



Nita M. Lowey 21st Century Community Learning Centers Maryland Out-of-School Time Programs for the Future Grant Renewal Application

Fiscal Year 2024 Cohort

Division of Student Support and Federal Programs

June 2024

MARYLAND STATE DEPARTMENT OF EDUCATION

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Grant Renewal Application

Title:	FY2025 Nita M. Lowey 21 st Century Community Learning Centers Maryland Out-of-School Time Programs for the Future Grant Renewal Application (FY2024 Cohort)
Cohort Year:	2023-2024: Performance and outcome data from the 2023-2024 school year and 2024 summer grant program. 2024-2025: Renewal proposal data for the 2024-2025 school year and/or 2025 summer grant program.
Resource Link:	<p>Performance Report for submission:</p> <ul style="list-style-type: none">• School Year or Summer Only Program• School Year and Summer Program <p>Grants Management Documents:</p> <ul style="list-style-type: none">• Performance Goals and Indicators• Evaluation Plan• Management Plan• Partner Plan <p>Fiscal Management Documents:</p> <ul style="list-style-type: none">• C-1-25• Budget Worksheet

Program Description

FY2025 Nita M. Lowey 21st Century Community Learning Centers Maryland Out-of-School Time Programs for the Future Grant Renewal Application (FY2024 Cohort)

The Maryland State Department of Education (MSDE) administers the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) Maryland Out-of-School Time Programs for the Future (MD OST PFTF) 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.

The MD OST PFTF program offers students a broad array of additional services, programs, and activities, such as youth development and engagement activities, substance use 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. The program offers families of students served by community learning centers opportunities for literacy instruction and related educational development.

OST programs are defined in the State of Maryland as programs that occur before school, after school, during the summer, and on Saturdays. OST programs keep students safe, assist working families, and improve academic achievement.

The Fiscal Year 2024 (FY2024) 21st CCLC grant recipients are requested to complete the Grant Renewal Application to provide programmatic and fiscal outcome data for the 2023-2024 grant award period and a 2024-2025 grants management plan for review in consideration for year two funding. The subgrantee is requested to submit the data electronically through accessing the [FY2024 21st CCLC MD OST PFTF School Year or Summer only Program form](#) and the [FY2024 21st CCLC MD OST PFTF School Year and Summer Program form](#). Upon submission, MSDE will review the provided Grant Renewal Application and the year one performance data which includes, but is not limited to, the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, and (4) Total number of amendments. Upon review, subgrantees approved for year two funding will receive a risk assessment level of 1-5 that will be reflected on the Year II Notification of Grant Award (NOGA).

AUTHORIZATION

The Every Student Succeeds Act (ESSA) signed by President Obama on December 10, 2015.

PURPOSE

The purpose of the 21st CCLC program 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. The extended day, educational day, or summer enhancement program must include an educational component that aligns with the Maryland College and Career Readiness Standards.

DISSEMINATION AND DEADLINE

The renewal application was released on Friday, June 14, 2024. The deadlines for application submission are outlined below:

- School Year only Programs: Friday, July 12, 2024; and
- Summer only or School Year and Summer Programs: Friday, August 30, 2024.

Grant Period

Length of Grants: Three years

The period of availability for Year 2 is July 1, 2024, through August 31, 2025. MSDE will award grants for a total of 36 months which is subject to funding and successful completion of grant requirements.

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

Total Funds Available: \$10.3 million (FY 25)

Grant Awards

MSDE will use the standards in the Uniform Guidance to impose specific or “high risk” conditions on applicants selected for funding, including but not limited to, applicant or recipient history or failure to comply with the general or specific terms and conditions of the grant, failure to meet expected performance goals and may impose additional specific award conditions as needed (See Uniform Guidance section 200.207). 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. Programs selected for funding will be level funded the same amount for all four 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 subgrantee 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:

1. Demonstrate adequate progress toward achieving all measurable objectives;
2. 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;

3. Attend required out-of-school (OST) national and regional conferences, MSDE grantee meetings and trainings;
4. Submit required documentation in a timely manner during the project year as requested and/or required by MSDE, such as:
 - a. Monitoring components (Start-Up, Interim, Grant Renewal Application, End of Year Reports, and Critical Elements Monitoring)
 - b. Corrective action(s)
 - c. Monthly Reimbursement Expenditure Report submission
 - d. Detailed local narrative evaluation report reflecting the growth and progress of the program;
5. Maintain and submit Government Performance and Results Act (GPRA) data to be entered into the United States Department of Education (USED) 21 Annual Performance Report database by the established deadlines. This data includes:
 - a. Academic Achievement
 - Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
 - Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.
 - b. Grade Point Average
 - 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.
 - c. School Day Attendance
 - Percentage of youth in grades 1-12 participating in 21st CCLC during the school year and summer who:
 - Had a school-day attendance rate at or below 90% in the prior school year and
 - Demonstrated an improved attendance rate in the current school year.
 - d. Behavior
 - Percentage of students grades 1 through 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.

e. Student Engagement in Learning

- 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.
6. Participate fully in statewide evaluation activities; and
 7. 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 PSOEP 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

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Eligible Applicants

MSDE will use 93% of the funds received under the 21st CCLC program to fund out-of-school time programs that can meet and adhere to the program. The 21st CCLC competition is open to Maryland 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. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend.

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

EXAMPLES OF ALLOWABLE EXPENSES (NOT AN INCLUSIVE LIST)

1. Intervention, strategies, and curriculum purchases (must meet the Every Student Succeeds Act evidence criteria).
2. Salaries and fringe benefits for 21st CCLC OST staff;
3. Professional development and 21st CCLC trainings;
4. Consultants, subcontractors, and evaluators providing allowable services/activities;
5. Classroom materials and supplies for 21st CCLC classes;
6. Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
7. Core academic subject educational activities;
8. Arts and music education activities;
9. Entrepreneurial education, college, and career readiness programs;
10. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
11. Programs that provide OST activities for limited English proficient students that emphasize language skills and academic achievement;
12. Recreational activities;
13. Telecommunications and technology education programs;
14. Expanded library service hours;
15. Drug and violence prevention programs;
16. Counseling programs;
17. Character education programs; and
18. LEAs may exclude supplemental state and local funds that were expended in any school or attendance area for programs that meet the “intent and purposes” of Title I, Part A (Amendment to 200.63, Exclusion of Supplemental State and Local Funds from Supplement, not Supplant effective 11/12/98).
 - a. For example, in a state that has no mandatory summer school, assume a school district uses Title I, state, and local funds to provide optional summer school for students who are academically challenged. In the absence of Title I funds, summer school may still have been provided with state and local funds, which would ordinarily result in a supplanting violation. However, in accordance with this exception, the program meets the intents and purposes

of Title I to serve low-achieving students, and the state and local funds used are in addition to the resources used for the regular program, leaving the Title I funds supplementary to what is provided under the regular program.

EXAMPLES OF UNALLOWABLE EXPENSES (NOT AN EXCLUSIVE LIST)

1. 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;
2. Pre-award costs: Pre-award costs may not be charged against the grant;
3. Funding for activities conducted and costs incurred before the start date of the grant;
4. Entertainment, refreshments, and snacks;
5. A field trip without the approved academic support (will be considered entertainment);
6. End-of-year celebrations or food associated with parties or socials;
7. Game systems and game cartridges;
8. Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
9. Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways);
10. Advertisements, promotional, or marketing items;
11. Decorative items;
12. Purchase of facilities, vehicles (e.g., buses, vans, or cars), or land acquisition;
13. Capital improvements, permanent renovations;
14. 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 LEA or other funds);
15. Direct charges for items or services that the indirect cost rate covers;
16. Dues to organizations, federations, or societies for personal benefit; and
17. Any costs not allowable for federal programs per Uniform Guidance 2 CFR§ 200.400.

Program Requirements

MSDE strongly suggests that the 21st 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 21st 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.

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

All applications should identify at least one of the Maryland Leads Strategy, Maryland Strategic Plan, or Blueprint for the Future Priority areas as a focus of the proposed 21st CCLC programming:

- **Reimagining the Use of Time** – Reimagine the use of time to create opportunities that support students and their learning. (Maryland Leads Strategy)
- **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 Leads Strategy)
- **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 (Maryland Strategic Plan Priority).
- **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 (Maryland Strategic Plan Priority).
- **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 (Maryland Strategic Plan Priority).

- **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 (Blueprint for Maryland's Future Priority).
- **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 (Blueprint for Maryland's Future Priority).

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 renew applications that demonstrate the ability to successfully implement programs that meet the established criteria:

- **School Year Programs:** 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 traditional school year.
- **School Year and Summer Programs:** 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 traditional school year, AND; No less than 80 hours for summer to include onsite academic and enrichment programming for at least 32 hours on the calendar.
- **Summer Only Programs:** No less than 80 hours for summer to include onsite academic and enrichment programming for at least 32 hours on the calendar.

PERFORMANCE GOALS AND INDICATORS

The applicant must ensure that the proposed 21st 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 USED 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.

Annual renewal requires subgrantee reflection and analysis of performance outcomes. Evaluative findings and programmatic practice drive informative and systematic changes that enhance implementation. Subgrantees are to apply the programmatic and evaluative findings to their succession planning for year two implementation and therefore, conduct a review and revision of the original exhibits included in the RFP. The exhibits required as a part of the Grant Renewal include: [\(1\) Performance Goals and Indicators](#), [\(2\) Management Plan](#), [\(3\) Partner Plan](#), and [\(4\) Evaluation Plan](#). Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2024-2025 Critical Elements Monitoring folder for school year only programs by Friday, July 5, 2024, and for school year and summer or summer only programs by Friday, August 30, 2024.

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 21st 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.

Implementation and Governance Plan

PLAN OF OPERATION AND KEY PERSONNEL

The subgrantee must identify the project's leaders, including the roles and positions, as well as, expected qualifications, and 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 Federal award and a non-Federal award."

The subgrantee must describe who will be included on the leadership team (e.g., project director, site coordinators, board members, students, parents, etc.), how the leadership team will ensure successful implementation of the project, how often they will meet, and actions to oversee positions responsible for grant implementation. The subgrantee must identify the positions that will be responsible for grant implementation (ex: Grant Manager, Bookkeeper, Academic Instruction Teachers, Enrichment Teacher, Parent Liaison, Evaluator, etc.).

STEERING COMMITTEE DESCRIPTION

The project must have a steering committee to govern the project consisting of major stakeholders and grant project directors. Duties of the steering committee include 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 members). Project directors should act as advisors to the committee. The duties, members, and meeting dates of the committee should be identified in this section of the project proposal and in the Management Plan.

MANAGEMENT PLAN

The Management Plan section describes how and by whom the program will be managed to ensure project success. This section must:

- a. Describe how, when, and by whom the program's implementation will be monitored, including starting the project on time.
- b. Describe the 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.

The Management Plan Worksheet details the major management actions and the timeframe and specific people responsible for each action. The worksheet supports the proposed Plan of Operation, but includes only management actions, not direct service activities. Examples of management actions are hiring staff, ordering equipment, and developing curricula. Meetings with the evaluator and steering committee must occur within 30 days of the Notice of Grant Award.

On the Management Plan Worksheet, in chronological order, the subgrantee needs to list all major management specific, measurable, attainable, relevant, and time-based (SMART) actions necessary to implement the project during the second year of funding. The subgrantee must assign a responsible party, measurable outcome, and an approximate date for each action. If the action is ongoing, indicate the range of dates over which it will be implemented. MSDE reporting requirements should also be included in the management plan. Subgrantees are called to complete the [Management Plan](#) as a component of the FY25 Grant Renewal Application.

Partners

A partner is any organization other than the grantee that will actively contribute to the project. This includes the LEA(s) being served, local parks and recreation departments, recreation councils, public libraries, institutions of higher education, private sector business, and other nonprofit [501(c)(3)] organizations and foundations. Partners include subcontractors, organizations that are under contract with the grantee to provide grant-funded activities or services. If renewed, all subgrantees must ensure the MSDE OST Team has a record of the current contract/Memorandum of Understanding (MOU) in the subgrantee Budget Documents folder. New or revised contracts are to be submitted with the FY2025 budget documents for MSDE review and approval. Contracts require review and approval before funds will be released for reimbursement. Funds paid to partners by the subgrantee without an approved contract are subject to non-reimbursement.

The Partners Plan Worksheet shows the 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 grantee should include which objectives their services will help to achieve, as well as evaluation dates to reflect on progress and/or achieved outcomes.

Subgrantees are required to complete the [Partner Plan](#) as a component of the FY2025 Grant Renewal Application.

THE LEA/SCHOOL PARTICIPATION AGREEMENT

The [Local Education Agency \(LEA\)/School Participation Agreement](#) must be current with no changes to school served. If a subgrantee is proposing to change schools served, an updated LEA/School Partnership Agreement must be submitted at the time of the Grant Renewal Application.

Evaluation and Dissemination

Program evaluation is a critical and essential process of program implementation. Program evaluation involves the systematic collection and analysis of information related to the design, implementation, and outcomes of a program for the purpose of assessing and subsequently modifying program activities to ensure program efficacy and effectiveness. The Evaluation Plan 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 evaluation plan must also address the following:

- a. Specify the questions the evaluation will seek to answer, based on the project's objectives, and plan of operation. These questions must enable project leaders to assess progress toward objectives and milestones and enable project managers to determine which strategies and activities have been successful, and those that need to be revised.
- b. Describe the proposed data and measurement instruments that will be used.
- c. Explain how data will be collected, including who is responsible, and provide a timeline.
- d. Describe how the integrity and accuracy of data will be ensured.
- e. Specify the third-party individual or group who will conduct the external evaluation or provide a detailed job description and the selection process by which a qualified evaluator will be identified.
- f. Describe how and when evaluation findings will be used to make improvements in the project.
- g. Describe how the evaluation findings will be disseminated to the major stakeholders and all individuals with an interest in the project. Explain how dissemination formats will be tailored to meet the needs of diverse stakeholders.

Through implementation of the evaluation plan, the subgrantee will provide a summative evaluation report to MSDE following the project year implementation. The evaluation report will integrate the following components:

1. Evaluation Framework/Purpose;
2. Methodology;
3. Evaluation Findings;
4. Summary;
5. Recommendations and Limitations.

Subgrantees operating multiple sites are to submit one evaluation report with a summary, recommendations, and limitations for all operating sites and individual data reported for each operating site, as outlined below:

1. Evaluation Framework/Purpose;
2. Methodology; and

3. Evaluation Findings.

Subgrantees are called to complete the [Evaluation Plan](#) as a component of the FY2025 Grant Renewal Application.

Programmatic Monitoring

CRITICAL ELEMENTS MONITORING

The subgrantee is required to comply with requirements of the grant program (including completion of data) on an annual basis through documentation and evidence review. The OST Critical Elements monitoring is comprised of stage evidence submission in the following areas: (1) Programmatic Compliance with Federal, State and Local Health and Safety, (2) Programmatic, (3) Evaluation, (4) Management, (5) Sustainability, and (6) Budget and Adequacy of Resources. MSDE conducts a review of the evidence and identifies corrective actions for subgrantee completion, as well as priorities for technical assistance through program observation. The grantee's ability to comply will affect the monitoring risk assessment indicator, as well as advise MSDE technical assistance.

PROGRAM OBSERVATION

The subgrantee must implement quality academic enrichment as aligned with the approved grant program. MSDE conducts onsite observations of the following program components: (1) academically aligned objectives; (2) student engagement; (3) adherence to the grant requirements; (4) leveraging of partnerships and (5) data informed decisions. The goal of program observation is to provide positive, constructive, and immediate feedback to grantees regarding the implementation of the OST grant funded program as aligned with the original proposal or as amended.

At the conclusion of the onsite visit, the MSDE Extended Learning Specialist will discuss the observation results with the subgrantee, and provide additional guidance, as well as addresses corrective actions. The subgrantee will have an opportunity to provide any missing documentation within a specified timeframe.

Leveraging Private and Existing Funding Sources

MSDE encourages subgrantees to illustrate the ability to leverage private and existing funding sources. If applicable, subgrantees should include on the Budget Worksheet and Narrative how private and existing funding sources will be combined or coordinated with the proposed grant funding to illustrate the effective use of resources.

SUSTAINABILITY

MSDE encourages subgrantees to evaluate plans to expand partnerships and develop new public/private partnerships. It is expected that all programs funded will acquire other funds to assist in sustaining the program in Year 3 and beyond.

MATCHING CONTRIBUTIONS

LEAs must provide dollar-for-dollar matching funds that are at least equal to the amount of the grant awarded. Proposed budgets may include cash and third-party in-kind contributions (including but not limited to material, personnel, and other types of contributions) each year. Third party in-kind contributions cannot be derived by the state under another award, except where authorized by a statute to be used for cost sharing or matching.

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:

- **Year I:** 100% 21st CCLC Funding and 10% In-Kind Contributions
- **Year II:** 100% 21st CCLC Funding and 15% In-Kind Contributions
- **Year III:** 100% 21st CCLC Funding at 20% In-Kind Contributions

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.

BRANDING

All 21st CCLC subgrantees are required to identify MSDE as the funding source for 21st CCLC funds in all written advertisements. If a subgrantee receives partial funding from additional sources, they may note that funding for the 21st CCLC program is received in part from MSDE.

BUDGET AND ADEQUACY OF RESOURCES

All 21st CCLC awards are reimbursement grants, whereby each program incurs costs and then invoices MSDE for those charges. Grantees must have sufficient cash flow to operate the 21st CCLC program continuously while awaiting reimbursement receipt, which normally takes approximately six to eight weeks. Interest expenses or other debt services costs cannot be charged to the 21st CCLC grant. Check cashing fees cannot be charged to the grant. If unallowable costs are reimbursed during the grant period, corrective actions will be taken, and the funds will be required to be repaid to MSDE.

The grant budget consists of two components:

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

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

BUDGET WORKSHEET AND NARRATIVE TEMPLATE

The budget narrative is a part of the Budget Worksheet. The Budget Narrative must:

- a. Describe a clear relationship between the activities described in the application and the proposed allocation of grant funds;
- b. Address the necessity and rationale of proposed costs;
- c. The budget section must demonstrate that there are sufficient resources to successfully implement the proposed program as described in the project narrative, including, but not limited to, instructional staff, curricular materials, evaluation, professional development, background checks, and transportation, if necessary; and
- d. Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program.

The budget must:

- a. Detail the year of the project in an itemized budget;
- b. Itemize general expenses into specific line items. For example, “Meeting Expenses” can be itemized to include, “room rental” and “photocopying;”
- c. Clearly identify the requested funds and in-kind contributions; and
- d. Identify the source of each in-kind contribution, if applicable.

Identify reasonable and allowable expenses aligned with the USED 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. 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.

Adhere to the following guidelines when proposing expenses in the specified budget objects.

- a. **Salaries and Wages:** Expenditures incurred for personnel on the payroll.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay provided based on the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics \(BLS\)](#), number of hours billed to the project, percentage of time billed to the project;
 - ii. Program staff identified under Salaries/Wages and Contractual Services must remain in that budget object for the remainder of the grant year;
 - iii. The budget must include a position or contracted services expense for a finance agent/bookkeeper; and

-
- iv. Program staff identified under Salaries/Wages must include paycheck withholding as supporting documentation when submitting reimbursement invoices.
 - b. **Contracted Services:** Expenditures for services performed by persons who are not on the payroll.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include hourly rate of pay based on the [reasonable and allowable rates of pay aligned with the U.S. Bureau of Labor and Statistics](#), administrative fees, and number of hours billed to the project. Please provide the following in the calculation column and embed the hyperlink to the BLS reference;
 - ii. Vendors that provide direct services to students must submit a proposed Memorandum of Understanding (MOU) outlining the deliverables and breakdown of expenses to include hourly rates and administrative costs 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 partnership; and
 - iii. The external evaluator cost cannot exceed seven percent of the Total Requested.
 - c. **Supplies and Materials:** Refer to [2 C.F.R. Part 200, The Maryland Financial Reporting Manual](#), Appendix D for a definition. The total object cannot exceed eight percent of the Total Requested.
 - i. Specify and detail how the expense was calculated for each line item. The calculation column must include quantity and cost per item.
 - d. **Equipment:** Refer to [2 C.F.R. Part 200, and The Maryland Financial Reporting Manual](#), Appendix D for a definition. The total object cannot exceed three percent of the Total Requested.
 - e. **Other Charges:** May include expenses such as travel, conferences, fringe, etc. (not an inclusive list). The total object cannot exceed 36% of the Total Requested.
 - i. Professional Development:
 - a. Include funds to cover travel and lodging expenses for at least two key personnel to attend one national and two regional training activities during each year of the project (actual attendance will be contingent on MSDE approval).
 - b. Include funds for the project director to attend three state grantee networking meetings; and
 - c. Include funds for the project director to attend one two-day state grantee retreat.
 - f. **Transfers:** The total object cannot exceed 13% of the Total Requested.
 - g. **Indirect Cost Rate:**
 - i. Indirect Costs cannot exceed 10% of the Total Direct Cost for Non-LEAs; and
 - ii. Refer to Section 5.0.5 Indirect Costs for calculation guidance.
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Both requested and in-kind funds must be reasonable with current market prices. Grant funds cannot be used to purchase food, facilities, vehicles, or support new construction.

Conflict of Interest

All potential conflicts of interests should be avoided. According to the general procurement standards, the non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein or has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. (EDGAR 2 CFR §200.318).

Within the 21st CCLC program, conflicts of interest could include:

- a. Employing immediate family members as contract labor for services;
- b. Having a program employee serve as a vendor; and
- c. Purchasing supplies from a company in which a program employee has a financial interest.

The General Education Provisions Act (GEPA), Section 427

Each subgrantee must develop actions taken to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

Awarding of Funds

MSDE will initiate notification of grant awards via email no later than September 30, 2024.

DENIAL OF GRANT APPLICATION

Each applicant whose application is denied will receive a Denial Notice that explains the reason for the denial after final award decisions are made.

REASONS FOR DENIAL

Applicants may be denied funding for failure to meet the requirements listed under the Funding and Length of Grant section in this document.

Non-Discrimination Statement

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 Finance and Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor
Baltimore, Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

Deaf and hard of hearing use Relay.

21ST CCLC Grant Performance Report and Renewal Application Form

The details of the e-application are included in the Resource section. Please submit the data electronically through accessing the [21ST CCLC Grant Renewal Application for School Year or Summer only Program](#) and [21ST CCLC Grant Renewal Application School Year and Summer Program](#) forms. The deadlines for application submission are outlined below:

- School Year or Summer only Program 21st CCLC Performance Report by Friday, July 12, 2024
- School Year and Summer Program 21st CCLC Performance Report by Friday, August 30, 2024

Upon submission, MSDE will review the provided data:

1. Grant Renewal Application; submitted via this report;
2. Year one performance data which includes but is not limited to the: (1) Start-up report, (2) Critical Elements Monitoring Stage I, II and III, (3) Timely reimbursement invoice submissions, (4) Total number of amendments; and
3. 2024-2025 Grants Management Plans consisting of: (1) Performance Goals and Indicators, (2) Management Plan, (3) Partner Plan, and (4) Evaluation Plan. Final documents are to be submitted as a part of the Grant Renewal Application and uploaded into the 2024-2025 Critical Elements Monitoring folder by Friday, July 12, 2024, for School Year only Programs and by Friday, August 30, 2024, for School Year and Summer or Summer Only Programs.

A risk assessment level of 1-5 will be generated and issued on the Year II Notification of Grant Award

Resources

Utilize the link below to access the full version of the 21st CCLC Grant Performance Report:

- [School Year or Summer Program](#)
- [School Year and Summer Program](#)

Utilize the link below to access the editable Grants Management Plan documents:

- [Performance Goals and Indicators](#)
- [Evaluation Plan](#)
- [Management Plan](#)
- [Partner Plan](#)
- [C-1-25](#)
- [Budget Worksheet](#)

Utilize the link below to access the e-form to submit the Grant Performance Data:

- [School Year or Summer Program](#)
- [School Year and Summer Program](#)

Customer Service Support Sessions

MSDE Team will hold two virtual customer service support sessions to provide support and answer questions regarding completing the application. Registration for the sessions with the dates and a video call link are provided below.

Thursday, June 20, 2024

1:00 p.m. – 2:00 p.m.

Video call [link](#)

Join video call or dial: (US) +1 469-213-3760, PIN: 125 464 681#

Thursday, July 11, 2024

11:00 a.m. – 12:00 p.m.

Video call [link](#)

Join video call or dial: (US) +1 469-213-3760, PIN: 872 375 150#

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

MSDE staff will also be available to provide technical assistance throughout the grant application process. If you have questions about the application or the process, please contact:

Reginald Burke

Director, Youth Development Branch

Maryland State Department of Education

reginald.burke@maryland.gov

410-767-0313 (office)