session during a program week.

The AWA will be used to evaluate the participation in the program. The AWA is calculated by totaling the number of unduplicated participants attending at least one session during a week, adding all the totals for all weeks of service through March 1, and dividing that number by the number of weeks of service provided. The Average Weekly Attendance should be reported for the regular school year program. Do not combine the calculations. The AWA should be calculated for the regularly occurring programming. Do not include occasional programming such as Saturday sessions unless they are a part of the weekly program.

Scenarios:

1. Student A attends a morning session on Monday and afternoon session on Monday, Tuesday, and Wednesday. The attendance count for Student A is 1.
2. Student B attends afternoon sessions on Monday, Tuesday, Wednesday, and Thursday. The attendance count for Student B is 1.
3. Student C attends an afternoon session on Wednesday. The attendance count for Student C is 1.

Note: The expectation is that programs will have an average weekly student participation of at least **50 students for elementary and middle schools** and at least **30 students for high schools**.

5. Complete the numbers of sites, site information for non-school facilities (must have a valid certificate of occupancy, be up to date on safety inspections, and apply for a childcare license through the department), proposed number of family members to be served, beginning dates for summer and regular school year, and grade levels to be served by the grant. **Students and family members may not be charged fees for participation in the program.**
6. Complete the amount of grant funds requested. The minimum amount is \$50,000 and the maximum amount is \$250,000.
7. If previously awarded, state whether the applicant received a major or repeated (had the same finding for more than one year) monitoring finding(s). Refer to Guidelines,

Instructions, Assurances document page 6 Review of Proposals #4 for a list of major findings. Also state whether the applicant had to submit a State Guided Plan.

8. State whether the applicant is a current recipient of a VDOE Expanded School Year (ESY) grant. If yes, what is the year of operation?
9. State whether the applicant plans to apply for an ESY grant in 2026.
10. Check all the program types/activities to be offered that apply.
11. Check the box if the program design includes implementing Expanded Learning Program. Expanded Learning Programs are described as programming that supports enrichment and engaging academic activities that are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day and supplement but do not supplant regular school day requirements.

A2. Program Abstract

Summarize the key elements and overall purpose of the proposed 21st CCLC program in the abstract section and how it will improve students' academic achievement. The abstract is an overview of the planned project and activities that will be used to provide information to the public about the program. The program abstract is not a statement of the need for the program, but rather a general summary of the program.

B. Need for Services (10 Points)

This section should address the following components as specified by Section 4204 of Title IV, Part B, as amended:

- 1) Evaluation of the community needs and available resources for the community learning center;
- 2) Description of stakeholder feedback during the needs assessment process;
- 3) Description of the school/student/family needs, using the most current data available;
- 4) Description of the resources available in the community for students who would be served and how the resources available in the community cannot provide the proposed activities or do not provide access to high-quality services within the community;
- 5) Process for selecting the participating school(s);
- 6) How the proposed program is expected to improve student academic achievement to help students meet state and local academic achievement standards in the core academic subject areas;
- 7) Need for academic enrichment opportunities designed to help students meet state and local academic achievement standards and to help students meet state and local academic achievement standards in the core academic subject areas in the core academic subject areas;
- 8) Description of how the proposed program will address the students' and family members' needs (especially the needs of working families);
- 9) Need for opportunities for family literacy and related educational development, and the criteria to measure and the process used to track the participation of family members; and
- 10) Discussion and collaboration with other organizations within the community during the

application development process. (If partnering organizations are not located within reasonable geographic proximity of the proposed community learning center facility, documentation about the lack of agencies or organizations with which to collaborate must be included.)

Note: Address each of the components listed above.

C. Performance Measures (10 Points)

In this section the applicant should describe the evidence-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds listed below.

1. At least 70% of the students in grades 4-8 participating 90 hours or more in the 21st CCLC program during the summer and school year programs will obtain a passing score or demonstrate growth on:
 - a. the ELA standards of learning assessment
 - b. the mathematics standards of learning assessment.
2. At least 70% of the students in grades 7-8 and 10-12 participating 90 hours or more in the 21st CCLC program during the summer and school year with a prior-year unweighted GPA less than 3.0 will demonstrate a 10% increase in the cumulative GPA at the end of the current school year.
3. At least 70% of the students in grades 1-12 participating 90 hours or more in the 21st CCLC program during the school year who had a school-day attendance rate at or below 90% in the prior school year will demonstrate an improved attendance rate in the current school year.
4. At least 70% of the students in grades 1-12 participating 90 hours or more in the 21st CCLC program during the summer and school year who were assigned in-school suspension the prior school year will decrease the number of in-school suspensions in the current school year.
5. At least 90% of the students in grades 1-5 participating 90 hours or more in the 21st CCLC program during the summer and school year will demonstrate improvement in engagement in learning as reported by the school day teacher.
6. At least 40% of adult family members identified as the primary caregiver will attend at least two-family engagement events during the summer and school year.

All content, activities, and services must be secular, neutral, and nonideological. For further information on evidence-based research services and activities, please refer to page 21 of the Guidelines, Instructions, and Assurances. The application includes six state required measurable objectives that will guide the development of the program to be funded with 21st CCLC funds. The objectives cannot be modified by the applicant.

If the grade level assigned to the indicator is not included in the application, the inclusion of an objective is optional.

Applicants are required to develop at least one measurable objective and describe the evidence-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. Measurable objectives should focus on student and/or teacher outcomes.

What is a Performance Measure?

A performance measure has four components:

1. Subject (Who is the target or focus?);
2. Behavior (What will be changed/improved?);
3. Specific criteria for assessing improvement, readiness, or achievement and tools to be used to measure effectiveness; and
4. Time period for performance or assessment.

Examples:

- By June 2026, 80% of the students participating in the 21st CCLC program 90 or more hours create a portfolio of information of at least three careers of interest to them.
- By June 2026 75% of the students participating in the 21st CCLC program will increase in their knowledge and understanding of science as demonstrated through benchmark assessments.

D. Program Summary and Schedule

Sections 1 and 2 – Summer (20 Points) and School Year (45 Points)

Provide a detailed description of how the students will be selected for the program summer/school year. The description must include the data that will be used to prioritize student for participation.

This section should describe the structure of the summer/summer program and the procedures for managing it effectively. Included in this section should be:

- 1) instructional program;
- 2) family engagement activities;
- 3) planned field trips and/or special projects;
- 4) budget overview; and
- 5) timeline.

1) Instructional Program

- a. Describe the daily activities, which include academic and enrichment activities, their frequency, locations and how they will align with Virginia's standards of learning,

including their frequency and locations, and explain how each will support and enhance student academic achievement. Stipulate if the activities will offer academic assistance (AA) or enrichment activities (EA) and the primary type of activity: Tutoring/Homework; Project Based Learning; Recreational.

- The academic assistance component must incorporate a broad array of evidence-based activities that are designed to complement the school day and help students from low-performing schools meet district academic achievement standards in mathematics and reading/language arts.
- The enrichment activities must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students.

Activities can fall within one of the three primary types of afterschool activities:

- 1) Tutoring/Homework Help – Extends the students’ daily class work into afterschool. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.
- 2) Project Based Learning – Expands on students’ learning in ways that are different from the school day. Activities are engaging, interactive, creative, and often project or activity focused to address several learning points at one time, allowing for exploration beyond the basic concepts. Projects should be integrated across subjects, assisting students and their family members to apply the knowledge and skills from school to real-life experiences, to explore new roles, and to understand different perspectives.
- 3) Recreational Activities – Do not necessarily address academic concepts, but can include lessons learned including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or reading/language arts.

b. Describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs as required by the [General Education Provisions Act \(GEPA\) 427, OMB Control No. I801-0004, Section 427](#).

2) Family Engagement

Describe the initiatives or activities of the program that will promote family participation and increase family literacy and support. Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and duration, to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents and/or guardians regarding how to be the primary teacher for their children and full partners in the education of their children.

- Family literacy training that leads to economic self-sufficiency.

3) Field Trips/Special Projects

Describe the planned field trips and the objectives they will address. For consideration:

- Field trips must be educational and align with the objectives of the program.
- The cost must meet the reasonable and necessary standard.
- Field trips are allowable when directly related to a teacher’s lesson as part of classroom instruction and when necessary to meet program objectives.
- Trips that are non-educational and not related directly to student learning or program objectives are unallowable under federal regulations pertaining to 21st CCLC funds.
 - If trips of this nature are planned, funds must be local or from an outside sponsor.

All field trips must be pre-approved by the VDOE prior to any expenditure related to the trip. Field Trips are optional.

4) Budget Overview

Provide an overview of the process for planning and implementing the budget process that aligns with the information the applicant has provided on the Budget Narrative Form of the application.

- This overview should illustrate how grant funds will be used in the initial project year.
- The budget overview should describe how the budget covers program expenses and specifically how it relates to the activities described in the Project Design, including transportation, and how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities.
- Costs will be evaluated against the scope of the project and its anticipated benefits. The overview should describe how costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

5) Timeline

Include a timeline for program implementation of key events starting with notification of program funding in the fall and continuing through full program implementation.

Program Schedules –

This section should describe the school year and summer program schedule. Included in this section should be:

- 1) number of **days** of programming;
- 2) number of **hours** of programming per day;
- 3) **total number of days of programming**; and
- 4) weekly schedule which includes:
 - a. snack time
 - b. homework help/tutoring

- c. each academic enrichment learning activity
- d. student release.

The summer program schedule must provide a minimum of 20 days at 4 hours a day for a total of 80 hours.

The regular school year schedule must provide a minimum of 300 program hours for all participating students and 12 program hours for parents. Each student must have the opportunity to attend all regular program hours. Students should not be limited to which days of the week that they can participate.

Program Activities Descriptions –

Provide a detailed overview of each activity or session included in the program schedule. The information provided should clearly demonstrate how the program supports academic growth, enrichment, and positive youth development. Complete each column as described below.

1. Activity/Session
 - a. List the name of each activity or session exactly as it appears in your program schedule.
 - b. Choose titles that are clear, descriptive, and reflective of the activity’s purpose.
2. Description of Each Activity Listed in the Schedule
 - a. Provide a concise but thorough explanation of what students will do during the activity.
 - b. The description should include:
 - i. The structure of the session (e.g., whole group, small group, hands-on, project-based)
 - ii. The types of tasks or experiences students will engage in
 - iii. The role of the instructor or facilitator
 - iv. Any materials, tools, or resources used
 - v. How students will interact (collaboration, independent work, guided practice, etc.)
3. Intended Learning Objectives
 - a. List the specific skills, knowledge, or competencies students are expected to gain through the activity.
 - b. Objectives should be:
 - i. Student-centered (e.g., “Students will be able to...”)
 - ii. Measurable when possible
 - iii. Aligned to the purpose of the activity
4. Virginia Standards of Learning (SOL) Aligned to the Activity
 - a. Identify the specific Virginia SOLs that the activity supports.
 - b. When selecting SOLs:

- i. Choose only those that directly connect to the skills practiced in the activity
 - ii. Include the SOL code and a brief descriptor (e.g., Reading 4.5: Comprehension of fictional texts)
 - iii. You may list multiple SOLs if appropriate
 - iv. Include SOLs from any relevant content area (Reading, Math, Science, Social Studies, Writing, Visual Arts, etc.)
- c. If the activity is primarily enrichment (e.g., arts, physical activity, SEL), align it with the most relevant SOLs or skill standards.

E. Program Support and Sustainability (15 Points)

This section should describe the structure of the project and the procedures for managing it effectively. Included in this section should be:

- 1) coordination;
- 2) letters of commitment or memoranda of understanding (attached to hard copy submission);
- 3) quality afterschool staffing;
- 4) if the applicant was previously awarded a 21st CCLC grant, a demonstration of previous success; and
- 5) sustainability.

1) Coordination

Describe the following as applicable to the program:

- a. Describe how students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students;
- b. If the program is not being held in a school, explain how the location will be at least as accessible to the students served as if the proposed program were located in a school;
- c. If limited transportation is not being provided, demonstrate how this will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety;
- d. Describe how Federal, state, and local programs will be coordinated (braiding) with the proposed program to make the most effective use of public resources;
- e. The impact on the program's ability to offer a broad spectrum of services to students and their families is dependent on strong partnerships. Examples of partnerships are community and faith-based organizations; juvenile justice agencies; law enforcement agencies; youth groups; libraries; cultural and sports organizations; museums; cooperative extension agencies; zoos, higher education institutions; subject experts; and businesses. Include how the partnership(s) will provide services to students participating in the community learning center and the families of those students (should clearly delineate the roles to be played by each of the partners,

- describing who will do what, when, and where, to what ends, and with what anticipated results;
- f. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included;
 - g. Describe how program staff will coordinate with the regular school day staff and teachers to ensure the out-of-school time program aligns with the regular school day program; and
 - h. Describe how the site(s) selected for programming will support the program's needs and provide a safe environment.
- 2) Letters of Commitment or Memoranda of Understanding (MOU)
Letters of commitment or MOUs should clearly indicate the role and capacity of each partnering organization discussed in the application.
- Applicants must have a signed MOU between them and their co-applicant that clearly defines the roles and responsibilities of each party.
 - Applicants are advised that the quality of the letters of support, with a clear demonstration of commitment from senior administrators of the partnering organization, is more important than the quantity.
 - If the partnering organization will be contracted to provide staff, include a job description for all roles that will be funded,
 - These letters are to be attached and submitted with the signed hard copy of the cover pages.
- 3) Quality Afterschool Staffing
Describe the staff organization of the program and narrative descriptions for key staff.
- Provide a detailed description of the 21st CCLC site coordinator, which should include the number of hours per week, job responsibilities, and qualifications.
 - Describe the proposed projected staff ratio and list all staff positions beyond the site coordinator and the responsibilities and qualifications. Staff ratios must align with state licensing code [8VAC20-780-350](#).
 - Describe the staff professional development plan including a timeline.
 - If the program will utilize volunteers in the program, describe how the eligible entity will encourage and use appropriately qualified persons to serve.
- 4) Current Out-of-School Services
Provide a description of current out-of-school time services that are being provided to the students and families of the listed school(s) to be served by the grant and how the 21st CCLC funding will be supplemental to the existing programs.

Supplement not Supplant (Section 4204(b)(2)(G))

All program expenditures must be supplemental and allowable under the grant.

Subgrantees are required to assure “that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.

Example: Academic remediation is often funded with Title I, Part A funds and is also an allowable use of 21st Century Community Learning Centers (CCLC) funds. When a 21st CCLC grant is awarded, grantees may want to divert their Title I, Part A funds to other uses and use 21st CCLC funds for academic remediation in place of the Title I, Part A funds. This would be a supplant because the Title IV, Part B statute requires that the Title IV, Part B funds be supplemental to other Federal funds, as well as state and local funds. Using 21st CCLC funds to increase the number of students served or the scope of services offered through academic remediation would be allowable.

5) Sustainability

Sustainability refers to an organization's ability to successfully continue and maintain program activities after the grant has ended. It is an organization's commitment and ability to include the program as a core element of its overall services. Many factors, not just financial support, help to ensure sustainability of programs once the grant funding ends. These factors include board and leadership competence and commitment, staff who perceive the benefits, community stakeholder support and collaboration, a history of positive program results, adequate funding resources, an ongoing evaluation process for improvement over time, a systematic plan for growth, and a strategic plan that addresses the inclusion of the project.

Briefly describe the sustainability plan to include the proposed project as part of the applicant’s ongoing services. The description should address:

- internal and external means of support, both programmatic and financial;
and
- a description of the needs for long-term growth of the project.

F. Evaluation (10 points)

This section should include a local evaluation plan. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior.

1. Describe the data that will be collected including the following:
 - a. Types of data that will be collected;
 - b. When the data will be collected;
 - c. Design and methods that will be used for data collection;
 - d. Instruments that will be used;
 - e. How the data will be analyzed;

- f. When reports of results and outcomes will be available; and
 - g. How information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).
2. Address the program's capacity to access and willingness to collect appropriate progress report and evaluation data through the Department's online local evaluation report template (ALERT) and annual survey through the Single Sign-on for Web Systems (SSWS), and to the United States Department of Education. Include verification that school personnel have agreed to provide information required to fulfill the evaluation components if the applicant is not a school division.
 3. Describe how the program will obtain student data, such as the State student 10-digit identification number (ID).
 4. Discuss how the evaluation is thorough, feasible, appropriate to the goals, objectives, and outcomes of the proposed project, and tailored to reflect the needs of students and family members in the school(s) served.
 5. Assure that no more than \$3,000 will be budgeted for implementing the annual local evaluation.
 6. Identify the division personnel who will be responsible for providing data for the evaluation and for all state and federal data collection.

G. General Education Provisions Act (GEPA) Section 427 (5 points)

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

H. Budget Narrative (15 Points)

Please refer to *Expenditure Accounts Descriptions* on page 46 of the *Guidelines, Instructions, and Assurances*.

1. Enter a description of each item or service and the budget amounts requested on the Budget Narrative Sheet for each object code.

- a. Object code 1000 Personnel Services – include individual detail of staff positions and amounts for each position;
 - b. Object code 2000 Employee Benefits – include the breakdown of each fringe benefit for each position;
 - c. Object code 3000 Contracted Staff and Purchased Services – describe and list each purchased service with a budgeted amount;
 - d. Object code 4000 Internal Services – describe and list each internal service with a budgeted amount;
 - e. Object code 5000 Other Charges – describe and list each other charge with a budgeted amount;
 - f. Object code 6000 Materials and Supplies – describe and list all types of materials or supplies, including major purchases of instructional curriculum with a budgeted amount; and
 - g. Object code 8000 Capital Outlay – describe and list each capital outlay with a budgeted amount.
2. The maximum amount for administrative staff (administrators and clerical) in object codes 1000, 2000, and 3000 may not exceed 25 percent of the total award. The percentage of direct instructional services and fringe benefits for administrative positions shall not be used to determine the 25 percent.
 3. If contracting with a single agency for 25 percent or more of the award, applicants must provide a detailed budget of expenses.
 4. Applicants should detail a line-item budget that includes calculations for all costs and activities. Budget calculations must include quantities, unit costs, and other similar details sufficient to verify calculations.
 5. All cost must be reasonable and necessary to carry out the grant objectives.
 6. All cost must supplement, not supplant local or state funds.

H2. Budget Summary

1. Entries from the Budget Narrative Sheet for **year one** will populate to this sheet. Enter projected object code amounts for years two, three, four, and five in the green cells on this page. Only amounts requested from award funds should be entered in this section. Contributions from other sources are not to be entered in this section.
2. All subtotals and totals on this page will automatically calculate from the entries. If the amounts on this sheet do not total the figures entered on the cover pages and Budget Narrative sheets, an error message will be displayed on the cover pages sheet or Budget Narrative sheets.

Note: Grants will not be awarded in years 2,3, 4, and 5 for more than the amount requested in year 1.

H3. Spend Down Tracker

The Spend Down Tracker is a required financial management tool that must be

maintained throughout the entire grant award period. Grantees must use this tracker to document expenditures, monitor budget progress, and ensure compliance with all fiscal requirements of the 21st Century Community Learning Centers (21st CCLC) program. The information recorded in this tracker will be reviewed during ongoing fiscal monitoring, desk audits, and on-site monitoring visits conducted by the Virginia Department of Education (VDOE).

I. Collaboration and Partnership Information

1. Indicate the total value of support to be provided in the space provided. This should include cash and value of donated time, facilities, and supplies.
2. Provide a detailed description of the services that will be provided.
3. Complete a separate sheet for each partner; enter information requested in the green spaces of the form. To insert additional copies of this sheet into the application workbook:
 - With the mouse, move the cell pointer (arrow) over the “H. Partnership Information” sheet tab and right click;
 - In the window that appears, select “Move or Copy”;
 - In the next window that appears, under “Before sheet:”, click on “Attachment A”;
 - Check the “Create a copy” box;
 - Click on “OK”;
 - A new sheet will be added after the original “H. Partnership Information” sheet, with the name, “H. Partnership Information (2)”;
 - Double-click on the new “H. Partnership Information (2)” tab; and
 - Rename the sheet with the abbreviated name of the partner and complete the sheet for the partner

Attachment A: Statement of Partners’ Participation and Support

1. List the legal name of each participating agency and obtain an authorized signature from a high-level official of the organization.
2. This page should be submitted electronically along with the signed cover page.
 - A scanned signature on this document only is acceptable for inclusion in the application.
 - The fiscal agent (applicant) must maintain the original signature on file if the faxed signature is included in the application.
3. Do not list the school division or schools proposed to be served by the application as a partner. These entities are included on the cover page of the application as a co-applicant and are not considered “external” partners.

Attachment B: Verification of Private School Consultation

1. List the legal name of each participating private school.

2. If there are no private schools in the attendance area, check the box indicating there are no private school in the area of the school to be served by this proposed program.
3. This page should be submitted electronically along with the signed cover page. The applicant must maintain the original communication on file.

Attachment C: Principal's Assurances

The school principal must commit to supporting the program as the program supports the school. Research has shown that one of the most significant factors in creating a successful program is a positive relationship between program staff and the school principal.

Obtain signatures from each principal at schools served by the proposed program. This page should be submitted electronically along with the signed cover page.

Attachment D: School Division as Co-Applicant Assurances

The school division must commit to providing the community-based organization or institute of higher education with data that are necessary for state and federal reporting that are not accessible to these organizations, such as a student's state testing identification number.

Program Assurance

The applicant assures that the 21st CCLC program identified in the application will be administered and implement in compliance with all applicable statues, regulation, policies, and program plans.

Obtain signatures from the division superintendent/organization CEO. This page should be submitted electronically along with the signed cover page.

Expenditure Accounts Descriptions

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division's budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Required Program Data

The VDOE contracts with a vendor to collect data for required federal and state reporting through a web-based application. Applicants awarded a 21st CCLC grant are required to input program data into the data system. This includes data for all student participants that attend at least one day of programming. Below is a list of the data fields available for student participants. Required fields are in bold.

| Field Name | Description |
|------------------------------------|---|
| Division/CBO | The name of the organization awarded the grant. |
| Site | The name of the location for the 21st CCLC program. |
| Student ID | Student Participant’s Identifier (organization ID) |
| Last Name | Student Last Name |
| First Name | Student First Name |
| Gender | Student Gender |
| Date of Birth | Student Date of Birth |
| Ethnicity Code | Student Ethnicity Code (can be letters or numbers) |
| Ethnicity Description | Student Ethnicity Description |
| Grade Level Code | Student Grade Level Code |
| Grade Level Description | Student Grade Level Description |
| LEP Category Code | Student Limited English Proficiency Code |
| LEP Category Description | Student Limited English Proficiency Description |
| Primary Language Code | Student Primary Language Code |
| Primary Language Description | Student Primary Language Description |
| State ID | Student State Testing ID |
| School Description | Student’s Assigned School |
| Special Ed Category Code | Student Special Education Category Code |
| Special Ed Category Description | Student Special Education Category Description |
| Homeroom Teacher Last Name | Elementary Homeroom Teacher Last Name |
| Homeroom Teacher First Name | Elementary Homeroom Teacher First Name |
| Math Teacher Last Name | MS/HS Math Teacher Last Name |
| Math Teacher First Name | MS/HS Math Teacher First Name |
| English Teacher Last Name | MS/HS English Teacher Last Name |
| English Teacher First Name | MS/HS English Teacher Last Name |
| Homeroom Teacher Email | Email Address for Homeroom Teacher |
| Math Teacher Email | Email Address for MS/HS Math Teacher |
| English Teacher Email | Email Address for MS/HS English Teacher |

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is the federal law that protects the privacy of student education (scholastic) records. An education record is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18, “eligible student,” or is enrolled in a postsecondary institution. Parents and eligible students are granted the following rights:

- The right to inspect and review the student’s education records
- The right to request that a school correct the student’s education record if he or she believes information is inaccurate or misleading
- The right to a hearing if the school decides not to amend the student’s education record
- The right to place a statement with the education record on what he or she believes is accurate if the school decides not to amend the student’s education record

Schools, generally, must have written consent from the parent or eligible student to release information from a student’s education record. However, FERPA allows disclosure to certain parties without written consent under certain conditions.

All grant staff using the data collection system are required to have FERPA training.

Grantees can meet this requirement by providing evidence that they have completed training or request training from the department.

Grantees must meet the following program expectations:

1. **Data Reporting:** Complete annual data reports on the program participation, activities, staffing, outcomes, and effectiveness.
2. **Data Entry:** Enter attendance for participants monthly in the data collections system.
3. **Fiscal Reporting:** Submit quarterly grant balance tracking sheet(s).
4. **Public Notice:** The applicants must provide the community notice of an intent to submit this application and make the application available for public review after submission.
5. **Equitable Services Consultation:** Applicants must consult with appropriate private school officials during the design and development of the grant application and submit Attachment B: Verification of Private School Consultation tab in the application. The goal of this consultation is to reach agreement on how to provide equitable and effective programs for eligible nonpublic school students and families. If awarded a grant, grantees must consult annually and on an ongoing basis with appropriate private school officials for the life of the grant. For information about this process, please see the [Title VIII: Equitable Services for Private School Students, Teachers, and Other Educational Personnel](#) webpage.
6. **Fidelity to Application:** Grantees will not be permitted to change the scope of the proposed program that is originally outlined in the application, scored by reviewers and awarded by VDOE. This policy is designed to provide basic fairness to all applicants.
7. **Qualified Staff:** Applicants must hire staff who are qualified to provide high-quality programming. This may or may not include licensed teachers, youth development professionals, paraprofessionals or other qualified community members.
8. **Professional Development:** Grantees must provide professional development specific to out of school time programming to all employed staff.
9. **Program Income:** Generating program income is not allowed. All 21st CCLC funded programs and activities must be offered at no cost to families. Donations are not considered program income.
10. **Supplanting:** Grantees must use grant funds for the purpose intended and to supplement and not supplant other federal, state and local funds. This prohibition includes using funds awarded under this grant competition for any activities and programs currently funded with 21st CCLC grant funds. Grantees are not prohibited from using 21st CCLC funds awarded under this grant opportunity from being used to continue programs where a previous federal grant has ended and other federal, state or local funds are no longer available.
11. **Meals/Snacks:** Participating students should be offered a daily nutritious snack. Grantees are required to determine if they are eligible to participate in [U.S. Department of Agriculture \(USDA\) Child Nutrition Programs](#) to provide afterschool snacks, or in some cases, meals for participating students.
12. **Department Trainings:** Attend department hosted technical assistance meetings biannually.

GRANT APPLICATION SUBMISSION STANDARDS/FORMAT

In addition, the forms listed below, which are included in this document, are to be completed, signed as appropriate, and kept on file at the applicant's location.

Application format: The application (Excel workbook) has a maximum number of characters that may be typed in each cell (which varies, depending on the section).

- All sheets in the Excel document have been designed to maintain compliance with this requirement.
- More characters cannot be entered in any cell in the application workbook above the maximum number allowed.
- If the maximum number of characters allowed is exceeded (including spaces), an error message will appear, indicating the number of characters allowed, and Excel will not accept the data in that cell until the requirement is met.

All required Word documents must be submitted on the sample forms listed below.

- Submit an electronic version of the completed application, cover pages of the application with **original signatures** of applicant and co-applicant (may be scanned), letters of commitment and/or Memoranda of Understanding (MOU) (a MOU must be provided for all co-applicants), and Attachment A, B (A division form that meets the requirement is acceptable), C, D, and the signed Program Assurances must also be received by 4 p.m. on **Thursday, September 3, 2026**, to 21stcclc@doe.virginia.gov.

-

Please use the following naming conventions:

DivName_School(s) to be Served Name(s) (School Division format)

Ex: VirginiaCountyPS_Virginia Elementary

OrgName_SchoolDivisionName_School(s) to be Served Name(s) (Non-profit format)

Ex: VirginiaCommunityAssociation_Virginia County PS_Virginia Elementary

Other attachments to the application are strongly discouraged.

1. Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the required documents listed above.
2. Supplementary materials will not be reviewed.
3. Do not include the USED 21st CCLC law and guidance included in this document (Appendix B) on pages 52-65.

ADDITIONAL INFORMATION

What is the definition of a “community-based organization?”

As defined in Section 8101(5) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What are the components of a high-quality afterschool program?

According to the USED publication, *Afterschool Programs: Keeping Children Safe and Smart*, there are eight components that are generally present in high-quality afterschool programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Applicants are encouraged to address as many of these components as possible in their application narrative. This document can be found at: [After-School Programs: Keeping Children Safe and Smart](#).

Where can additional information or resources be found?

- The [National Institute on Out-of-School Time](#) provides research and materials to assist applicants for 21st CCLC grants.
- REL Appalachia ([Regional Educational Laboratories Appalachia](#)) is composed of a team of nationally recognized educational research scientists. REL Appalachia's mission is to provide high-quality research, analysis and technical assistance that help state and local education systems in the region achieve higher educational standards and close the achievement gap.
- [The 40 Developmental Assets](#)
- [Afterschool Program Quality and Student Outcomes: Reflections on Positive Key Findings on Learning and Development From Recent Research](#) (Deborah Lowe Vandell, 2013)

- [Virginia Partnership for Out-of-School Time \(VPOST\) Website](#)
- [Virginia State Travel Regulations](#)

Appendices (Pages 47-73)

The following documents are included for the applicant's reference:

1. Appendix A: *Expenditure Accounts Descriptions*, page 47-50
2. Appendix B: Public Law 114-95 Part B, 21st Century Schools TITLE IV, PART B, – 21st Century Community Learning Centers, pages 51-64
3. Appendix C: Virginia Out-of-School Time Best Practices, pages 65-73

GRANT APPLICATION CHECKLIST

CLOSING DATE: 4 p.m. Thursday, September 3, 2026

CHECKLIST:

- Has an electronic copy been emailed to 21stcclc@doe.virginia.gov? Please use the following file naming convention for the electronic submission:
 - DivName_School(s) to be Served Name(s)** (School Division format)
 - Ex: VirginiaCountyPS_Virginia Elementary**

 - OrgName_SchoolDivisionName_School(s) to be Served Name(s)** (Non-profit format)
 - Ex: VirginiaCommunityAssociation_Virginia County PS_Virginia Elementary**
- Has the application been prepared according to the format standards?
- Have each of the sections in the *Program Narrative* been designed to include only the specific requirements of that particular section?
- Have all sections of the application been completed?
- Has the hard copy of the entire Excel workbook been printed for your files (including *Attachments A, B, C, D, and Program Assurances*)?
- Have all required forms listed below been submitted?
 - Signed Cover Page
 - Letters of Commitment(s)
 - Memoranda of Understanding(s) (a MOU must be provided for all co-applicants)
 - Attachment A: *Statement of Partners' Participation and Support*
 - Attachment B: *Verification of Private School Consultation*
 - Attachment C: *Principal's Assurances*
 - Attachment D: *Co-applicant Assurances*
 - Program Assurances*
 - W-9 form if necessary*

APPENDIX A

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division's budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONNEL SERVICES

Includes all compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term "salaries" means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS

Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES

Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term "fee" is preferred.

Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or

meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).

Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

NOTE: TITLE IV, Part B, funds may not be used to pay for medical, dental, or clothing costs.

4000 INTERNAL SERVICES

Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

Food Purchases – Food purchased from the food services department of a school division or sub-grantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES

Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.

Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.

Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.

6000 MATERIALS AND SUPPLIES

Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.”

Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.

Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

Textbooks – All textbooks and workbooks purchased to be used in the classroom.

Instructional Materials – Books (not textbooks) and other materials.

Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.

Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

Note: Grant funds may not be used for food expenditures unless either technical assistance is being provided, or the expenditure is to directly support instruction being provided and U.S. Department of Agriculture Child Nutrition Programs funds have been utilized. Snacks purchased with Title IV-B grant funds should follow U.S.D.A Child Nutrition Program nutritional guidelines and consist of components of a reimbursable breakfast or lunch.

8000 CAPITAL OUTLAY

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

Capital Outlay Replacement

Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

Technology – Hardware Additions – Include capital outlay for additional hardware or classroom

technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

NOTE: TITLE IV, Part B, funds cannot be expended for buildings or remodeling.

APPENDIX B

Public Law 114-95 Part B, 21st Century Schools

TITLE IV, PART B, – 21st Century Community Learning Centers

PART B—21ST CENTURY COMMUNITY LEARNING CENTERS SEC. 4201. 21ST CENTURY COMMUNITY LEARNING CENTERS.

(a) PROGRAM AUTHORIZED.—Part B of title IV (20 U.S.C. 7171 et seq.) is amended to read as follows: S. 1177—182 “PART B—21ST CENTURY COMMUNITY LEARNING CENTERS

SEC. 4201. PURPOSE; DEFINITIONS.

(a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; ‘

(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

(3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

(b) DEFINITIONS.—In this part:

(1) COMMUNITY LEARNING CENTER.—The term ‘community learning center’ means an entity that—

(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection

(a)(2)) during non-school hours or periods when school is not in session (such

as before and after school or during summer recess) that—

(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

(2) COVERED PROGRAM.—The term 'covered program' means a program for which—

(A) the Secretary made a grant under this part (as this part was in effect on the day before the effective date of this part under the Every Student Succeeds Act); and

(B) the grant period had not ended on that effective date.

(3) ELIGIBLE ENTITY.—The term 'eligible entity' means a local educational agency, community-based organization, Indian S. 1177—183 tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

(4) EXTERNAL ORGANIZATION.—The term 'external organization' means—

(A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities;

or (B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before

and after school (or summer recess) programs and activities.

(5) RIGOROUS PEER-REVIEW PROCESS.—The term ‘rigorous peer-review process’ means a process by which—

(A) employees of a State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility;

(B) the State educational agency selects peer reviewers for such applications, who shall—

(i) be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and

(ii) not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and

(C) the peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.

(6) STATE.—The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 4202. ALLOTMENTS TO STATES.

(a) RESERVATION.—From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve—

(1) such amounts as may be necessary to make continuation awards to subgrant recipients under covered programs (under the terms of those grants);

(2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and

(3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Education, to be allotted in accordance with their

respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS.— S. 1177—184

(1) DETERMINATION.—From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection. (2) REALLOTMENT OF UNUSED FUNDS.—If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this part.

(c) STATE USE OF FUNDS.—

(1) IN GENERAL.—Each State that receives an allotment under this part shall reserve not less than 93 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.

(2) STATE ADMINISTRATION.—A State educational agency may use not more than 2 percent of the amount made available to the State under subsection (b) for—

(A) the administrative costs of carrying out its responsibilities under this part; (B) establishing and implementing a rigorous peer review process for subgrant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); and

(C) awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).

(3) STATE ACTIVITIES.—A State educational agency may use not more than 5 percent of the amount made available to the State under subsection (b) for the following activities:

(A) Monitoring and evaluating programs and activities assisted under this part. (B) Providing capacity building, training, and technical assistance under this part.

(C) Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part. (D) Providing training and technical assistance to eligible

entities that are applicants for or recipients of awards under this part.

(E) Ensuring that any eligible entity that receives an award under this part from the State aligns the activities provided by the program with the challenging State academic standards.

(F) Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.

(G) Working with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve State policies and practices S. 1177—185 to support the implementation of effective programs under this part.

(H) Coordinating funds received under this part with other Federal and State funds to implement high-quality programs.

(I) Providing a list of prescreened external organizations, as described under section 4203(a)(11).

SEC. 4203. STATE APPLICATION.

(a) IN GENERAL.—In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that—

(1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;

(2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;

(3) contains an assurance that the State educational agency—

(A) will make awards under this part to eligible entities that serve—

(i) students who primarily attend—

(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and

(II) other schools determined by the local educational agency to be in need of intervention and support; and

(ii) the families of such students; and

(B) will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i);

(4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards;

- (5) describes how the State educational agency will ensure that awards made under this part are—
 - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
 - (B) in amounts that are consistent with section 4204(h);
- (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;
- (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate; S. 1177—186
- (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 activities to be funded through the award will continue after funding under this part ends;
- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
- (11) describes how the State will—
 - (A) prescreen external organizations that could provide assistance in carrying out the activities under this part; and
 - (B) develop and make available to eligible entities a list of external organizations that successfully completed the prescreening process;
- (12) provides—
 - (A) an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school (or summer recess) programs and activities, the heads of the State health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, local educational agencies, and community-based organizations; and

(B) a description of any other representatives of teachers, parents, students, or the business community that the State has selected to assist in the development of the application, if applicable;

(13) describes the results of the State’s needs and resources assessment for before and after school (or summer recess) programs and activities, which shall be based on the results of on-going State evaluation activities;

(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum—

(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, including performance indicators and measures that—

(i) are able to track student success and improvement over time; (ii) include State assessment results and other indicators of student success and improvement, such as improved attendance during the school day, better classroom grades, regular (or consistent) program S. 1177—187 attendance, and on-time advancement to the next grade level; and

(iii) for high school students, may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities;

(B) a description of how data collected for the purposes of subparagraph (A) will be collected; and

(C) public dissemination of the evaluations of programs and activities carried out under this part; and

(15) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

(b) DEEMED APPROVAL.—An application submitted by a State educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

(c) DISAPPROVAL.—The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and an opportunity for a hearing.

(d) NOTIFICATION.—If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall—

- (1) give the State educational agency notice and an opportunity for a hearing; and
- (2) notify the State educational agency of the finding of noncompliance and, in such notification—
 - (A) cite the specific provisions in the application that are not in compliance; and
 - (B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) RESPONSE.—If the State educational agency responds to the Secretary’s notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of—

- (1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or
- (2) the expiration of the 120-day period described in subsection (b).

(f) FAILURE TO RESPOND.—If the State educational agency does not respond to the Secretary’s notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

(g) LIMITATION.—The Secretary may not give a priority or a preference for States or eligible entities that seek to use funds made available under this part to extend the regular school day.

SEC. 4204. LOCAL COMPETITIVE SUBGRANT PROGRAM.

(a) IN GENERAL.— S. 1177—188

(1) COMMUNITY LEARNING CENTERS.—A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to award subgrants to eligible entities for community learning centers in accordance with this part.

(2) EXPANDED LEARNING PROGRAM ACTIVITIES.—A State that receives funds under this part for a fiscal year may use funds under section 4202(c)(1) to support those enrichment and engaging academic activities described in section 4205(a) that—

- (A) are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- (B) supplement but do not supplant regular school day requirements; and (C) are carried out by entities that meet the requirements of subsection (i).

(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.

(2) CONTENTS.—Each application submitted under paragraph (1) shall include—

- (A) a description of the activities to be funded, including—
 - (i) an assurance that the program will take place in a safe and easily accessible facility;
 - (ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable; and
 - (iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- (B) a description of how such activities are expected to improve student academic achievement as well as overall student success;
- (C) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
- (D) an assurance that the proposed program was developed and will be carried out—
 - (i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
 - (ii) in alignment with the challenging State academic standards and any local academic standards;
- (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); S. 1177—189
- (F) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- (G) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- (H) a description of the partnership between a local educational

agency, a community-based organization, and another public entity or private entity, if appropriate;

(I) an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);

(J) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;

(K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;

(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; (M) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use

appropriately qualified persons to serve as the volunteers; and

(N) such other information and assurances as the State educational agency may reasonably require.

(c) APPROVAL OF CERTAIN APPLICATIONS.—The State educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) PERMISSIVE LOCAL MATCH.—

(1) IN GENERAL.—A State educational agency may require an eligible entity to match subgrant funds awarded under this part, except that such match may not exceed the amount of the subgrant and may not be derived from other Federal or State funds.

(2) SLIDING SCALE.—The amount of a match under paragraph (1) shall be established based on a sliding scale that takes into account—

(A) the relative poverty of the population to be targeted by the eligible entity; and

(B) the ability of the eligible entity to obtain such matching funds.

S. 1177—190

(3) IN-KIND CONTRIBUTIONS.—Each State educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in

the form of in-kind contributions.

(4) CONSIDERATION.—Notwithstanding this subsection, a State educational agency shall not consider an eligible entity’s ability to match funds when determining which eligible entities will receive subgrants under this part.

(e) PEER REVIEW.—In reviewing local applications under this part, a State educational agency shall use a rigorous peer-review process or other methods to ensure the quality of funded projects.

(f) GEOGRAPHIC DIVERSITY.—To the extent practicable, a State educational agency shall distribute subgrant funds under this part equitably among geographic areas within the State, including urban and rural communities.

(g) DURATION OF AWARDS.—A subgrant awarded under this part shall be awarded for a period of not less than 3 years and not more than 5 years.

(h) AMOUNT OF AWARDS.—A subgrant awarded under this part may not be made in an amount that is less than \$50,000.

(i) PRIORITY.—

(1) IN GENERAL.—In awarding subgrants under this part, a State educational agency shall give priority to applications—

(A) proposing to target services to—

(i) students who primarily attend schools that—

(I) are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and

(II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and

(ii) the families of students described in clause (i);

(B) submitted jointly by eligible entities consisting of not less than 1—

(i) local educational agency receiving funds under part A of title I; and

(ii) another eligible entity; and

(C) demonstrating that the activities proposed in the application—

(i) are, as of the date of the submission of the application, not accessible to students who would be served; or

(ii) would expand accessibility to high-quality services that may be available in the community.

(2) SPECIAL RULE.—The State educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part. S. 1177—191

(3) LIMITATION.—A State educational agency may not give a priority or a preference to eligible entities that seek to use funds made available under this part to extend the regular school day.

(j) RENEWABILITY OF AWARDS.—A State educational agency may renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period.

SEC. 4205. LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES.—Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

(A) the challenging State academic standards and any local academic standards; and

(B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

(3) literacy education programs, including financial literacy programs and environmental literacy programs;

(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

(5) services for individuals with disabilities;

(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

(7) cultural programs;

(8) telecommunications and technology education programs;

(9) expanded library service hours;

(10) parenting skills programs that promote parental involvement and family literacy;

(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

- (12) drug and violence prevention programs and counseling programs;
- (13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- (14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

(b) MEASURES OF EFFECTIVENESS.— S. 1177—192

(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14), such program or activity shall—

- (A) 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;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- (C) 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;
- (D) 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 described in section 4203(a)(14)(A); and
- (E) collect the data necessary for the measures of student success described in subparagraph (D).

(2) PERIODIC EVALUATION.—

(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.

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

SEC. 4206. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$1,000,000,000 for fiscal year 2017 and \$1,100,000,000 for each of fiscal years 2018 through 2020.

APPENDIX B

VPOST Quality Standards, 2nd Edition

| Quality Standard | Guiding Principal | The Why | What it <i>might</i> look like: |
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| Active and Engaged Learning | Programming and activities are developmentally appropriate and serve the diverse needs and interests of participants of all abilities. | Participants who represent varying ages, backgrounds, and life experiences, and possess unique talents and abilities deserve responsive learning experiences. | <ul style="list-style-type: none"> ● Staff identify the interests of children and youth to create appealing programming and experiences. ● Enrichment activities merge different learning subjects together such as math in music or science of cooking. ● When beginning an activity, staff clearly describe to participants what they should be able to know or do as a result of participating. ● Staff ask participants questions that help them remember what they already know and encourage them to reflect and make decisions. ● Participants are given different choices on how to engage in an activity so they can decide what works best for their needs. ● Activities are hands-on and real-world based as much as possible ● Children and youth are given opportunities to explore, experiment, imagine and use creativity. |
| Partnerships and | Program leaders | Each program has its unique strengths and | To the extent possible within |

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| <p>Networking</p> | <p>network, build and strengthen partnerships to leverage resources and create sustainability.</p> | <p>assets. We are most effective when we work together towards the greatest collective impact. Sharing resources fosters increased collaboration, action, and results.</p> | <p>individual programs:</p> <ul style="list-style-type: none"> ● Program leaders and staff attend community events to build relationships and partnerships. ● Leaders identify and build relationships with community, government, and business partners to leverage resources ● Staff and Leaders provide opportunities for practitioners and the communities they serve, to suggest resources and ways to meet their needs. ● Staff and Leaders respond to requests for info at local, regional, and state level such as participating in data collection surveys. ● If available, programs participate in such as regional networks and local stakeholder groups to allow for conversations that bring about change for the community and to serve the whole child and family. ● Stay engaged with VPOST <p>Ideal local and state networks conditions:</p> <ul style="list-style-type: none"> ● Multiple OST providers share training events and resources. ● Local program leaders build a list of OST programs in the community to see gaps and overlap of service. They share this resource with all OST organizations. |
| <p>Inclusion and Belonging</p> | <p>Programs ensure there are systems in place that</p> | <p>All people have value and deserve opportunities to succeed while being</p> | <ul style="list-style-type: none"> ● Staff training is provided on diversity, inclusion, and trauma-informed practices. |

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| | <p>support a welcoming culture inclusive of all backgrounds and abilities, fostering a sense of belonging.</p> | <p>seen for who they are.</p> | <ul style="list-style-type: none"> ● Hiring practices are reflective of the communities served wherever possible ● Participants of all abilities, backgrounds and cultures are given inclusive access to opportunities in the program ● Consistently provide a physically and emotionally safe space that follows a predictable schedule. ● Staff and Leadership creates and maintains spaces that are accessible, trauma-informed, and sensory friendly. ● Program staff monitor participation and try to re-engage with anyone that they notice not participating frequently. ● Staff ensure communication is accessible and inclusive, such as providing written communication in multiple languages or using plain spoken language and using imagery that reflects the population it serves. |
| <p>Support Student Success</p> | <p>The program intentionally links afterschool activities and experiences to support and reinforce academic standards and the development of life skills.</p> | <p>Student success goes beyond the classroom. For children to thrive, programs and schools need to coordinate and communicate. We provide students new academic and social learning experiences that support their success/learning during the school day.</p> | <ul style="list-style-type: none"> ● To the extent possible, program and school day staff or administrators have a defined, agreed-upon communication plan. This allows them to collaborate on the needs and progress of the participants in the program or the community at large. This may include: <ul style="list-style-type: none"> ○ Afterschool staff and school staff share student data to inform programming and drive individual supports ○ Local OST leaders are invited to participate in school district conversations that guide local policy. ○ Utilize public data such as a school report card |

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| | | | <ul style="list-style-type: none"> ● Out-of-school time programs provide services and activities that supports school-day success. ● Staff provide family engagement opportunities that invites caregivers to be partners in their child’s learning |
| <p>Leadership and Staff Development</p> | <p>The program leadership implements coherent policies and procedures that support quality and sustainability.</p> | <p>We know that quality staff practices lead to positive youth outcomes and a thriving workforce.</p> | <ul style="list-style-type: none"> ● Leadership provides opportunity for front-line staff and program participants to have a voice in program development and policies. ● Program staff have a voice in their individual professional growth plan. ● All staff have opportunities for professional development and are recognized for advancing their growth. ● Program policies and procedures are clearly identified and communicated to program participants, including their caregivers. Program specific policies and procedures to consider are: <ul style="list-style-type: none"> ○ General Information ○ Local regulations/requirements ○ Enrollment and Attendance ○ Safety and Security ○ Behavioral Expectations ○ Communication ○ Program Activities ○ Health and Nutrition ○ Fees and Payments ○ Inclusion and Accessibility ○ Partner agreements/Memoranda of Understanding ● Internal policies and procedures are clearly identified and communicated |

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| | | | <p>to staff. Program specific policies and procedures to consider are:</p> <ul style="list-style-type: none"> ○ Employment and Code of Conduct ○ Training and Development ○ Child Safety ○ Program Implementation ○ Behavior Management ○ Communication ○ Confidentiality and Data Management ○ Professionalism and Accountability ○ Accessibility and Inclusion ○ Partner agreements/Memoranda of Understanding <ul style="list-style-type: none"> ● Leadership serves as an advocate to create conditions that support a high-quality workforce, as defined by the National Afterschool Association Job Quality Standards. ● Leadership creates a culture in the work environment that promotes employee wellness in areas such as mental health resources, work-life balance, professional and personal development and recognition and rewards. |
| Relationships | The program provides opportunities for positive connections and interaction between all staff, children and youth, | Positive relationships are foundational building blocks to creating successful participant outcomes. | <ul style="list-style-type: none"> ● Open doors to organizations and community members to offer their talents to program. ● Staff build in activities and routines that promote positive interactions and relationships at every level. ● Leadership provides staff with training for building positive, |

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| | families, and the community. | | <p>developmentally appropriate social skills.</p> <ul style="list-style-type: none"> ● Staff asks participants their interests and needs, and offer modifications and adaptations as necessary ● Leaders and staff communicate through various outlets (ex: newsletters, bulletin boards, social media) to celebrate participant achievements ● Leadership facilitates a culture that values and encourages open and honest communication. ● Staff create opportunities to build relationships with the greater community. |
| Continuous Improvement | Program staff regularly assess, plan, and implement improvements and review outcomes that engage all stakeholders to promote high-quality practices for service delivery. | Intentional reflection and response by staff promote high quality practices, which produce positive and measurable outcomes. | <ul style="list-style-type: none"> ● Program leadership follows a continuous improvement process that has a cycle of assessment, planning, implementation and review. ● Data is collected and analyzed on a regular basis. ● Leadership and staff have identified program goals, as well as staff development needs and measurable outcomes, which are reviewed regularly ● Feedback is gathered from a variety of stakeholders including youth and family participants |
| Health and Wellbeing | Program staff provide opportunities to promote and support the physical, mental, and emotional health needs of | Physical, mental, and emotional needs are foundational to having the capacity to thrive. | <ul style="list-style-type: none"> ● Promote family well-being articles within communications like monthly newsletters. ● Staff provide safe (mental/physical) space for youth to share and thrive ● Staff are trained on how to engage struggling participants. |

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| | <p>staff, children and youth, families, and the community.</p> | | <ul style="list-style-type: none"> ● Staff receive training on mental health, trauma-informed care and social-emotional learning (SEL). ● Allow for participants to set the pace to have their needs met. ● Integrate SEL program with students and families. This includes: <ul style="list-style-type: none"> ○ Staff modeling the ways families can have healthy social-emotional habits. ○ Staff teach and model self regulating/self-reflection when engaging with children and youth. ● Share information that helps families connect to service providers that may aid with their individual and family needs such as the locations of community pantries, clothes closets, ESL classes, etc. ● Provide opportunities for movement and education on the benefits of physical activity ● When providing meals or snacks, include healthy options ● Provide opportunities for nutrition education to children, youth, and families |
| <p>Safe Environments</p> | <p>Program staff prepare and maintain safe and secure environments that support the needs of diverse participants.</p> | <p>We create safe and secure environments for children to be ready and available to learn.</p> | <ul style="list-style-type: none"> ● Ensure that your program is in compliance with state requirements to be a licensed Child Day Center or exempted from Child Care licensure ● Conduct regular walk throughs to make sure the facility meets safety requirements of the organization and is accessible to all participants ● Provide emergency and safety training such as CPR training, basic first aid, allergy response and Mandated Reporter training ● Program registration includes collection of safety information for |

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| | | | <p>each participant and is updated regularly.</p> <ul style="list-style-type: none"> ● Emergency plans, procedures and training are in place such as fire drills, tornado drills, bus evacuations, and active shooter. ● Review safety plan or response after a safety incident occurs ● Have a response plan in the event of a traumatic event |
| Child and Youth Voice | Children and youth have authentic opportunities to plan, implement and provide feedback on programming. | Through authentic opportunities in programming, children and youth learn to engage with the world around them. | <ul style="list-style-type: none"> ● Collect participants’ interests and feedback. Use what you discover when planning and carrying out programming. Examples of ways to collect feedback include: <ul style="list-style-type: none"> ○ Surveys ○ Input from youth advisory board ○ Conducting participant focus groups ○ Provide youth opportunities for input into hiring practices ● As developmentally appropriate, invite and allow participants to co-design the program and activities ● Give youth the opportunity to lead their peers in open discussions or activities ● Engage youth and adult participants with local, regional, and state advocacy. |

