



REQUEST FOR APPLICATIONS (RFA)

FY24 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant

Announcement Date:

June 28, 2023 (12 p.m.)

Application Submission Date:

August 11, 2023 (12 p.m.)

Pre-Application Meeting Dates:

July 6, 2023 (10 a.m.)

July 13, 2023 (2 p.m.)

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE
REVIEWED OR CONSIDERED FOR AN AWARD**

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This document is the Request for Application for the FY24 21st Century Community Learning Centers Grant. Supplemental documents are available on the [Office of the State Superintendent of Education website](#) that provide more information on the application process.

Section 1—Application Information

Funding Opportunity Information

Funding Opportunity Information	
Grant Name (Full)	Nita M. Lowey 21st Century Community Learning Centers
Grant Name (Abbreviated)	21st CCLC
Granting Agency	Office of the State Superintendent of Education (OSSE)
Grant Period	5 Years
Start Date of Grant’s First Year	October 1, 2023
End Date of Grant’s First Year	September 30, 2024
Minimum Funding Request	\$50,000
Maximum Funding Request	\$2,225 per student proposed to be served
Supplemental Funding Opportunity	OSSE has received \$245,000 in federal Bipartisan Safer Communities Act funds to award to fiscal year 2024 (FY24) subgrantees that propose evidence-based activities specifically designed for low-income middle and high school students that increases school day attendance and engagement, reduces rates of chronic absenteeism, and enhances connections between those students and their school, family, and program partners. Applicants may select a competitive priority that indicates these activities will take place and may be eligible to receive a portion of these funds. These funds are only available in FY24.

Public Contact and Q&A

For questions or additional information regarding this request for applications (RFA) and the associated competitive process, please email 21stCCLC.info@dc.gov. Answers to questions received by July 19, 2023 will be publicly posted to [OSSE’s 21st CCLC website](#).

Timeline of Activities

Timeline of Activities	
Date	Activity
June 9, 2023	Notice of funding availability
June 28, 2023	Release of request for application (RFA)
See next table (below)	Pre-application technical assistance sessions
July 19, 2023	Questions due to OSSE for inclusion in public Q&A
August 11, 2023 (12:00 p.m.)	Application deadline
August–September	Peer review of applications (anticipated)
September	Distribution of grant award notifications (GAN) (anticipated)
September	Post-award training sessions (anticipated)
October 1, 2023	New programs must commence

Pre-Application Technical Assistance Sessions

Applicants are strongly encouraged to attend one of the web-based pre-application technical assistance sessions hosted by OSSE. Each session will include the same overview of the 21st CCLC grant program, the competition, application completion and submission process.

Pre-Application Technical Assistance Session Information		
Date	Time	Session Link
July 6, 2023	10 a.m.	Here
July 13, 2023	2 p.m.	Here

Section 2—Program Information

Program Name

Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC)

Specific Funding Authority

The 21st CCLC Grant Program is authorized under Title IV Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015. Additional funds, available only in the first year of the program, fiscal year 2024 (FY24), are authorized under the Bipartisan Safer Communities Act (BSCA) of 2022.

Funding Purpose

The 21st CCLC program is funded to provide opportunities for communities to establish or expand activities in community learning centers that enhance the students' regular academic program, and to engage adult family members through educational and personal development opportunities.

Community learning centers:

- Provide academic programming, including the provision of tutorial services, to help students (particularly those attending low-performing schools) meet [Common Core standards](#).
 - Academic programming must be carried out in active collaboration with the local education agencies (LEAs) that participating students attend.
 - 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.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participants.
- Offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

21st CCLC programs offer safe environments for students during out-of-school time hours. Programs may have one or multiple centers/sites that may be in schools, community facilities, and/or faith-based facilities.

Definition of “Community Learning Center”

A “community learning center” is an entity that assists students to meet the [Common Core](#) state academic standards by providing the students with academic enrichment activities and a broad array of other educational and recreational activities during non-school hours (e.g., before school, after school) or periods when school is not in session (e.g., during summer recess, on Saturdays, or weekdays) (ESEA Section 4201(b)(1)).

Program activities must reinforce and complement the regular academic programs of the schools attended by the students served, target students’ academic needs, and align with the instruction students receive during the school day. Subgrantees must also offer students’ families opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

Eligibility Criteria (Who Can Apply?)

Eligible applicants include:

- A local education agency (LEA);
 - **Note:** Individual schools in a LEA are not eligible to apply directly for funds and cannot sign partnership agreements. All applications and school partnership agreements must be signed and submitted by the LEA on behalf of the school.
- A community-based organization (CBO);
- An Indian tribe or tribal organization;
- Another public or private entity;
- A consortium of two or more such eligible agencies, organizations, or entities; or,

Please note that organizations that already receive 21st CCLC grant funding that continues through FY24 are not eligible to apply.

Requirements of All Eligible Applicants

- Financial soundness: Organizations must assure, as part of the application process, that they are financially sound because 21st CCLC payments occur on a reimbursement basis. Assurance must be provided that the applicant has enough funding and resources to maintain a 21st CCLC program during the reimbursement process.
- Supplement, not supplant: Organizations must assure, as part of the application process, that awarded funds shall only be used to supplement, not supplant, any federal, state, or local dollars available to support programs and activities allowable under the 21st CCLC program. This means that funding may not be used to replace existing funding for the same activity or service targeting the same population.

Requirements of Applicant Consortiums

A consortium of eligible entities must appoint one of the eligible entities to be the lead applicant and fiscal agent for the grant. The lead applicant must:

- Receive and administer the grant funds and submit the required reports to account for the use of grant funds, within the dates and guidelines established by OSSE; and,
- Require consortium partners to sign an agreement that specifically outlines all services each partner will provide. See [Application Guidance](#) for more details.

Please note that letters of support or endorsement do not qualify as a signed consortium agreement.

Resources for Eligible Applicants without Prior Experience

Organizations that do not have prior experience in running after-school programs may choose to enter into agreements with an agency or other entity that has demonstrated success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of students.

Priorities

OSSE has identified the following statutory and competitive priorities for the 21st CCLC program. Competitive priorities are optional and, if addressed, may earn additional points as described in detail below and in the scoring rubric.

Statutory Priorities

By statute, grants must be awarded to programs that serve students who attend schools with a high concentration of low-income students. Eligible applicants must demonstrate that the proposed program prioritizes high-quality programming, academic improvement, and support for eligible student participants, including instruction and tutoring in core academic subjects such as English language arts, mathematics, and science.

ESEA Section 4204(i)(1) identifies the following application priorities:

- A. Propose to target services to:
 - i. Students who primarily attend schools that:
 - I) Are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (be designated for school improvement by OSSE under its Investment in Schools (IIS) methodology, the list of these schools is [available on OSSE's website](#)) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and
 - II) Enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - ii. The families of students described in section (I) above.
- B. Submitted jointly by eligible entities consisting of not less than one:
 - i. local educational agency receiving funds under part A of title I; and
 - ii. another eligible entity.
- C. Demonstrate that the activities proposed in the application:
 - i. Are, as of the date of the submission of the application, not accessible to students who would be served; or
 - ii. Would expand accessibility to high-quality services that may be available in the community.

OSSE Competitive Priorities (Optional)

Additional points on the scoring rubric are available to applicants that select competitive preference priority(-ies) as a component of their application and provide a narrative description about how they will meet the requirements of the selected priority(-ies). When preparing the application, applicants may select up to two of the five listed competitive priorities.

1. **(5 Points).** The applicant proposes a program where 50 percent of students are enrolled in high school with programming that includes credential programs, internships, residencies, workforce development activities, test preparation, or readiness for advanced or honors-level courses. This includes alternative programs serving students in grades 9–12 within high schools.
2. **(5 Points).** The applicant proposes to offer summer programming that:
 - Serves at least 50% of all proposed students, and
 - Occurs for at least 120 hours or more during the summer break period.
3. **(5 Points).** The applicant proposes to use the Forum for Youth Investment’s Program Quality Assessment (PQA) tool within their program evaluation.
4. **(10 Points).** The applicant proposes to implement at least one evidence-based practice (see [21st CCLC Frequently Asked Questions](#)), specifically designed for low-income middle and high school students that increases school day attendance and engagement, reduces rates of chronic absenteeism, and enhances connections between those students and their school, family, and program partners. **(Note: Applicants who select this competitive priority and adequately justify their related programming in the application will be eligible for additional supplemental funding in FY24.)**
5. **(5 Points).** The application:
 - Proposes to serve students who attend schools designated for school improvement by OSSE under its Investment in Schools (IIS) methodology (the list of these schools is [available on OSSE’s website](#));
 - Is submitted jointly between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization; and,
 - Uploads a signed consortium agreement between the required organizations.

Prescreened External Organizations

Organizations that do not have prior experience in running after-school programs may choose to enter into agreements with an agency or other entity that has demonstrated success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive development of students. A [list of prescreened organizations](#) is available on OSSE’s 21st CCLC webpage.

OSSE will periodically verify “good standing” status for each organization using DC’s [Excluded Parties List](#) as well as SAM.gov [exclusion \(“suspended and debarred”\) records](#). All prescreened external organizations will remain on the list for two years from the date posted on the OSSE website. This list is not meant to be exhaustive and does not include a complete list of all eligible organizations. Please note

that inclusion of an organization on this list is not an endorsement of the organization, nor is it a certification or guarantee of the quality of service provided by the organization.

Program Requirements

Authorized Program Activities

Each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including activities that occur before-and after-school, during school holidays, or during summer recess) that advance student academic achievement and support student success. According to USED guidance (ESEA Section 4205(a), as amended), program activities for local subgrantees includes, but are not limited to, the following:

- Academic enrichment learning programs, direct academic instruction, mentoring programs, remedial education activities;
- Tutoring services that are aligned with (1) the District's [Common Core standards](#), and (2) local curricula that are designed to improve student academic achievement;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- Project-based learning;
- Literacy education programs, including financial and environmental literacy programs;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- Services for individuals with disabilities;
- Programs that provide after-school activities for students who are English language learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy (open to adults who are family members of participating students);
- Programs that assist students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs;
- Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and,
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Measures of Effectiveness

The 21st CCLC program is based on sound principles of effectiveness that will guide local subgrantees to identify and implement programs and activities that can directly enhance student academic achievement. In accordance with ESEA Section 4205(b), programs must be based on the following:

- An assessment of objective data regarding the need for before- and after-school (or summer recess) programs and activities in the schools and communities to be served;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- If appropriate, evidence-based research that the program or activity will help students meet the Common Core state academic standards and any local academic standards;
- Measures of student success that align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and,
- Procedures to collect the data necessary for the measures of student success described.

Community Learning Center Hours of Operation

Research demonstrates that effective 21st CCLC programs have students participating on a regular basis, not a drop-in basis. Therefore all 21st CCLC program sites must offer services in accordance with the minimum requirements outlined in this “Minimum Hours of Operation (Per Community Learning Center [“Site”]) (Students)” table. Program operating hours must be offered when most enrolled students are able to participate. Additionally:

- All program sites must comply with the minimum hours per day, per week, and per year based on students’ grades of enrollment. On school days, programs may offer services:
 - Before school (for at least one hour, ending just before school begins);
 - After school (for at least two hours, beginning just after school ends); or
 - Both before and after school (complying with the minimum hour requirements for both before and after school).
- If an applicant does not propose to meet the minimum number of required service hours, a waiver request may be submitted to OSSE during the application process. The request must detail why required service hours will not be met, what the proposed service hours will be, and how all other services, goals, and objectives addressed in the application will be met. The waiver request must be submitted on the applicant’s official letterhead and signed by the applicant’s executive director. OSSE reserves the right to deny waiver requests or require edits to proposed service hours based on its review;
- Services must be primarily offered during the school year. 21st CCLC funds may not solely be used to support a summer program; and,
- Services to adult family members do not contribute to the minimum hours of operation.

Minimum Hours of Operation (Per Community Learning Center ["Site"]) (Students)					
Minimum requirement by period	Required of all subgrantees*		Optional		
	School days		Summer break		Holidays and Saturdays**
	PS-8	9-12	PS-8	9-12	
Per Day	3 hours	3 hours	5 hours	4 hours	4 hours
Per Week	4 days	3 days	4 days	3 days	<i>No minimum</i>
Per Year	25 weeks	25 weeks	2 weeks	2 weeks	<i>No minimum</i>
	300 hours	225 hours	40 hours	24 hours	

*Subgrantees may choose to serve elementary school students, middle school students, high school students, or any combination thereof. The minimum requirements must apply to students based on each participant's grade of enrollment at time-of-service provision.

**Non-school hours during weekdays during the typical school year (e.g., holidays) and Saturdays

Expanded Learning Time

Subgrantees are not eligible to use 21st Century Community Learning Center award funds to support Expanded Learning Time (ELT) activities. Subgrantees are not permitted to operate community learning centers during the school day.

Inclusive Practices

Eligible students with disabilities must be able to participate in 21st CCLC programming, and programs must work to ensure that barriers to participation are addressed. Programs must make reasonable modifications to policies, practices, and procedures to support participation of qualified students with disabilities.¹ Federal law is designed to protect the rights of individuals with disabilities in programs and activities that receive any federal assistance.² Entities that operate a 21st CCLC program must:

- Provide reasonable accommodations as required by law and regulations to enable a child with a disability to participate in programming;
- In instances where a student's individualized education program (IEP) requires participation in the 21st CCLC program, provide supplementary aids, modifications, and supports determined appropriate and necessary the IEP team as necessary to afford the child an equal opportunity to participate in the program.³ The supplementary aids, modifications, and supports must be provided at no cost to the child's family and the entities that operate a 21st CCLC program and the LEA must collaborate to support implementation.

¹ Lessons from the Field Serving All Students, Including Students with Disabilities Guide for 21st CCLC State Coordinators, United States Department of Education (September 2016). Available at: https://y4y.ed.gov/uploads/media/StateCoordinatorsGuide_508C.pdf.

² Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 (Section 504) states: "No otherwise qualified individual with a disability in the United States... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..."

³ Individuals with Disabilities Education (IDEA) Act, 34 CFR Section 300.107.

Required 21st CCLC Staffing Positions

Program Director

The program director will be responsible for managing and implementing the fiscal and programmatic components described in the approved application. This is to ensure that all 21st CCLC programs comply with all local and federal regulations and guidelines under the grant agreement in a timely manner. The director's responsibilities include, but are not limited to:

- Overseeing and ensuring implementation of approved program activities (programmatic and fiscal, including monitoring the program and budget appropriately);
- Completing required reports and ensuring timely submission to OSSE;
- Developing an attendance policy and calendar of activities;
- Supervising site coordinators, administrative staff, and program volunteers;
- Conducting program orientation for staff, parents, students, volunteers, and others as needed;
- Developing and maintaining health and emergency plans and files;
- Attending mandated meetings for program directors, in addition required professional development trainings; and
- Ensuring compliance with evaluation requirements, including all required data entry.

Site Coordinator

This position is required for each site. The site coordinator will be responsible for daily operation, coordination, and delivery of services at their respective program site(s). The site coordinator must collaborate with the target school(s) to ensure appropriate academic instruction is provided to 21st CCLC program participants. Support staff must have appropriate expertise and education experience to work with the specified age group(s) assigned. If an agency has only one site, the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program. Site coordinator responsibilities include, but are not limited to:

- Ensuring staff and students are assigned classrooms;
- Overseeing the documentation and daily sign-in process for staff and volunteers;
- Overseeing the drop off and pick up of students;
- Ensuring field trip activities are completed as scheduled and emergency contacts are accessible.
- Ensuring activities for students and families are delivered as approved;
- Communicating with school-day teachers regarding specific student needs; and,
- Ensuring daily student attendance and family attendance and participation data is recorded and secured for monitoring, evaluation, and compliance.

Family Engagement

Family engagement is a required component of the 21st CCLC program. The following best practices should be considered when developing family engagement strategies:

- Offer family members opportunities for literacy and related educational development;
- Have adequate and welcoming space to engage families;
- Establish policies and procedures to promote family engagement;
- Communicate and build trusting relationships;
- Consider hiring staff with family engagement experience and provide training and support to staff to promote effective staff-family interaction;
- Connect families to the program staff, schools, and other community institutions, and provide opportunities and resources for families to engage and support each other;

- Help support families and their basic needs;
- Learn about students' home cultures and communities through events such as arts and culture nights, heritage showcases, and listening conferences with families;
- Regularly share students' data with parents in ways that are understandable and helpful for parents to support learning at home and school; and provide strategies for families to support students on specific learning goals;
- Assist families' abilities to support student learning at home by sharing goals and standards, and by providing at-home strategies that align with instructional practice and learning standards.
- Increase literacy skills by providing books and other reading materials in the home to encourage parents and other adult family members to read frequently to children;
- Use a range of methods, including email, phone calls, letters, open office hours, and formal meetings to maintain ongoing, positive, two-way communication with families;
- Differentiating communication strategies to adapt to family needs and preferences; and/or,
- Collaborate with stakeholders within the school community and external community partners to ensure that communications are in families' home languages and are culturally appropriate.

Sources: The [Expanded Learning and Afterschool Project](#) and [Boston Public Schools: Office of Family and Student Engagement](#).

Participation of Students Enrolled in Nonpublic ("Private") Schools

Students who attend nonpublic schools in the area to be served by the proposed program are entitled to equitable services under the 21st CCLC program. These services and other benefits must be comparable to the services and other benefits provided to public school children, teachers, and other personnel participating in the program and they must be provided in a timely manner.

To ensure equitable participation, the applicant must include evidence in their application that includes information on how they completed each of the following tasks:

- Assess, address, and evaluate the needs of nonpublic school students and teachers;
- Offer services that are secular, neutral and non-ideological;
- Spend an equal amount of funds per student to provide needed services consistent with this grant program; and,
- Provide nonpublic school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers.

Applicants who receive funding must submit documentation of consultation with nonpublic schools to comply with this requirement. See section "Required Documents Upon Award" for additional details.

Federal regulations contain requirements for timely and meaningful consultation between appropriate public and nonpublic school officials. The goal of the consultation process is to design and implement a program that will provide equitable services and meet the needs of eligible nonpublic school students and/or teachers and other education personnel. Consultation between the entity receiving federal financial assistance and nonpublic school officials must occur before any decision is made that could affect the ability of nonpublic school students, teachers, and other education personnel to receive benefits under the grant and must continue throughout the implementation and assessment of activities. Consultation generally must include discussion on such issues as:

- How the needs of children will be identified;
- What services will be offered;
- How and where the services will be provided;

- Who will provide the services;
- The amount of funds available for services;
- The size and scope of the services to be provided;
- How and when decisions about the delivery of services will be made; and
- How the services will be assessed and how the results of assessment will be used to improve those services.

In addition, a thorough consideration of the views of nonpublic school officials on the provision of contract services through potential third-party providers must take place and, where the entity receiving assistance disagrees with the views of the nonpublic school officials on the provision of services through a contract, the entity must provide a written explanation of the reasons why the entity has chosen not to use a contractor.

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

- The subgrantee shall maintain continuing administrative direction and control over funds and property. (No funds can flow directly to the nonpublic school via a subgrantee);
- The subgrantee may place equipment and supplies in the nonpublic school for the time period needed for the grant. The subgrantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility;
- Funds cannot be used for construction of nonpublic school facilities;
- Funds must be used to meet specific needs of students and staff, rather than the needs of the nonpublic school or the general needs of its students. (Funds cannot supplant benefits normally provided by the nonpublic school);
- Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the subgrantee; and,
- All benefits provided, including equipment and materials, must be secular, neutral, and non-ideological.

Grant Funding

Award Information

This 21st CCLC grant will be awarded to subgrantees for a five-year period from fiscal year 2024 (FY24) through fiscal year 2028 (FY28). Grant funds for the first year of funding may be expended from October 1, 2023, through September 30, 2024, and reimbursements for this period may be submitted through December 1, 2024.

During FY24, the first year of the grant period, approximately \$6,000,000 is available in funding to be awarded among the selected subgrantees. Awards for future years of the grant will be dependent on funding provided from USED to the District of Columbia for the 21st CCLC program.

The minimum award amount for a 21st CCLC subgrantee is \$50,000 per year. Award amounts will vary and will be made in consideration of the number of students to be served, the needs of students who

will be served, and the services to be provided to the families of participating students. No matching funds are required from the applicant.

Applicants must apply for funding based on the number of students proposed to be served by the program. An applicant may submit a budget that includes a maximum request of \$2,225 per student proposed to be served.

FY 24 Supplemental Funding Opportunity

OSSE has received an additional \$245,000 from the federal government through the Bipartisan Safer Communities Act of 2022. Subgrantees that select and justify competitive priority four may be eligible to receive a portion of these funds. These funds are only available in FY24. Applicants **must not budget for these funds when preparing their application**, as the portion of these funds available to eligible grantees will be determined after applicants are selected for funding. These funds will be determined and awarded by OSE based on the number of proposed students to be served.

Applicants that receive supplemental funds from the Bipartisan Safer Communities Act of 2022 may not carryover any of these supplemental funds from the first year into the second year of the program.

Competitive Application

OSSE's 21st CCLC grant competition is a competitive process. Applying—even submitting a complete application package—does not mean your organization will be awarded a subgrant. Furthermore, subgrantees that receive an award may receive a total funding amount that is different than the total funding amount requested in the application's budget.

Reimbursements and Carryover

Requests for reimbursement must be submitted at least once quarterly but no more than once monthly. OSSE highly recommends that subgrantees submit monthly reimbursement requests. Programs are expected to expend 100 percent of their funds during the period for which an award is made. However, in the first, second, third, or fourth year of a subgrantee's grant award, the subgrantee may carry over up to 15 percent of that year's 21st CCLC award into the next program year. Programs that fail to expend a minimum of 85 percent of their award may be subject to a reduction in continuation awards. No carryover is allowed during the final year of the program.

Program Fees

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to low-income students and their families. OSSE prohibits charging fees to 21st CCLC program participants and their families since this can create serious equity issues and unintentionally create barriers to enrollment for low-income students and families.

Award Decisions

Review Panel(s)

The review panel(s) will score all components of each submitted application. OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved. Regardless of application scores, OSSE has discretion to determine final award decisions based on any other factors consistent with the federal statute. The review panel(s) for this RFA is composed of external, neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development. Specifically, OSSE selects grant reviewers who have at least one of the following: (1) knowledge of the impact that afterschool learning opportunities have on improving the academic achievement of students; (2) experience in an education-related field; (3) STEM education experience; (4) specialized education experience; (5) English learners experience; (6) social and emotional learning experience; (7) experience working with a variety of community members to forge meaningful partnerships that foster commitment to improving the lives of youths and families; or (8) previous experience/expertise as a grant reviewer.

Complaint and Appeals Process

OSSE has adopted written procedures for the receipt and resolution of complaints alleging violations of the law in the administration of ESEA programs. The complaint process is available for parties that believe an ESEA program was not administered in accordance with federal law and regulations. This information is contained in OSSE's [Policy for Complaint Procedures for Elementary & Secondary Education Act Programs and Competitive Grants](#).

Grant Award Notification (GAN)

All applicants will receive notification of their final award decision. All awards are subject to availability of federal funds as applicable. Grant applications are subject to negotiation with OSSE, and final awards may be different than proposed. Grant awards are not final until approved by OSSE and the subgrantee receives a grant award notification. All applicants will receive notification of their final award decision.

Applicants will receive notification regarding the outcome of their application within a timeframe that allows those funded a reasonable amount of time to prepare program services and, for those that have not received funding, to request feedback from OSSE. Grant awards are not final until approved by OSSE and the subgrantee receives a grant award notification.

Annual Continuation Application

All awards are made for a period of five years. Applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two, three, four, and five. The continuation application will be online in OSSE's Enterprise Grants Management System (EGMS). Information regarding the application will be communicated to subgrantees prior to the end of each program period. Continuation of awards is contingent upon the following:

- The availability of funds;
- Compliance with District and federal laws, regulations, and guidance;
- Operation of the grant program as submitted in the application;
- The appropriate expenditure of funds throughout each grant award period; and,

- The subgrantee’s demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the subgrantee, including the submission of quarterly reports.

Renewability

OSSE will not renew grants for organizations as found in Section 4204(j) of ESEA. All subgrantees, after the five-year award period ends, must resubmit a competitive application during a future 21st CCLC competition, and be awarded funding, to continue offering a federally funded 21st CCLC program.

Programmatic Compliance Requirements

OSSE will use ongoing monitoring and reporting systems to track 21st CCLC program performance. The first, second, third, and fourth years of the five-year grant award will be reviewed annually for consideration of continued funding. 21st CCLC subgrantees desiring to provide 21st CCLC services after the fifth year of the five-year grant award will need to submit a new 21st CCLC competitive application, if available), and receiving a new award is not guaranteed.

Student Participation Requirements

By March 30 of each award year, subgrantees are required to serve at least 75 percent of the number of student participants for which they have been funded. Program participants must sign a daily attendance sheet that must be maintained by each program. If the subgrantee fails to serve 75 percent of the number for which the program was funded (projected number of participants), OSSE may reduce the award amount to align with the number of students being served. The reduction of the award to reflect the number of students being served will start at the beginning of subsequent years of the 21st CCLC award. This will be evaluated on an annual basis.

Subgrantee Participation Requirements

As outlined in the [Required Training and Professional Development](#) section, subgrantees are required to attend quarterly meetings, technical assistance sessions, and professional development conferences. All subgrantees must comply with the requirements of this section.

Report Submission

Subgrantees must submit all required reports by their published deadlines. This includes submission of quarterly reports, annual reports, and third-party evaluations. Additional details about required reports are available in the [Evaluation, Reporting, and Accountability](#) section.

Future Year Funding Limitations

If programmatic compliance requirements are not met by subgrantees during the preceding year of implementation, OSSE may reduce the value of future awards to subgrantees. This includes:

- Student participation requirements;
- Subgrantee participation requirements; and,
- Report submission.

Required Documentation Upon Award

The following documents must be submitted to OSSE at 21stCCLC.info@dc.gov upon notification that an applicant has been considered for a 21st CCLC grant award. They do not need to be provided prior to submitting the application. Electronic signatures secured using password and date stamp protections are allowable. Signatures font, signature pictures, and other signature inserts will not be accepted.

Post-Application Required Documents		
Document	Form to Provide	How to Submit
Documentation of Private School Consultation Form	Template on OSSE website: Click Here	Email to 21stCCLC.info@dc.gov
Proof of Liability Insurance	A copy of your organization’s liability insurance provided by your insurer.	Email to 21stCCLC.info@dc.gov
Building Use Agreement	No template provided.	Email to 21stCCLC.info@dc.gov

Documentation of Nonpublic (“Private”) School Consultation

In accordance with ESEA sections 1117 and 8501–8504, as amended, students who attend nonpublic schools in the area to be served by the proposed program are entitled to equitable services under the 21st CCLC program. If there are nonpublic schools located in the area to be served, the applicant must consult with the nonpublic school officials during the design and development of the program on issues such as needs identification, services to be offered, service delivery, program assessment, and scope and size of services to be provided to nonpublic school students who want to attend the 21st CCLC program. Before any decision that affects the opportunities of students, teachers, and other educational personnel from these nonpublic schools must be consulted. The [Documentation of Private School Consultation Form](#) must be signed by a representative from both the applicant organization and a nonpublic school representative to certify that the [participation of students enrolled in nonpublic schools](#) section was read, and the nonpublic schools were offered an opportunity to participate in the development of the application. The applicant is responsible for maintaining documentation of nonpublic school contact and consultation (subject to review by OSSE).

Proof of Liability Insurance

All applicants must maintain sufficient insurance to protect the items purchased through federal funds and against accidents that may occur on the property.

Building Use Agreement

All facilities offered for the provision of service under the grant agreement shall be accessible to persons with mobility and other limitations (e.g., persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated into the grant agreement. The facilities must be opened for visiting by families and convenient to reach by public transportation.

Required Training and Professional Development

OSSE-Provided Trainings and Professional Development

To ensure that 21st CCLC programs implement effective strategies through ongoing technical assistance and training, and to coordinate professional development for staff in specific content areas and youth development (ESEA, Section 4203(a)(6)), all newly funded 21st CCLC subgrantees must attend a post-award conference (provided for all new program directors and coordinators). The conference will take place after 21st CCLC grants are awarded. Subgrantees will be notified of the time and location.

A representative from each subgrantee is required to attend four quarterly meetings. Subgrantees are also required to attend at least three technical assistance trainings coordinated or offered by OSSE during each annual award period.

Trainings for Third-Party Evaluators

Third-party evaluators must attend two annual training sessions coordinated or offered by OSSE during each annual award period.

External Training and Professional Development

It is important to ensure that staff who work directly with students have access to professional development opportunities. For assistance in identifying appropriate professional development opportunities, please contact OSSE at 21stCCLC.info@dc.gov.

Costs associated with attending required and other allowable conferences (such as registration, travel, lodging, per diem, etc.) should be factored into the proposed 21st CCLC budget. See the [Application Guidance](#) document for additional budget information. Applicants must use either their organization's established travel and per diem rates or the General Services Administration (GSA) [travel resources rates](#). If the organizational rate is different than the GSA rate, the applicant must include the lower of the two costs.

Beyond School Hours Conference – Required

OSSE requires all 21st CCLC subgrantees to select one or more program staff members (to include a reasonable combination of the program director, a site director, instructors, or a partner representative) to annually attend the [Beyond School Hours Conference](#).

U.S. Department of Education's Summer Symposium – Required

OSSE requires all 21st CCLC subgrantees to select one or more program staff members (to include a reasonable combination of the program director, a site director, instructors, or a partner representative) to annually attend the [U.S. Department of Education's Summer Symposium](#).

Additional Conference(s) – Optional

Subgrantees may optionally permit program staff members to attend other out-of-school time national or local conference per year. Some national out-of-school time conferences include the [National Afterschool Association Convention](#), the [Best of Out-of-School Time Conference](#), the [National Summer Learning Association Conference](#).

Branding

When promoting activities funded by the Nita M. Lowey 21st Century Community Learning Centers program, the 21st CCLC logo must be incorporated into the branding (e.g., on fliers, brochures, newsletters, registration forms, websites, and other 21st Century program printed materials). OSSE will provide subgrantees with the proper logo to use upon funding.

Program Monitoring and Reporting

Subgrantee Monitoring

Local programs must meet the [principles of effectiveness described in the law](#). To meet the principles of effectiveness, program activities shall be “developed:

- Based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
- Based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and,
- If appropriate, be based upon evidence-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.”

OSSE will monitor subgrantees to assess progress toward meeting these principles of effectiveness. This monitoring will include OSSE analyzing and approving continuation applications and budgets prior to the start of each program year and requiring regular reporting from subgrantees. OSSE will also conduct announced and unannounced site visits to subgrantees. For the announced monitoring visits, the subgrantees will be required to present additional, pertinent information that will allow OSSE to conduct a constructive, proficient, and successful site visit for program compliance.

Periodic Evaluation

The program or activity shall undergo a periodic evaluation in conjunction with the State educational agency’s overall evaluation plan as described in ESEA section 4203(a)(14), to assess the program’s progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Results of these evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures. They must also be made available to the public upon request, with public notice of such availability provided.

Evaluation, Reporting, and Accountability

Applicants are required to complete federal and state level reports about their program. Requirements and templates for these reports, and their content, are subject to change. Subgrantees must participate in regular data collection, analysis, and reporting activities to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Subgrantees must evaluate the academic progress of children participating in the 21st CCLC program. Results of the evaluations must:

- Be used to refine, improve, and strengthen the program (individual student data); and,
- Be made available to the public upon request (aggregated student data).

Quarterly Reports

All subgrantees must submit quarterly reports that include information about:

- The anticipated and actual number of students served per site (including a narrative if a discrepancy exists);
- Activities conducted with students;
- Information about partnerships (including a narrative description of a partner's contribution during the quarter);
- Methods of evaluation of program efficacy;
- Description of a program accomplishment; and,
- Description of a challenge implementing the 21st CCLC program.

Annual Reports

Subgrantees must submit data to the US Department of Education (through the 21APR portal) about their program's activities, staffing, participation, and outcomes.

Third-Party Evaluations

Subgrantees are required to conduct a third-party evaluation to objectively assess program outcomes and impact at the end of the first, third, and fifth grant year. Subgrantees must submit a narrative evaluation report documenting the success of their 21st CCLC program and may allocate up to eight percent of their total annual budget for the third-party evaluation process and report.

The third-party evaluator must be independent of the award recipient and should be external, and not have a personal connection to the organization receiving the grant. Also, the third-party evaluator may not be an employee or subdivision of another entity that is currently a subgrantee under OSSE's 21st CCLC program. In choosing a third-party evaluator, applicants should consider the candidate's:

- Experience evaluating educational initiatives;
- Capacity to collect, manage, analyze, and interpret program and individual student data;
- Time availability (evaluation and reporting may take a considerable amount of time); and,
- Understanding of data confidentiality requirements.

The third-party evaluation report should include information and evidence of program implementation; describe data collection and analysis; and present findings of the analysis that supports evaluation of student progress and program implementation, including all the performance indicators identified in the program design. This includes clear benchmarks to monitor progress toward specific performance measures and performance indicators to assess impact on student learning and behavior. The evaluator selected should have demonstrated experience collecting, managing, analyzing, and reporting K–12 educational data and an understanding of the Family Educational Rights and Privacy Act (FERPA) and data safeguarding. In addition, the selected third-party evaluator should assist the subgrantee in setting up the program's evaluation plan, collecting data and/or assisting the program in collecting data, assist with fulfilling reporting requirements, and prepare an annual evaluation report.

The subgrantee's third-party evaluator should be prepared support the award recipient to collect, analyze, and report on the following data, including:

- State assessment data in reading (PARCC) (GPRA 1);
- State assessment data in math (PARCC) (GPRA 1);
- Grade point average (GPA) (GPRA 2);

- Attendance data (GPRA 3);
- School day suspension rate (GPRA 4);
- Engagement in learning, determined using an OSSE-provided survey (a modified version of the SAYO-T survey) for students' day school teachers (GPRA 5);
- Program operations, staffing, activities, and other information related to implementation.
- Student demographics;
- Local assessments in reading, math, and science, if applicable;
- Disciplinary data, if applicable;
- Credit recovery or accrual, if applicable;
- Parent or family participation;
- Partner information; and,
- Other data as directed by OSSE, if applicable.

The third-party evaluation report is expected to be comprehensive in nature. It should include program implementation information; program and participant outcomes; progress toward grant performance measures; and written recommendations for improvement or enhancement.

Applications must be submitted by the required deadline in [OSSE's Enterprise Grants Management System \(EGMS\)](#). Resources and materials to assist completion of the application process are located [here](#). For questions or additional information regarding this request for applications (RFA) and the associated competitive process, please email **21stCCLC.info@dc.gov**.

Appendix A: Program-Specific Assurances

As the duly authorized representative of the applicant, I certify that:

1. The applicant will participate in all required State 21st Century Community Learning Centers Program trainings and post-award conferences as required by the Office of the State Superintendent of Education and the U.S. Education Department.
2. The applicant will place all 21st CCLC award funds in a separate non-interest-bearing account.
3. The program will take place in a safe and easily accessible facility.
4. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend and the partners with whom they will collaborate (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality.
5. The proposed program was developed, and will be carried out, in alignment with the challenging State academic standards and any local academic standards.
6. The program will target students who primarily attend schools eligible for school wide programs under Section 1114 and the families of such students.
7. The funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
8. The applicant has sought out public comment on the 21st Century Community Learning Centers grant proposal before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.
9. The community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
10. The program will be carried out as proposed in the application.
11. All staff members and volunteers who will be working directly with children have completed FBI fingerprint and criminal background checks, and have current TB test results on file prior to working directly with students.
12. All programs will provide professional development to the staff as needed.
13. The program administrator will prepare and submit to OSSE such reports, in such form and containing such information, as OSSE may require to determine the extent to which activities carried out with funds provided to the program are effective in improving the educational achievement and to meet federal reporting requirements.
14. Provisions for security and building use agreement have been made.
15. All programs will establish an advisory board which will meet regularly and offer input into program operations.
16. The fiduciary agent is financially sound, meeting all federal, State, and Local tax compliance requirements.
17. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
18. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities.

19. The public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
20. The applicant will adopt and use proper methods of administering each such program, including — (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
21. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
22. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
23. The applicant will — (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

Additional Terms and Conditions

1. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit the Agency to make an award.
2. The Agency reserves the right to accept or deny any or all applications if the Agency determines it is in the best interest of the Agency to do so. The Agency shall notify the applicant if it rejects that applicant's proposal. The Agency may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement.
3. The Agency reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
4. The Agency shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
5. The Agency may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for intended services.
6. The Agency may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
7. The Agency shall provide the citations to the statute and implementing regulations that authorize the grant or subgrant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by the granting Agency; and compliance conditions that must be met by the grantee.
8. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

Appendix B: Performance Measures

The U.S. Department of Education’s performance measures for the Nita M. Lowey 21st Century Community Learning Centers Government Performance and Results Act (GPRA) measure indicators are:

21st CCLC GPRA Measures			
#	GPRA Measure Indicators	Grade Levels	Performance Measured/Data Type
1a	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.	4–8	State Assessment, Reading and Language Arts
1b	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	4–8	State Assessment, Mathematics
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 of less than 3.0 who demonstrated an improved GPA.	7–8 and 10–12	GPA
3	Percentage of students in grades 1–12 participating in 21st CCLC during the school year 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.	1–12	Attendance
4	Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	1–12	In-School Suspension
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.	1–5	Engagement in Learning

OSSE will use these federal GRPA measures to track performance by 21st CCLC subgrantees and subgrantees will report on these measures within each continuation application submitted and in the 21APR federal data collection portal. Subgrantees may optionally provide up to two additional, program-specific performance measures (see [Application Guidance](#) document for more information.)

GPRAs Measure Development

All OSSE 21st CCLC subgrantees are expected to report the Government Performance Results Act (GPRAs) measures listed above. GPRAs measures are the required outcomes reported to Congress annually through the 21APR online portal. Your performance measures must align with the GPRAs measures (you may optionally have up to two performance measures of your own development).

Performance measures should represent annual change—change from the prior year to the current or beginning of the year to the end of the year—not cumulative change over multiple years. For each performance measure, choose a performance target based on your needs assessment. Performance targets should be reasonable yet challenging. You should be able to link each measure to specific activities that your program will use to address the challenge.

Each application is REQUIRED to address all five GPRAs performance measures above. An applicant may add up to five additional measures.

- Review the template below to support planning of the measures that are aligned to the 21st Century GPRAs measures above.
- Copy and paste the information you provide in the template into the Performance Indicators section of your EGMS application. Ensure that you identify each section of the template by number when pasting them into the EGMS text box.

Template: Performance Measures (reuse for each GPRAs measure)		
GPRAs Measure: {from table above}		
GPRAs Grade Levels, <i>from table above</i>	Grade Levels Served, <i>by your program</i>	
<input type="checkbox"/> 4–8 (GPRAs 1) <input type="checkbox"/> 7–8 and 10–12 (GPRAs 2) <input type="checkbox"/> 1–12 (GPRAs 3 and 4) <input type="checkbox"/> 1–5 (GPRAs 5)	<input type="checkbox"/> PS <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Program’s Performance Indicator: {Revise the GPRAs measure to accurately include the grades your program is serving. For example, a program only serving elementary students should not include middle and high school grades in the performance indicator.}		
Evidence-based, research-supported activities to achieve this performance measure.	Milestones in the process of meeting this measure.	Metric(s) by which progress will be measured.
{applicant’s response}	{applicant’s response}	{applicant’s response}

This table contains a sample response using the template provided above for GPRA 2. The *italicized text in the table below, in this typeface*, is the sample response. For this example, the applicant organization serves middle and high school students in elementary and middle school.

Performance Measure			
<p>GPRA Measure: <i>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 of less than 3.0 who demonstrated an improved GPA.</i></p>			
GPRA Grade Levels, from table above	Grade Levels Served, by your program		
<input type="checkbox"/> 4–8 (GPRA 1) <input type="checkbox"/> 7–8 and 10–12 (GPRA 2) <input type="checkbox"/> 1–12 (GPRA 3 and 4) <input type="checkbox"/> 1–5 (GPRA 5)	<input checked="" type="checkbox"/> PS <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<p>Program’s Performance Indicator: <i>Percentage of students in grades 7–8 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.</i></p>			
Evidence-based, research-supported activities to achieve this performance measure.	Milestones in the process of meeting this measure.	Metric(s) by which progress will be measured.	
<p><i>To increase students’ GPA year-over-year, our program will:</i></p> <ol style="list-style-type: none"> <i>We will offer 30 minutes of language arts and 30 minutes of differentiated math instruction each weekday that programming is offered. Students’ lessons will be tailored to their grade level and aligned with the content in their school-day classes.</i> <i>We will do weekly check-ins with middle school students to monitor their classroom grades with those students. If students demonstrate no- or low-growth in grades, we will offer additional tutoring opportunities for students.</i> <i>We will offer a monthly “Family University” where families can learn skills about offering in-home tutoring, best monitor students’ grades, and identify other resources for success.</i> <i>We will do monthly experiential learning projects that are thematic and interdisciplinary. These activities, in addition to tutoring, will create new opportunities for student learning.</i> 	<p><i>Our progress implementing these GPA-improving activities will include these major milestones with anticipated dates and accomplishments:</i></p> <ul style="list-style-type: none"> <i>—Launch of after-school programming at partner school site by September 15.</i> <i>—Enroll at least 85 students in daily after-school programming by October 1.</i> <i>—Start first experiential learning program, based on astronomy, on October 1 (through month).</i> <i>—Launch first “Family University” event to provide resources, training, and guidance for parents and guardians by October 15.</i> <i>—Having data sharing agreements signed by students’ guardians and our school site for GPA sharing (and other data) by November 15.</i> <i>—Perform at least 20 check-ins with middle school students per week to monitor school grades by November 15.</i> <i>—Monitor first semester student GPA by December 30.</i> 	<p><i>We will measure our progress toward this measure using GPA provided by the students’ schools, based on an unweighted GPA of 4.0. We will have data sharing agreements with our program site partners (schools) to ensure that we receive timely and complete GPA information for students who participate in at least one day of our 21st CCLC program. Any student who had a GPA of less than 3.0 in the prior school year who demonstrated any improvement will count as a student who made adequate progress. We will report this as a percentage: the numerator will be the number of students who demonstrated improvement with an initial GPA under 3.0, and the denominator will be the total number of students who participated in at least one day of 21st CCLC programming at our site.</i></p>	


Optional Additional Performance Measures

Applicants that choose to develop one or two performance measures in addition to the five required GPRA measures (see [Application Guidance](#) document for more information) must use this template to write them. These sections appear in the EGMS application.

Template: Performance Measures (optional GPRA measures)		
Program’s Performance Measure: {must be a SMART performance measure.}		
Evidence-based, research-supported activities to achieve this performance measure.	Milestones in the process of meeting this measure.	Metric(s) by which progress will be measured.
{applicant’s response}	{applicant’s response}	{applicant’s response}

Appendix C: Partner Attestation Form

The partner attestation form is available to download on the OSSE website ([click here](#)).



**DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION**

Partner Attestation Form

Nita M. Lowey 21st Century Community Learning Centers (CCLC)

Applicant Name <small>(Name of fiscal agent)</small>	Contact Name
Agency Address	Agency Phone
Agency Email	Agency Fax

Is the applying agency participating in a consortium? Yes No

Brief Description of Commitment
(Expanded description should be given in narrative form in the Partnerships section of Program Narrative).

Partner Name	Partner Contact Name
Partner Address	Partner Phone
Partner Email	Partner Fax

Is the partner participating in a consortium? Yes No

Applicant Status (Please check one)

<input type="checkbox"/> Local Education Agency	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> Faith-Based Organization
<input type="checkbox"/> Independent Private School	<input type="checkbox"/> Non-Profit Organization	<input type="checkbox"/> For-Profit Organization
<input type="checkbox"/> Institution of Higher Learning	<input type="checkbox"/> Indian Tribe or Tribal Organization	

Summary of Partner Services to Be Provided (Please check all that apply)

<input type="checkbox"/> Reading or Literacy	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science
<input type="checkbox"/> Arts and Music	<input type="checkbox"/> Tutoring or Mentoring	<input type="checkbox"/> English Learner Services
<input type="checkbox"/> Recreational	<input type="checkbox"/> Technology and Telecommunications	<input type="checkbox"/> Library Services
<input type="checkbox"/> Adult Services	<input type="checkbox"/> Youth Development	<input type="checkbox"/> Drug and Violence Prevention
<input type="checkbox"/> Character Education	<input type="checkbox"/> Disability Services	<input type="checkbox"/> Cultural Education
<input type="checkbox"/> Nutritional Education	<input type="checkbox"/> Physical Fitness	<input type="checkbox"/> Counseling Services
<input type="checkbox"/> College and Career Readiness	<input type="checkbox"/> Other	

Is this a paid partnership? Yes No Estimated value of partnership: \$

Please indicate which 21st CCLC schools/sites this partnership will support.

Please indicate the following time commitment this partnership will support.

Partner Commitment (Check all that apply)	After-School	Before-School	Summer	Weekend	Other (Specify)
# of schools/sites					
# of hours per day					
# of days per week					

Only authorized 21st CCLC program administrators are permitted to sign the Partner Attestation Form. By signing, the applicant and partner are committed to ensuring that 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/sites to be served.

Applicant Administrator	Title	Signature	Date
Partner Administrator	Title	Signature	Date