



INDIANA
DEPARTMENT *of*
EDUCATION

21st Century Community Learning Center Out-of-School Time Program

Cohort 12 Grant Application

IDOE's Office of Title Grants & Support

in.gov/doe

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Overview

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|-----------------------------|---|
| Program Name | 21st Century Community Learning Centers |
| Pass Through Entity | Indiana Department of Education |
| Office | Title Grants and Supports |
| Federal Agency | U.S. Department of Education |
| Federal Award ID | S287C240014 |
| Fiscal Year of Award | 2024 |
| CFDA | 84.287 |

| | |
|--|---|
| Application Release Date | Monday, February 26, 2024 |
| Application Due Date | Friday, August 16, 2024 |
| Electronic Submission Process | Submit the RFP here. |
| Eligibility* *Programming offered by FBOs must be secular in nature. | <ul style="list-style-type: none"> • School corporations and charter schools through a local educational agency (LEA) or community-based organization • Educational consortia (of charter schools or LEAs) • Non-profit agencies • City or county government agencies Education service centers • Faith-based organizations* • Institutions of higher education |
| Award* *Funding may be adjusted based on the number of applicants, quality, and remaining funds. | Funding supports around \$3,100 per youth, and grant recipients must plan to serve 40 youth annually. The minimum allocation is \$124,000. The maximum allocation is \$372,000 with the opportunity to request additional funding. |
| Grant Notification Date* *Subject to change | Monday, September 30, 2024 |

To the Applicant

Thank you for your interest in the Nita M. Lowey 21st Century Community Learning Centers Program (21st CCLC). The 21st CCLC is a federally-funded program (Title IV, Part B) awarded to public school corporations, charter schools, community-based organizations, public/private organizations, FBOs whose programming is secular in nature, or a consortium of these organizations, to provide youth with a safe environment during non-school hours. This program supports the creation of community learning centers that provide academic enrichment opportunities for youth, particularly those who attend high-poverty and low-performing schools.

The program helps youth meet state and local student standards in core academic subjects, offers a broad array of enrichment activities that help their social, emotional, and behavioral development, and offers literacy and other educational services to the families of participating youth.

[Applications](#) for this 2024 grant opportunity close on Friday, August 16, at 11:59 p.m. ET.

Submitted applications will be reviewed based on the selection criteria outlined below. Awards will be announced in September. IDOE requires all applicants to consult extensively within their communities to ensure that parents, community organizations (public or private), faith-based organizations, colleges/universities, businesses, arts and cultural organizations, and other youth development agencies can work in meaningful collaboration with schools to establish a 21st CCLC. Applicants must identify the evidence-based curriculum in alignment with the Indiana Academic Standards that guide the proposed programming and activities.

Interested applicants should complete [this form](#) to signify their intent to apply by Friday, April 5. Although not required, submission of this form assists IDOE in planning for the application review process.

Please review the following guidance to assist in completing your grant application. An application checklist is provided on page X to ensure correct submission. IDOE and 21st CCLC provides the following support to assist in this process:

1. Cohort 12 RFP Overview Webinar
2. [Cohort 12 RFP Budget Overview Webinar](#): The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. Please note that 21st CCLC staff members are able to answer questions about application clarity; however, they are not able to answer questions or make suggestions regarding application content. Submit your questions to OSTprogram@doe.in.gov.
3. Applicants are encouraged to participate in the **Grantee Readiness Program**, aimed at providing ongoing virtual and in-person support to applicants. This initiative will provide applicants with monthly virtual and in-person sessions, each focused on an individual section of the RFP. In-person sessions will be held in two locations throughout the state and provide attendees with the virtual session content as well as time with content experts. The Grantee Readiness Program will be provided by our technical assistance partner, Social Legends. Registration is required—dates, times, topics, & locations can be found via the [registration link](#). As sessions occur, content (slide decks, resources, tools, etc.) will be saved to a shared online platform, [Cohort 12 Grantee Readiness Series Materials](#).

Timeline

| Date | Action |
|---------------------|--|
| Monday, February 26 | Cohort 12 RFP Applications available |
| Friday, April 5 | Intent to apply form due |

| | |
|--------------------------|---|
| April - July | Grantee Readiness Series |
| Friday, August 16 | Final Cohort 12 RFP Application due |
| August - September | Application review period and grantees notified |
| September - January 2025 | Budget review and contracts period |
| June 2025 | Grantee Orientation |
| July 1, 2025 | Grant program implementation begins |

*Funding may be adjusted based on number of applicants, quality of application, and remaining funds.

Program Years

Year 1: July 1, 2025 - July 31, 2026

Year 2: July 1, 2026 - July 31, 2027

Year 3: July 1, 2027 - July 31, 2028

Year 4: July 1, 2028 - July 31, 2029

Grant Award and Notification

All awards are subject to availability of federal funds. Grant applications are subject to negotiation with IDOE, and final awards may be lower than proposed. Grant awards are not final until approved by IDOE and an award letter/contract is received.

Review Process & Application Scoring

The 21st CCLC grant is highly competitive. Once submitted, applications are distributed to three independent peer reviewers to be scored. Peer reviewers are external to IDOE and submit their resume or curriculum vitae to 21st CCLC staff for initial review. Reviewers come from a variety of professional backgrounds including, but not limited to, education, out-of-school time, higher education, etc. IDOE aims to engage reviewers that are geographically diverse and represent LEAs, community-based organizations, and FBOs from different regions of the state. Reviewers are required to attend training, which includes an overview of the 21st CCLC program, application details, rubric details, and a mock application review to ensure consistency among program knowledge and interpretation of training materials.

1. Applications are scored by three peer reviewers.
2. Application scores are then screened for a significant score variance.
 - a. Applications that have a 15 or higher variance between two scores receive a fourth review.
3. Once the fourth score is received, the outlier score among the four scores is dismissed.

4. The remaining three scores are then averaged to receive the final application score. Applications are scored out of a total of 125 points.
5. IDOE ranks applications by final application scores.
6. Using the total amount of funding available and the total funding amount of application requests, IDOE determines a cut score for funding.
7. IDOE attempts (and not guaranteed) to fully fund all application requests within the determined score range (between 125 and the cut score).

IDOE reserves the right to determine individual awarded amounts based on application content and funding availability.

Appeals Process

Anyone seeking to appeal a 21st CCLC grant award decision must submit a written letter of protest within 30 days of the award notification letter. The protest letter must include evidence of how IDOE violated federal and/or state statute, per Electronic Data Gathering, Analysis, and Retrieval (EDGAR), and why the applicant believes IDOE failed to correctly apply the standards for reviewing the applications as specified in the RFP. Letters of protest should be sent to IDOE via email at OSTprogram@doe.in.gov. Please include "Cohort 12 Appeals Letter" in the subject line of the email. IDOE will acknowledge receipt of the appeal within five business days and respond to the letter within 10 business days. Additionally, a final letter of appeal may be made to the Secretary of the U.S. Department of Education if the applicant does not agree with IDOE's decision.

Section 1: General Program Guidance

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

Definition: A 'community learning center' is an entity within an LEA, charter school, community-based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to youth and their families when school is not in session (before school, after school, during holidays, or summer recess).

Program Authority: Program Authority: Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176).

Eligibility: School corporations/charter schools, schools (through an LEA or community-based organization), educational consortia (of charter schools or LEAs), non-profit agencies, city or county government agencies, education service centers, faith-based organizations*, institutions of higher education.

*Faith-based organizations that are awarded must keep program activities that are created with 21st CCLC funds non-sectarian. Services and benefits provided for youth benefitting from 21st CCLC funds must be secular, neutral, and non-ideological.

Note: Individual public schools may not submit a proposal. Individual schools must apply through an LEA or other eligible entities and may be funded in only one application. Legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Applicants should not propose to target student populations that are targeted by another existing 21st CCLC program. For a list of existing 21st CCLC programs, [click here for Cohort 10](#) and [here for Cohort 11](#).

Funding Qualifications

To qualify for funding under the 21st CCLC grant, applicants must possess at least one of the following:

- 40% or higher free and reduced lunch program student participation. View school and nutrition program participation rates [here](#).
- A D or F school rating for state accountability or “Does Not Meet” or “Approaches Expectations” for federal accountability.

IDOE gives priority to applications that are jointly submitted by not less than one local educational agency receiving Title I, Part A funds, and another eligible entity (§4204(i)(1)(B)).

Expansion of Existing Programming

Funds may be used to expand and enhance current activities provided in existing 21st CCLC programs. For example, a current 21st CCLC grantee may apply for new funds to develop an additional site or to serve additional youth at an existing site. A grantee may also use funds to align activities to help youth meet local and state academic and afterschool standards, if those services are not part of the current out-of-school time program.

Non-Public Schools

A non-public school is defined as a school supported by a private organization or individuals other than the government.

- [Equitable Services to Non-Public Schools Under ESSA | IDOE](#)

Youth, teachers, and other educational personnel are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must offer to provide equitable services to non-public school youth and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both public and non-public schools in a five-mile radius of each program site. Grantees must consult with non-public school officials during the design and development of the 21st CCLC program on issues such as how the youth’s needs will be identified and what services will be offered. If the applicant is awarded, they must consult with non-public school officials annually. Services and benefits provided for non-public school youth must be secular, neutral, and non-ideological.

An Equitable Participation of Non-Public School form must be completed by the applicant. See Appendix 2 & 3 for details.

Funding Purpose

The purpose of this initiative is to establish 21st CCLC programs that provide economically disadvantaged youth with opportunities for academic enrichment, character enrichment, and other activities designed to complement the youth's regular academic program. The 21st CCLC program must also involve adult family members of actively participating youth through engagement opportunities such as, but not limited to, family nights, partnering with community partners to host events relevant to the community, and offering interest-based classes during programming hours.

21st CCLC programs provide safe environments for youth during non-school hours and may have one or multiple sites located in schools, community facilities, and/or faith-based facilities. All sites must provide a range of high-quality services to support student learning and development that may include, but are not limited to, academic enrichment (e.g., tutoring, homework assistance, high-yield learning activities) mentoring, service learning, physical fitness and wellness, career and technical programs, and/or internships or apprenticeship programs. The specific purposes of the programming according to the law are to:

- Provide opportunities for academic enrichment (e.g., tutoring, homework assistance, high-yield learning activities) particularly to youth who attend low-performing schools, in order to meet the challenging Indiana Academic Standards.
- Offer youth a broad array of character enrichment programs that may include, but are not limited to, mentoring, service learning, physical fitness and wellness, career and technical programs, internships or apprenticeship programs, drug and violence prevention programs, counseling programs, art, music, financial literacy programs, environmental literacy programs, and others.
- Offer families of youth served by the community learning centers opportunities for active and meaningful engagement in their youth's education, including opportunities for literacy and related educational development. (ESSA Section [4201(a)])

Refer to the Indiana Academic Standards that align with the proposed applicant's focus area of programming via IDOE's [Indiana Academic Standards](#) and the Indiana Afterschool Network's [Indiana Afterschool Standards](#).

21st CCLC should support and reinforce what is happening during the school day and work collaboratively with school staff to better support youth and achieve positive student outcomes. By bringing together community organizations with public and non-public schools, youth and families can take advantage of multiple resources in the community.

Special Needs Students

Requirements under the General Education Provisions Act (GEPA) Section 427:

This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

All applications for new awards must include information to address this new provision to be eligible to receive funding under this program.

GEPA Section 427 requires each applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for youth, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers might prevent your youth, teachers, or others from access or participation in the program. Applications will include a description of the steps taken or planning to be taken to overcome any barriers in a clear and succinct manner. This information may be provided in a single narrative, or if appropriate, may be discussed in connection with related topics in the application. If awarded funding you must have a written plan detailing how you will accommodate students, families, and staff with special needs.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that when designing projects, applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to eliminate barriers it identifies. Learn more about GEPA Section 427 [here](#).

Total Funding Amount Calculation

Applicants must show a breakdown of the total funding request, including the total base annual funding amount as well as any additional operational cost needs that require a funding waiver request (see below). IDOE will award only one grant per fiscal agent. To determine an annual funding amount, utilize the following equation:

$$\text{Number of Youth} \times \text{Per Pupil Allocation} = \text{Total Funding}$$

The equation should include a total number of youth served across program site(s). The total funding amount must be determined using an annual per pupil allocation of \$3,100 per youth. Grantees must serve a minimum of 40 youth annually. The maximum grant award is \$372,000, with the opportunity to request additional funding. A request does not guarantee additional funding.

Funding Calculation Example

| Total Number of Youth | Per Pupil Allocation | Total Funding Amount |
|-----------------------|----------------------|----------------------|
|-----------------------|----------------------|----------------------|

| | | |
|---|---------------|-----------|
| 75 youth total Site 1: 35 elementary Site 2: 40 middle school | \$3,100/youth | \$232,500 |
|---|---------------|-----------|

If the total funding amount is the final funding request, please utilize the amount to create a detailed annual budget.

If the program model requires additional funding exceeding the calculated funding amount, please submit a funding waiver request as part of the application. Utilize the total funding amount request (combine the calculated funding amount and the funding waiver amount) to create a detailed annual budget. Access the budget template [here](#) and the budget overview webinar [here](#).

Request for Additional Funding

Applicants who feel their program has extenuating circumstances may request additional funding. The request for additional programming must include the total additional funding amount requested (the amount should be in addition to the calculated funding amount determined above), as well as a narrative stating why the program model qualifies for the request, using one of the required areas below:

1. LEA has a free and reduced lunch rate of 95% or higher.
2. LEA has a rural locale code of 32, 33, 41, 42, or 43.
 - a. See the [Master REAP Eligibility Spreadsheet](#) for details (click on the eligibility tab).
3. The program will serve more than 120 youth annually.
4. The program will serve a significant number of youth that require additional support (students with disabilities, ELs, students in foster care, migrant students, etc.).
5. The program will have a significant transportation cost due to:
 - a. the distance between program sites or program site and the school; and or
 - b. the overall lack of existing transportation infrastructure in the community.
6. The program has significant programming costs that align with core grant requirements that greatly exceed the determined base funding amount.

The additional funding request **must** include significant data citations that demonstrate a needs assessment was conducted to identify the need for additional funds. Data citations could also include previous 21st CCLC grantee data when applicable to support the request.

Note: IDOE will distribute funds equitably among geographic areas within Indiana, including urban, suburban, and rural communities to the extent possible.

Statewide Evaluation

IDOE publishes an annual statewide evaluation of the program based on the grantees' required annual local evaluation reports. View more information on statewide evaluation and the most-recent state evaluation [here](#).

Program Monitoring

All 21st CCLC grantees will be evaluated based on the risk assessment tool created for this grant, which is monitored based on the high end of the risk assessment at random in the fall and spring. IDOE monitors based on program administration and will provide assistance to those that need it based on the monitoring visit. Programs will receive a monitoring report with or without corrective actions. Prior to these monitoring visits, the grantee will be required to submit documentation that will allow IDOE to conduct a useful, efficient, and effective visit.

Section 2: Administration Requirements

Program Activities

Under ESSA Section 4205(a), each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before school, after school, school holidays, or summer recess) that advance student academic achievement.

The following list delineates recommended activities that programs can offer according to guidance from the U.S. Department of Education.

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
 - state academic standards and any local academic standards; and
 - local curricula that are designed to improve student academic achievement.
- Well-rounded education activities, including activities that enable youth to be eligible for credit recovery or attainment.
- Programs aligned with [IDOE's Strategic Priorities](#).
- Literacy education programs, including financial literacy programs 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 out-of-school time activities for ELs 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.
- Programs that provide assistance to youth who have been truant, suspended, or expelled to allow the youth to improve their academic achievement.
- Drug and violence prevention programs and counseling programs.
- Programs that build skills in science, technology, engineering, and mathematics; including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods.
- 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.).

Adult family members of youth participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families

of youth to advance the youths' academic achievement. However, programs are open only to those adults who are members of the families of participating youth.

Carryover Funds

IDOE does not allow grantees to carry over unused funds from year to year. Grantees are required to use funds in the year in which they are awarded and encouraged to contact IDOE if there are significant problems which might prohibit expenditure of available funds.

Local Evaluation

A local evaluator is an important partner and a vital resource in both sustaining and improving the program. The role of the evaluator is not to judge the program as a success or failure, but rather to provide information and expertise that can be used to aid decision-making to support program improvement.

An evaluator should be willing to work closely with the program to monitor and improve program delivery, gauge and understand the outcomes of activities, and make recommendations to sustain continuous program improvement. To do so, evaluators should be willing to:

- Conduct surveys or focus groups with parents, youth, staff, and stakeholders.
- Familiarize themselves with the Indiana Quality Program Self-Assessment (IN-QPSA) and assist in the IN-QPSA process.
- Answer questions regarding academic data collection from schools.
- Collaborate with programs to create [site-based performance measures](#).
- Conduct fall and spring site visits.
- Assist with the teacher surveys.
- Provide technical assistance for TransACT/Cayen data management system and data entry.
- Complete an extensive evaluation report and executive summary that includes data analysis and recommendations for improvements.
- Review the evaluation report with center administration in preparation for program planning.

Additionally, the evaluator should be able to assist in developing the skills and knowledge base of staff and effectively communicate improvement efforts to staff and stakeholders. Evaluators are responsible for creating a yearly evaluation report of each site served. Grantees must engage a local evaluator who is external to the 21st CCLC program and/or partners. Grantees may not utilize evaluators that are internal employees of their organization.

Grantees must use no more than six percent of the funding award (minus indirect costs) for local program evaluation throughout the four-year grant period. Grantees can find an outside evaluator through:

- Other local agencies, specifically agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators and may have a recommendation.
- Professional associations. The American Evaluation Association and the Indiana Evaluation Association are resources to locate a qualified evaluator.
- Other current 21st CCLC programs who currently contract with an external local evaluator. A list of current 21st CCLC programs can be found [here](#).

IDOE does not currently recommend local evaluators.

Federal Data Collection and Reporting Requirements

21st CCLC grantees are required to utilize the data collection system provided by IDOE. Information required by IDOE and the U.S. Department of Education regarding student attendance, program activities, achievements, and other data will be collected and entered in this system. Data will be entered regularly as required by IDOE and finalized per semester. This system is web-based and requires grantees to have a secure, high-speed internet connection.

Annual reporting to the U.S. Department of Education for all 21st CCLC programs will be submitted by IDOE from information provided by grantees and entered in the data collection system.

There are four categories of data collected listed below. Programs must ensure to have an updated data sharing agreement annually with any collaborating LEA(s). Programs should ensure program partners and these LEA(s) are aware of required data and that agreements are in place to allow for data sharing. [View the annual data submission timeline here](#).

Grant Level Information:

- Grantee contact information
- Community partners and subcontractors' information and contribution type
- Feeder school(s) information

Site Level Information:

- Characteristics of site:
 - Operational information (hours, weeks, and number of days)
 - Staffing
 - Activities by category and subject area
- Characteristics of feeder schools (schools that will be served by the proposed program)
- Participation:
 - Total number served
 - Number of regular attendees (students who attend the program 45 days or more)
- Program partner information, including basic contact info for the local evaluator and any community partner(s))
- Youth demographics
 - Race/ethnicity

- Free and reduced lunch eligibility
- Special needs program eligibility
- High ability eligibility

Achievement:

- Grades (math and reading/ELA); number of attendees whose grades have increased, decreased, or remained the same from fall to spring. (This pertains to all youth who have attended one day or more.)
- Performance on state and local assessment proficiency test (math and reading/ELA): number of attendees who performed below proficiency, approaching proficiency, at proficiency, and above proficiency levels. (This pertains to all youth.)

Teacher Surveys:

- Scaled survey to be administered to teachers of attendees who attended one day or more throughout the school year on behaviors (improvement or decline of behavior during the school day) such as improvement of homework completion and quality, class attendance and participation, behavior, academic performance, ability to get along with other youth, etc. This information can be uploaded via IDOE's data tracking system or paper. The paper version of this is provided on our data tracking system.

Required Reports

At the completion of each grant year, grantees are required to demonstrate evidence of successful program implementation through submission of the following reports to IDOE: end of year report, local evaluation report(s), and inventory list.

Fiscal Requirements

Unique Entity Identifier (UEI): Beginning April 4, 2022, the federal government replaced the Dun and Bradstreet Data Universal Numbering System (DUNS) number with a new non-proprietary identifier, a UEI (generated by SAM.gov). Applicants who have already registered at SAM.gov can find their UEI by following [these steps](#). New entities can obtain an initial UEI at [SAM.gov](#) and, if required, complete an entity registration. Additional information regarding the transition to UEI can be found [here](#).

Authorized Representative Verification

If the organization applying for a grant (fiscal agent) is not a school corporation or a charter school, the authorized representative for the organization will sign off on the application.

Allowable Expenses

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and federal laws, regulations, and guidance. Allowable expenses include:

- Personnel;
- Fringe benefits;

- Travel according to [state travel policy](#);
- Transportation costs for youth;
- Equipment;
- Supplies;
- Contractual support including, but not limited to, data collection and local program evaluation;
- Indirect costs within guidance;
- Professional development;
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to youth to allow them to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services and mentoring programs;
- Programs that provide out-of-school time activities for limited English proficient youth that emphasize language skills and academic achievement;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to youth who have been truant, suspended, or expelled, to allow the youth to improve their academic achievement;
- Drug and violence prevention, counseling, and mental health supports; and
- Field trips with academic content.

Allowable Expenses: Pre-Approved

The following expenses are pre-approved by IDOE and include, but are not limited to:

- Promotional or marketing items with the 21st CCLC logo (e.g., flags, banners) that serve an educational purpose;
- Purchase of equipment, such as computers, laptops, DVD players, projectors, printers, scanners, fax machines, telephones, cell phones, televisions, digital cameras, or similar items;
- Staff events that include retreats, lock-ins, or other similar events; and
- Out-of-state or overnight field trips with approved academic content.

Unallowable Expenses

The following expenses are unallowable under the 21st CCLC grant and include, but are not limited to:

- Food including light refreshments/snacks;
- Entertainment, such as a field trip without approved academic content;
- Preparation of the initial grant application;

- Pre-award costs (incurred before the grant effective date);
- Un-approved out-of-state or overnight field trips, including retreats, lock-ins, etc.;
- Decorative items;
- Purchase of facilities or vehicles;
- Land acquisition;
- Capital improvements;
- Permanent renovations; and
- Direct charges for items/services that the indirect cost rate covers.
 - [Direct Costs vs. Indirect Costs: What's the Difference?](#)
 - [Object Codes](#)

Applicable Civil Rights Laws

Civil rights laws apply to recipients of federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975. Section 8534 of ESEA, as amended by ESSA, provides that nothing in specific Act disturbs the application of these laws. Additionally, the Act does not alter the applicability of other nondiscrimination laws that are unrelated to the receipt of federal funds (such as Title VII of the Civil Rights Act, which forbids employment discrimination on the basis of race, color, religion, sex, or national origin, but also contains certain exceptions).

Indirect Costs

Applicants may choose to include indirect costs in their budget proposal. According to EDGAR, 34 C.F.R. 76.563, a restricted indirect cost rate must be used with 21st CCLC, as it is a program “with a statutory requirement prohibiting the use of federal funds to supplant non-federal funds.”

Grantees must utilize the restricted indirect cost rate agreement with IDOE. For entities that do not currently have a restricted indirect cost rate agreement, an agreement must be negotiated in order to utilize or claim indirect costs on this grant.

Further information regarding indirect cost rates, including the restricted formula and which costs are included, can be found in EDGAR at 34 C.F.R. 76.560-76.569. *Grantees are highly encouraged to spend funds on direct programming costs.*

Program Income

Before collecting program income, programs must request the option to do so. The out-of-school time specialist then has to submit the program’s request to the U.S. Department of Education for approval. Programs cannot collect program income until they have received

official approval. Programs must be equally accessible to all youth targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to their financial situation. Programs must offer a sliding-scale of fees and scholarships for those who cannot afford the program. Programs must also ensure all program materials distributed for recruitment include information that youth and families can engage in the program, free of charge. Income collected from fees must be used to fund eligible 21st Century CCLC program activities specified in the grant application. More information can be found [here](#). *IDOE reserves the right to reduce the amount of the award based on the estimated program income amount.*

IDOE will no longer offer the option for renewed funding.

Program Requirements

Hours and Days of Operation

Sites are required to provide services to youth a minimum of 130 days per school year. Services to youth are those services where most of the enrolled youth are able to participate.

- Elementary programs are required to operate at least 12 hours per week.
- Middle school programs are required to operate at least 10 hours per week.
- High school programs are required to operate at least eight hours per week.

Program days and hours may be offered as follows:

- Before school (at least one hour per day, ends just before school begins);
- Afterschool (at least two hours per day, begins when school dismisses);
- Both before and after school (at least one hour before and two hours after);
- Non-school weekdays during the typical school year and Saturdays (at least four hours per day); and
- During school breaks (intercession, spring break, etc.) at least two days per week and/or at least four hours per day.

Although summer programming is not required, if grantees elect to offer it, the program must provide services for at least four hours per day for four days per week, with a minimum of four weeks. Programs may also opt to do a two-week summer program as long as they are hitting the 64 hours required for summer programming. Applicants who wish to use 21st CCLC funds for summer programming must provide a detailed description of their summer programming in the narrative section.

Regularly Attending Participants (RAPs) are youth who attend the minimum required days per school year. Youth kindergarten through grade 12 are required to attend 45 days or more through the school year. Grantees are given a RAP target goal that aligns with their annual allocation amount.

Staffing Requirements

1. Grantees are required to have a 21st CCLC program director who is dedicated to the program at least half time (.5 FTE). In addition, grantees are required to have a lead site coordinator at every programming site. Grantees who only operate one site may utilize their program director as their lead site coordinator, as needed.
2. Per the [Indiana Afterschool Standards](#), grantees are required to maintain an appropriate staff-to-youth ratio; one staff person to 15 youth if there are youth who are five years of age in the group, and one staff person to 20 youth for groups containing only children who are six years of age or older.
3. Grantees are **strongly encouraged** to provide hourly rates that are competitive with the cost of living in their communities. The application narrative should include a strong emphasis on ensuring equitable hiring practices, a significant effort to train and retain quality staff, and hourly and/or salary rates ensure quality staff are compensated appropriately.
4. Grantees are **strongly encouraged** to attempt to employ staff that are culturally, linguistically, and racially representative of the youth served in their 21st CCLC program.

Professional Development

IDOE considers professional development and technical assistance for **all** grantee staff key to program quality and continuous improvement. Therefore, grantees are required to submit a comprehensive annual professional development plan. A copy of the required plan template can be found [here](#). Grantees are encouraged to design and customize their professional development plan to meet the needs and capacity of their program, including training relevant to all levels of staff (direct service, site coordinator(s), program director, etc.). Grantees should allocate approximately two percent of their total annual allocation toward professional development needs.

Professional development in the following areas is **highly encouraged**:

- Literacy
- STEM
- College & Career Readiness
- Working with students, families, and staff who are neurodivergent
- Equal access for all students
- Safe and healthy youth
- Designing and executing effective programs
- Connecting in-school and out-of-school time
- Positive behavior management
- CPR/First Aid certification for all program staff
- Parental engagement and educational attainment
- Supporting student-centered growth and learning/positive youth development
- Supporting student wellbeing and mental health
- Trauma Informed Care and Trauma Informed Workplace

- Organizational and Leadership Development

Click [here](#) for the **21st CCLC Professional Development Resources Guide**. *Grantees should include training relevant to their competitive point and/or priority area in their annual professional development plan.*

In addition to training listed on the grantee annual professional development plan, the 21st CCLC program director (or designated program representative) must attend the annual Indiana Summit on Out-of-School Learning as well as two (1) annual training and one annual regional meetings provided by IDOE. The Indiana Afterschool Network Out-of-School Time Summit is required.

- Annual All Grantee Meeting (August)
- Regional Meeting (fall)
- IAN Out of School Time Summit (spring)

Grantees are limited to one national out-of-school learning or education conference annually. Grantees may select other training and technical assistance opportunities in subject matters which relate to program needs and interests.

21st CCLC grantees will also be required to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually. The IN-QPSA is a collaborative project of the Indiana Afterschool Network, IDOE, and experts in education, business, and youth development fields. The IN-QPSA is an online self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards. For more information on the IN-QPSA, [click here](#). The outcomes of the IN-QPSA can also inform the professional development planning process.

Transportation

All applicants must assure that eligible youth are able to attend and participate. Transportation and access to the building site cannot be a barrier for youth participating in the 21st CCLC program. Grantees must provide youth access to transportation as needed; transportation options can include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation, etc.

Note: Requiring parents to provide transportation as a condition of student participation is not allowed.

Advisory Council

IDOE requires grantees to regularly convene an advisory council that includes representation from diverse stakeholders including, but not limited to, school personnel, parents, and community partners. The advisory council should provide strategic support and resources that help a 21st CCLC develop a meaningful grant request, engage community partners, align and support school efforts, and improve and expand its services to youth.

Grantees that plan to serve youth 6th-12th grade are required to have a youth representative on their advisory council. Grantees that serve youth K-5th grade are required to include youth on their advisory council in one of the following ways:

- Include a youth on the advisory council
- Administer an annual youth satisfaction survey and incorporate the results of the survey into at least one advisory council meeting discussion

Coordination of Services

The 21st CCLC serves as a supplementary program to enhance efforts and improve student academic achievement and help youth perform well on local and state assessments. In particular, these funds will create and expand out-of-school time programs that offer extended learning opportunities for youth and their families. Once these programs have been established with 21st CCLC funds, other federal, state, or local funds can also be used to provide activities and services in these sites. An example of how 21st CCLC programs can operate in conjunction with other federal programs to meet mutual goals includes:

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking tutoring and academic enrichment, for their youth. 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant youth. [Refer to this document for more information on how to coordinate funds.](#)

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service ([CACFP](#)) for out-of-school snacks and in some cases to provide meal service. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (TANF) (administered in Indiana by the Family and Social Services Administration) can be combined with 21st CCLC programs to serve youth outside of the regular school day.

Coordination with the Regular School Day

The statute specifically indicates services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer). The program may offer services to youth during normal school hours on days when school is not in session (e.g., school holidays or teacher professional development days). However, if determined to best meet the needs of families, adult parent involvement activities may take place during regular school hours. More about collaboration with the regular school day is outlined in the RFP.

School Improvement Plans

21st CCLC programs can be an important component in a school improvement plan, particularly as it offers extended learning time to help youth meet state and local academic standards and afterschool standards. Local programs should coordinate academic and enrichment components of the out-of-school time program with school-day curriculum efforts and school improvement plans. Evidence of a school's leadership team approval and/or involvement in the out-of-school time program design or implementation typically strengthens the program and the proposal.

Section 3: Application

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. Please do not add an additional cover page to the application.

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deduction during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. The narrative must be in 12 point font, single or double spaced. Applications should only be submitted once. Please ensure the application is finalized before submitting.

As a reminder, 21st CCLC staff will provide technical assistance to support applicants in proper grant submission. Please note 21st CCLC staff members are able to answer questions about application clarity; however, they are not able to answer questions or make suggestions regarding application content.

Lastly, IDOE 21st CCLC staff hosts a Grantee Readiness Program, aimed at providing on-going virtual support to applicants. This initiative will provide applicants with monthly virtual sessions, each focused on an individual section of the RFP.

Application Overview (*Do Not Fill Out This Section*)

| Section | Required Information |
|---|---|
| Entity Information | Applicant Information, Program Type, Focus of Programming |
| 1. Assurances | Required Indicators and Signatures. |
| 2. Abstract | High level overview of vision and a chance to frame the application in a short narrative. |
| 3. Need for Project | Description of how needs were established and data used to establish those needs. |
| 4. Partnerships | Partnerships, sustainability, self-evaluation, and reflection. |
| 5. Program Implementation | Curriculum, performance measures, how programming will be carried out. |
| 6. Evaluation and Sustainability | Program evaluator information, continuous quality improvement, plan for sustainability |
| 7. Program Design | Recruitment strategies for students and families, community data, overall programming needs. |
| 8. Professional Development | Plans for professional development of youth workers and administration of 21st CCLC programming. |
| 9. Program Communication | Plans for communication with staff, stakeholders, families, and participants of the proposed program. |
| 10. Safety and Transportation | Plans for program safety in the event of a manmade and natural disaster, plans for pick up and drop off times, as well as a transportation plan as transportation cannot be a barrier to 21st CCLC attendees. |
| 12. Evidence of Previous Success | If you have been a 21st CCLC grantee in previous years, provide details of programmatic success. If you have been running out of school time programming without 21st CCLC funds, provide details of your program's success and how it has been beneficial to your community. |
| 13. Priority Points | Select priority points that your program qualifies for. |

Application: 21st Century Community Learning Centers

Grantee Information: Cover Page

| Grantee Information | |
|--|-----------------------------|
| Programmatic Contact for Grant: | Title: |
| Grantee Address: | |
| Programmatic Contact Telephone: | Programmatic Contact Email: |
| Fiscal Contact | |
| Fiscal Manager: | Title: |
| Telephone: | Email: |
| Superintendent/Executive Director Information | |
| Supt./Ex. Director: | Email: |
| Telephone: | |
| _____ | _____ |
| Superintendent/Executive Director Printed Name | Title |
| _____ | _____ |
| Signature | Date |

School/Site information

| Name of School to be served (include School Corporation Number) | Free and Reduced Lunch Rate | School Grade or Rating | Number of youth to be served | Grade Level To Be Served |
|---|-----------------------------|------------------------|------------------------------|--------------------------|
| Example: MainStreet Elementary School (School Corp #0000) | 78% | C | 80 | K-5th |
| | | | | |
| | | | | |
| | | | | |

| Name of Site | Street Address | City/County |
|--------------|----------------|-------------|
| | | |
| | | |
| | | |

| | |
|--|--|
| Total Grade Level(s) to be Served | |
| Focus Area <i>(STEM or STEAM, Literacy, College & Career Readiness, or Social Emotional Learning)</i> <i>Applicants should pick one focus area.</i> | |

| | |
|--|--|
| <p>Operating Hours <i>(After-School, Before-School, Summer, and/or Intersession)</i></p> <p><i>Applicants should list all applicable operating hours.</i></p> | |
| <p>Program Income <i>Does your program plan to generate program income? Yes or No</i></p> <p><i>For more info, see page 18.</i></p> | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> |
| <p>Request for Additional Funding <i>Is your program requesting additional funding? Yes or No</i></p> <p><i>For more info, see page 11.</i></p> | <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> |

Assurances (Must Be Signed and Dated)

The Indiana Department of Education (IDOE) requires that the following assurances remain in effect for the duration of the subgrant. IDOE will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

1. It has the necessary legal authority to apply for and receive the proposed subgrant;
2. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
3. The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
4. The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of IDOE;
5. The subgrant program will take place in a safe and easily accessible facility;
6. The subgrant program will be carried out as proposed in the application;
7. The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
8. The subgrant program will utilize an evidence based curriculum that includes professional development;
9. The subgrant program will align out-of-school time efforts within school priorities. including Indiana Academic Standards;
10. The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or "Does Not Meet" or "Approaches Expectations" for federal accountability; or youth who attend schools with a 40 percent or higher free and reduced lunch rate;
11. The funds under the subgrant program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of federal funds, be made available for authorized programs and activities;
12. Subgrant funds will supplement and not supplant other federal, state, local, and non-public funds to provide allowable programs and activities pursuant to §4203(a)(9) and §4204(b)(2)(G);
13. The required information and reports will be submitted timely as requested by IDOE;
14. The subgrant program will comply with the U.S. Education Department General Administrative Regulations (EDGAR) and [uniform guidance for federal awards](#);
15. The subgrant program agrees to keep records and provide information to IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
16. The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually and use the program action plan to guide program improvement and strengthening;

17. The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
18. The community was given notice of the applicant's intent to submit, and after the submission, the applicant will provide for public availability and review of the application and any waiver request;
19. The applicant certifies through submission that neither the entity, its principals, nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
20. The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
21. The LEA certifies that it is in compliance with Title IX, Section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the guidance from the U.S. Department of Education and [constitutionally protected prayer in public elementary and secondary schools](#), dated February 7, 2003;
22. The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501); and
23. All partners will review and comply with the above assurances.

Applicant Name (LEA or Organization)

Authorized Signature and Date

Abstract

Within the limitations of the designated space below, single space, minimum size 12 font, please provide a brief summary of the project, including participants to be served, youth's needs, the activities proposed, the intended outcomes, and key people that will be involved in the project. An opportunity to fully describe items is provided in later sections of the application.

*Note: If this application is for expansion of existing 21st CCLC programs, applicants MUST describe how additional funds will be used for enhanced and/or expanded programming and will not replace current or past 21st CCLC funding. This portion of the application is worth **5 points**.*

Needs and Services Assessment

In the space below, please provide a thorough yet brief response that addresses each of the following questions. This portion of the application is worth **10 points**. The spaces below will expand as you begin to type.

Describe the need for the project and provide supporting data as evidence. Data should demonstrate high need in both poverty level and academic achievement. Data analyzed must include:

- Student achievement data (e.g., state assessment scores, number of youth below grade level)
- Student demographic data (e.g., measures of poverty, ethnicity)
- Student behavioral data (e.g., attendance rates, dropout rates, discipline data) as applicable for each school to be served

Current Programming: Describe the currently-available out-of-school time programming for youth and their families in the targeted school areas and summarize service gaps to be addressed by the project.

Enhance or Expand: Describe how this grant will enhance or expand current out-of-school time programs available for youth at the schools being served. Include name, service and availability (schedule, number of youth served), and whether the proposed program will expand or enhance the current programming.

Program Involvement: To what extent were stakeholders involved in the conversations around the specific needs of the community and youth to be served? What local partners and opportunities will the grantee use to help bridge the gap between current programming and desired outcomes? Detail how parents and youth were involved in the needs and services assessment.

Partnerships

Please respond to the following statements to ensure ongoing and relevant community partnerships with programming. Make sure that you complete the Non Public Schools Consultation Form as completion of that is **required** for the application. This form will be listed in the appendix. This part of the application is worth **7.5 points**.

Project Collaboration: Describe how the project will collaborate with other organizations and summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the contribution amount.

- If applicable, describe how 21st CCLC funds will be used with other federal or state funds to achieve program goals (e.g., Title I, Child Nutrition).

Identifying Partners: Describe the process used to identify partners and collaborators, how they were involved in the development of the application, and how each partner's contribution(s) will help meet the program's needs and goals. The completed application must include a completed Memorandum of Understanding (MOU) (example available in Appendix 1) for each partner and LEA listed in the application. Program's and partners **must** revisit the MOU annually before the next program year of the grant starts to ensure that needs and goals are still the same or must be changed. The applicant may use a locally-designed MOU template as part of the application if desired.

- Note: The MOU must be developed by the applicant and partner and detailed commitments to be performed.

Volunteers: Describe how the program will recruit volunteers that demonstrate relevant out-of-school time knowledge and experience and how volunteers will directly impact the program's needs and goals.

- As a reminder, volunteers should receive a background check prior to beginning volunteer service.

Equitable Participation of Non-Public Schools (Appendix IV): The equitable participation requirements in Title VIII, Part F, Subpart 1, Uniform Provisions Subpart 1-- Private Schools of ESEA apply to the Title IV, Part B, 21st CCLC program. A non-public school's participation requirements cannot be satisfied simply by inviting them to participate in programs and/or activities designed for public school youth, teachers, or other educational personnel. Consultation must occur before the state education agency (SEA) or grantee makes any decision that affects the opportunities of eligible non-public school children, families, teachers, and other educational personnel. Further, each grantee must provide the SEA with a written affirmation signed by officials of each participating non-public school that a consultation has occurred. School districts and eligible local entities must engage in timely and meaningful consultation with appropriate non-public school officials during the design and development of programs and continue the consultation throughout the implementation of these programs.

School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in public schools in areas served by the districts and local entities.

Expenditures for educational services and other benefits for non-public school children, families, and teachers must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children. The law requires the consultation to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services;
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non- public school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE requires applicants to provide a list of non-public schools within a five mile radius of the program, meeting minutes (including a list of attendees), titles and contact information, and a signed consultation form by any private school officials offered the opportunity to participate.

If there are not any non-public schools within a five mile radius of your program site(s), please state this on the form listed in Appendix IV.

Program Implementation

Please respond to the following statements regarding program implementation. This section is worth **15 points**.

Evidence Based Programming: Describe how the program model will incorporate and implement evidence-based programming through the use of a singular and/or collaborative curriculum.

Will your organization use 21st CCLC funds to provide summer programming?

- Yes
 No

If you chose yes, describe what summer programming will look like and how it will differ from your school year programming. 21st CCLC funds may not be used to support a sole summer program only without strong evidence of continued services throughout the academic year. If you opt to provide summer programming, you must continue to offer the programming all four years of the grant if awarded.

Performance Measures: In the table below, list the objectives, activities, performance measures and assessment strategies for each proposed 21st CCLC program goal.

- a. Objectives, performance measures, and activities may differ for elementary, middle, and high schools, if all are served under the same grant.
- b. Programs are required to develop separate tables for specific program sites if they serve youth in different types of schools (e.g., elementary and middle/high schools).
- c. The table must list the following three goals for programs that serve school-age youth:
 - I. Improve Academic Achievement
 - II. Improve Social and Behavioral Outcomes
 - III. Increase Family Involvement

Ensure the following exist when reviewing performance measures:

- Each goal should have at least two objectives.
- Performance measures that fall under each objective must be measurable, specific, timely, challenging, and achievable.
- Applicants must utilize evidence-based curriculum to guide their program content and activities.
 - Applicants may utilize a curriculum that is not included in the provided list if it is research-based and professional development is available to support its use.
- A combination of other measures of continuous academic progress such as report card grades, teacher surveys, local assessments, etc. should be utilized.

Access the required 21st CCLC Performance Measure Framework here.

 Cohort 12 21st CCLC Performance Measure Template.xlsx

Table Example (Format: 11-point font, single spaced)

| Program Goals | Program Objectives | Program Activities | Performance Measures | Assessment Strategies |
|---------------------------------|--|---|--|--|
| 1) Improve academic achievement | 1) Increase reading comprehension achievement among regular participants 2) Increase mathematics achievement among regular participants | 1) Tutoring-specific reading comprehension activities 2) Academic enrichment learning activities | 1) 60% of regular participants will pass the reading section of the X assessment. 2) 60% of regular participants will earn a "B" or better in math by spring semester | 1) Pre- and post-tests in reading program 2) Report card grades |

Note: All performance measures are measured for regularly attending participants (RAPs) – (attending 45 days or more throughout the year).

| Program Goals | Program Objectives | Program Activities | Performance Measures | Assessment Strategies |
|---------------|--------------------|--------------------|----------------------|-----------------------|
| | | | | |

Evaluation and Sustainability

Respond to the following statements to ensure ongoing and relevant evaluation and sustainability of programming. This part of the application is worth **12.5 points**.

Evaluation Plan: Applications must include a strong evaluation plan that will shape the development of the program from the beginning of the grant period. The description of the evaluation design should include:

- The type of data to be collected;
- When the data will be collected;
- What instruments will be used for data collection; and
- What steps will be taken to utilize evaluation data to drive program improvement.

Identify Evaluator: Identify the individual or organization that has agreed to serve as the evaluator for the program and describe their relevant qualities. Your program evaluator must be external to your organization. Describe how you will incorporate continuous feedback for ongoing growth and improvements into your evaluation plan using the [Indiana Afterschool Network's IN-QPSA tool](#). The external local program evaluator is required to prepare and submit to IDOE a detailed report each year that includes the following information:

- Evidence of program quality (using Indiana's Afterschool Standards and Indiana Academic Standards);
- Student attendance trends;
- Progress toward each of the stated performance measures; and
- Aggregated data across all four years of the grant at the end of the program's fourth year.

Note: IDOE does not recommend evaluators to grantees. Evaluators are selected by the grantee. Other local agencies may make recommendations, especially agencies implementing similar programs or doing similar work to a 21st CCLC program. Many public agencies employ evaluators, and may also be able to make a recommendation. The American Evaluation Association and the Indiana Evaluation Association are resources to locate a qualified evaluator.

Program Sustainability: Describe a program sustainability plan detailing how proposed 21st CCLC grant programming will be sustained in the absence of 21st CCLC funds. This description should include efforts to:

- Increase local capacity:
 - If applicable, specific future funding sources (i.e., general funds, Title I, community partnerships) to ensure the continuation of services.
 - Establish a goal for year one of programming to increase capacity, sustainability, and/or available program resources (time, talent, and treasure) including specific actions and roles necessary to achieve the goal.
 - If achieved, how would this positively impact the sustainability of your program?
 - Include a connection between capacity and the time and talents of the 21st CCLC program and staff.

Program Design

Please respond to the following statements to ensure that programs will have a plan for recruiting families and students that are in need of services that the 21st CCLC grant is able to provide. This section is worth **15 points**.

Recruitment Criteria: Describe the criteria and processes for recruiting targeted educationally disadvantaged youth and their families to be served from the selected school(s).

- Provide a list of eligible schools to be served by the 21st CCLC program. These schools should be listed on page 27 of the application.

Community Data: Provide relevant community data demonstrating the need for out-of-school programming. This can include poverty rates, drop-out rates, literacy rates, etc.

Parental Involvement: Describe how the program will promote parental involvement, family literacy, and related educational activities for families.

- Grantees are required to serve adult family members of those youth who are actively participating in and affiliated with the regular 21st CCLC program.

Snack and/or Meals: Applicants are required to provide snacks and/or meals to all participating youth. Meals and/or snacks must be approved by the U.S. Department of Agriculture (USDA) and IDOE's Office of School and Community Nutrition. 21st CCLC funding cannot be used to purchase food. Applicants must clearly indicate how snacks or meals will be acquired through non-21st CCLC funding and distributed to sites daily.

- [Click here](#) for more info on meals and snacks approved by USDA.
- [Click here](#) for IDOE's Office of School and Community Nutrition guidelines.

Weekly Schedule: The applicant must provide a detailed, tentative weekly schedule of activities proposed for all program aspects. The schedule must include each day of programming, the total number of hours, and the activity name and programming specifics.

- The weekly schedule must be provided for each site in the grant application.
- A separate schedule must be provided for summer or intersession (e.g., spring break, fall break, winter break).

Alignment to Standards: Describe how the program activities will align to both the Indiana Afterschool Standards and Indiana Academic Standards.

Advisory Council: Provide a detailed plan of convening an advisory council, including:

- Stakeholders that will be engaged;
- An annual timeline of meeting structure; and
- The planned role of the advisory council (strategic support, fund development, school day-afterschool relationship building, etc.).

Describe how the advisory council will engage youth in the council's process. *Note: Applicants that plan to serve youth in grades six through 12 must have a youth representative on their advisory council. Grantees that serve youth in grades K-5 are required to include youth in their advisory council process in one of the following ways:*

- Include a youth on the advisory council; or
- Administer an annual youth satisfaction survey and incorporate the results of the survey into at least one advisory council meeting discussion.

Staff Recruitment and Retention: The applicant must provide a detailed recruitment plan for 21st CCLC staff—the plan must include strategies to ensure equitable hiring practices are being followed and when applicable, recruitment efforts designed to target individuals that culturally, linguistically, and racially represent youth in the program. The applicant must also include a retention strategy that includes efforts around professional development as well as providing staff with a relevant, livable wage. Applicants should demonstrate the connection between recruitment strategies, available staff training, and appropriate staff hourly and/or salary rates. Please include a list and/or chart of staff positions (direct service, site coordinator, etc.) and the corresponding hourly rate/salary rate.

For more information about appropriate hourly and salary rates, please reference:

- [Catalyzing Growth: Using Data to Change Child Care 2022](#)
- [Central Indiana Nonprofit Salary Survey \(2023\) | Charitable Advisors](#)
- [The Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity](#)
- [How much does After School Enrichment Program \(ASEP\) pay? | Indeed.com](#)

Professional Development

Please respond to the following statements to ensure that programs will have quality and relevant professional development plans for 21st CCLC staff. This section is worth **10 points**.

Professional Development Plan: Using this [template](#), complete an annual 21st CCLC Professional Development Plan. Make a copy of this template and once you have completed it, link it back to this section.

Assessment: Include a description of how the professional development needs of various staff members will be assessed and addressed.

Enhancing Quality: Explain how professional development activities will serve to enhance program quality and help the program reach its goals and objectives. *Note: All 21st CCLC grantees are required to submit an annual professional development plan.*

Program Communication

Communication Plan: Describe the plan of communication between the 21st CCLC program and:

- Applicable school leadership (school principal, school board, etc.)
- Applicable school-day staff
 - Describe how staff will access necessary student academic records to monitor objectives and provide statewide evaluation data.
 - Describe how staff will work to align the in school and out-of-school time efforts to support student success.
- Community stakeholders
 - Describe the available services, program location, and how to access the program to community stakeholders.
 - Describe how information about the center is disseminated to the community in a manner that is understandable and accessible ([Federal Statute §4204\(b\)\(2\)\(A\)\(iii\)](#)).
- Families of program participants

21st CCLC Terminology: Describe how the program will include 21st CCLC terminology and the 21st CCLC logo into marketing materials. All applicants are required to refer to themselves as a 21st Century Community Learning Center and use the 21st CCLC logo on all program materials. This section is worth **5 points**.

Safety and Transportation

Use this section to describe your program's plan for safety and transportation for attendees. All applicants must assure that eligible youth are able to attend and participate. Transportation and access to the building site cannot be a barrier for youth participating in the 21st CCLC program. Grantees must provide youth access to transportation as needed; transportation options can include school buses (e.g., working with the sports program's buses), carpools, parent pick-up agreements, public transportation) This section is worth **5 points**.

Note: Requiring parents to provide transportation as a condition of student participation is not allowed.

Transportation: Describe the location(s) of the 21st CCLC program and how youth in the program will travel safely to and from the program and home.

- Programs located in facilities other than school buildings must demonstrate that the program will be at least as available and accessible as if the program were located in a school building. Programs must include a Memorandum of Understanding (MOU) related to the facility including classrooms, cafeteria, gymnasium, computer labs and audio-visual equipment, etc.

Needs of Working Families: Describe how the program will meet the schedule and transportation needs of working families.

On-Site Safety: Describe how the safety of youth will be maintained on-site (e.g., requiring parent sign-out, checking identification) and if applicable, during off-site activities, plans and drill for manmade and natural events.

Background Checks: Describe how the results of background checks are kept on file and personal information is kept confidential.

- Background checks are required for 21st CCLC staff and volunteers.

Evidence of Previous Success

The applicant must provide evidence of previous success in operating out-of-school programs targeting the youth populations to be served by the proposed grant. This section is worth **7.5 points**. Evidence of previous success should include the following:

- Successful student recruitment and retention efforts; and
- Successful attainment of academic outcomes for student participants..

If the applicant has provided previous 21st CCLC programming, the application must include the following evidence of success:

- 21st CCLC Local Evaluation Executive Summary data from the most recent two years of 21st CCLC programming;
- 21st CCLC Professional Development Plans from the most recent two years of 21st CCLC programming;
- Results of any 21st CCLC Monitoring Visits;
- If a corrective action was given: describe how the issue was resolved in a timely manner; and
- If a correction action wasn't given, please include this in the narrative.

If the applicant has not provided previous 21st CCLC programming, application must describe specific strategies that will be used to:

- Recruit youth and encourage high rates of regular program attendance; and
- Ensure youth receive academic support needed to demonstrate improved academic achievement.

Priority Points

| | |
|--|---|
| Please indicate on the following grid what priority points apply to your organization. All priority points applied for will be confirmed by IDOE. <u>Each priority area is worth 1 point for a total of 6 points.</u> | |
| Grantees that are located in the following counties: LaGrange, Steuben, Noble, DeKalb, Kosciusko, Whitley, Allen, Huntington, Wells, Adams, Blackford, and Jay. <i>*These counties receive priority points due to low incidence of 21st century programming in the respective areas.</i> | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Applicant has not received 21st CCLC funding before. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 25% of staff have completed the Child & Youth Care (CYC) credential. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Proposed programming will dedicate 30% or more of total programming time to specific supports for students with disabilities, ELs, youth experiencing homelessness, youth engaged in the foster care system, and/or migrant youth. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Serving high school youth and proposed programming is capable of providing credit recovery and certification in alignment with Career and Technical Education (CTE) Pathways . | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Implementing out-of-school time programs for Title I-A preschools inside of the schools that are being served with this grant. Although “students” are designated in statute as the intended beneficiaries of the program, IDOE believes that younger children who will become students in the schools being served can also participate in program activities designed to prepare them for elementary school. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| |
|--|
| The applicant must provide how they meet the priority point(s) selected and how they plan to partner with the schools they are serving to carry out proposed program activities. <u>This section is worth 2 points.</u> |
| |

Budget

21st CCLC grants require a detailed budget submission. Applicants must accurately account for expenses that will be direct and indirect costs in relation to this program. This [resource](#) provides an overview of how the budgeting process for 21st CCLC should look. [Access the budget template here.](#)

The budget must be submitted in Excel format. To edit access to the budget, click File → Make Copy → Save It With Your Program's Name "Cohort 12" → Download as Microsoft Excel to upload it to the JotForm for submission.

| 21st CCLC Budget Summary | Total Amount Requested |
|--------------------------------|------------------------|
| 21st CCLC Grant Activities | \$ |
| Indirect Cost Rate (optional): | \$ |
| Total Funding Request: | \$ |

Submission

The application must be submitted as a PDF and the budget as Excel. Grant notifications are anticipated to be released. Applications are due at 11:59 p.m. ET on Friday, August 16, for this 2024 grant application. Contact IDOE's [Office of Student Pathways and Opportunities](#) with any questions.

Lacey A. Bohlen
Assistant Director of CSSP
Indiana Department of Education

Rheaunna Jones
Out of School Time Specialist
Indiana Department of Education

Katie Lehman
Out of School Time Specialist
Indiana Department of Education

Appendix I: Application Checklist

| Section | Point Value | Maximum Page Limit (not including Sections 1, 2, 4 and 5) |
|--|--------------------|---|
| Completed Cover Page | 2.5 | N/A |
| Signed Assurances | 2.5 | N/A |
| Project Abstract | 5 | 2 |
| Need for Project | 10 | 7 |
| Partnerships | 7.5 | 3 |
| Program Implementation | 15 | 10 |
| Evaluation and Sustainability | 12.5 | 5 |
| Program Design | 15 | 10 |
| Professional Development | 10 | 5 |
| Program Communication | 5 | 2 |
| Safety and Transportation | 5 | 2 |
| Evidence of Previous Success | 7.5 | 5 |
| Priority Points | 8 | 1 |
| Budget | 15 | Linked in RFP |
| MOUs | 2.5 | N/A |
| Completed Appendix III Form | 2.5 | N/A |
| Application Organization | 2.5 | N/A |
| Additional Pages: Program Income | N/A | N/A |
| Additional Pages: Funding Waiver Request | 2.5 | In Budget Spreadsheet |
| Total | 128 | 52 |

Appendix II: Memorandum of Understanding (MOU)

<Name of LEA School Corporation> and <Name of Community-based Partner>

The <Name of LEA>, hereinafter referred to as <LEA's Acronym>, and the <Name of Community-based Partner>, hereinafter referred to as <Partner Acronym>, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center (CCLC) Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by <LEA> from the Indiana Department of Education (IDOE).

<LEA> and <Partner> desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. <LEA> and <Partner> will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at <Name of Elementary School> and <Name of Middle School>.

PURPOSE

The purpose of this MOU is to establish a formal working relationship between parties based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

<LEA> agrees to the following:

- Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
- Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at <Name of Elementary School> and will include a designated office space, the cafeteria, gymnasium, large gathering room, classroom space (as needed) and the library/media center at <Name of Middle School>. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
- Work collaboratively with <Partner Name> to identify high-priority student participants and to meet needs of youth served in the program.
- Develop common confidentiality guidelines to share information between <LEA> and <Partner Name> to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
- Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE.
- Maintain coordination of other agencies and service providers with <Partner Name>.
- Provide the needed student assessment, student discipline, and student grade data and evaluation requirements, including the student testing number (STN) of every student served in the agreed upon program
- Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing <Partner Name> with a list of youth who

are transported by parents/authorized guardians and those who will board buses for transportation home.

- Provide professional development opportunities to <Partner Name> staff.
- <Partner Name> will:
- Provide a parent sign-up table and <Partner Name> representative at each 21st CCLC program site's school registration days.
- Provide a program director to oversee site directors and to support their collaborative work with school administrators and <Partner Name> partner agencies.
- Provide up to 10 youth development professionals at each site for a minimum of three hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development programs and activities that emphasize positive youth development, academic success, life skills, and positive social behaviors.
- Provide one full-time site director at each Out-of-School Time Program site <Names of sites> for eight hours per day, five days per week, for a minimum of 180 days. The site director will be responsible for coordinating all hiring, training and ongoing professional development, as well as providing leadership for all youth development professionals hired by <Partner Name> and employed in the Out-of-School Time Program, as described in the site director job description.
- Deliver services as an out-of-school time program from 3:30 PM to 6:30 PM at <Name Elementary School> and from 2:50 PM to 5:50 PM at <Name Middle School> on designated days of program's operation.
- Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Name LEA and project evaluators (local and State).
- Designate a <Partner Name> employee to serve on the advisory council (school improvement/schoolwide planning committee) for each designated site.
- Be responsible for general program coordination, including set-ups and clean-up and first aid.

TERMS

The term of this MOU shall commence no earlier than <Month Day, Year> and continue through <Month Day, Year>. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this agreement and supersedes any prior agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION

<LEA> agrees to indemnify, defend and hold harmless <Partner>, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active

negligence of <LEA>. It is understood that such indemnity shall survive the termination of this agreement.

<Partner> agrees to indemnify, defend and hold harmless <LEA>, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of <Partner Name>. It is understood that such indemnity shall survive the termination of this agreement.

Insurance: As part of, but without limiting the hold harmless covenant, <Partner Name> shall, during the term of this agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). <LEA Name>, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with <LEA Name> before commencement by <Partner Name> of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to <LEA Name>. A certificate of insurance showing compliance with these requirements shall be filed with <LEA Name> Chief Financial Officer.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING

<Partner Name> shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to <LEA Name> that no employee of the contractor working with youth and parents of <LEA Name> has been convicted of a violent or serious felony as defined by statute. <Partner Name> shall not permit any employee to have any such contact with a student of <LEA Name> until such certification has been received by <LEA Name>. <Partner Name> shall supply <LEA Name> with a list of names of those employees who are cleared to work with youth and parents of the district. <LEA Name> will also conduct criminal background checks on <Partner Name> employees working to support its Out-of-School Time Programs.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS

LEA Authorized Signature

Date

Partner Organization Authorized Signature

Date

Appendix III: Equitable Participation of Non-Public Schools

The equitable participation requirements in Title VIII, Part F, Subpart 1, Uniform Provisions Subpart 1-- Private Schools of ESEA apply to the Title IV, Part B, 21st CCLC program.

A non-public school's participation requirements cannot be satisfied simply by inviting non-public schools to participate in programs and/or activities designed for public school youth, teachers or other educational personnel. Consultation must occur before the state education agency (SEA) or grantee makes any decision that affects the opportunities of eligible non-public school children, families, teachers, and other educational personnel. Further each grantee must provide the SEA with a written affirmation signed by officials of each participating non-public school that a consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate non-public school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers and other educational personnel in public schools in areas served by the districts and local entities. Expenditures for educational services and other benefits for non-public school children, families, and teachers must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultation to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how results of the assessment will be used to improve those services;
- The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services;
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non-public school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE's 21st CCLC requires applicants to provide a list of non-public schools within a five mile radius of the program, meeting minutes including a list of attendees, titles, and contact information and a signed consultation form by as many private school officials offered the opportunity to participate.

If there are not any non-public schools within a five mile radius of your program site(s), please state this on the form below.

Appendix IV: Equitable Participation of Non-Public School Consultation Form

Check this box if there are no non-public schools within a five mile radius of each proposed programming site.

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of ESEA has occurred.

Yes, we wish to participate.

No, we do not wish to participate.

Yes, we wish to participate and request further consultation.

Non-Public School Representative

Signature

Applicant Representative

Signature

Appendix V: Additional Resources & Opportunities

Non-Regulatory Guidance: Information regarding 21st CCLC Non-Regulatory Guidance can be found [here](#).

| State Conferences |
|---|
| Celebrate Science Indiana |
| Center for Excellence in Learning and Leadership (CELL): University of Indianapolis |
| Indiana Summit on Out-of-School Learning: Indiana Afterschool Network and IDOE |
| Indiana Youth Institute's KIDS COUNT Conference |
| Indiana Park and Recreation Association |
| National Conferences |
| U.S. Department of Education 21st CCLC Summer Symposium |
| Best of Out-of-School Time (BOOST) Conference |
| Beyond School Hours Conference: Foundations Inc. |
| National After School Association (NAA) Conference |