



## Application Guidance

### Application Components Summary

A complete application must be submitted to be considered for funding. This table outlines the components of a complete application.

Initial Application Components
<b>All applicants MUST</b> review and complete all required tabs in EGMS to apply.
<b>Requirement (Sections in EGMS)</b>
Tab 1: Overview
Tab 2: Contact Information
Tab 3: Site Contact Information
Tab 4: Funding Distribution
Tab 5: Application
Tab 6: Attachments
Tab 7: Budget Consolidation
Tab 8: Detailed Planning Expenditures
Tab 9: Program Budget Summary
Tab 10: Assurances
Tab 11: Submit

## Application Components in EGMS



Tab 1: Overview

Applicants will find background information about the program, information about the review process, and the review rubric in this section of EGMS.



Tab 2: Contact Information

Applicants will provide the name, title, phone number, fax number, and email address for the “Grant Manager Contact” and “21st Century Programs Contact” personnel. If the same person fulfills both roles, populate both sections with the same information. Additionally, up to five other email addresses may be included for staff who wish to receive emailed copies of automated notices from EGMS, including approval/disapproval notifications.



Tab 3: Site Contact Information

Applicants will include the number of 21st CCLC program sites to be served and provide, for each site, its contact information. This information will be publicly published on OSSE’s website.

Required information about each site includes:

- Site name;
- Physical address;
- ZIP code; and,
- The site’s ward number.

Some fields are optional at the time of initial submission and should be left blank:

- Site contact’s first and last name;
- Site contact’s phone number;
- Site contact’s email address



#### Tab 4: Funding Distribution

Amounts in the “Funding Distribution” section will reflect the application budget after the application is submitted and approved. Until the application and budget are approved, the amounts in this section will remain at \$0. No action is necessary on this page during the initial application process.



#### Tab 5: Application

This tab in EGMS contains several sub-tabs, known as criterion (abbreviated as “C”).

##### *C1: Executive Summary*

The applicant will write a summary of their proposed 21st CCLC program, including:

- A summation of the need for the 21st CCLC program, names of the schools to be served, and the reasons for selecting the target population;
- A theory of action that identifies the program’s key design elements and evidence-based practices to achieve desired outcomes; and,
- A description of program partners’ capacity to effectively support the 21st CCLC program.

In narrative form, the applicant will provide a brief overview of the wards and neighborhoods that will be served. This description provides an opportunity for applicants to assist reviewers in receiving a more comprehensive understanding of the applicants’ programs.

##### *C2: Priority*

If the applicant proposes a program that selects one or two of the OSSE competitive preference priorities, the applicant will identify their selected priority(-ies). For each optional competitive preference priority selected (if any are selected), applicants must provide a detailed narrative justification about how the applicant proposes to meet requirement(s) of the selected priority(-ies).

### *C3: Needs and Resources Assessment*

Each applicant must use evidence-based data to evaluate the needs of students, families, and community to be served (ESEA, Section 4204(b)(2)(I), as amended). This needs assessment must include:

- Data/statistics about student-level indicators of need for 21st CCLC programming in the areas to be served. Examples of relevant data includes, but is not limited to:
  - Poverty rates;
  - Percentage of students in low performing schools;
  - Percentage of students in Title I schools;
  - Dropout rates;
  - Literacy rates;
  - Youth risk behavior indicators (e.g., violence, sexual activity, drug and alcohol use); and,
  - State assessment results.
- Data/statistics about parent- and family-level indicators of need for 21st CCLC programming in the area(s) to be served. Examples of relevant data includes, but is not limited to:
  - Income level;
  - Educational attainment levels;
  - Parent engagement rates; and,
  - Identified community concerns.
- A description of the needs of students at risk of educational failure and the gaps in services for students at risk of educational failure in the location(s) proposed for 21st CCLC programming.
- A description of how the proposed program will remedy the identified gaps in service and risk factors in services for students at risk of educational failure and how the proposed program will establish or expand on current programs and services available to students at the school(s) being served.
- A description of the process by which relevant stakeholders (e.g., students, parents, teachers, principals) were active participants in the development of the proposed 21st CCLC program, how these stakeholders contributed to identifying the needs of students at risk of educational failure and gaps in existing services, and how these stakeholders will remain engaged in the ongoing operation and evaluation of the 21st CCLC program.

Applications must also include site-specific information for each site where programming is proposed to take place. For each site, this includes:

- Whether the proposed program is new (no existing out-of-school time programs currently exist at the site) or an expansion (existing out-of-school time programs currently exist at the site);
- The funding sources for the proposed 21st CCLC program site and the percentage of total funding represented by each source; and,
- A description of how the proposed 21st CCLC program directly supports the school improvement plan for each site's school(s) served.

#### C4: Evidence-Based Program Design

Applicants are required to demonstrate their experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students. According to the USED publication “[Working for Children and Families: Safe and Smart After-School Programs](#),” there are nine characteristics present in high-quality expanded learning programs. The 21st CCLC peer reviewers will look for these qualities in the program design.

One quality is that partnerships must exist between community learning center and schools, local education agencies (LEA), community-based organizations (CBO), juvenile justice agencies, law enforcement, youth groups, and other public or private entities, if appropriate.

The other qualities are:

- Goal setting, strong management, and sustainability;
- Quality after-school staffing;
- Attention to safety, health, and nutrition issues;
- Strong involvement of families;
- Enriching learning opportunities;
- Linkages between school-day and after-school personnel;
- Monthly program activities and timeline; and,
- Evaluation of program progress and effectiveness.

#### Evidence-Based Practices

The Every Student Succeeds Act defines, “evidence-based” as “an activity, strategy, or intervention that:

- i. Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
  - I. Strong evidence from at least 1 well-designed and well-implemented experimental study;
  - II. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
  - III. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- ii.
  - I. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  - II. Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”<sup>1</sup>

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<sup>1</sup> ESEA Section 8101(21)

Applicants must:

- Describe the evidence- and research-based programming, services, and activities that will be implemented to address the needs and service gaps identified in Criteria 3: Needs and Resource Assessment. This description should align the strategy directly with a need and include detailed information about the program models, instructional methods, strategies, and related techniques that will be used to implement the proposed 21st CCLC program;
- Describe the alignment between the proposed program and each of the nine characteristics of high-quality extended learning programs outlined above;
- Describe how the proposed evidence-based instructional practices align with the academic activities in the day school curriculum;
- Describe how the proposed program will help students meet state and local student achievement standards; and,
- Describe how the proposed program will provide students with non-academic positive outcomes such as, but not limited to, social-emotional development.

### Measurable Objectives

Applicants must write at least six, but no more than eight, measurable objectives to evaluate the program and its activities. When developing each objective, the applicant must provide:

1. The written performance measures;
2. The activities that will occur to meet the performance measures;
3. Milestones in the process of meeting the performance measures; and,
4. Metric(s) for how progress toward the performance measures will be assessed.

### Required Performance Measures: GPRA Measures

These performance measures must be directly aligned to the five GPRA measures established by the U.S. Department of Education for 21st CCLC programs. (The first measure is split into two distinct performance measures with one focused on state reading and language arts assessments and the second focused on state mathematics assessments.) For each measure, the applicant must:

- Adjust the grades assessed based on the grades served by the program;
- Describe evidence-based, research-supported activities to achieve each measure;
- Establish milestones in the process of meeting this measure; and,
- List and describe metric(s) by which progress will be measured.

### Optional Additional Performance Measures

Applicants may write up to two additional measurable objectives that are specific to their own program.

When writing an optional measurable objective, each measure must be “SMART,” or:

- **Specific:** The performance indicator clearly states, so anyone reading it can understand, what will be done and who will do it.
- **Measurable:** The performance measure includes how the action will be measured. Measuring your performance measure helps you determine if you are making progress.
- **Achievable:** The performance measure is realistic given the realities faced in the community and the capacity of your organization.
- **Relevant:** A relevant performance measure makes sense: it fits the purpose of the 21st CCLC program, it fits the culture and structure of the community, and it addresses a real need.
- **Time-Bound:** The performance measure has a specific timeline for completion.

Applicants that choose to include one or two optional performance measures (in addition to the GPRA measures) must clearly and directly connect the measure(s) to a subject from this list:

- Reading or literacy;
- Mathematics;
- Science;
- Arts and music;
- Tutoring or mentoring;
- English language learner services;
- Telecommunications and technology education;
- Library services;
- Services for adults;
- Youth development;
- Drug and violence prevention;
- Character education;
- Disability services;
- Cultural education;
- Nutritional education;
- Physical fitness;
- Counseling services; and/or,
- College and career readiness.

For each measure, the applicant must:

- Include the SMART performance measure developed;
- Describe the evidence-based, research-supported activities to achieve each measure;
- Establish milestones in the process of meeting this measure; and,
- List and describe metric(s) by which progress will be measured.

#### *C5: Program Management and Implementation*

Each application will be evaluated based on the extent to which it clearly and specifically explains how the key instructional practices and major design elements of the program will:

- Provide academic enrichment to help students—particularly students who attend low-performing schools—to meet state and local academic achievement standards in core academic subjects such as English language arts, mathematics, and science;
- Offer students a broad array of services that are designed to reinforce and complement the academic program offered during the regular school day for participating students; and,
- Offer the families of students served by community learning centers opportunities for literacy and related educational development to support students learning at home and school.

## Section 1: Instructional Programs/Enrichment Learning Opportunities

The instructional program should embed all nine components of a high-quality after-school program. These components should be embedded in the program's instructional activities. These activities can fall within one of three activity domains:

1. **Academic Programming and Instruction:** Including the provision of tutorial services, to help students (particularly those attending low-performing schools) meet the Common Core state academic standards. Note: For this grant program, "homework help" may not be the sole or primary focus of the academic enrichment activities offered by a 21st CCLC program.
2. **Enrichment:** Expands on students' learning in ways that are different from the school day. These activities are generally interactive and project focused.
3. **Recreation:** Does not necessarily directly address academic concepts but can include lessons in social skills, teamwork, leadership, competition, and discipline. These lessons can help improve achievement in mathematics or reading and language arts.

Applicants must describe the specific approaches that will be incorporated into the 21st CCLC program for each of the three activity domains: academic programming and instruction, enrichment, and recreation. For each activity domain, the description must demonstrate alignment to at least one of the nine characteristics of high-quality extended learning programs and include a broad array of services that are designed to reinforce and complement the regular school day program.

## Section 2: Literacy and Related Educational Programs for Parents

Applicants must describe the opportunities for literacy and related educational development for families of students and other trainings for parents and families.

## Section 3: Program Implementation Timeline

Applicants are required to develop a program implementation timeline of activities/events throughout the first year of the proposed program that includes all major activities listed in the program design and evaluation section.

## Section 4: Partnerships

Applicants must describe the partnership(s) that will be created with CBO(s), juvenile justice agencies, law enforcement agencies, or youth groups and how the partnership(s) will provide services to the students participating in the community learning center and families of those students. For each partner, the application must delineate each partner's role in providing services including who will do what, when, where, to what end, and with what anticipated results.



## Section 5: Participation

Applicants must:

- Describe student recruitment and retention efforts to be implemented including those efforts that specifically target nonpublic school students;
- Describe how students in the proposed program will travel safely to and from the center and home, will ensure that student whereabouts are accounted for throughout the transportation/travel period, and will implement check-in and check-out procedures for transportation;
- Describe how the 21st CCLC program will ensure equitable access to, and participation in, the federally-assisted program for those individuals with disabilities as required by the General Education Provisions Act (GEPA) 427, OMB Control No. I801-0004, Section 427; and,
- Describe how the proposed 21st CCLC program will ensure that English language learners receive meaningful access to the offered programming. What constitutes meaningful access should include consideration of several factors. Applicants should consider the number or proportion of English language learners in the eligible service population, the frequency with which English language learners encounter the program, the importance of the service provided by the program, and the resources available to an applicant.

## Section 6: Coordination

Applicants must:

- Describe how information about the proposed community learning center(s) will be disseminated to the community (including their location and hours of operation) in a way that is understandable and accessible and how those materials will be made accessible to English language learner populations specifically;
- Describe how program staff will collaborate with regular school day teachers (and school and LEA administrators) to ensure a strong connection between the 21st CCLC program and the frequency with which this collaboration will occur;
- Describe how the program schedule will meet the schedules of working families; and,
- Describe how students and families will access and use technology during the proposed programming and how children will be supervised when using the internet.

## Section 7: Staffing

The selection and hiring of appropriate personnel to conduct and manage program services is critical to the 21st CCLC program success. Program directors, site coordinators and all other staff should be qualified and experienced in providing services to youth, and actively engage family in the education of their children. All 21st CCLC program staff must be able to accomplish the duties outlined in the proposed scope of work for each position. OSSE will evaluate staffing positions based on the duties and responsibilities described, as well as the relevant and appropriate skills required to implement the proposed program. Applications will be evaluated on the extent to which there is strong evidence that qualified and capable staff will be hired to implement an effective program. OSSE reserves the right to require changes based on its review. Do not include the names of proposed employees in the application or budget.

Applicants must:

- Describe the recruitment and retention efforts that will occur to ensure qualified staff are hired and employed. This includes volunteers, if applicable;
- Provide the title for all proposed positions, including required positions, and describe the required qualifications for each position;
- Describe the safety-related trainings to be conducted, including the proposed subjects (e.g., emergency preparedness, CPR, first aid) and include an implementation timeline for when the trainings will occur;
- Describe the non-safety staff trainings to be conducted, including the proposed subjects and include an implementation timeline for when the trainings will occur;
- Describe how new staff, in the event of staff turnover, will be (a) onboarded to the 21st CCLC program and (b) receive all necessary training to perform their job position's roles and responsibilities;
- Describe how the program staff will offer differentiated and varied programming in academic programming, enrichment, and recreational activities; and/or,
- Describe the methodology and frequency of evaluation methods to determine the effectiveness of individual staff members and the staffing structure.

#### *C6: Program Evaluation and Monitoring*

Applications will be evaluated on the extent to which the administration, methodology, and use of periodic (at a minimum annually) evaluations will be used to modify, improve, and strengthen programs, including activities, and to refine measurable goals for the program, in accordance with ESEA, Section 4205(b)(2)(A-B), as amended. The evaluation plan must include ongoing program assessment of program implementation and quality aligned with the applicant's measurable objectives.

Applicants must:

- Describe the data that will be collected to regularly evaluate the program, its outcomes, and its progress toward the performance measures and the methods by which the data will be collected (e.g., activity logs, attendance rosters). (This description must include student English language arts and math achievement data);
- For each data to be collected (identified by the applicant in the preceding bullet point), describe, by role, who will be responsible for collecting each data and the intervals/frequency of data collection;
- List each evaluation tool to be used and, for each evaluation tool, the frequency of collection and how the data will be analyzed;
- Describe how the proposed performance measures relate to the intended outcomes of the program and how the proposed measures will realistically verify student accomplishments and growth;
- Describe how routine, internal evaluations of progress will be shared with parents and other stakeholders, including OSSE;
- Describe the qualifications required by the program in a third-party evaluator and how the third-party evaluator will be selected; and,

- Describe how the program will be monitored and evaluated for effectiveness, quality, and compliance, how the evaluation information will be used to monitor progress, how the program may be modified to improve instructional strategies based on collected data, and how the program will provide accountability information to stakeholders about the success at program site(s).

*C7: Sustainability*

In accordance with ESEA, Section 4204(b)(2)(K), as amended, applications will be evaluated based on the inclusion of a description of a preliminary plan for how the community learning center will continue after 21st CCLC funding under this part ends.

Applicants must:

- Describe evidence of the commitment of partners to the 21st CCLC program including, but not limited to, facilities, supplies and equipment, and in-kind contributions;
- Describe how federal, state, and local funds will be braided for the most effective use of public resources; and,
- Describe a preliminary plan for sustaining the community learning center(s) after federal funding ends, including the applicant’s experience or capacity (“promise of success”) to continue providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.



Tab 6: Attachments

The following information must be added into the Attachments section.

*Attachment A: Program Summary*

Applicants must provide information about each 21st CCLC site including the percentage of students at each site who are at risk, the percentage of English language learner (ELL) students, and the estimated number of students and adults to be served.

Under ESEA, Section 4203 (a)(3), as amended, applicants will also need to indicate if a site is an eligible Title I schoolwide building or in Title I school improvement. A school is in Title I school improvement if the school is identified as Comprehensive Support 1, Comprehensive Support 2, or Targeted Support 1 by OSSE. A list of these schools is [available on OSSE’s website](#).

If a 21st CCLC site is not a school, the applicant will include the status for the school at which the majority the site’s 21st CCLC students attend during the school day.

### *Attachment B: Populations Served Checklist*

This section should be completed after the Attachment A section is complete. Some fields will auto-populate based on your responses in Attachment A. For each site, applicants will indicate which populations will be served (pre-school, elementary school, middle school, high school, adults), which services will be provided in the 21st CCLC program (in addition to selecting services from a checklist, the applicant will describe, in detail, each of the selected services from the checklist), and when the 21st CCLC program is in operation.

### *Attachment C: Sites 1–5 and Sites 6–10*

This section should be completed after the Attachment A and Attachment B sections are complete. Some fields will auto-populate based on your responses in Attachments A and B.

For each 21st CCLC site, applicants must indicate program start and end dates, the total number of days of programming, the days and hours of programming available to students each week throughout the school year and summer (if applicable), and what days and hours regularly occurring adult literacy activities will occur. Examples of adult literacy activities may include:

- Financial literacy;
- Computer and technology literacy;
- Resume building and job counseling;
- Language courses;
- Nutritional education; and/or,
- Physical fitness.

If adult literacy activities are not held consistently, applicants will address the days and hours when adult literacy activities are most commonly held.

### *Attachment D: Community Partnership Information*

Applicants will list their community partnerships and categorize the types of partnerships involved in the 21st CCLC program. Applicants will also upload signed partner attestation forms as required.

#### Partner Attestation Forms

For each named partner, the application must upload a signed [partner attestation form](#). Completing this form requires information about:

- The applicant organization's contact information;
- The partner's contact information;
- The application organization's category (e.g., LEA, CBO);
- A summary of the services to be provided by the partner;
- Information about the estimated or actual value of the services to be provided by the partner;

- A list of the schools or sites wherein the partner will operate;
- The time commitment(s) of the partner; and,
- Signatures by authorized representatives from the applicant and partner.

By signing the [partner attestation form](#), an LEA or CBO is committed to ensuring the 21st CCLC program will be carried out in the manner set forth in the application and approved by OSSE, including in the event of leadership change at the individual schools to be served. Any applicant that is not an LEA and proposing a program site located in a school must include that school’s LEA as a program partner and provide a signed partner attestation form. (Note: A non-LEA application proposing multiple school sites, all operated by the same LEA, only needs to include one partner attestation form for the LEA, not one partner attestation form per site.)

If the application is being submitted by a consortium of eligible entities, the signed consortium agreement must be uploaded on this page. The consortium agreement must provide evidence that the LEA and at least one other organization (a) collaborated in the planning and design of the program, (b) each have substantial roles to play in the delivery of services, (c) share grant resources to carry out those roles, and (d) have significant ongoing involvement in the management and oversight of the program. Furthermore, the signed consortium agreement must (e) identify which organization will be the fiscal agent, (f) describe the history of the historical working relationship between the two organizations, if any, and (g) describe the substantial role of each organization in integrating the after-school program activities with the regular school day. Letters of endorsement or support are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

#### Additional Requirements for Non School-Based Community Learning Centers

Community Learning Centers are not required to be located on school campuses. If an applicant proposes a community learning center site that is not within a school campus, the applicant must also:

- List the LEA(s) that a majority of proposed student beneficiaries attend as a partner; and,
- Secure and upload a partner attestation form signed by a representative from the applicant organization and the LEA(s) listed as partners. For example, a community learning center that primarily serves students from two schools operated by the same LEA would only require one signed partner attestation letter.



Tab 7: Budget Consolidation

This flexibility is only available to LEAs implementing school-wide programs and want to consolidate 21st CCLC funds into a “schoolwide program” pool of funds. An LEA that chooses to consolidate and use funds from different federal programs shall not be required to maintain separate fiscal accounting records by program that identify the specific activities supported by those funds if the school maintains records that demonstrate that the school-wide program, considered as a whole, addresses the intent

and purposes of each of the federal programs that was consolidated to support the school-wide program. LEAs that opt to consolidate funds must complete the Budget Consolidation section and create a new budget based on the revised award amount, if applicable.



### Tab 8: Detailed Planning Expenditures

Applicants must provide a detailed description of the costs for all proposed activities according to categories of expenditures provided. There are nine sub-tabs and six categories of expenditures.

- Budget Overview;
- Budget Data Import;
- Salaries and Benefits (*category of expenditure*);
- Professional Services (*category of expenditure*);
- Equipment (*category of expenditure*);
- Supplies and Materials (*category of expenditure*);
- Fixed Property Costs (*category of expenditure*);
- Other Objects (*category of expenditure*); and,
- Budget Summary.

### Allowable and Unallowable Expenditures

#### *Allowable Expenditures*

Program funds must be used for activities that directly support the accomplishment of the 21st CCLC program purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. Allowable costs must:

- Be necessary and reasonable for the performance of the federal award and be allocable thereto under these principles;
- Conform to any limitations or exclusions set forth in these principles or in the federal award as to the types or amount of cost items;
- Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the non-federal entity;
- Be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost;
- Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part;
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally financed program in either the current or a prior grant period;
- Be adequately documented; and,
- The net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments.

### *Unallowable Expenditures*

Program funds may not be used to supplant existing programs and/or funding. Additionally, all expenditures must be consistent with applicable state and federal laws, regulations, and guidance.

Unallowable expenses include, but are not limited to:

- Preparation of the 21st CCLC application;
- Entertainment and refreshments (a field trip without approved academic support will be considered entertainment; end-of-year celebrations or food associated with parties or socials are non-allowable expenditures);
- Incentives (e.g., prizes, plaques, trophies, stickers, shirts, giveaways);
- Promotional or marketing items (e.g., flags, banners);
- Decorative items;
- Purchase of facilities or vehicles;
- Land acquisition;
- Furniture;
- Capital improvements or permanent renovations (except with OSSE's prior written approval).
- Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds);
- Direct charges for items or services that the indirect cost rate covers;
- Dues to organizations, federations, or societies; and,
- The provision to any person a dangerous weapon, as defined in section 930(g)(2) of title 18, United States Code, or training in the use of a dangerous weapon. (Dangerous weapon is defined in section 930(g)(2) as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2½ inches in length.)

### *Fiscal Control and Oversight*

Applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including (but not limited to) partners. At a minimum, applicants must maintain direct control of 51 percent of the total grant award during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency; this includes, but is not limited to, existing 21st CCLC programs and other agencies in a grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

### *Fiscal Requirements*

Approved 21st CCLC providers are required to keep on file all supporting documentation (e.g., requisitions, cost estimates, requests for bids, proposals, copies of bids, proposals, evaluation documents, purchase orders or contracts, invoices, proof that items purchased were received, proof of payment, bank statements, inventory records) for expenditures and to ensure such documentation is available to other authorized entities for review, upon request.

## Indirect Costs

The 21st CCLC program allows some organizations to receive restricted indirect costs as a component of their organization's total budget. Indirect costs should be provided by the applicant in field "(G) Budgeted Indirect Cost" in EGMS, which appears below any category section in the Tab 8: Detailed Planning Expenditures section. Eligible applicants are not required to claim indirect costs. Applicants must comply with these indirect cost rate limitations based on their organization type:

- **Community-Based Organizations (CBOs) and Non-Profit Organizations:** The 21st CCLC program allows a restricted indirect cost rate of eight percent of the subgrantee's annual allowable direct costs. Indirect costs may be included in the budget in accordance with this allowance.
- **Local Education Agencies (LEAs):** LEAs must obtain OSSE's approval of an indirect cost rate for the fiscal year by submitting an indirect cost proposal and applicable supporting documentation to OSSE for review and approval. A new indirect cost rate must be obtained for each fiscal year. LEAs are not required to develop an indirect cost proposal; however, LEAs which fail to do so will not be allowed to recover any indirect costs related to federal programs. LEAs must submit an indirect cost rate proposal to OSSE for review using the approved LEA Indirect Cost Rate Template found on the OSSE website. Once reviewed and approved, OSSE will issue a letter to LEAs documenting the approved rate and the period for which that rate is applicable.
- **Institutes of Higher Education:** Must provide a letter each fiscal year from the U.S. Department of Health and Human Services stating their approved indirect cost rate. If the letter does not specify a separate restricted and unrestricted rate, the de minimis rate of eight percent will be used as the restricted rate. The rate on the letter will be used as the unrestricted rate.
- **For-Profit Organizations:** Must provide an approved indirect cost letter from a federal agency to OSSE to receive an indirect cost rate.

### Budget Overview

Applicants must provide a detailed description of the costs for all proposed activities according to categories of expenditures provided. This section should say exactly what will be purchased and who the intended users will be. The budget must:

- Include all required positions (program director, site coordinator [one per site], administrative support), and a third-party evaluator;
- Comply with all funding limitations in the RFA, including (a) third-party evaluation costs do not exceed 8 percent of approved budget, (b) indirect costs requested do not exceed the maximum allowable amount based on the applicant's organization type (8 percent for CBOs/non-profits, pre-existing OSSE-approved indirect cost rate for LEAs, pre-existing amount approved by the U.S. Department of Health and Human Services for institutions of high learning, and 0% for for-profit organizations), and (c) benefits per employee do not exceed the maximum allowable amount (23 percent for full time employees and 8 percent for part-time employees);
- Properly categorize each item's "program category" based on the descriptions available on the OSSE website;
- Describe each "expenditure description and itemization" about the relation of the purchase to the proposed program and include a reasonable cost justification/calculation;
- Align with the proposed content in the application narrative and not include any new or unexplained items; and,



- Not request a total award amount less than \$50,000 or greater than the product of multiplying the number of proposed students to be served by the maximum allowable amount per student (\$2,225).

All budget costs should be reasonable and appropriate to cover program expenses, including student transportation. Budgets must include costs for at least one person to attend the two required national conferences. Training attendees may include staff who are not administrators but work directly with students. All budgetary costs must be allowable. It is strongly suggested that the applicant's business office is consulted when preparing the budget. The program should drive the budget, not the budget driving the program.

### Budgeting for a Third-Party Evaluator

Applicants must budget for an ongoing and annual program evaluation to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment. The ongoing and annual program evaluation must be completed using a third-party evaluator. The third-party evaluator shall have in-depth knowledge of the 21st CCLC program in order to collect qualitative data by observing students' participation and parents' engagement to obtain feedback from students and parents about the 21st CCLC program. The evaluator is expected to provide useful feedback about program effectiveness and recommendations for program improvements based on the collection and analysis of data used to assess progress toward meeting the program's goals and objectives as stated in the approved 21st CCLC application. The total cost of the third-party evaluator cannot exceed eight percent of the total annual 21st CCLC budget.

#### *Budget Data Import*

For applicants that require extensive data entry on their Detailed Planned Expenditures pages, EGMS provides a budget upload process. This process is optional and is only recommended when an applicant feels they have more data to enter than should be keyed into EGMS. Generally, an applicant should manually enter information into EGMS and not perform a budget data import.

#### *Salaries and Benefits*

For each position to be paid in whole or part by 21st CCLC funds, the following information must be provided: name of individual, position title, program category, estimated hours per month, expenditure description and itemization, and Title IV-B funds budgeted. Do not name individuals proposed to fill positions at the time of application; they should be listed as "TBD" or a similar notation. Information about making a proper determination of a program category is [available on OSSE's website](#). For full-time employees, fringe benefits may not exceed 23 percent. For part-time employees, fringe benefits may not exceed eight percent. Annual, sick, and holiday leave may be paid for under this grant award. Health benefits may also be paid for under this grant award.

When providing an expenditure description and itemization, ensure that adequate details are provided to understand the work of each role, its responsibilities, and a cost calculation that illustrates how the budgeted use of Title IV-B funds are reasonable.

If your program proposes more than one of any position, it should be listed multiple times.

<b>Sample Approvable Expenditure Description and Justification (Salaries and Benefits)</b>		
Example 1	Example 2	Example 3
Program Director will oversee the program and will spend 100 percent of their time hiring, supervising, and training staff. This individual’s annual salary is \$26,596 for 12 months.	Wellness Coordinator will spend 100 percent of their time providing direct service to the participants, including [describe services]. This individual’s annual salary is and will be covered for the 12 months of the period totaling \$22,000.	Program Assistant is a part-time assistant who will provide [describe services]. This individual’s annual salary is \$9.15 per hour for 20 hours a week for 34 weeks of the contract year totaling \$6,222.

Professional Services

Professional services include all contracted and consultant services to be purchased. This may include, but is not limited to:

- Third-party evaluation services (not to exceed 8 percent of total request);
- Translation services for parent events; and/or,
- Payments to partners for services rendered.

For each professional service, the applicant must provide the item(s) to be purchased, program category, brief description of purpose of purchase, and Title IV-B funds budgeted. Adequate detail must be provided when asked to provide a brief description of purpose of purchase.

<b>Sample Approvable Brief Description of Purpose of Purchase (Professional Services)</b>	
Example 1	Example 2
Contractual services provided by [name of partner] to provide three 2-hour classes to program participants per week for 25 weeks during the school year, including staff and materials. Based on hourly rate charged by the provider of \$150. Calculation: \$150 × 2 hours per session × 3 sessions per week × 25 weeks total = \$22,500.	Third-party evaluator to provide ongoing progress monitoring reports and annual reports about progress toward objectives and opportunities for continual growth. Will support data collection and monitoring. Calculated at a flat rate cost of \$8,500 per year.

### Equipment

Equipment includes all items to be purchased that are \$5,000 per unit. Items less than \$5,000 per unit should be included on the Supplies and Materials section. All technology equipment purchased with 21st CCLC funds must meet the Partnership for the Assessment of Readiness for College and Careers (PARCC) [Technology Guidelines](#). Equipment must be properly inventoried and labeled to reflect this requirement.

### Supplies and Materials

Supplies and materials include any purchase of items (less than \$5,000 per unit) for use by the proposed program. This may include, but is not limited to:

- Classroom materials;
- Curriculum materials;
- Office supplies;
- Family literacy program materials; and/or,
- Technology.

For each supply or material, the applicant must provide the item(s) to be purchased, [program category](#), brief description of purpose or purchase, and Title IV-B funds budgeted.

Sample Approvable Brief Description of Purpose of Purpose (Supplies and Materials)		
Example 1	Example 2	Example 3
Meeting Supplies: to provide supplies for administrative meetings, workshops, etc. $\$75 \times 12 \text{ months} = \$900$ .	Office Supplies including binders, file folders, printer paper, toner, staples, etc. $\$100 \text{ per month} \times 12 \text{ months} = \$1,200$ .	Curricula Cost: (Name curricula, population it will serve, and samples of materials to be purchased): \$1,200.

### Fixed Property Costs

Fixed property costs are expenditures related to the maintenance and operation of the physical space in which your proposed community learning center(s) operate. This may include, but is not limited to:

- Rent;
- Maintenance costs (buildings and grounds);
- Utilities; and/or,
- Liability or property insurance.

For each fixed property cost, the applicant must provide the item(s) to be purchased, program category, brief description of purpose of purchase, and Title IV-B funds budgeted.

Sample Approvable Brief Description of Purpose of Purpose (Fixed Property Costs)		
Example 1	Example 2	Example 3
Rent: \$600 a month (pro-rated 50% of usage) \$300 × 12 months = \$3,600.	Utilities: \$300 a month (pro-rated 50% of usage) \$150 × 12 months = \$1,800.	Liability/Property Insurance: \$1,546 per year (pro-rated 50%) = \$773.

*Other Objects*

All other objects that cannot be better categorized in one of the other five categories should be placed in the other objects category. This may include, but is not limited to:

- Costs associated with required professional development conferences, including airfare, lodging, meals for travelers, or conference registration fees;
- Staff travel;
- Student transportation;
- Test registration fees; and/or,
- Phone and telecommunications costs.

For each other-categorized object, the applicant must provide the item(s) to be purchased, [program category](#), brief description of purpose of purchase, and Title IV-B funds budgeted.

Sample Approvable Brief Description of Purpose of Purpose (Fixed Property Costs)	
Example 1	Example 2
Travel for one staff member to attend Beyond School Hours conference, including flight (\$600), hotel (\$250 per night for three nights), per diem (\$50 per day), and conference registration fees (\$600). The total for these expenditures is \$2,000.	Phone and Internet Service: This service is needed to stay connected to funding sources, parents, community collaborators and staff. \$125 per month × 12 months = \$1,500.

*Budget Summary*

The budget summary is automatically produced based on the values inputted within the six budget categories. The total amount of costs is outlined by activity description (e.g., instruction, support services, administration, student transportation) and program category (e.g., salaries and benefits, professional services, equipment, supplies and materials). No action is required on this tab.



Tab 9: Program Budget Summary

Applicants must project how funds will be allocated for the subsequent years of the projected grant period. A summary of how funding will be used in the first year of the program will be prepopulated based on information that the applicant has entered in [Tab 8: Detailed Planning Expenditures](#). As applicable, applicants will include estimated in-kind contributions and program fee amounts for subsequent years in the summary.



Tab 10: Assurances

All applicants must agree to the assurances listed to apply and be considered for funding. There are three sections that must be completed:

- Program-Specific Assurances;
- Organization-Specific Assurances; and,
- Assurances Agreement.



Tab 11: Submit

After the sections of the application are completed, the applicant must run a consistency check to automatically identify any potential errors in the application. After passing the consistency check, the applicant may submit the application by clicking on the “Submit” button. If an applicant does not pass the consistency check and cannot address the issue(s) identified, the applicant should reach out to the OSSE EGMS helpdesk by emailing [OSSE.CallCenter@dc.gov](mailto:OSSE.CallCenter@dc.gov) or by calling **(202) 719-6500**.