



## GRANT INFORMATION GUIDE

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

**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

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

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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Secretary-Treasurer, Maryland State Board of Education

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## Program Description

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The Maryland State Department of Education (MSDE) administers the Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) grant program to assist local education agencies (LEAs), non-profit agencies, city or county government agencies, community and faith-based organizations, institutions of higher education, and for-profit corporations in the State to provide activities outside of school hours that provide opportunities for academic enrichment which include providing instructional services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as language arts, mathematics, science, and social studies.

Offer students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance abuse and alcohol prevention, service-learning, violence prevention, counseling, art, music, recreation, and technology education that are designed to reinforce and complement the regular academic program of participating students.

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

### Authorization

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 [21<sup>st</sup> CCLC program](#).

### GRANT OVERVIEW

#### Name of Grant Program

Fiscal Year (FY) 2023 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers: Maryland Out-of-School Time (OST) Programs for the Future.

#### Purpose

The purpose of the 21<sup>st</sup> CCLC is to create community learning centers that provide students with academic enrichment opportunities, as well as additional services designed to complement the regular academic program.

#### Dissemination

This Grant Information Guide (GIG) will be released on May 19, 2023.

#### Deadline

Proposals are due no later than 5 p.m. on June 20, 2023, for FY24 summer programs and July 19, 2023, for all other programs. However, applications will be reviewed on a rolling basis starting June 5, 2023.

## Grant Period

Length of Grants:

Applicants can choose to operate programs during the school year and summer, school year only, or summer only. The period of availability for programs is indicated below.

### School Year and Summer

- July 1, 2023 – September 30, 2023 (Summer Program 2023)
- July 1, 2023 - August 31, 2024 (School Year and Summer Program)
- July 1, 2024 - August 31, 2025 (School Year and Summer Program)
- July 1, 2025 - August 31, 2026 (School Year and Summer Program)

### School Year Only

- July 1, 2023 - June 30, 2024 (School Year Program)
- July 1, 2024 - June 30, 2025 (School Year Program)
- July 1, 2025 - June 30, 2026 (School Year Program)

### Summer Only

- July 1, 2023 – September 30, 2023 (Summer Program 2023)
- July 1, 2023 - August 31, 2024 (Summer Program 2024)
- July 1, 2024 - August 31, 2025 (Summer Program 2025)
- July 1, 2025 - August 31, 2026 (Summer Program 2026)

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 proposal.

## Funding Amount Available

Total Funds Available: \$10.3 million

Range of Grant Award: Minimum Award: \$50,000, Maximum Award: \$400,000.

## Submission Instructions

The Fiscal Year 2023 21<sup>st</sup> CCLC GIG and Application can be downloaded from the [MSDE 21<sup>st</sup> CCLC grants page](#). All appendices are to be submitted at the time of the application. Appendices do not count towards the Project Narrative page limit. A signed electronic copy in PDF format must be submitted by email to [21stcclcrfp2023.msde@maryland.gov](mailto:21stcclcrfp2023.msde@maryland.gov) by 5 p.m. on June 20, 2023, for FY24 summer programs and July 19, 2023, for all other programs. However, applications will be reviewed on a rolling basis starting June 5, 2023.

## State Responsibilities

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

MSDE will use the standards in the [Uniform Administrative Requirements](#) to impose specific or “high-risk” conditions for applicants selected for funding. MSDE may also impose additional specific award conditions, as needed (See Uniform Guidance section 200.207). “High-risk” or specific conditions may be imposed for the following (includes but is not limited to): applicants or recipients who have historically failed to comply with the general or specific terms and conditions of the grant and applicants or recipients who have failed to meet expected performance goals. MSDE will assess the risks facing the applicant entity as it seeks to achieve its objectives. This assessment will provide the basis for determining awards for high-risk applicants.

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. Programs selected for funding will be level funded the same amount for all three years of programming unless a lesser amount is specified for subsequent years. In those cases, the lesser amount will be awarded. In addition, awards may be reduced based on the grantee’s inability to meet the goals and performance measures set forth in this grant. This includes participation numbers consistently lower than projected in the bidder’s application. Awards may also be reduced based on fiscal or programmatic concerns or findings during the grant period. Any award reductions will be discussed with the applicant in advance of the reduction.

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

- Demonstrate adequate progress toward achieving all measurable objectives;
- Meet or exceed 85% of the proposed level of students served, as indicated on the original 21st CCLC application, or the Grant Renewal Application for the most recent year of operation;
- Attend required OST national and regional conferences, MSDE grantee meetings, and trainings;
- Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
  - Monitoring components (Start-Up, Interim, Grant Renewal Application, End of Year Reports, and Critical Elements Monitoring)
  - Corrective action(s)
  - Monthly Reimbursement Expenditure Report submission
  - Detailed local narrative evaluation report reflecting the growth and progress of the program.
- Maintain and submit Government Performance and Results Act (GPRA) data (refer to Performance Goals and Indicators section) to be entered into the United States Department of Education (USDE) Annual Performance Report (APR) database by the established deadlines;
- Participate fully in statewide evaluation activities; and
- Comply with all applicable state statutory and regulatory requirements.

Grant funds must be expended in the grant year they were awarded. Any funds not expended prior to the expiration of such funds will no longer be available to the grantee. MSDE does not allow 21<sup>st</sup> CCLC grant funds to be carried over into the following grant year. Final expenditure reports are due 60 days after the end of the grant period. Expenditure reports submitted more than 60 days after the end of the grant period will not be processed.

### **Program Contact**

#### **Reginald Burke**

Director, Youth Development Branch

410-767-0313

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

### **Eligibility**

The Organizations eligible for services provided by this grant are:

- LEAs;
- [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.

## Use of Funds

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Examples of MSDE's allowable expenses (not an exhaustive list) which funds may be used for:

- Intervention, strategies, and curriculum purchases (must meet ESSA evidence criteria);
- Salaries and fringe benefits for 21<sup>st</sup> CCLC OST time staff;
- Professional development and 21<sup>st</sup> CCLC trainings;
- Consultants, subcontractors, and evaluators providing allowable services/activities;
- Classroom materials and supplies for 21<sup>st</sup> CCLC classes;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students which allow students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education, college, and career readiness programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide OST activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Drug and violence prevention programs;
- Counseling programs; and
- Preparation of the proposal: costs to develop, prepare, and/or write the 21<sup>st</sup> CCLC proposal should be treated as indirect costs and allocated currently to all activities of the non-federal entity for current accounting period only see [2 CFR 200.460](#).



Examples of MSDE's unallowable expenses (not an exhaustive list) which funds may not be used for:

- Preparation of the proposal: Costs to develop, prepare, and/or write the 21st CCLC proposal cannot be charged to the grant as a direct cost 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);
- End-of-year celebrations or food associated with parties or socials;
- Game systems and game cartridges;
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
- Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways);
- Advertisements, promotional, or marketing items;
- Decorative items;
- Purchase of facilities, vehicles (e.g., buses, vans, or cars, or land acquisition);
- Capital improvements, permanent renovations;
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds);
- Direct charges for items or services that the indirect cost rate covers;
- Dues to organizations, federations, or societies for personal benefit; and
- Any costs not allowable for federal programs per Uniform Guidance 2 CFR§ 200.400.

The Maryland Leads grant program or other funding sources expenses may not be submitted for reimbursement with 21<sup>st</sup> CCLC funding.

## Program Requirements

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MSDE strongly suggests that the 21<sup>st</sup> CCLC Maryland OST Programs for the future applicant will implement OST academic enrichment programs that align, enhance, and sustain transformational work of the Maryland Leads Program, the Maryland Strategic Plan, or the Blueprint for Maryland's Future. MSDE has always aligned the 21<sup>st</sup> CCLC grant with state goals. By including Maryland Leads Program, the Maryland Strategic Plan, or the Blueprint for Maryland's Future the applicant will support the school's plan for improvement and be aligned with the Superintendent and State Board's current initiatives.

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

The [Maryland Strategic Plan](#) that will be released in three phases will anchor the vision, mission, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint for Maryland's Future promise of an excellent and equitable education for every student.

The [Blueprint for Maryland's Future](#) is a landmark legislation passed in 2021, which includes comprehensive changes to nearly every aspect of Maryland's public education system. Increasing annual education funding by over \$3.8 billion over the next 10 years, the Blueprint will enrich student experiences, accelerate improvements to student outcomes, and improve the quality of education in Maryland.

The Maryland Leads Strategies, the Maryland Strategic Plan and the Blueprint for Maryland's Future Priorities listed below are aligned with the 21<sup>st</sup> CCLC Maryland OST Programs for the future grant program.

### Maryland Leads Strategies

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

### Maryland Strategic Plan Priorities – Phase One (Note: Priority One is not an option for this program)

- **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 support to become proficient.
- **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.
- **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.

### Blueprint for Maryland's Future

- **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.

- **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.

Applicants must align their project design with at least one of the aligned Maryland Leads Strategies, Maryland Strategic Plan or Blueprint for Maryland’s Future Priorities.

The 21<sup>st</sup> CCLC applicant collaborates through the application, submission, implementation, and monitoring stages with pertinent stakeholders to implement high-level strategies. To ensure a fundamental knowledge of the application requirements, the applicant must review the Maryland Leads and the Maryland Strategic Plan resources. This information will assist the 21<sup>st</sup> CCLC applicant with the intentional design and alignment of an academic enrichment community learning center during the application stage. The 21<sup>st</sup> CCLC applicant is encouraged to leverage innovative and evidence-based practices to develop and design a community learning center that promotes academic enrichment and learning beyond the traditional classroom. The 21<sup>st</sup> CCLC applicant is:

- A LEA considering how the identified Maryland Leads Strategies, or the Maryland Strategic Plan Priorities can be supported, supplemented, or extended by 21<sup>st</sup> CCLC programming; or
- A non-profit agency, city or county government agency, community or faith-based organization, institution of higher education, and for-profit corporation that partners with an LEA to shape OST programming that builds a new or enhances an already established Maryland Lead Strategy and/or Maryland Strategic Plan Priority.

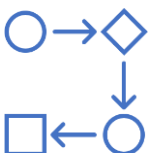
#### The 21<sup>st</sup> CCLC applicant asks:



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



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



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

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



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



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

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



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



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



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

With knowledge of 21<sup>st</sup> CCLC program requirements and Maryland initiatives, the applicant is to collaboratively create an intentionally designed 21<sup>st</sup> CCLC community learning center grant project that transforms OST programs for the future. Outlined details on the next page will establish the framework required to uphold federal and state requirements of a supplemental funded student, family, school, and community experience.

# Application Requirements

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## COVER PAGE

The cover page includes all contact information and grant partnership information including the total amount of the grant and the organization's Employer Identification Number (EIN) and Unique Entity Identifier (UEI) number.

## FEDERAL AND STATE ABSOLUTE AND COMPETITIVE PRIORITIES

The federal and state absolute and competitive priorities consist of the following sections. These sections will be scored by reviewers.

- Federal Absolute Priority #1 (5 Points)
- Federal Absolute Priority #2 (5 Points)
- State Absolute Priority (5 Points)
- Competitive Priority (5 Points)

### Federal Absolute Priorities

The Federal Absolute Priorities require the applicant to:

- 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 to 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 and how the information will be disseminated. Examples of dissemination efforts can include an LEA presenting the 21st CCLC application at a school board meeting or a community-based organization posting an announcement on their website.

### State Absolute Priorities

The State of Maryland has identified the following state absolute priorities, which should be addressed by all applicants.

All applications should identify at least one of the Maryland Leads Strategy or Maryland Strategic Plan Priority areas as a focus of the proposed 21<sup>st</sup> CCLC programming:

- Reimagining the Use of Time (Maryland Leads)
- Innovative School Models (Maryland Leads)
- Ready to Read (Maryland Strategic Plan Priority)
- Ready for High School (Maryland Strategic Plan Priority)
- Ready for College and Career (Maryland Strategic Plan Priority)

The applicant must identify which strategy or priority the proposed program will align with or build upon in the Performance Goals and Indicator section of the application.

### Competitive Priorities

Competitive Priorities are optional and may be addressed by the applicant. The applicant has the option to address one of the following with the possibility of receiving up to three additional points:

- Integrate behavioral health supports in association with the LEAs Blueprint for Maryland’s Future: Implementation Plan;
- Integrate service-learning in accordance with the 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.

### REQUIRED MINIMUM HOURS OF PROGRAMMING

MSDE shall review applications that demonstrate the ability to successfully implement programming during either the school year, the school year and summer, or the summer only, for each year of the three-year grant period.

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

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

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

### PROJECT NARRATIVE (25 PAGE LIMIT)

The project narrative consists of the following sections. These sections will be scored by reviewers.

- Extent of Need (10 Points)
- Goals, Measurable Outcomes, and Milestones (15 Points)
- Evidence of Impact (10 Points)
- Plan of Operation, Key Personnel, and Project Timeline (10 Points)
- Partners Plan (10 Points)
- Evaluation and Dissemination Plan (10 Points)

## EXTENT OF NEED

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

## GOALS AND OUTCOMES

The applicant must ensure that the proposed 21<sup>st</sup> CCLC program includes activities and strategies that address and improve the goals and outcome based on the following measurable state data:

- Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- Percentage of students participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- Percentage of students attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) less than 3.0 who demonstrated an improved GPA.
- Percentage of youth participating in 21st CCLC school year and summer program who demonstrated an 80% attendance rate during the school year and summer program.
- Percentage of students attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- Percentage of students participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

In addition, the applicant will identify at least one additional strategy identified by the jurisdiction being served and include at least one of the LEAs expected impacts listed under each strategy selected. Applicants serving the grades listed below will be required to annually report outcomes on the USDE Government Performance Results Act (GPRA) Measures.

- GPRA 1: (a) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments. (b) Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.
- GPRA 2: Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.
- GPRA 4: Percentage of students grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- GPRA 5: Percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

## EVIDENCE OF IMPACT

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

## PLAN OF OPERATION, KEY PERSONNEL, AND TIMELINE

The applicant will provide a narrative description of the plan of operation to include:

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

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

The applicant will provide a narrative description of key personnel and timeline to include:

- Project leaders, including the roles and positions, as well as the expected qualifications. Specify how much of the project director's time will be devoted to this project, as per Uniform Guidance 2CFR 200.430. In support of salaries and wages, documentary support will be required where employees work on (a) more than one federal award and (b) a federal award and a non-federal award.
- How the screening process (background checks and/or fingerprinting) will be conducted on all staff and volunteers working directly with children, in accordance with standards set forth in Section 5-560 et seq. of the Family Law Article of the Maryland Annotated Code.
- How, when, and by whom the program's implementation will be monitored, including starting the project on time.
- Mechanisms by which the project will clearly define and hold partners accountable to specific roles, responsibilities, contributions, and deliverables, e.g., contracts or Memoranda of Understanding.
- How and when the steering committee will be formed to govern the project; and duties of the steering committee, including establishing major program policies, reviewing quarterly milestones and annual evaluation reports, and making recommendations for programmatic change. Steering committee members should represent the major stakeholders in the project (e.g., project partners, parents, students, principals, Board of Education).

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



## PARTNERS PLAN

A partner is any organization other than the grantee that will actively contribute to the project. This includes the school(s) being served, government agencies, non-profit organizations, and businesses. Partners include subcontractors: organizations that are under contract with the subgrantee to provide grant-funded activities or services. If awarded, all subgrantees must upload signed subcontractor contracts for review and approval before funds will be released for reimbursement. Any funds paid to subcontractors without an approved contract in place are subject to nonpayment.

A signed and dated letter of commitment is required at the time the application is submitted from each partner who will be involved in the proposed program. Letters should be addressed to the agency applying for the grant. All letters should be included in the proposal and not sent directly to MSDE. Any letters sent directly to MSDE cannot be appended to the proposal. Each letter of commitment must contain the following:

- A statement acknowledging and supporting the performance measures and indicators of the project;
- The participant's expected gains from the project;
- The expertise, resources, and financial contributions the participant is making toward the project. Financial contributions (in-kind and cash) should be quantified;
- A clear statement detailing the roles, responsibilities, and capabilities of the partners;
- A clear statement indicating the terms of the agreement to include the grant period; and
- Partners that serve as vendors providing direct services to students must provide a proposed Memorandum of Understanding (MOU) outlining the services and breakdown of expenses to include hourly rates for all providers.

MSDE acknowledges that MOUs may not be finalized at the time of the application; however, a proposed agreement is required that outlines the details of the partnership within 30 days of the start of the program.

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

The applicant must describe how the program will achieve sustainability beyond the life of the grant. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program after the final year of funding.

### LEA/School Participation Agreement

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

## EVALUATION AND DISSEMINATION PLAN

Applicants will provide a written narrative description 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 applicant outlines the process by which the program will be evaluated. The evaluation must include a plan for a professional, independent evaluation of the program. The annual evaluation report must be submitted at the end of each awarded grant program. Through implementation of the Evaluation Plan, the applicant will provide a summative Evaluation Report to MSDE following the project year implementation. An evaluation report will integrate the following components:

- Evaluation Framework/Purpose;
- Methodology;
- Evaluation Findings;
- Summary; and
- Recommendations and Limitations.

## Budget and Budget Narrative

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The grant budget (15 Points) consists of two components:

- The [Budget Worksheet and Narrative](#); and
- The approved [MSDE Grant Budget Forms \(C-1-25\)](#).

The [Grant Budget Form \(C-1-25\)](#) can be accessed through the MSDE grants website. A proposed budget must be submitted with the application. The application includes a Budget Worksheet and Narrative for applicants to provide the program’s itemized expenditures and justification.

The budget objects are: (1) Salaries and Wages; (2) Contracted Services; (3) Supplies and Materials; (4) Other Charges; (5) Equipment; and (6) Transfers. The line items identified in the Budget Narrative and Budget Worksheet must align. The budget object totals in the Budget Worksheet must align with the totals identified on the MSDE Grant Form C-1-25.

The applicant must identify reasonable and allowable expenses that are aligned with the USDE Uniform Grant Guidance, [2 C.F.R. Part 200](#), (2 CFR § 200). The Electronic Code of Federal Regulations (E-CFR) is accessible at: [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl). Utilize [The Maryland Financial Reporting Manual](#) as an additional resource when categorizing allowable expenses. Utilize the [Bureau of Labor and Statistics National Occupational Employment and Wage Estimates](#) database to identify reasonable and allowable wages.

The itemized budget must:

- Detail the expenditures in an itemized budget.
- Itemize general expenses into specific line items. For example, “Meeting Expenses” can be itemized to include, “room rental” and “photocopying.”
- Clearly show the requested funds, braiding funds to the extent possible, in-kind contributions and source for each line item.

### Matching Contributions

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

**TABLE 1: Matching Contributions**

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

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

## Appendices

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All appendices are to be submitted at the time of the application. Appendices do not count towards the Project Narrative page limit. A signed electronic copy in PDF format must be submitted by email to [21stccclcrfp2023.msde@maryland.gov](mailto:21stccclcrfp2023.msde@maryland.gov). Please submit the following appendices:

- Resumes of Key Personnel;
- Partner Contracts or Memorandum of Understanding (MOU) per contracted service vendor or Partner Letter of Commitment;
- [LEA/School Participation Agreement Form](#);
- [Budget Worksheet and Narrative](#); and
- [MSDE Grant Budget Forms \(C-1-25\)](#).

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

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Federal Absolute Priority #1</b> 5 points	<p>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.</p>	<p>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.</p>	<p>There is a limited explanation, or the explanation lacks evidence of the how the grant provides comparable opportunities in designing the program for both public and private school students.</p>
<b>Federal Absolute Priority #2</b> 5 points	<p>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.</p>	<p>There is evidence to demonstrate efforts to provide a notice of intent to apply and dissemination plan for stakeholders.</p>	<p>There is limited or no evidence of intent to apply and/or a plan to disseminate information to stakeholders.</p>
<b>State Absolute Priority</b> 5 points	<p>The application identifies a plan to implement strategies, activities and expected outcomes of more than one Maryland Leads Strategy, Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.</p>	<p>The application identifies a plan to implement strategies, activities, and expected outcomes of one Maryland Leads Strategy, Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.</p>	<p>The application provides a limited explanation of strategies, activities, and expected outcomes of one Maryland Leads Strategy, Maryland Strategic Plan, or Blueprint for Maryland's Future Priority.</p>

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

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p><b>Goals and Outcomes</b> <b>15 points</b></p>	<p>The application includes exemplary activities to address each of the six State measurable outcomes, a target percentage, multiple data sources, and more than one identified Maryland Leads Strategy or Maryland Strategic Plan priority and describes the expected impacts on the program. <b>Example:</b> Application A included the specific methods on increasing math and reading state assessment scores and GPA; increasing attendance; reducing suspensions; and increasing teacher-reported student engagement. The applicant selected the Reimagining Use of Time strategy and clearly articulated two or more expected impacts on the program.</p>	<p>The application includes activities to address each of the six State measurable outcomes, target percentage, a data source, and the application includes one of the identified Maryland Leads Strategy or Maryland Strategic Plan priority and describes the expected impacts on the program.</p>	<p>The application does not include activities to address all six of the State performance measures and/or did not include a LEA identified Maryland Leads strategy or Maryland Strategic Plan priority.</p>
<p><b>Plan of Operation, Key Personnel, and Timeline</b> <b>10 points</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<p><b>Evidence of Impact</b> 10 points</p>	<p>The application significantly describes how all proposed strategies are evidence and research-based and explains how the evidence will lead to desired outcomes. They provide a link to research data and provide data on how students in their program have progressed in prior years. They can share ongoing progress with students who previously participated in the 21<sup>st</sup> CCLC program.</p>	<p>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.</p>	<p>The application does not describe the evidence of impact.</p>
<p><b>Evaluation and Dissemination</b> 10 points</p>	<p>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.</p>	<p>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.</p>	<p>The application does not include an evaluation plan, or it doesn’t include all the areas addressed in the GIG.</p>



Areas	Level 3 Exceeds Criteria	Level 2 Meets Criteria	Level 1 Does Not Meet Criteria
<b>Partners 10 points</b>	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).
<b>Budget 15 points</b>	The application includes a budget and budget narrative that lists and describes budget categories e.g., salaries - list personnel name, % FTE, amount assigned [Regina Brown 5% FTE of annual salary \$82,000 = \$4,100] and job description. Line-item amounts show how the cost of each item was calculated. All line-item costs, including indirect cost, are calculated correctly. Items on the budget narrative are allowable, allocable, and reasonable. The budget, budget narrative and C-1-25 agree. The agency provides additional details than required.	The application includes a budget and budget narrative that lists and describes budget categories e.g., salaries - list personnel name, % FTE, amount assigned [Regina Brown 5% FTE of annual salary \$82,000 = \$4,100] and job description. Line-item amounts show how the cost of each item was calculated. All line-item costs, including indirect cost, are calculated correctly. Items on the budget narrative are allowable, allocable, and reasonable. The budget, budget narrative and C-1-25 agree.	The application does not include a budget worksheet, or the budget worksheet lacks detail and is not itemized. Budget contains errors.

## Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements for Each Year
Ongoing	Fiscal and Program Monitoring
August 31, 2024/2025/2026	Final Evaluation Report (School Year Programs)
November 30, 2023	Final Evaluation Report (7/1/23 - 9/30/23 Summer Program only)
October 31, 2024/2025/2026	Final Evaluation Report (School Year and Summer, and Summer Programs)

Notes: Any requests for amendments must be submitted at least 45 days before the grant period ends, and must be submitted using the C-12-5-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#). Final invoices must be submitted no later than 60 days after the grant period ends.

Grantees must comply with the following reporting requirements:

- Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
  - Monitoring components (Start-Up, End of Year Reports, and Critical Elements Monitoring);
  - Corrective action(s);
  - Monthly Reimbursement Expenditure Report submission or AFR Reporting for LEA applicants;
  - Detailed local narrative evaluation report reflecting the growth and progress of the program;
- Participate fully in statewide evaluation activities; and
- Comply with all applicable state statutory and regulatory requirements.

## Non-Discrimination Statement

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The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor  
Baltimore, Maryland 21201-2595  
410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

## **The General Education Provisions Act (GEPA)**

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Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

## Grant Timeline

Date	Program Milestone
May 19, 2023	MSDE disseminates the grant information and opens the application submission window
May 23 and 31, 2023	The MSDE will hold customer service sessions
June 20, 2023	The grant application period closes for applicants who choose to operate programs during the summer only.
July 19, 2023	The grant application period closes for school year or school year and summer only programs
June 30, 2023	MSDE completes summer only applications review and notifies awardees
July 31, 2023	MSDE completes school year or school year and summer application review and notifies awardees
Refer to page 4	Grant Period varies per the selected program
September 30, 2024/2025/2026	End of Year Report, Final Financial and Evaluation Report

## Customer Service Support Sessions

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The MSDE OST Team will hold two virtual customer service support sessions for applicants. During this session, the MSDE OST Team will provide support and answer questions regarding the application and submission process.

### Customer Service Support Session 1

Tuesday, May 23, 2023

1:00 p.m. – 2:00 p.m.

[Join video call](#) or dial: (US) [+1 469-213-3760](#) PIN: [418112729#](#)

### Customer Service Support Session 2

Wednesday, May 31, 2023

1:00 p.m. – 2:00 p.m.

[Join video call](#) or dial: (US) [+1 469-213-3760](#) PIN: [273532061#](#).

### Customer Service Support Session 3

Monday, June 12, 2023

1:00 p.m. – 2:00 p.m.

[Join video call](#) or dial: (US) [+1 469-213-3760](#) PIN: [504668450#](#)

This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).