Maryland
STATE DEPARTMENT OF EDUCATION

Fiscal Year 2025

Nita M. Lowey 21st Century Community Learning Centers: Maryland Out-of-School Time Programs for the Future Customer Service Session

Division of Student Support, Academic Enrichment, and Educational Policy

March 12, 2024

PRESENTED BY

The Youth Development Branch

Title IV Part B: Grant Information and Application

The primary resources for the Customer Service Session are the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Maryland Out-of-School Time (OST) Programs for the Future (PFTF) Grant Information Guide and Application located here. The presentation will advise interested applicants on the expectations to apply for Title IV Part B funding.

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Welcome and Introductions

Who's Here Today?

Presenters
Mr. Reginald Burke
Ms. Emily Katongole
Ms. Roxanne Allen
Ms. India Leach
Ms. Vena Carter

Audience
Potential Applicants

Stay in the Know!

21st CCLC Website
21st CCLC Grant Website

MSDE Grants Office

MSDE Grants Administration and Compliance

(click on "Grants Program Application Window")

Have a Question?

**During the Session**
Utilize the Chat Window

After the Session
reginald.burke@maryland.gov

Be Informed.

Eligible entities are called to review the Grant Information Guide (GIG) and Application explicitly in consideration of the application process.

Within one week of today's session, a Question-and-Answer document and presentation slide deck will be available on the Youth Development Branch 21st Century Community Learning Center website.

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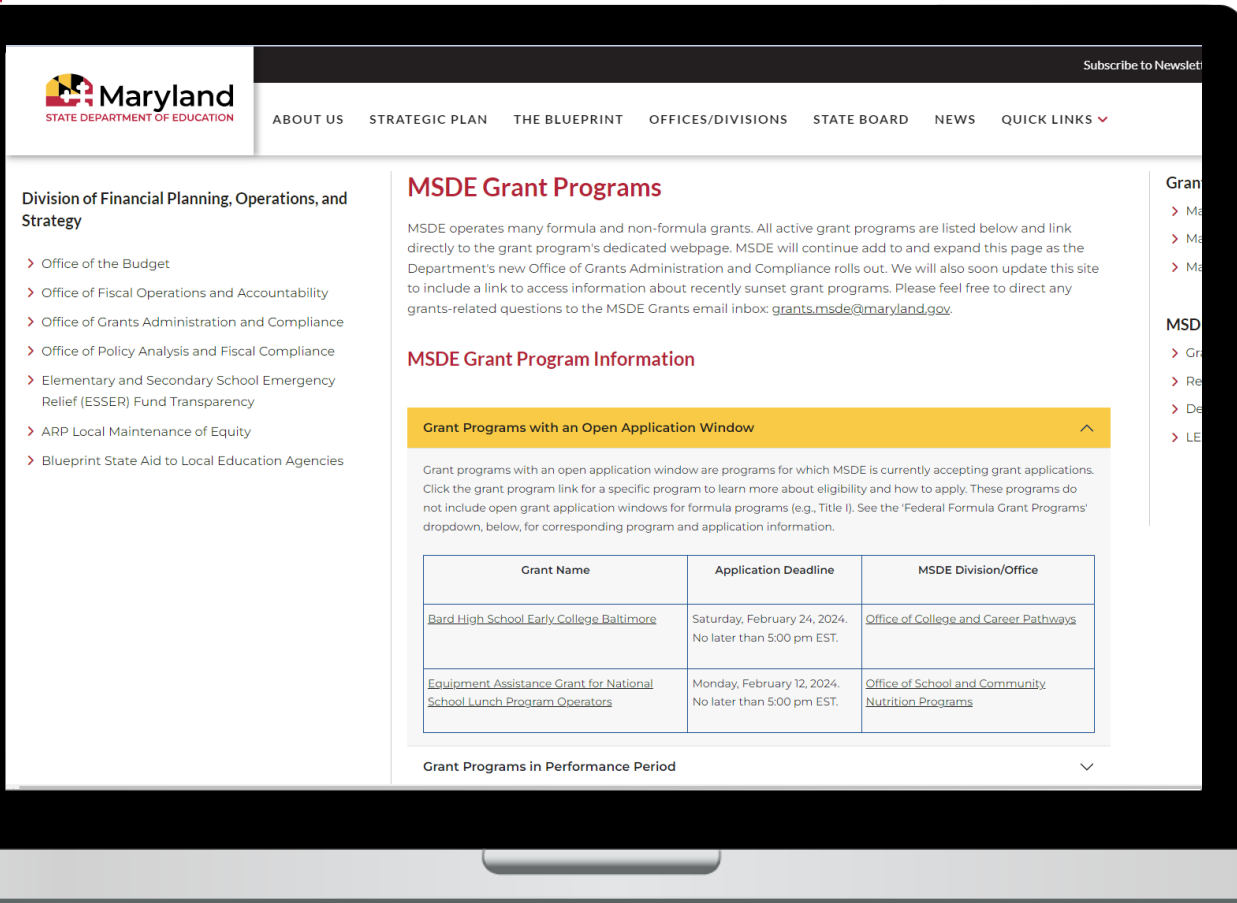
Customer Service Session Outcomes

Grant Information Guide (GIG) and Application Guidance

Expectations

Identify the purpose and baseline expectations of 21st CCLC OST Programs for the Future Grant Program (PFTF)

Exploration

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

Evolution

Outline important dates associated with the 21st CCLC OST PFTF Grant Application

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Authorization

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) is a reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) which established the federal government's expanded role in public education. Section 8302 of the ESEA, as amended by ESSA, authorized funding of the 21st CCLC program.

Purpose

The Federal funding allocations fund implementation of Community Learning Centers that provide students with academic enrichment opportunities and additional services designed to complement the regular academic program.

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Program Overview

Administration

MSDE administers the grant program to assist local education agencies, non-profit agencies, city or county government agencies, community and faith-based organizations, institutions of higher education, and for-profit corporations to provide **academic enrichment opportunities** for students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects.
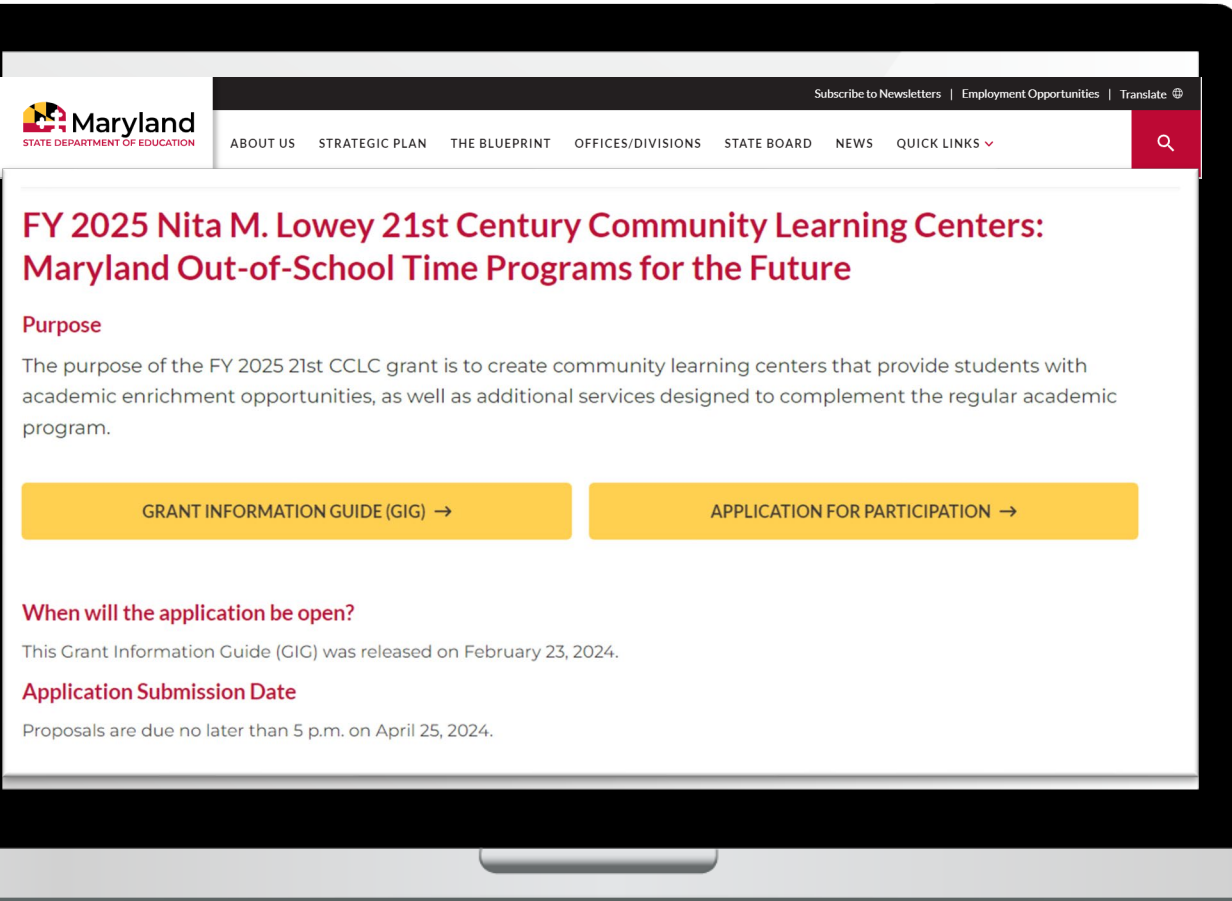
Program Description

The 21st CCLC program offers a **broad array of services, programs, and activities** that are **designed to reinforce and complement the regular academic program** of participating students, as well as provide the families of students served opportunities for literacy instruction and related educational development.

Out-of-School Time Grant Program Application Competition

Eligible Applicants:

- Local Education Agencies (LEAs)
- Non-Profit Agencies
- City or Government Agencies
- Community and Faith-Based Organizations
- Institution of Higher Education
- For-Profit Corporations

Nita M. Lowey 21st CCLC Grant Program

OST Program Grant Periods: Three Year Cohort

School Year and Summer Program

- July 1, 2024 – August 31, 2025
- July 1, 2025 – August 31, 2026
- July 1, 2026 – August 31, 2027

School Year Only Program

- July 1, 2024 – June 30, 2025
- July 1, 2025 – June 30, 2026
- July 1, 2026 – June 30, 2027

Summer Only Program

- July 1, 2024 – August 31, 2025 (Start-Up: Fall 2024- Spring 2025 and Program Implementation: Summer 2025)
- July 1, 2025 – August 31, 2026 (Start-Up: Fall 2025- Spring 2026 and Program Implementation: Summer 2026)
- July 1, 2026 – August 31, 2027 (Start-Up: Fall 2026- Spring 2027 and Program Implementation: Summer 2027)

Grant Information Guide, pg. 4

Nita M. Lowey 21st CCLC Grant Program

OST Program Grant Periods: Three Year Cohort

Following the initial award, **subsequent award years will be contingent upon**:

- Availability of funding from the specific funding authority;

- Satisfactory performance by the grantee as evaluated by MSDE; and

- Compliance with all grant requirements and meeting all conditions set forth within the 21st CCLC approved application.

Grant Information Guide, pg. 4

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Nita M. Lowey 21st CCLC Grant Program

Funding Amounts Available

Range of Grant Award

Maximum
$400,000

Minimum
$50,000
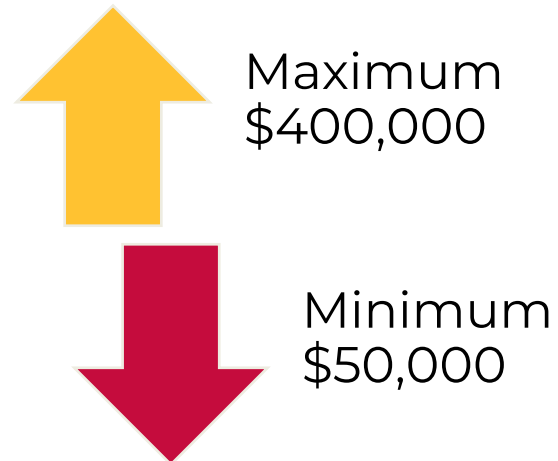
An application can propose funding allocations to:

- Serve an eligible school or multiple schools; and/or
- Operate a single location or multiple location program.

Grant Information Guide, pg. 4

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Nita M. Lowey 21st CCLC Grant Program

Funding Accessibility and Performance Expectations

- Grant amounts each year will be funded at 100% of the original award contingent on the availability of funding and satisfactory performance divided over three years.

- MSDE will monitor grantee progress through project updates, financial reports, and an evaluation of outcomes based on grant goals.

Awards may be reduced based on:

- An inability to meet the goals and performance measures set forth in the application.

  - Example: Participation numbers consistently lower than projected in the application.

- Fiscal or programmatic concerns or findings during the grant period.

Grant Information Guide, pg. 4-5

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Nita M. Lowey 21st CCLC Grant Program

## Funding Accessibility and Performance Expectations

- MSDE reserves the right to continue or discontinue the program(s) for the reasons defined in 2 CFR § 200.208 and for non-compliance.

- Any funds not expended prior to the expiration will no longer be available.

- MSDE does not allow 21st CCLC grant funds to be carried over into the following grant year.

Grant Information Guide, pg. 4-5;

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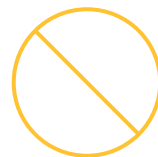
Nita M. Lowey 21ˢᵗ CCLC Grant Program

Eligibility

Applicants cannot propose to serve a school(s) that the applicant currently provides OST services to with MSDE OST grant funds (i.e.: Public School Opportunities Enhancement Program [PSOEP] and/or 21ˢᵗ CCLC Programs for the Future).

- **Example**: A Non-LEA receiving 21ˢᵗ CCLC PFTF funds to serve ABC Elementary School can not submit a 21ˢᵗ CCLC PFTF FY25 Application to serve ABC Elementary School.

Grant Information Guide, pg. 6

Nita M. Lowey 21ˢᵗ CCLC Grant Program

Reimbursement Program

- Upon issuance of award a " Grantee shall establish and maintain fiscal control and fund accounting procedures by fund, as set forth in 2 CFR 200 and in applicable statute and regulations".

  - Applicants will:

    - Receive MSDE approval of a proposed budget;

    - Submit Reimbursement Expense Invoice request with detailed supporting evidence for MSDE review;

    - Upon approval be reimbursed on a 6–8-week schedule from the date of approved invoice; and

    - Reimbursable expenses are only those which have been approved within the Budget Worksheet and C-1-25.

- **Applicants must have sufficient cash flow to implement the program on a reimbursable schedule.**
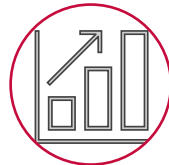
Grant Information Guide, pg. 6

Nita M. Lowey 21st CCLC Grant Program

Eligible to be Served

Local Education Agencies (LEA);

Title I Schools that serve a high percentage (at least 40%) of students from low-income families;

High schools with graduation rates less than 67%*; and

Other schools determined by the LEA to need intervention and support.

Grant Information Guide, pg. 6

*Applicant must use the four-year cohort graduation rate.

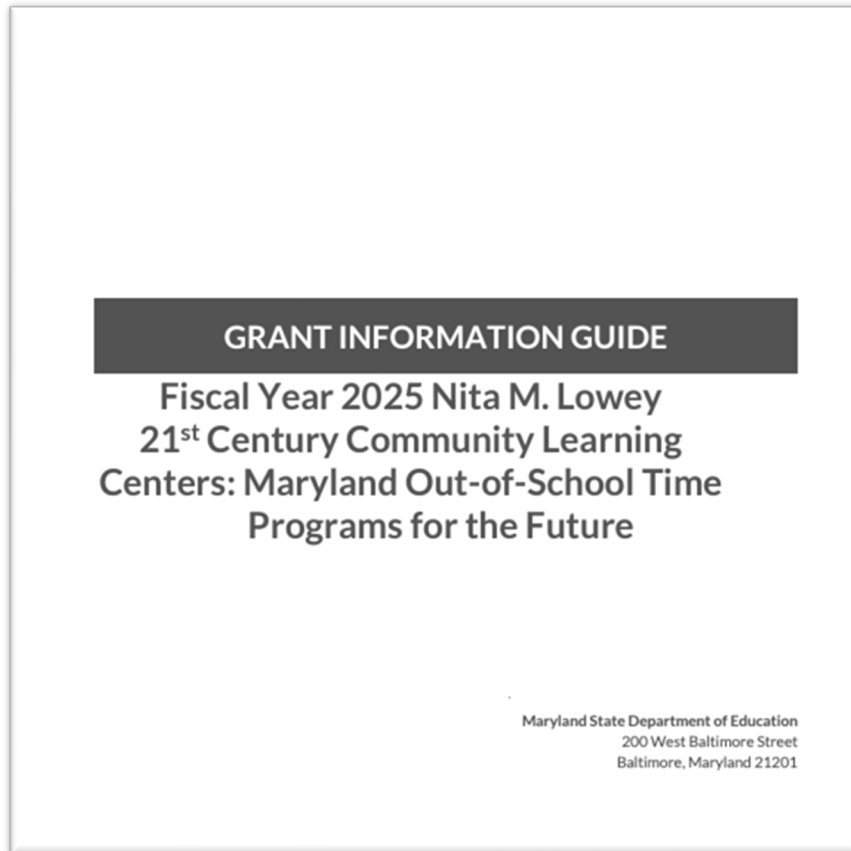# Nita M. Lowey 21st CCLC Grant Program

Submission Instructions

- The application and appendix should be submitted as ONE document.
    - The document must be:
        - A signed electronic copy;
        - In PDF format; and
        - Submitted via email to 21stcclcrfp2025.msde@maryland.gov by 5 p.m. on April 25, 2024.

- All appendices are to be submitted at the time of the application and does not count towards the 25-page Project Narrative limit.
    - Applications submitted without a signed LEA/School Participation Agreement will not be reviewed by MSDE.

Grant Information Guide, pg. 4 and 18

Grant Information Guide (GIG)

GRANT INFORMATION GUIDE

Fiscal Year 2025 Nita M. Lowey
21st Century Community Learning
Centers: Maryland Out-of-School Time
Programs for the Future

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

The GIG outlines:

- Expectations of the grant program as defined by ESSA and State priorities;

- Requirements of the application; and

- Award process;

- Scoring rubric; and

- Timeline.

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Program Requirements

Aligning OST Programs with Maryland Legislation and Strategy

Maryland Strategic Plan

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

Blueprint for Maryland's Future

- Landmark legislation passed in 2021, includes comprehensive changes to nearly every aspect of Maryland's public education system and will enrich student experiences, accelerate improvements to student outcomes, and improve the quality of education in Maryland.

Grant Information Guide, pg. 9 -10

Program Requirements

Applicants must align their project design with at least one of the Maryland Strategic Plan or Blueprint for Maryland's Future Priorities.

Project Design

Maryland's Strategic Plan

Blueprint for Maryland's Future

Grant Information Guide, pg. 9

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OST Alignment to Maryland Educational Strategy

Maryland Strategic Plan Priorities

i. Priority Two – Ready to Read - All Maryland Students are proficient in reading by the end of the third grade and those who are not have the necessary supports to become proficient.

ii. Priority Three – Ready for High School. All Maryland students enter high school on track to meet the college and career readiness standards by the end of the tenth grade, and are engaged socially, emotionally, and academically to succeed in progressive challenging and advanced level coursework aligned to college and career pathways.

iii. Priority Four – Ready for College and Career – All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

Grant Information Guide, pg. 9 -10

# OST Alignment to Maryland Educational Strategy

Blueprint for Maryland's Future

i. Priority Three – College and Career Readiness - Sets a new College and Career Readiness (CCR) standard that prepares graduates for success in college and the workforce by ensuring they have the knowledge and skills to complete entry-level credit-bearing college courses and work in high-wage and high-demand industries.

ii. Priority Four – More Resources to Ensure that All Students are Successful - Focuses on strengthening wraparound services through the expansion of community schools, establishing the Maryland Consortium on Coordinated Community Supports, targeting supports for students and families based on differentiated need, establishing a workgroup on English learners, and developing a funding formula based on a new measure of concentration of poverty.

Grant Information Guide, pg. 9 -10

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Examples of Maximizing Funding and Partnerships

Be Strategic. Be Innovative.
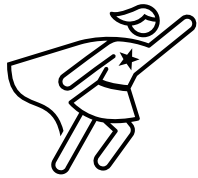
Restructure part-time positions, such as Family Engagement and Afterschool Coordinators to full-time positions

Maximize learning with low teacher: student ratio during OST instructional programming with certified teachers and enrichment partners

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

Offer family engagement experiences focused on academic enrichment and behavioral health services beyond the traditional classroom
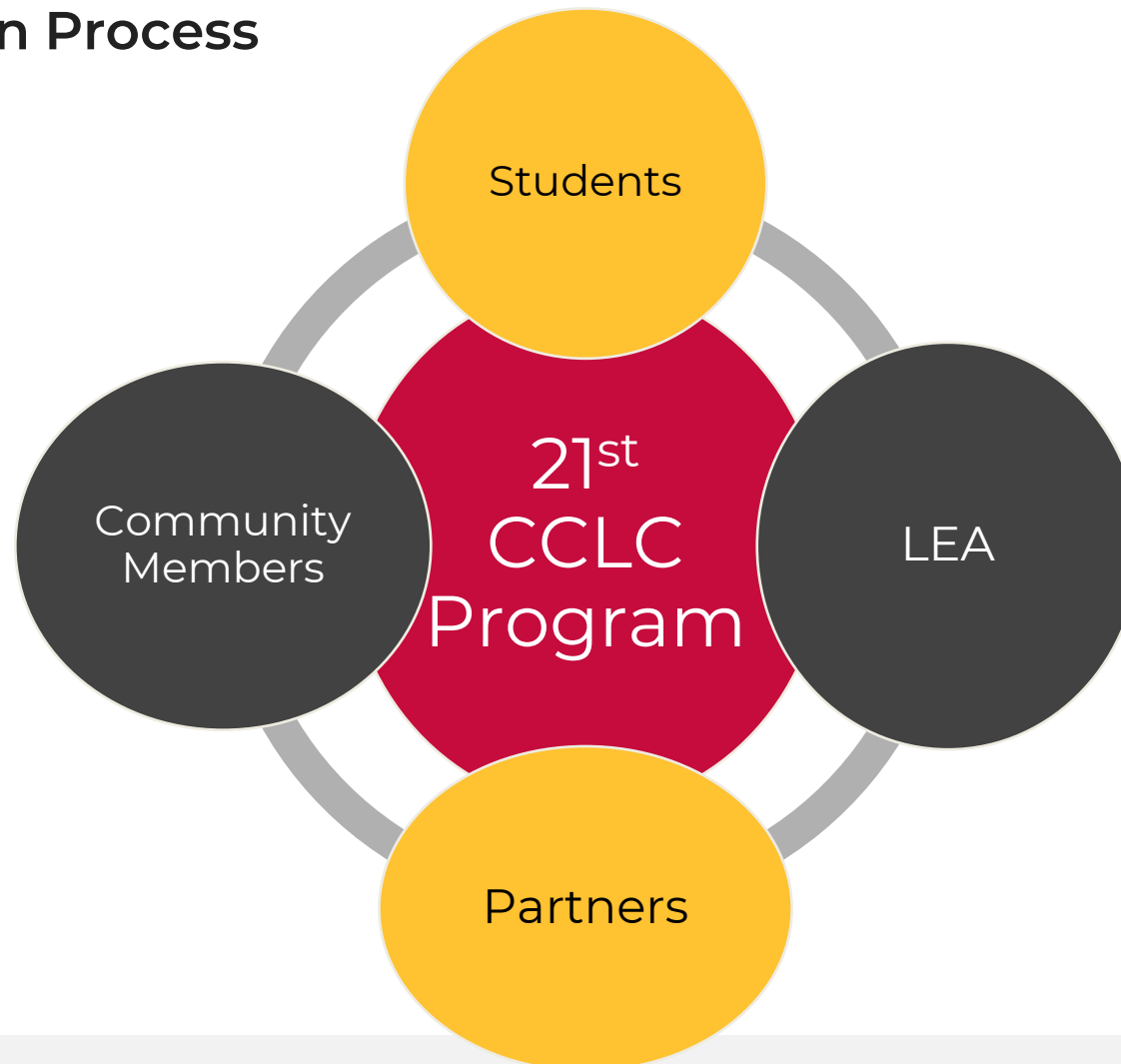
Extend the school day tutoring programs into afterschool with more experiential and project-based learning experiences
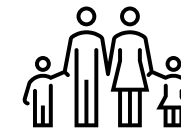
OST Alignment to Maryland Educational Strategy

Collaborative Application Process

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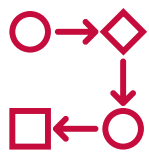# OST Alignment to Maryland Educational Strategy

The 21st CCLC applicant asks:

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

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

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

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Program Requirements

The 21st CCLC PFTF Program will:

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

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

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

Grant Information Guide, pg. 3

Use of Funds

Allowable Expenses*

- Intervention, strategies, and curriculum purchases (must meet ESSA evidence criteria);
- Salaries and fringe benefits for 21st CCLC OST time staff;
- Professional development and 21st CCLC trainings;
- Consultants, subcontractors, and evaluators providing allowable services/activities;
- Classroom materials and supplies for 21st CCLC classes;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities; and
- Arts and music education activities.
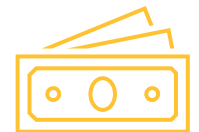
*Not an exhaustive list; Refer to Grant Information Guide, pg. 7-8

Use of Funds

Unallowable Expenses*

- Preparation of the proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant directly or indirectly by either the agency or contractor;
- Pre-award costs: Pre-award costs may not be charged against the grant;
- Funding for activities conducted and costs incurred before the start date of the grant;
- Entertainment, refreshments, and snacks;
- A field trip without the approved academic support (will be considered entertainment); and
- End-of-year celebrations or food associated with parties or socials.
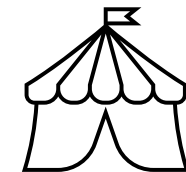
*Not an exhaustive list; Refer to Grant Information Guide, pg. 7-8

Grant Application

I. **Proposal Cover Page**
II. **Federal and State Absolute and Competitive Priorities**
III. **Project Narrative**
- Extent of Need
- Goals and Outcomes
- Evidence of Impact
- Plan of Operation, Key Personnel, and Timeline
- Partners Plan
- Evaluation and Dissemination
- Budget and Budget Narrative

IV. **General Education Provisions Act (GEPA)**
V. **Appendices**

Refer to MSDE Office of Finance and Operations, Grants Program, 21st CCLC PFTF Website

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

APPLICATION FOR PARTICIPATION

**Fiscal Year 2025 Nita M. Lowey
21st Century Community Learning Centers:
Maryland Out-of-School Time Programs for
the Future**

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

Deadline
April 25, 2024
No later than 5:00 p.m. EDT

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Proposal Cover Page

I. Applicant Overview

- Grant Manager and contact information
- Fiscal Representative and contact information
- Address

II. Program Overview

- Core Subject Areas
- Total Number of Students Proposed to be Served
- Program Type (SY, S, or SY +S)
- Funding Request

Refer to MSDE Office of Finance and Operations, Grants Program, 21st CCLC PFTF Website

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FY25 21st CCLC Grant Application   February 23 – April 25, 2024

Proposal Cover Page

Program Title: Click or tap here to enter text.

Project/Program Director: Click or tap here to enter text.

Director Phone: Click or tap here to enter text.

Director Email: Click or tap here to enter text.

Financial Contact Name: Click or tap here to enter text.

Financial Contact Phone: Click or tap here to enter text.

Financial Contact Email: Click or tap here to enter text.

Institution/Agency Name: Click or tap here to enter text.

Institution/Agency Address: Click or tap here to enter text.

Federal Employer ID Number: Click or tap here to enter text.

UEI Number: Click or tap here to enter text.   UEI Expiration Date: Click or tap here to enter text.

OUT-OF-SCHOOL TIME GRANT PROGRAM OVERVIEW

Core Subject Area(s): Click or tap here to enter text.

Total Number of Students to be Served: Click or tap here to enter text.

Program Type (check only one):

School Year Only ☐   School Year and Summer ☐   Summer Only ☐

Enter Requested Amount for Only One Grant Period Below:

Amount of request for School Year and Summer (July 1, 2024-August 31, 2025): $ Click or tap here to enter text.

Amount of request for School Year Only (July 1, 2024-June 20, 2025): $ Click or tap here to enter text.

Amount of request for Summer 2025 Only (July 1, 2024-August 31, 2025): $ Click or tap here to enter text.

(Should agree with Proposed Budget)

Federal Absolute Priorities

FY25 21st CCLC Grant Application | February 23 – April 25, 2024

Federal and State Absolute and Competitive Priorities

LIST OF PROPOSED ELIGIBLE SCHOOLS

Name of School	Percentage of FARMS	Total Number of Students Proposed to Be Served	Is the operating site in a public-school building? Yes or No.	Operating Site Name and Address	Operating Days	Operating Hours
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Add more rows if necessary.

SITE(S) LOCATION

Total Number of Operating Site(s):   Click or tap here to enter text.

Total Number of Operating Days: Click or tap here to enter text.

Proposed Schools

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

Note:

A local Superintendent signed LEA/School Participation Agreement must identify each school proposed to be served and submitted an as appendices with the application.

Applications that do not submit a signed LEA/School Participation agreement with the application will not be eligible for review.

Grant Information Guide, pg. 6 and 12 and Grant Application, pg. 5

Federal Absolute Priorities

- Provide a description of how the grant project provides **comparable opportunities in designing the program for the participation of both public and private school students** in the area served by the grant. This detail includes evidence of consultation with private school officials during the design, development, and implementation of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered and provide equitable services to private school students and their families that are secular, neutral, and non-ideological.

- Describe efforts to provide **a timely notice of intent to apply** to the community, and that the application and any waiver requests will be available for public review after submission of the application.

Grant Information Guide, pg. 12 and Grant Application, pg. 6

Federal Absolute Priorities

- Describe how **information about the community learning center** (including its location) is **disseminated** to the community in a manner that is understandable and assessable.
    - Examples of dissemination efforts can include an LEA presenting information about the 21st CCLC program(s) at a school board meeting or a community-based organization posting an announcement on their website.

- Provide evidence of **compliance with federal, state, and local fire, health, zoning codes, and safety standards.**
    - Non-LEA's submit a copy of all required licenses and/or certifications for health and safety including a Use and Occupancy (U&O) permit and current Fire Inspection report (refer to **Appendix**), per operating site.

Grant Information Guide, pg. 12 and Grant Application, pg. 6

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State Absolute Priorities

Identify which **priority** the proposed program will align with or build upon in the Performance Goals and Outcome section of the application.

- **Maryland Strategic Plan Priority**
  - Priority Two: Ready to Read
  - Priority Three: Ready for High School
  - Priority Four: Ready for College and Career

- **Blueprint for Maryland's Future**
  - Priority Three: College and Career Readiness
  - Priority Four: More Resources to Ensure That All Students are Successful

Grant Information Guide, pg. 13 and Grant Application, pg. 7

Competitive Priorities

The applicant has the **option** to address only **one of the competitive priorities.**

- Integrate **behavioral health supports** in association with the LEAs Blueprint for Maryland's Future: Implementation Plan;

- Integrate **service-learning** in accordance with the seven Best Principles; or

- Propose to **serve students** in a community that is served by one or more LEAs with a **locale code of 32, 33, 41, 42, or 43 (rural)**
  - Note: Applicants are encouraged to retrieve locale codes from the NCES School District Search Tool, where LEAs can be looked up individually to retrieve locale codes.

Grant Information Guide, pg. 13 and Grant Application, pg. 8

Competitive Priorities

The applicant has the **option** to address only **one of the competitive priorities.**

- Application was jointly submitted with points of contact identified for both the LEA and a community-based organization or other public or private entity. In a jointly submitted application, the LEA will manage the fiscal component of the grant.

Grant Information Guide, pg. 13 and Grant Application, pg. 8

Performance Priorities

An applicant's prior or current OST grant performance with the Youth Development Branch (YDB) at MSDE will impact the final scores of this current application.

A five-point deduction from the overall score of the FY2025 application will be applied for each of the following:

- 21st CCLC, PSOEP, and American Rescue Plan Elementary and Secondary School Emergency Relief Afterschool Program (ARP ESSER ASP) subgrantees that received an overall risk assessment of a 3, 4, or 5 in Year 2 (SY23-24); and

- 21st CCLC, PSOEP, and ARP ESSER ASP subgrantees that did not submit Critical Elements Monitoring evidence in Stage I or Stage II for year 3 (SY23-24) by the specified due date.

Grant Information Guide, pg. 14

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Required Hours of Programming

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

School Year Program

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

Summer Program

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

School Year Program and Summer Program

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

Grant Information Guide, pg. 14 and Grant Application, pg. 8

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Extent of Need

Describe the conditions or needs to be addressed through the 21st CCLC grant program.

- Include a clearly defined problem supported by a needs assessment and supporting data.

- Describe how the grant funds will address the problem and show how those efforts are effective.

Grant Information Guide, pg. 15 and Grant Application, pg. 9

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Goals and Outcomes

The program design must incorporate strategies, activities, and evaluation methodology to measure:

- Percentage of students participating in 21st CCLC programming during the school year and summer who **demonstrate growth in reading/language arts and mathematics on state assessments**.

- Percentage of students attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) less than 3.0 who **demonstrated an improved GPA**.

- Percentage of youth participating in 21st CCLC school year and summer program who **demonstrated an 80% attendance rate** during the school year and summer program.

Grant Information Guide, pg. 15 and Grant Application, pg. 9

Goals and Outcomes

The program design must incorporate strategies, activities, and evaluation methodology to measure:

- Percentage of students attending 21st CCLC programming during the school year and summer who experienced a **decrease in in-school suspensions** compared to the previous school year; and

- Percentage of students participating in 21st CCLC programming in the school year and summer who demonstrated an **improvement in teacher-reported engagement in learning**.

Grant Information Guide, pg. 15-16 and Grant Application, pg. 9-11

Goals and Outcomes

- Respond to the needs assessment;

- Align with the identified Maryland Strategic Plan or The Blueprint for Maryland specified priority(s);

- Aim to address a target percentage of students;

- Correlate to intentionally designed activities that address the target need;

- Identify appropriate and relevant data sources to measure effectiveness; and

- Establish methods and metrics for intermittent and annual evaluation.

GOALS AND OUTCOMES - (15 POINTS)

The goals should address the main problem identified in the needs assessment. Report the MD Strategic Plan, or Blueprint for Maryland's Future Priority, target percentage, activities, data sources, and evaluation methods for each State identified measurable outcome. The Grant Performance Indicators required in the appendix should align with this component of the application.

Measurable Outcome: Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts.
MD Strategic Plan, or Blueprint for the Maryland's Future Priority: Click or tap here to enter text.
Target Percentage: Click or tap here to enter text.
Activities: Click or tap here to enter text.
Data Source and Evaluation Methods: Click or tap here to enter text.

Grant Information Guide, pg. 15- 16 and Grant Application, pg. 9-11

Goals and Outcomes: Federal Reporting Requirements

Applicants serving the grades listed below will be required to annually report outcomes on the **USDE Government Performance Results Act (GPRA) Measures** via The 21APR Federal Reporting System.

- **GPRA 1:** (a) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. (b) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments;

- **GPRA 2:** Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA;

Grant Information Guide, pg. 15

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STATE DEPARTMENT OF EDUCATION

Goals and Outcomes: Federal Reporting Requirements

Applicants serving the grades listed below will be required to annually report outcomes on the **USDE Government Performance Results Act (GPRA) Measures** via The 21APR Federal Reporting System.

- **GPRA 3:** Percentage of youth participating in 21st CCLC school year and summer program who demonstrated an 80% attendance rate during the school year and summer program

- **GPRA 4:** Percentage of students grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year; and

- **GPRA 5:** Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Grant Information Guide, pg. 15

Goals and Outcomes

Applicants propose the Goals and Outcomes by completing the:

1. Section of the Application; and

2. [Grant Program Performance Indicators](#) appendix with submission of the application.

Grant Information Guide, pg. 15 and Grant Application, pg. 9-11

Evidence of Impact

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

Grant Information Guide, pg. 15 and Grant Application, pg. 9

# Plan of Operation, Key Personnel, and Timeline

Plan of Operation

- Provide a **narrative explanation** of the plan of operation with an explanation of why specific strategies were identified and how the strategies will achieve the performance goal and measures.

  - Refer to the GIG, **Plan of Operation, Key Personnel, and Timeline Section** on page 16 for clear and outlined expectations of **specific information** to be incorporated into the plan of operation's narrative description (cited in the proceeding slides).

  - The narrative explanation of the application will be supported by the submission of the Management Plan in the appendices.

Grant Information Guide, pg. 16 and Grant Application, pg. 9

Plan of Operation, Key Personnel, and Timeline

- How the targeted students will be **selected, a detailed recruitment** plan that includes ongoing efforts to **maintain attendance** and enrollment goals, and an **explanation of attendance protocols to document participant hours;**
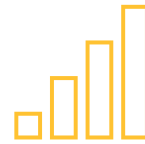
- How the program will **accommodate students with disabilities**, and how the program will **provide healthy snacks** to participating students; and

- Proposed **strategies and activities** to be funded and how the intended activities will **improve student achievement and academic success.**
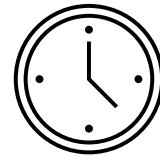
Grant Information Guide, pg. 15 and Grant Application, pg. 9

Plan of Operation, Key Personnel, and Timeline

- How the program will **coordinate with federal, State, and local programs** and make the most effective use of public resources;
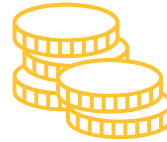
- **Frequency and duration** of the program and how the program will **reinforce and complement the student's regular academic** day; and

- A **transportation and/or walking plan** that describes how students will travel to the program.

Grant Information Guide, pg. 15 and Grant Application, pg. 9

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Plan of Operation, Key Personnel, and Timeline

Key Personnel

- Provide a **narrative explanation** of the key personnel responsible for managing, implementing, and monitoring the program, supported by a SMART (specific, measurable, actionable, relevant, and time-based) actions to ensure quality assurance and program effectiveness.

  - Refer to the GIG, **Plan of Operation, Key Personnel, and Timeline Section** on pages 16-17 for clear and outlined expectations of **specific information** to be incorporated into the plan of operation's narrative description (cited in the proceeding slides).

  - The narrative explanation of the application will be supported by the submission of the Management Plan in the appendices.

Grant Information Guide, pg. 16-17 and Grant Application, pg.12-13

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Plan of Operation, Key Personnel, and Timeline

Key Personnel

- **Project leaders**, including the roles and positions, as well as the expected qualifications. Specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2CFR 200.430.
  - In support of salaries and wages, documentary support will be required where employees work on (a) more than one federal award and (b) a federal award and a non-federal award.

- How the **screening process** (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 et seq. of the Family Law Article of the Maryland Annotated Code.

Grant Information Guide, pg. 16-17 and Grant Application, pg. 12-13

Plan of Operation, Key Personnel, and Timeline

Key Personnel

- How **appropriately qualified** persons will be encouraged and used to serve as **volunteers**, if volunteers will be used in community learning center activities;

- **How, when, and by whom** the program's implementation will be **monitored**, including starting the project on time; and

- Mechanisms by which the project will clearly **define and hold partners accountable** to specific roles, responsibilities, contributions, and deliverables, e.g., contracts or Memoranda of Understanding.

Grant Information Guide, pg. 16-17 and Grant Application, pg. 12-13

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Plan of Operation, Key Personnel, and Timeline

Key Personnel

- How and when the **steering committee** will be formed to govern the project; and duties of the steering committee, including establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change.

  - Steering committee members should **represent the major stakeholders** in the project (e.g., project partners, parents, students, principals, Board of Education).

Grant Information Guide, pg. 16-17 and Grant Application, pg. 12-13

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Partners Plan

A partner is defined as:

- **Any organization** other than the grantee that will **actively contribute to the project** and includes the school(s) being served, government agencies, non-profit organizations, and businesses.

  - Examples might include, but are not limited to:
    - Organizations that are under contract with the subgrantee to provide grant-funded activities or services;
    - Direct service providers;
    - Subject matter experts providing programmatic services;
    - Institutions of higher education;
    - Local community organizations;
    - Non-Profit or faith-based agencies; and
    - In-kind contributors.

If awarded, all subgrantees **must upload signed subcontractor contracts/Memorandum of Understanding (MOU) for review and approval before funds will be released for reimbursement.**
Grant Information Guide, pg. 16-17 and Grant Application, pg. 12

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Partners Plan

- Identify project partners, roles, benefits, and specific contributions.

  - Refer to the GIG, **Partner Plan Section** on pages 17-18 for clear and outlined expectations of **specific information** to be incorporated into the "Letters of Commitment" specific to each identified partner.

  - The narrative explanation of the application will be supported by the submission of the Partner Plan in the appendices.

  - Provide an explanation of how the program will achieve **sustainability** beyond the life of the grant and describe the plan to **leverage public/private partnerships.**

Grant Information Guide, pg. 17-18 and Grant Application, pg. 14

Evaluation and Dissemination Plan

Evaluation Plan

Provide a **narrative explanation** of the following:
- What types of data will be collected;
- When several types of data will be collected;
- What designs and methods will be used;
- How will the data be analyzed;
- When reports of results will be available; and
- How information will be used by the program to monitor progress and provide accountability information to stakeholders.

- The narrative explanation of the application will be supported by the submission of the Evaluation Plan in the appendices.

Grant Information Guide, pg. 18 and Grant Application, pg. 15
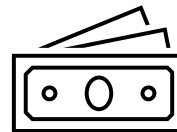
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Evaluation and Dissemination Plan

Evaluation Plan

- Professional and independent evaluation of the grant program is to be conducted by an external evaluator.

- Applicants can propose up to 7% of the total budget to fund the external evaluation requirements of the grant project.

- Refer to the GIG, Evaluation and Dissemination Plan Section on page 18 for expectations of annual reporting following project implementation.

Grant Information Guide, pg. 18 and Grant Application, pg. 15

Budget and Budget Narrative

MSDE Grant Budget Forms (C-1-25)

Budget Worksheet and Narrative

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

The FY25 Budget Worksheet (BW) itemizes expenses by budget object categories and identifies alternative funding sources.

Grant Information Guide, pg. 19 and Grant Application, pg. 16-17

School Year and Summer or Summer Only Programs:
Itemize expenses for School Year separately from Summer expenses on one BW.

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Budget and Budget Narrative

Budget Documents

- The line items identified in the MSDE **Grant Budget C-1-25 and Budget Worksheet must align**.

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

Grant Information Guide, pg. 19 and Grant Application, pg. 16-17

Budget Objects

Salaries and Wages	Contracted Services	Supplies and Materials
Other Charges	Equipment	Transfers

Budget and Budget Narrative

Budget Resources

OST Grants Fiscal Guidelines (GIG, page 19)
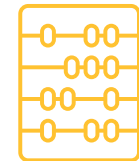
- Budget Object reasonable expenses;
- Budget caps and limitations; and
- In-Kind contribution reporting.

- Additional resources including the:
  - USDE Uniform Grant Guidance, 2 C.F.R. Part 200, (2 CFR § 200);
  - The Electronic Code of Federal Regulations (E-CFR);
  - The Maryland Financial Reporting Manual as an additional resource when categorizing allowable expenses; and
  - Bureau of Labor and Statistics National Occupational Employment and Wage Estimates database to identify reasonable and allowable wages.

Grant Information Guide, pg. 19 and Grant Application, pg. 16-17

General Education Provisions Act (GEPA), Section 427

- Equitable access narrative explanation

General Education Provisions Act (GEPA), Section 427

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

Click or tap here to enter text.

Grant Information Guide, pg. 31 and Grant Application, pg. 18

Appendices

- A signed Recipient Assurances page;

- Grant Program Performance Indicators;

- LEA/School Participation Agreement Form;

- Partners Plan;

- Evaluation Plan;

- Management Plan;

- Budget Worksheet and Narrative;

- MSDE Grant Budget Forms (C-1-25;

- Use of Occupancy (if a Non-Local Education Agency location);

Grant Information Guide, pg. 20 and Grant Application, pg. 3

Appendices

- Resumes of Key Personnel;

- Partner Contracts or MOU per contracted service vendor and/or Partner Letter of Commitment;

- A copy of the most recent Single Audit Report (only applicable to entities expending federal funds of $750,000 or more in a single fiscal year); and

- A copy of the W - 9 Form (Applicable for first-time grant applicants and/or grantees requiring a change of address/contact).

Grant Information Guide, pg. 20 and Grant Application, pg. 3

Scoring Rubric

Federal, State, and Competitive Absolute Priorities

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Federal Absolute Priority #1 5 points	There is a detailed and evidence-based description of how the grant provides comparable opportunities in designing the program for the participation of both public and private school students in the area served by the program. Details include a needs-based assessment and a plan of aligned services to be offered.	There is an explanation of how the grant provides comparable opportunities in designing the program for the participation of both public and private schools students. Details indicate the need to be addressed supported by services.	There is a limited explanation, or the explanation lacks evidence of how the grant provides comparable opportunities in designing the program for both public and private school students.
Federal Absolute Priority #2 5 points	There are multiple modes of evidence to demonstrate efforts to provide a timely notice of intent to apply and description to disseminate information across multiple stakeholders.	There is evidence to demonstrate efforts to provide a notice of intent to apply and dissemination plan for stakeholders.	There is limited or no evidence of intent to apply and/or a plan to disseminate information to stakeholders.
Federal Absolute Priority #3 5 points	There are multiple modes of evidence that describes how information about the community learning center (including its location) is disseminated to the community in a manner that is understandable and assessable.	There is evidence that describes how information about the community learning center (including its location) is disseminated to the community in a manner that is understandable and assessable.	There is limited or no evidence that describes how information about the community learning center (including its location) is disseminated to the community in a manner that is understandable and assessable.

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Federal Absolute Priority #4 5 points	There are multiple modes of evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards	There is evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards	There is limited or no evidence of compliance with federal, state, and local fire, health, zoning codes, and safety standards
State Absolute Priority 5 points	The application identifies a plan to implement strategies, activities and expected outcomes of more than one Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.	The application identifies a plan to implement strategies, activities, and expected outcomes of one Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.	The application provides a limited explanation of strategies, activities, and expected outcomes of one Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.
Competitive Priorities 5 points (Optional)	The application includes a detailed plan to implement one of the competitive priorities.	The application includes a limited plan to implement one of the competitive priorities.	The application does not address the implementation of competitive priorities.

Grant Information Guide, pg. 22-23

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Scoring Rubric

Goals and Outcomes

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

Extent of Need

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
Extent of Need 10 points	The extent of need includes multiple quantitative and qualitative data sources. Data sources include direct input from all stakeholders in the proposed program specific to the target population and the school(s) the program will serve. Data sources confirm the existence of the problem, pertaining to the specific population, and schools the program will serve. Detailed collection methods are logical, rational, and clearly address the main problem described in the extent of need.	The extent of need includes some quantitative and qualitative data specific to the target population and the school(s) the program will serve. Data sources are described, and collection methods are logical and rational.	The extent of need for the project section fails to define the problem or obstacle the 21st CCLC program will address.

Plan of Operation, Key Personnel, and Timeline

Grant Information Guide, pg. 24-25

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Scoring Rubric

Evidence of Impact

Evaluation and Dissemination

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

Partners

Budget

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

Grant Information Guide, pg. 24-25

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Awarding of Funds

Submission
+
Verified
Eligibility

Rigorous
Peer
Review

Validation
Interview

Grant Information Guide, pg. 20 - 21

Grant Timeline

Date	Program Milestone
February 23, 2024	MSDE disseminates the grant information and opens the application submission window
March 5 and March 12, 2024	MSDE will hold customer service sessions
April 25, 2024	Grant application deadline by 5:00 pm EST
April 26 – June 14, 2024	Grant application review period
June 24 – June 28, 2024	Award notification period
July 1 – July 26, 2024	Validation interview period
July 31, 2024	Notice of Grant Awards released

Grant Information Guide, pg. 32

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Closing

Quality Academic Enrichment

Thank you for your interest, investment, and advocacy of equitable and quality academic enrichment experiences for Maryland's youth and communities.