



***Revised 2/15/19**

21st Century Community Learning Centers

REQUEST FOR APPLICATION

Competitive Supplemental Grant- Cohort 5

Source of Funding: Federal 84.287C-Title IV, Part B- 21st Century Community Learning Centers

Total Funds Available: TBD-pending federal appropriation

Intent to Apply (Form A) due ~~January 18, 2019~~ *February 25, 2019



Paper Applications Due: ~~Friday, March 1, 2019~~ *extended to Monday, April 1, 2019 at 5:00 PM

Eligible entities: local educational agency (school districts and charters), community (non-profit) or faith-based organizations, Indian tribe or tribal organization, a public or private (youth-serving) entity, or a consortium of 2 or more such agencies, organizations, or entities in active collaboration with low performing (ex: Title 1, CSI, TSI or ATSI) schools and partnering youth serving organizations.

Questions related to this application should be addressed to:

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RFA Timeline

Due Date	Deliverable
December 28, 2018	Cohort 5 RFA Released
January 4, 2019 (9am -11am)	<p>Webinar 1: Intro to the 21st CCLC Grant Overview</p> <p>21st Century 2018 RFA - Technical Assistance Webinars Please join my meeting from your computer, tablet or smartphone. Go To Meeting</p> <p>You can also dial in using your phone. (For supported devices, tap a one-touch number below to join instantly.) United States: +1 (872) 240-3212 - One-touch: +18722403212,,784855253 Access Code: 784-855-253</p> <p>First GoToMeeting? Let's do a quick system check: System Check</p>
January 14, 2019 (3pm - 5pm)	<p>Webinar 2: Technical Assistance- Overview II</p> <p>To connect: see login information above for webinar #1</p>
January 18, 2019	Please submit the Intent to Apply form
January 24, 2019 (1pm-4m)	<p>Southern Onsite Technical Assistance & Grant Writing Work shop</p> <p><i>Location:</i> Las Vegas (Clark County) UNLV Cooperative Extension – 8050 Paradise Road Classroom D</p> <p>This session may be accessible at other UNR Cooperative offices or virtually by reservation only- please contact NDE if you need to attend in an area outside of Clark County.</p>
February 4, 2019	<p>Webinar 3: Technical Assistance – Budget/ Q&A</p> <p>To connect: see login information above for webinar #1</p>
February 25, 2019 (1pm – 3pm)	<p>Final Onsite Technical Assistance & Grant Writing Work shop</p> <p><i>Location:</i> Nevada Department of Education Carson City & Las Vegas Rooms: CC: Battle Born & LV: Bighorn Conference Rooms</p>
3/1/2019 *extended 4/1/2019 by 5:00pm*	<i>Paper Grant Application & Required Attachments Due to NDE</i>
3/4/2019 – 3/22/2019 *4/9/2019 – 4/20/2019*	<p>Peer Review Process</p> <p>State Superintendent’s Review NDE Preliminary Results/Negotiations</p>
4/2/2019 *5/3/2019*	Final Award Notifications- early access to funds is available for grantees that wish to hold summer programs in June

Section 1 – General Program Information

1.1 Program Name

21st Century Community Learning Centers Program (21st CCLC)

1.2 Definitions

- 1.) COMMUNITY LEARNING CENTER (ESSA, Sec 4201 (b)(1)) - The term ‘community learning center’ means an entity that-
 - a. Assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that-
 - i. Reinforce and complement the regular academic programs of the schools attended by the students served, and
 - ii. Are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and
 - b. Offers families of students served by such center opportunities for active and meaningful engagements in their children’s education, including opportunities for literacy and related educational development.
- 2.) ELIGIBLE ENTITY – the term ‘eligible entity’ means a local educational agency, community-based organization, Indian tribe or tribal organization, another public or private entity, or consortium of 2 or more such agencies, organizations, or entities.
- 3.) EXTERNAL ORGANIZATION – The term ‘external organization’ means –
 - a. A nonprofit organization with a record of success in running or working with before and after school (or summer break) programs and activities; or
 - b. In the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization describe in subparagraph (a) to receive mentoring and guidance in running or working with before and after school (or summer break) programs and activities.
- 4.) RIGOROUS PEER-REVIEW PROCESS – The term ‘rigorous peer-review process’ means a process by which –
 - a. Employees of the State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility;
 - b. The State educational agency selects peer reviewers for such applications, who shall –
 - i. Be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and
 - ii. Not include any applicant, or representative of an applicant, that has submitted an application under this part of the current application period; and
 - c. The peer reviewers described in subparagraph (b) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.

1.3 Funding Authority

CFDA 84.287C- ESEA Title IV Part B, 21st Century Community Learning Centers

Enacted December 23, 2016

1.4 Funding Purpose

The purpose of the 21st CCLC program is to award grants to public school districts, community-based organizations, faith-based organizations, public-private organizations or a consortium of these, in order to create community-learning centers which provide academic and enrichment opportunities for children and their families.

- Create community learning centers that provide academic opportunities, including tutoring, for children who attend low performing schools (K-12) in order to meet the state academic standards, are targeted to student academic needs and aligned with the school day instruction.
- Offer students a broad array of additional services, programs, and enrichment activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; during before and after school hours, summer breaks or other periods when school is not in session.
- Offer families of participating students the opportunity to actively engage in their children's education. As well as, provide related opportunities for literacy development and other educational related services for the families.

This Request for Applications (RFA) is designed to distribute funds to qualified applicants pursuant to Title IV, Part B, of the Elementary and Secondary Education Act (ESEA) in order to establish or expand community learning centers providing students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. The closing date of the grant competition is ~~Friday, March 1, 2019~~ *Monday, April 1, 2019. All applications and required attachments must be delivered to NDE, in person or via US. Mail, no later than 5:00 pm on the due date to be eligible for review. We anticipate awards will be announced no later than ~~April 30, 2019~~ *May 3rd, 2019.

1.5 Priority

Federal Priority Requirements

Under ESSA, this federal priority is defined below by serving eligible schools that:

1. are implementing comprehensive support and improvement (CSI) activities or targeted support and improvement (TSI) activities under section 1111(d); **or** other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; **and**
2. enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; **and**
3. to provide services to the families of the participating students through the program.

Partnership Priority Requirements

NDE must give competitive priority to applications that both:

1. propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) and the application is submitted jointly between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization or vice versa.
2. The statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity.
3. NDE recommends at least one partnership for rural communities and at least two-three partnerships for urban communities to strengthen the program and provide more learning opportunities for students.

State Priority Requirements

The Nevada Department of Education will give state competitive priority to applications that meet the following criteria:

- 1.) Applications submitted from eligible entities in unserved counties: Douglas, Esmeralda, Lander, Lincoln, Pershing, Storey and White Pine
- 2.) Applications from 1st time (new) grant applicants, and/or
- 3.) Applications that propose to serve high school students (below 67% graduation rate)

Earning State Priority Points:

Eligible applications meeting the following criteria may receive **additional** competitive points during the review process. Once a minimum score has been earned in the initial review process, applicants may receive up to an additional 20 points if the application meets the following areas.

New Applicants and Unserved Counties = 20pts
Serving High School(s) below 67% graduation rate = 15 pts

1.6 Funds Available/Funding Limits

The total applicant request amount per application is calculated accordingly.

Funding Options

Option 1 – Full Center implementation utilizing funding formula, renewable for **UP TO 5** years
May request additional funds to include summer programming

Funding Formula Calculation

Proposed # of students served (X) the total number of program days of 120 (X) \$10.00
(Use the Excel template for an automated calculation process).

OR

Option 2 – State Goal mini-grant with summer programming, renewable for **UP TO 3** years
The ***minimum** request amount is \$50,000 per year for at least 50 students.
Minimum 220 hours during the school year and 80 hours during the summer

1.7 Who May Apply (refer to Section 1.5)

- Any public or private organization such as:
 - Licensed Education Agencies (LEA, school districts, etc..)
 - non-profit agencies
 - city or county government agencies
 - community or faith-based organizations
 - Indian tribe or tribal organization
 - institutions of higher education

- a consortium or 2 or more, in collaboration with the low performing school(s) of which the children attend.

NOTE: Individual schools are not eligible to apply; applications must be submitted by their authorized LEA. Per federal guidelines, public charter schools are eligible to be considered for support on the same basis as LEAs in the state, regardless of a charter school’s identified status as an LEA or a public school, it is eligible to apply for a grant because any public or private entity may apply. If a charter school does not apply for or receive a grant, its students may participate in 21st CCLC programs established through an application submitted by other organizations through a partnership. Charter school applicants should consult with their authorizing sponsor agency or school district prior to completing and submitting their application. Please follow the guidance established in the agreement between NDE and/or the authorizing district pertaining to submission of a proposal for competitive federal funding for charters.

A currently funded 21st CCLC sub-grantee may not apply under this RFA unless their grant (cohort) is in its final year/term of funding. A current sub-grantee wishing to reapply for funds must have resolved any previous audit findings, submitted all required data according to the state and federal program requirements and be in good standing and in compliance.

1.7.1 Consortium: Co-applicants, Partnerships and Vendors

The Nevada Department of Education (NDE) strongly encourages 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 in order to become 21st Century Community Learning Centers. This includes identifying and use of research-based curriculum aligning with the school’s Performance Plans and/or Nevada Common Core Standards to guide the programming and activities delivered through the center.

- **Consortium** - A consortium of organizations and/or districts may apply together; however, one organization/district must be designated as the fiscal agent of the consortium. In addition, the applicant must designate an individual who will be responsible for communication and coordination across sites within the consortium. The statute requires eligible organizations to collaborate with local education agencies (LEAs) when applying for funds.

Co-applicants - To be considered as a joint or co-applicant, there must be evidence (Appendix Forms B) that:

1. The LEA and at least one other organization collaborated extensively in the planning and design of the program;
2. Each co-applicant organization has substantial roles to play in the delivery of services;
3. All co-applicant organizations share grant resources to carry out their roles;
4. All co-applicants have significant and ongoing involvement in the management and oversight of the program; and
5. In addition, an agreement between the district/school is signed (Appendix Form C). All co-applicants and the fiscal agent understand and agree that the fiscal agent cannot act as **‘flow-through’** for grant funds and does not sub-grant to other recipients. For example, applicants are not permitted to sub-grant a significant portion of their award to a single entity.

- **Program Partnerships** - Applicants must provide a description of partnerships between a local education agency and those community partners supporting the program development, advisory and overall goals of the grant objectives. Applicants must sign an assurance that its program will be delivered in active collaboration with the schools the students attend. **Please note that an organization solely contracted to provide services is not considered to be a co-applicant or partner, it is only a vendor.**

The selection of appropriate 21st CCLC project partners requires at a minimum the following actions:

1. Reading and understanding the entire current 21st CCLC RFP and its scoring rubric.
 2. Conducting a needs assessment and analyzing the results to identify the target populations and services needed.
 3. Identifying potential partners, including educators from the targeted school(s), who have: 1) missions aligned with the applicants; 2) expertise working with the target population(s); 3) resources needed by the target population(s) and/or applicants; and 4) a history of working collaboratively with other agencies.
 4. Inviting potential partners to a grant overview informational session where: 1) the purpose and requirements of the 21st CCLC grant and needs assessment results are shared; 2) their questions are answered; and 3) and as appropriate, they are invited to form a partnership with the applicants.
 5. Clarify and communicate roles and responsibilities of each project partner, complete the Partner Worksheet (Appendix Form E) to provide details of what the project partner will provide.
 6. Work in active and ongoing partnership with the schools of which the proposed students to be served attend. Complete and submit the District/School Partnership Agreement (reminder: Appendix Form C) with the application
- **Vendor** - A vendor provides a product or service, such as a series of dance or golf lessons, with no active input, advisory commitment or responsibility for the 21st CCLC project and is NOT considered a partnership. A 21st CCLC grant partner is an organization/agency that is actively engaged in the planning and implementation of the grant/project and has a long-term commitment of resources (fiscal and human capital).

1.7.2 Private School Students

As required by federal law, a public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. All applicants must consult with all private schools in their attendance areas, prior to submitting the application, to provide the opportunity for students and staff at those schools to participate on an equitable basis in the event that the application for the proposed program is awarded.

Private schools choosing to participate should be involved in the application process, the program's development; as well as; its implementation at levels equivalent to their public school counterparts in a given district. Services and benefits provided to private school students must be secular, neutral, and non-ideological. If a private school is awarded a grant it must also provide equitable services to the public school students and families in the area served, if there are no 21st Century programs currently available or provided. SEC. 4201. [20 U.S.C. 7171](b)(3)

A Private School Consultation Form (see Appendix-Form D) must be completed and submitted with the 21st CCLC application for review.

Section 2 – Program Requirements and Guidance

2.1 Site Location(s)

Center(s) may be located in schools or other easily accessible facilities that provide a safe environment for students during non-school hours or periods when school is not in session.

Applicants proposing to provide 21st CCLC services must provide documentation that:

- The applicant, school district and site are in agreement about the program location.
- If an off-campus program site is proposed, the program location will be at least available, safe, and accessible.
- There is a clearly defined plan of communication between the alternate site location and the school(s), including the alignment of academic assistance component of the program and
- There is safe transportation between the school and site location as well as; between the alternate site location and home, as necessary or if provided.

2.2 Scope of Operations

Center services are to be provided outside of the regular school day or during periods when school is not in session, e.g., before school, afterschool, evenings, weekends, holiday breaks or summer. Services for adults of participating students may take place during regular school hours. Nevada requires that programs operate at least 12 hours (new middle schools 10-12 hours/new high schools 8-12 hours) per week and provide direct student contact hours accordingly:

- Operate a **minimum** of 4 days a week/ 30 weeks per year/ 120 days per year
- A minimum of 2- 3 hours per day/ 12 hrs. per week (either 1 hour before school/2 hours afterschool or 3 hours afterschool)
- Daily program schedule must include (homework assistance, a nutritious snack, academic and enrichment activities)
- Regularly serve a proposed number of students daily during the school year

2.3 Allowable Program Activities

The primary purpose of the 21st CCLC program is to offer students a broad array of services, programs, and activities (before and after school) designed to *reinforce* and *complement* the regular academic program through providing activities that significantly or are likely to increase improvement of academic outcomes for participating students. All eligible entities that receive a grant are required to provide an: a) academic assistance component, and b) an educational enrichment component and c) a family engagement component for the family members of participating students. The program activities must be of high quality, evidence-based practices and designed to complement the student's regular (school) academic programs. See below for a list of the federal authorized activities.

SEC. 4205. ø20 U.S.C. 7175; LOCAL ACTIVITIES.

(a) AUTHORIZED ACTIVITIES.—each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

(A) the challenging State academic standards and any local academic standards; and

(B) local curricula that are designed to improve student academic achievement;

(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

(3) literacy education programs, including financial literacy programs and environmental literacy programs;

(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

(5) services for individuals with disabilities;

(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

(7) cultural programs (*including arts and music education*);

(8) Telecommunications and technology education programs;

(9) Expanded library service hours;

(10) Parenting skills programs that promote parental involvement and family literacy;

(11) Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

(12) Drug and violence prevention programs and counseling programs;

(13) Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

(14) 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.).

2.4 Supplement, Not Supplant

Section 4203(a)(9) of the ESEA requires states receiving funds under the 21st CCLC program to use such funds **to supplement, and not supplant**, other federal, state, and local public funds expended to provide programs and activities authorized under the 21st CCLC programs (20 U.S.C. 7173(a)(9)). Thus, 21st CCLC funds may not be used to pay for activities or programs that would have been provided by other public funds in the absence of the 21st CCLC program.

2.5 High School Programs

The services provided for high school students may include career and technical programs, internship or apprenticeship programs, and other ties to an increasing demand industry or occupation. A sub-grantee may, however, use 21st CCLC program funds for a before- or after-school program or activity for which participants may receive credit toward high school graduation requirements if:

(1) such a program or activity is an expansion of the options for receiving high school credit in a particular area that would not have been provided without the 21st CCLC program, and

(2) the program or activity does not replace or reduce the courses and programs normally provided by a local school district or private school (*i.e.*, there is no reduction in the course offerings or costs in that particular academic area).

Note: 21st CCLC programs are not required to provide programs and activities in which participants may receive credit. It is the decision of the LEA/ local school district to decide whether to award credit for the program or activity. The Nevada Department of Education is currently working with the American Institute of Research (state 21st CCLC Evaluator) to establish performance indicators and benchmarks specifically for 21st CCLC High School programs. All applicants approved for high school funding will be asked to participate in the Evaluation Advisory Group, assist with the development of high school guidelines and align program activities upon final development.

2.6 Family Engagement/Adult Services to Families

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy. *Section 4205 of the Non-Regulatory Guidance* supports the use of 21st CCLC grant funds to provide programs promoting parental involvement and family literacy to parents/caregivers of participating 21st CCLC students. Family involvement is critical in promoting not only student success but also to program success.

Suggested activities for parents:

- English as a Second Language, literacy and mathematical assistance
- GED preparation and high school completion classes,
- parenting classes, outreach and other family-oriented programs.
- Programs that connect parental involvement and student's academic success

Family engagement programs should not include one-time events, such as annual book fairs, talent shows, performances and open house, etc. Adult programs funded by 21st CCLC are only open to adults who are family members of participating students.

2.7 Snacks

21st CCLC sub-grantees must provide daily, nutritious snacks to students during out of school time, however, the cost of the snack and any other food item is **not an allowable expense**, which includes food items served during family/parent activities. Programs are eligible to apply to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for "Afterschool Snacks." These snacks and meals can contribute to the nutritional services provided in local programs and are required. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. Programs may also partner with local agencies or organizations to provide a daily nutritious snack or meal for participating students.

USDA Food and Nutrition Services Afterschool Snacks:

<http://www.fns.usda.gov/cnd/Afterschool/default.htm>

2.8 Transportation

All applicants must assure they have a safe student transportation plan ensuring all students eligible and/or interested in the 21st CCLC program are able to attend and participate with no barriers. The plan must indicate the options you will provide students to ensure access and transportation, including: school buses, working with the sports programs late buses, car pools, tokens for city buses, taxis, parent pick-up agreements, etc. Application must include the safe transportation plan.

2.9 Advisory Board

A local 21st CCLC Advisory Board composed of students, teachers, parents, community agencies, and the private sector businesses is required. Applicants must provide a description detailing the plan to develop an advisory council, who will serve on it, how often it will meet, and the primary functions of the council. Sub-grantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. A minimum of

three (3) meetings per year (1 per quarter) **must** be held, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, and sustainability. The optimum size is 10 to 15 members, with one of those members being a parent and one being a student.

2.10 Measures of Effectiveness

The 21st Century Community Learning Centers program is based on sound principles of effectiveness guiding local sub-grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to the ESSA, (4205 (b), programs and activities must be based on the following principles:

- An assessment of objective data demonstrating the need for before and after school programs (including during summer recess period(s) and activities in the school and communities);
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- if appropriate, be based upon scientifically-based research providing evidence the program or activity will help students meet the state and local student academic achievement standards.
- Ensure that measures of student success align with the regular academic needs of participating students and include performance indicators and measures
- Collect the data necessary for the measures of student success

2.11 Meeting ESSA Evidence-based Criteria

All interventions, strategies, and activities must meet at least one of the four ESSA evidence-based requirements* by demonstrating a statistically significant effect on improving student outcomes. As part of the application process, applicants are required to provide evidence to support each identified “intervention, strategy or program” by completing the chart in the Narrative Section of this application. The table below illustrates the four levels of ESSA Evidence. For each research study cited, applicants are required to identify which ESSA level of evidence has been met. A listing of resources is available in the Appendix to assist applicants with verifying the ESSA-evidence level for each cited study.

Evidence Level	Evidence Based On...	Demonstrate...
1 - STRONG EVIDENCE	Based on at least 1 well-designed and well-implemented experimental study	Demonstrate a statistically significant effect on improving student outcomes
2 - MODERATE EVIDENCE	Based on at least 1 well-designed and well-implemented quasi-experimental study	Demonstrate a statistically significant effect on improving student outcomes
3 - PROMISING EVIDENCE	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias	Demonstrate a statistically significant effect on improving student outcomes
4 – DEMONSTRATE A RATIONALE	Based on high-quality research findings or positive evaluation.	Demonstrates ongoing efforts that activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes for youth.

2.12 Program Management/Personnel

The applicant has some flexibility in the establishment of their staffing patterns. However, NDE will review the management plan, including staff and salaries based on that which is necessary and reasonable to implement the program and meet the requirements. **Grant recipients are expected to**

braid and leverage other funding and resources to build capacity to implement a 21st Century program. *Note – this is a supplemental program designed to provide direct services to students and not intended to provide or establish an internal staffing structure. NDE reserves the right to require changes based on this review.

The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Additionally, staffing and administration budgetary allocations should be detailed in the *Budget narrative* of the online application. **(No more than a 10% administrative allocation is permissible.)**

Program Director*

The Program Director (required for 3 or more site locations) will mainly be responsible for management/implementation of the program and budget proposed in the approved application to ensure that the agency meets its responsibilities to the state under the grant agreement. Additional duties include:

- Complete necessary data collection and reports to submit to the state
- Supervise site coordinators and other program staff
- Conduct trainings for staff and orientations for partners, parents, volunteers, etc.
- Develop attendance policies, health and safety procedures and annual calendar
- Attend state Program Director’s meetings and required professional development.
- Ensure compliance

*The Program Director duties may be filled as in-kind through the organization braiding or leveraging other funds and resources other duties as assigned. The program oversight may be inclusive to the grant director/coordinator’s or other designated staff’s internal position.

Site Coordinator (Required)

All site locations must hire a (.5 or 1 FTE) site coordinator. The Site Coordinator will be responsible for the daily operation, coordination, delivery of services at the program site location. Additional duties include (not inclusive):

- Ensure staff and students are assigned classrooms
- Oversee all aspects of the site operations
- Ensure staff and students sign in and out of the program daily
- Monitor program data (collection and entry), attendance and outcomes
- Ensure activities are delivered as intended under the approved application
- Maintain a safe and secure site location with emergency information and procedures
- Communicate daily with school-day teachers, students, parents and other staff
- Maintain a direct connection to the regular school day and address specific needs of students within the program activities.

Note: Staff qualifications and salary ranges should be determined according to the standard within the local LEA or organization, proportional to the surrounding community.

Instructional staff (teacher or youth worker/volunteers)

For the purpose of effective instructional practices in the 21st CCLC program, the following guidelines include:

- pupil-teacher ratio of 1 teacher/teacher aide to 15 students
- Highly effective: program personnel such as teachers, instructors, assistants, volunteers and/or contractors shall meet all licensing and/or ESSA (qualified) requirements for working with students
- Background checks are conducted on all staff working/volunteering in the program.

2.13 Professional Development

Professional development should be based on the needs of the program staff and should include trainings on connecting of program curriculum, management, First Aide, CPR, safety, and other areas that directly align to the afterschool program. In addition to state provided professional development, the following trainings or conferences are recommended by NDE:

- ❖ The USDE 21st Century Community Learning Center's Summer Institute
- ❖ You for Youth (Y4Y) online trainings and webinars
- ❖ Nevada Afterschool Network collaboration trainings,
- ❖ Foundation's Beyond School Hours Conference and webinars
- ❖ National Afterschool Association Conference (NAA),
- ❖ BOOST Conference, or other conferences which specifically address "Out of School Time" programming.

Note: All trainings which require the use of 21st CCLC funds must be included (with details) in the budget for NDE approval. Attendance at the 21st Century Summer Institute is highly recommended and should be considered priority over all other national trainings.

2.14 Reporting Requirements

The USDE contracts to design, deploy and maintain a web-based data collection system to capture Annual Performance Report (APR) information regarding 21st CCLC programs across the nation three times per year during the program terms. All state 21st CCLC programs must complete data modules and submit information to NDE to enter into the reporting system. Nevada Department of Education is currently using the Cayen system for data collection. The current terms are summer, fall and spring.

2.14.1 Required Data Submission

All funded programs will be required to collect and submit data to: (1) demonstrate substantial progress has been made toward meeting the objectives outlined in the grant application, and (2) collect data addressing the performance indicators, includes, but is not limited to: student demographic information, program schedule and activities, evaluation criteria data, and daily attendance.

The state data system (Cayen) will be regularly reviewed and monitored to determine sub-grantee's compliance with the program requirements. Timely and accurate submission of data will also be considered to determine sub-grantee performance. Applicants should consider staff time to meet this program requirement when making budget and staffing decisions. **Entry of site level data (e.g., attendance, academic progress, activity information) captured by the Cayen system must begin within 30 days of completion of the startup training or program's start date.** Following the initial entry of data, it is recommended entries are completed on a weekly basis during program operations.

2.14.2 Program Attendance

Daily attendance records must be maintained for each enrolled student and reported through the statewide data management system. NDE and the designated technical support services will monitor actual attendance levels in comparison to the attendance levels proposed in the approved application and to evaluate program effectiveness. **Note - Attendance must be taken daily in your program and must be entered into Cayen on a weekly basis (at minimum).**

2.15 Monitoring Requirement

NDE monitors sub-grantees' compliance with requirements of the grant program (including completion of a data) on an annual basis through documents, Cayen and ePAGE reviews and telephone/email contacts. In addition, NDE will conduct at least two on-site visits to every funded sub-grantee during the grant cycle. In general, the on-site visits will occur the 2nd and 4th year of the grant term with technical assistance and desktop monitoring occurring in years 1, 3 and 5, unless otherwise deemed frequently necessary due to increased program risk. By accepting grant funds, the sub-grantee agrees to participate fully in this monitoring process.

2.16 Evaluations

2.16.1 State Evaluation Requirement

The USDE requires NDE to conduct an annual comprehensive statewide evaluation to determine the effectiveness of programs and activities provided with federal funds. NDE currently contracts with the American Institute of Research (AIR) to conduct the statewide evaluation.

- **21st CCLC grant recipients** are required to obtain a local evaluator and participate in the statewide evaluation process.
- **Sub-grantees** are expected to respond to data requests related to the state evaluation effort. This evaluation addresses the Federal Government Performance and Results Act (GPRA) indicators for the 21st CCLC program, as well as, state education goals and the 21st CCLC Performance Benchmark and Indicators for local programs.

2.16.2 External Local Evaluation Requirement (*Pending New NV Framework)

Applicants receiving 21st CCLC program funds are federally required to undergo a periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. Results of these evaluations shall be:

- Used to refine, improve, and strengthen program, activities and performance measures;
- Made available upon public request, with public notice of such availability; and,
- Criteria for the state to use in determining continuation of funds

Each grant program must meet all evaluation requirements, provide evaluation reports, and respond to any additional surveys or other methods of data collection that may be required throughout the life of the program as determined by NDE. The LEA or organization will be required to submit an evaluation or report in regards to fulfilling this requirement. A framework for implementation of this requirement, state guidelines and training will be provided by NDE in the coming year. All 21st CCLC grantees are asked to reserve funds to meet this requirement. The maximum amount allowed for this expense is up to **5% of the organization's current 21st Century allocation.**

An evaluator should have several years in evaluating educational programs and/or out of school programs.

Expectations for an evaluator include, but are not limited to:

- Develop or assist with developing an overall plan for evaluating the program outcomes.
- Assist staff with understanding the evaluation and its use for making data-driven program decision for planning and implementation of effective programming.
- Use data gathering methods or tools in an appropriate and reliable manner.
- Support the organization in identifying existing, implemented or developing data and/or quality tools.
- Collect or gather data for appropriate sources, as needed for evaluation.
- Analyze and interpret data for annual or periodic evaluation reports.
- Conduct site visits, interviews or focus groups as needed for reports.
- Provide ongoing data/evaluation services and related technical support.

The External Evaluation should focus on the following:

- Understanding of goals and objectives stated in the application
- Enhanced student academic achievement
- Promotion of academic enrichment through program activities and services
- Improved student behavior during the regular school day
- Increased regular school and program attendance
- Increased parental/family engagement
- Integration of program activities aligned with Performance Indicators/State Goals
- Alignment of curriculum/activities to the School Performance Plan and school day learning
- Interpreting program data and use of quality and needs assessments

2.17 Coordination of Funds/Resources

Per federal guidelines, applications must identify specific funding, collaborations and resources that provide additional support and/or school district/organization in-kind commitments to the program and/or its sustainability (i.e., additional funding sources, shared administrative support, community support, vertical/horizontal alignment strategies with other programs (General Fund, Title I, Victory, Zoom, Gear Up, other federal, state or local funds, et al.)

2.18 Sustainability Requirement

ESSA Section 4203(a)(8)(B). A sustainability plan is the applicant's **Plan for Continuation** of the 21st CCLC program after federal funding ends. One of the goals of this program is to continue activities beneficial to students and their families after the project period has ended. Therefore, the proposal should be structured in such a manner it will become self-sustaining. *In addition, sub-grantees will be required to annually submit an updated sustainability plan in their continuation application.* Community partners and organizations can be critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long term continuation of the program.

Section 3 – Fiscal and Administrative Requirements

3.1 Reimbursement

It is important to note this is a **REIMBURSEMENT** only grant, meaning all recipients must initially expend their own funds prior to receiving reimbursement from the NDE. The state will not reimburse a grant recipient for expenditures that are not allowable under the 21st CCLC program, for expenditures not approved in its budget or expenditure which occurred outside of the grant funding period. All applicants should plan to have the capital to sustain full program

operations for a minimum of three months. The applicant must designate a program and fiscal staff person who will be responsible for submitting all required reports and requests for funds. Changes in these key personnel must be communicated to NDE prior to the change occurring.

Required ID Numbers*

**Your organization may already have these numbers; check with your business office.*

1. State of Nevada Vendor Number *(required for all applicants)*.

If you are a fiscal agent applicant, your vendor number must be for the fiscal agent who will be receiving and administering the grant funds. To obtain a vendor Number, please visit the State of Nevada website to submit an [Electronic Vendor Registration \(EVR\)](#) form.

2. Data Universal Numbering System (DUNS) number *(for federal grants only)*.

All organizations applying for federal funding must have a Data Universal Numbering System (DUNS). A DUNS is a unique nine-character I.D. number that is used to track how the federal grant is allocated.

To verify or register for a DUNS number, go to the [Dun and Bradstreet website](#)

3.2 Audit

All new non-LEA applicants must include with their applications a financial audit from the most recently completed fiscal year conducted by a certified public accountant, performed in accordance with generally accepted auditing standards (GAAS) and prepared in conformity with general accepted accounting principles (GAAP).

Please note the sub-grantee **MUST, if applicable**, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133 *Audits of States, Local Governments, and Non-Profit Organizations*, which states as a non-governmental entity, the Single Audit Requirement is applicable.” Any non-federal entity expending \$750,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of Office of Management and Budget (OMB) Circular A-133, Subpart B and Subpart C.

3.3 Indirect Cost

LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. LEA’s must use approved indirect cost rate as established with NDE. All other entities may request to use their federal approved cognizant rate or must use the federal restricted rate of 8% in accordance to the Edgar guidelines.

3.4 Use of funds

A sub-grantee must use 21st CCLC funds for projects designed to provide supplemental services to meet the needs of children from low income and low-performing school. Sub-grantees are strongly encouraged to spend their entire allocation, but must ensure the purchases are done in a timely manner. Large purchases made near the end of the program year (e.g. May, June), where participants are likely to receive very little to no benefit during that current fiscal year, are likely to be denied by NDE. The supply purchases should occur at the beginning of the fiscal year to ensure participants receive the full benefit during the program year. Please carefully consider the factors above when determining the budget and consult with NDE staff (EPP or Grants Analyst) for technical assistance, if necessary.

Costs must meet the following general criteria:

1. Be necessary and reasonable for the proper and efficient performance and administration of the 21st CCLC program
2. Be allocable to the 21st CCLC program
3. Be authorized or not prohibited under state or local laws or regulations
4. Be consistent with uniform policies of other Federal and non-Federal activities
5. Be accorded consistent treatment
6. Be in accordance with generally accepted accounting principles
7. Not to be included as a cost or used to meet a cost sharing or matching requirement of any other Federal program
8. Be net of all applicable credits
9. Be adequately documented

Fiscal officers should reference Educational Department General Administrative Regulations (EDGAR) and the U.S. Office of Management and Budget (OMB) applicable circulars. When completing the budget, pay attention to applicable program specific instructions and allowable expenditures.

1. Provide **an itemized budget breakdown** for each budget category listed in the budget summary pages.
2. Enter **detailed information** in the narrative section to explain each item.
3. Remember to calculate the state approved rate for LEA or the restricted federal rate for all other eligible entities.
4. Provide the rate and base information on which fringe benefits are calculated.

The budget narrative must describe a clear relationship between the activities described in the application and the proposed allocation of grant funds, as well as proposed costs. **Grant funds must be used to supplement and not supplant other federal, state or local funds.** When final grant amounts have been determined through the application review process, a budget revision may be required that is consistent with the approved budget and application review comments. Grant funds cannot be obligated or spent until a final budget has been received and approved by NDE. The grant funds can only be used for allowable costs which occur only during the grant award period. Any costs occurring outside the grant award period are solely the responsibility of the sub-grantee and will not be reimbursed by NDE.

3.4.1 Travel

Reimbursements or payments for travel expenses may not exceed the current GSA rates and be made in accordance to any state or local travel policies. If a local policy reimburses travel at rates lower than the allowed GSA rates then travel reimbursement must be in accordance to the local policy. Refer to <http://www.gsa.gov/portal/content/104877> for current GSA rates.

3.4.2 Orientation, State Meetings and Regional Trainings

Newly funded sub-grantees will be required to attend a grant orientation. In each year of the grant cycle, all sub-grantees are required to participate in state meetings to discuss implementation issues and access technical assistance as well as attend one regional start-up training day. Substitute time and travel expenses to support participation in these sessions **must** be built into the project budget.

3.4.3 Allowable and Unallowable Expenses

Examples of Allowable Expenses (not an inclusive list)

- Salaries and fringe benefits for 21st CCLC staff
- Afterschool Professional development and 21st CCLC trainings
- Consultants, subcontractors, and evaluators providing allowable services/activities
- Classroom materials and supplies for 21st CCLC classes
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities
- Arts and music education activities
- Entrepreneurial education, college and career readiness programs
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs
- Programs that provide out-of-school activities for limited English proficient students that emphasize language skills and academic achievement
- Recreational activities
- Telecommunications and technology education programs
- Expanded library service hours
- Programs that promote parental involvement and family literacy
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow these students to improve their academic achievement
- Drug and violence prevention programs, counselling programs, and character education programs

Examples of Unallowable Expenses (not an inclusive list)

- Preparation of the proposal or pre-award costs.
- Entertainment, refreshments, and snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures. Game systems and game cartridges are unallowable.
- Unapproved out-of-state or overnight field trips, including retreats and lock-ins
- Incentives (e.g., plaques, trophies, stickers, t-shirt, give-a-ways)
- Advertisements, promotional or marketing items
- Decorative items
- Purchase of facilities or vehicles (e.g., Buses, Vans, or Cars) or land acquisition
- Program fees
Capital improvements, permanent renovations
- Supplanting federal, state, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing district or other funds)
- Direct charges for items or services that the indirect cost rate covers
- Dues to organizations, federations or societies for personal benefit.

3.4.4 Program Fees

Federal statute does not prohibit charging of fees. However, the 21st CCLC programs must be equally accessible to all students targeted for services, regardless of their ability to pay. **All programs must receive approval, in writing, from NDE prior to implementing a fee-based system.** Note: NDE discourages charging of fees to families and students who participate in the program.

Programs intending to charge fees must:

- Clearly indicate the intention to charge fees in the grant application;
- Identify the proposed fees;
- Offer a sliding scale of fees that is thoroughly described in the application;
- Offer scholarships for those who cannot afford the fees;
- Certify no student or family member will be excluded from such activities due to their inability to pay established fee;
- Submit a written request for authorization to charge fees to NDE;
- Identify how the agency's accounting system will be able to accurately track and report both the collection and expenditure of the fees;
- Identify how fees will be used to support the 21st CCLC program by submitting a supplementary budget for the programed income;
- Use all income resulting from the collection of fees exclusively to fund 21st CCLC activities as approved in the grant application; and
- Submit additional documentation as required or requested at the discretion of the NDE.

All applicants are required to identify their selected program income reporting method. EDGAR §80.25(b) describes the two alternatives for applying program income to the 21st CCLC grants:

- (1) deducting program income from the total allowable costs to determine the net allowable costs, thus reducing the federal agency's or sub-grantee's contributions;
- or
- (2) adding program income to the funds committed by the grant, thereby increasing the total amount committed to the grant program.

3.5 Federal Compliance Review of Potential New and Continuing Sub-grantees

The purpose of this phase is: (1) to identify any existing legal or programmatic barriers preventing the applicant from successfully operating if funded, and (2) develop an in-depth understanding of the grant application in preparation of recommending it to the state superintendent/board for review.

NDE staff will check all applications projected to receive funding to determine if they meet 21st CCLC program requirements and adhere to federal, state, and local laws and regulations. If legal (e.g., supplanting or not ADA compliant) or programmatic (e.g., co-applicant withdraws or the school is shut down) barriers exist that could not be identified by the reviewers, NDE staff will work with the applicant, to the extent possible, to gain in-depth understanding of the program described in the grant application and address the issues. If any identified issues cannot be adequately addressed or resolved, then the applicant will not be recommended for approval of funding.

3.6 Rigorous Peer Review Process:

Upon close of the application submission period,

- 1) The Nevada Department of Education's 21st CCLC program staff will review all applications received for completion and to determine if the applicant is eligible.
- 2) The state selects Peer Reviewers that
 - a. Have expertise in providing effective academic, enrichment, youth development and related services to students.
 - b. Are not included in any application, a representative of any applicant or have a vested interest in any application
 - c. Demonstrate the ability to review and score the application in accordance to the program requirements, state and federal guidelines.

The grant applications will be reviewed and scored by a Peer Review Committee comprised of specialists from public and private schools, organizations, and agencies as selected from the state grant team reviewers list. The Peer Review Committee will determine quality and score of proposals according to the rubric.

3.7 Grant Awards/Distribution of Funds

The maximum award for this competition will be determined by the number of qualified applications, total number of students proposed, and quality of applications with eligible final scores from the peer review process, as well as, equitable geographical distribution of available grant funds. The initial Grant Term: July 1, 2019-September 30, 2019, renewable annually for up to 5 years based on annual performance results.

3.7.1 Award Notification

A notification of award(s) will be sent via email to applicants and a final list of new sub-grantees will be posted on the Department of Education web site. A formal grant agreement requiring additional online application procedures in the ePAGE system and signatures will follow the email notice. The requested information and online process must be completed in order to finalize the award. Awards will be announced no earlier than April 2019.

NDE reserves the right to negotiate grant award amounts with all sub-grantees. The final decision to award a grant rests solely with the Nevada Department of Education. To the extent practicable, NDE will distribute funds awarded under this RFA equitably across geographic areas within the Nevada, including urban and rural communities.

3.7.2 Petition for Review

Under section 76.401(c) of Edgar, a state must provide an opportunity for a hearing if the applicant alleges that the "disapproval of or failure to approve the application of project" violates a Federal statute or regulation.

3.7.3 Advanced Payment Option

An initial advance payment may be available to new (1st time) grantees to help with initial start-up costs. Please inquire for more information.

3.8 Annual Continuation of Funding

Recipients will receive funding at 100% each year for up to a 5-year term (**pending congressional appropriations**) as long as grant requirements, annual guidelines are met and adequate progress is made toward the state goals. In addition, submission of a continuing application and annual budget details are required each year.

Section 4 – Application Procedures

4.0 Application Procedures/Process

This document contains the information, templates and instructions necessary to apply for a grant under the 21st Century Community Learning Centers Program. **The Intent to Apply (Form A) can be found in the Appendix. Please submit the completed intent form no later than ~~January 18, 2019~~ due date extended to February 25, 2019.**

Please review the enclosed materials and carefully follow the instructions for completing the paper grant application.

Applications must be received, not postmarked, no later than **April 1, 2019 by 5pm.**
Applications received after the date and time indicated above will not be considered.

Application Formatting

All applications are expected to adhere to the following formatting guidelines:

- Typed, single-spaced on 8 ½” x 11” unlined white paper
- Print on single side only, not front and back
- Font used must be 12-point Times New Roman
- Include all required items in the specified section and order in the application template
- Document must have page numbers with the Cover Page as page 1

4.0.1 Required Sections for the Grant Application (See drafting template)

It is important that applicants follow the guidelines and respond to the questions in the same order as the application template indicates. Please complete the section of the template in Word format. In addition, include all required documents as listed in the appendix with your application. Organizations that are not school districts or charter schools must include a copy of their most recent financial audit for review.

4.0.2 Budget Guide

Complete the Excel budget template and include itemized details of the expenditure summary. For the narrative portion, provide information that supports and justifies that expenditures are appropriate. Make sure that major costs of the project are aligned with the program goals and objectives. As a reminder, listed below are the following budget items to be considered.

1. Provide an itemized budget breakdown for each budget category listed in the budget summary pages. Lack of a detailed narrative will result in a declination of original application. The budget narrative must describe a clear relationship between the activities described in the application and the proposed allocation of grant funds. The budget narrative must also address the necessity and rationale of proposed costs.
2. Provide the hourly rate of pay and base information on which fringe benefits are calculated.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure the budget includes a line item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. Any costs occurring outside the grant award period are solely the responsibility of the sub-grantee and will not be reimbursed by NDE.

Commonly used general budget categories	Expected percentage of total funds awarded	Required Maximum for specific use
100 Salaries	40 - 60%	No more than 10% of the expected percentage can be used toward administrative cost for oversight and management of the program
200 Fringe Benefits	Up to 10% - must detailed expenses	Expense must be allowed under federal regulations and at board (organization's) approved personnel rates.
300 Purchased Professional Services	Up to 30% maximum	External vendors and program contracts. No more than 5% for external evaluator
510 Student Transportation	Up to 10% maximum	Must provide narrative details for this expense in alignment with the plan provided for transportation.
600-653 Supplies	Up to 10% maximum	NDE approval is necessary for items above this percentage, such as technology and STEM purchases
893 Indirect Cost	Restricted indirect cost – use negotiated state rate. Federal maximum is 8% - submit a copy of the cognizant rate approval letter.	Most expenses should be coded appropriately in the main categories listed above.

21st Century Community Learning Centers Application Checklist



- Request for Application (RFA)
- Notice of Intent to Apply (Form A)
- Joint Applicant(s) or Consortium Grants (Form B)
- District/School Participation Agreement (Form C)
- Private School Consultation (Form D)
- Programs Activities (Table 1)
- Programming Partnership (Table 2)
- Budget Narrative and Evidence Alignment (Table 3)
- Student Data and Assessment (Table 4)
- General Statement of Federal Assurances
- Statement of Certification
- Completed excel templates (Cover page, Timeline, Funding Formula Table, Weekly Program Schedule & Budget)

Non-LEA applicants MUST also upload the following:

- A copy of the most recent financial audit
- Documentation to verify the health and safety of the building used for the program (non-school based)
- A copy of state license and permits as required by local government
- Evidence of the organizations insurance coverage

4.0.3 Application Review and Selection Process

Phase One – *Review of Application Components*

Each application received will be reviewed by NDE program staff to determine if all the required components are enclosed and complete. In addition, each application will be checked for submission compliance. Partial and/or incomplete application submissions for **each** required component of the RFA and/or applications without supporting ESSA evidence-based documentation **will not** proceed to Phase Two.

Phase Two – *Federal Compliance Review*

The NDE will determine and ensure each application has met all the 21st CCLC program requirements as stipulated by state, local, and federal laws. Based on the NDE's assessment of each applicant's risk of non-compliance pertaining to federal and state statutes, the application may not progress to the next phase.

Phase Three – *Reader Review and Scoring*

Each application will be evaluated and scored by a panel of readers. The NDE requires all readers to ascertain their accomplishments and eligibility to serve as a reviewer. All reviewers must attend a grant reviewer training prior to the process. In addition, the reviewer must sign a Conflict of Interest statement prior to conducting the review process.

The readers will use the 21st CCLC Application Scoring Rubric as their evaluation instrument. Applications are then scored based on the quality of the proposal and the capacity of the applicant to implement the proposed 21st CCLC program.

Competitive priority points will only be added to applications that are in compliance with federal statute and exceed the standard base expectation.

Phase Four – *NDE Post – Reader Review Assessment*

Upon completion of the Reader Review process, the NDE program staff will review all reader scores and comments to address any outstanding issues or concerns. Revisions such as a reduction of funding or denial of a particular non-allowable activity and/or expense may result.

Phase Five – *Distribution/ Notification of Awards*

Based on available funding, priority of funding distribution, the overall application score and identified level of ESSA evidence-based criteria (meeting Tiers 1 - 4), the selection of awarded grants will then be determined.

Once available funds have been exhausted, any remaining applicants will be placed on a list to be funded if additional funds become available through federal appropriation or unused 21st Century funds returned to the state.

Applicants recommended for funding will receive a letter of notification and **MUST** request access to the online ePAGE system to enter their application and budget information in order to complete the final grant awarding process.

Section 5 – Documents/Appendixes/Tables

Nevada 21st Century Community Learning Center Requirements

Program Area	State Requirements
Hours of Services* (minimum) <i>Summer hours vary</i>	12 hours per week 1 hour before/2 hours after school or 3 hours afterschool At least 120 days per school year
Program Terms	Summer: June - July Fall: August – December Spring: January - May
Activities	Academic (including homework assistance) and Enrichment (Students should attend both)
Attendance (Urban)	Propose to serve a designated number of students minimum with attendance up to 120 days (staff/student ratio should be min 1:15) *rural areas with low school day enrollment may propose to serve a lower number of students. Programs should be designed to allow students to attend 120 days during the year. Improvement outcomes are linked to maximum number of days attended. Attendance for both students and parents must be recorded and reported in Cayen. All Data is monitored monthly with bi-monthly state compliance reviews.
Advisory Board Meetings	Minimum of 3 per school year Must hold at least one per quarter Maintain/upload records: agendas, attendance & minutes
Data Collection	Student Demographics Grades, Surveys and Assessment Scores
Documentation	All students must have an enrollment completed and signed by parents or guardian. Also obtain a FERPA form signed by parent or guardian. Maintain all documents on file for a up to 5 years after the grant term ends
Fieldtrips	Must be pre-approved by NDE or other funds MUST be utilized if all requirements are not met. Trips are educational based only/not for entertainment purpose and include a 6-8 week culminating activity aligned with academics needs.
Funding/Partnerships	Enter all funding sources that support the afterschool program Minimum of 3 partners, include description of agreement and dollar amount of contribution Partnership details and contributions should be clearly defined.
Services to Families	Only families of participating students can be served through 21 st Century funding. Family engagement must be intentional focus on academic increase for students or intentional for families. (ex: ESL classes, homework assistance, literacy skills) etc.. No more than 5% of funding can be allocated for family engagement.
Success Stories	Reflect success in alignment with one state performance indicator Enter story into Cayen once per term At least twice a year unless offering a summer program.
Surveys (30 days or more attendees)	Teacher (electronic) Parent (paper) Student (paper)

Nevada 21st CCLC Objectives, Performance Indicators and Benchmarks*

*The Indicators and Benchmarks are currently under revision for implementation in the 2019-2020 school year.

Objectives	Performance Indicators	Benchmarks
1. Improve Student Academic Success	1.1 Regular attendees who need to improve will demonstrate improvement in math grades.*	Thirty (30) percent of students who need to improve will demonstrate improvement in math ("A" students are not considered).
	1.2 Regular attendees who need to improve will demonstrate improvement in math on state assessments.*	The percent of regular attendees who improve from non-proficient to proficient.
	1.3 Regular attendees who need to improve will demonstrate improvement in reading grades.*	Thirty (30) percent of students who need to improve will demonstrate improvement in reading ("A" students are not considered).
	1.4 Regular attendees who need to improve will demonstrate improvement in reading on state assessments.*	The percent of regular attendees who improve from non-proficient to proficient.
	1.5 Regular attendees who need to improve will demonstrate improvement in behavior.*	Fifty-five (55) percent of teacher surveys will report improvement.
	1.6 Regular attendees who need to improve will demonstrate improvement in completion of homework.*	Fifty-five (55) percent of teacher surveys will report improvement.
	1.7 Regular attendees who need to improve will demonstrate improvement in class participation.*	Fifty-five (55) percent of teacher surveys will report improvement.
2. Provide Enrichment Opportunities	2.1 Programs will offer enrichment and support activities.*	Each program will spend at least 40 percent of Participant Service Hours in enrichment activities and will offer a minimum of four different enrichment activities during the year.
	2.2 Programs will offer enrichment and support activities in Science, Technology, Engineering, and Math (STEM).	Each program will spend at least 10 percent of Participant Service Hours in Science, Technology, Engineering, & Math (STEM) activities.
	2.3 Programs will offer enrichment activities for Civic Education.	Each program will spend at least 2 percent of Participant Service Hours in Civic Education activities.
	2.4 Regular attendees will participate in Physical Fitness activities.	Each program will spend at least 2 percent of Participant Service Hours in Physical Education activities
	2.5 Programs will offer Drug and Alcohol Prevention activities.	Each program will spend at least 2 percent of Participant Service Hours in Drug and Alcohol Prevention, Violence Prevention or Character Education activities.
3. Facilitate community engagement and family literacy.	3.1 Programs will offer activities to promote community engagement (<i>e.g., intentional academic focus, opportunities to be partners with the 21st CCLC program, invitations to community events</i>) and educational services to families of program youth (<i>e.g., adult literacy classes</i>).	Each program will spend at least 2 percent of the total amount of Participant Service Hours in community engagement and educational services to families.

Nevada State Board Educational Goals

Goal 1 - All students are proficient in reading by the end of 3rd grade.

Goal 2 - All students enter high school with the skills necessary to succeed.

Goal 3 - All students graduate college and career ready.

Goal 4 - All students served by effective educators.

Goal 5 - Efficient and effective use of public funds to achieve the highest return on educational investment.

Goal 6 - All students learn in an environment that is physically, emotionally, and intellectually safe.

Recommended Resources

The following list of resources is provided to assist applicants in identifying programs that meet ESSA-evidenced based criteria.

The U.S. Department of Education issued non-regulatory guidance on [Using Evidence to Strengthen Education Investment](#) to help in school improvement planning.

[Evidence for ESSA](#) is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

[An LEA Guide for Identifying Evidence-Based Interventions for School Improvement](#), developed by the Florida Center for Reading Research (FCRR)

[Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence tiers)

[CCSSO](#) has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, www.ccsso.org/ESSA.

[Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

Appendix (Required Table & Forms)

NOTICE OF INTENT TO APPLY (FORM A)

2019-2020

Title IV, Part B- 21st Century Community Learning Centers (CCLC) Grant

Submit this form no later than 5:00 p.m. on **February 25, 2019** to assist the Nevada Department of Education (NDE) in making the necessary preparations for the 21st Century Community Learning Centers (21st CCLC) Request for Applications (RFA). This information is for planning purposes only as it assists the department with preparation for the review process. Please only submit one Notice of Intent per district/fiscal agency. Submission of this form is not a prerequisite for submitting an application, nor does it obligate the organization to submit an application.

You may submit this intent to apply form by email to tbarrett@doe.nv.gov or by fax to (702) 486-6624 for Southern Nevada or kmokofisi@doe.nv.gov or by fax to (775) 687-9250 for Northern Nevada

Enter name of organization applying for the grant: _____

Agency fiscal head/authorized representative: _____

Has this organization received 21st CCLC grant funds before? Yes _____ No _____
If yes, please provide the year of initial funding: _____

Are you applying as a consortium with another agency? Yes _____ No _____
If yes, please list the name(s) of the other organization below

Consortium Organization(s) _____

Estimated/Projected amount of funding requested \$ _____

Check the one category that best describes your official fiscal agency:

- _____ Local Education Agency
- _____ Public Charter/Private School
- _____ State, City or County Agency
- _____ System of Higher Education
- _____ Community-based organization (non-profit)
- _____ Faith-based organization
- _____ Other (please indicate) _____

Contact person for the application:

Name: _____ Title: _____

E-mail: _____ Telephone: _____

CONSORTIUM (Co-applicant) GRANTS (Form B)

When jointly submitting an application or applying as a consortium for the Title IVB- 21st CCLC grant, each member of the consortium must list a contact person and phone number. This form must be submitted to indicate partnering applicant or consortium groups.

Name of District/Organization	Contact Person Name/Title Signature	Address/Phone Number	Email

DISTRICT/SCHOOL PARTICIPATION AGREEMENT (FORM C)*

*submit one form for each participating school

The Nevada Department of Education (NDE) expects each 21st CCLC program to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC sub-grantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, Superintendent and **each** Principal of the school(s) whose students are served through the efforts of the program must demonstrate commitment and buy-in to the ongoing success of the proposed project. In accordance with EDGAR § 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award. (§ 200.313)

LEA Leadership (Superintendent, Assistant Superintendents, LEA Board, etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (NDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities, and student-level data.
4. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the NDE.
6. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Location Leadership (Principal, Assistant Principal(s), etc.) agrees to the following roles and responsibilities:

1. Maintain knowledge of state (NDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Provide school level oversight of the 21st CCLC program with faculty and staff.
3. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
4. Meet weekly/bi-weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
5. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, e-mail, newsletters, or web sites and by holding quarterly Advisory Board meetings.
6. Visit 21st CCLC classrooms to support implementation efforts.
7. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
8. Provide site staff and partners with access to appropriate LEA buildings, facilities and student-level data.
9. Assist with research and evaluation activities including the collection and management of data (including grant impact) as directed by the NDE team.
10. Include the work of the 21st CCLC program within the school and local LEA plan for the school's performance.
11. Participate in meetings as deemed appropriate, necessary, and/or as requested by the NDE.
12. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the Grant Application.

Name of Eligible

LEA/School(s) _____

By signature, I certify that I have reviewed all applicable documentation; I understood and agree to support the implementation of the proposed 21st CCLC program, and will adhere to the aforementioned assurances.

Name of Superintendent	Original Signature	Date
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Name of Principal(s)	Original Signature	Date
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PRIVATE SCHOOL CONSULTATION 2018 Form (D)
Title IV, Part B- 21st Century Community Learning Centers

Private School Initial Consultation and Notification of Intent for 2019-2020 Provision of Services
Affirmation of Initial Consultation and Intent Notification

An SEA, LEA, or any other education service agency (or consortium of such agencies) receiving financial assistance under an applicable program must provide eligible private school children and their teachers or other educational personnel with equitable services. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children and their teachers or other educational personnel to participate, the agency or consortium must engage in timely and meaningful consultation with private school officials.

Grant Applicant Name: _____

Grant Applicant Contact Person _____

Private School Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Private School Official: _____

How was the Private School contacted?

- Letter Meeting Documented telephone call E-mail Other _____

Directions

Both Private School Officials and the Grant Applicant must initial under either YES or NO for each statement. Both parties must also sign and date this document.

Affirmation of Initial Consultation and Intent Notification
Notification of Intent to Participate in 2019-2020 Title IV, Part B Services

Official	Yes	No	Intent Notification (ESSA Section 1117)
Private School			The Private School intends to continue consultation and participate in 2019-2020 equitable services. It is the responsibility of the grant applicant to design, develop, and implement the services provided to the private school students & families after ongoing consultation with the private school.
Grant Applicant			The Private School intends to continue consultation and participate in 2019-2020 equitable services. It is the responsibility of the grant applicant to design, develop, and implement the services provided to the private school students & families after ongoing consultation with the private school.

Signature of Private School Official _____

Printed Name and Title of Private School Official _____

Date _____

Signature of Grant Applicant _____

Printed Name and Title of Grant Applicant _____

Date _____

PROGRAMS ACTIVITIES TABLE 1

Alignment of Activities to State/Program Goals, School Performance Plan & Evidence-based Criteria

Program Objective(s)	Indicator/Benchmark	State Alignment to the School Performance Plan/Student Need(s) & Improvement Strategies (Summarize key strategies from narrative)	Specify Relevant State Education Goal(s)	List Program Activities that align with objectives/ goals and SPP	Indicate the Evidence Based Levels (Tiers 1-4) or Research Criteria, include web links to research findings and evidence supporting documentation.
1. Improve Student Academic Success	1.1 Demonstrate improvement in math grades				
	1.2 Demonstrate improvement in math on state assessment				
	1.3 Demonstrate improvement in reading grades				
	1.4 Demonstrate improvement in reading on state assessment				
	1.5 Demonstrate improvement in behavior				
	1.6 Demonstrate improvement in completion of homework				
	1.7 Demonstrate improvement in class participation				
	1.8 Promote High School Graduation, College and Career Readiness				
2. Provide Enrichment Opportunities	2.1 Programs will offer enrichment and support activities				
	2.2 Programs will offer enrichment and support activities in STEM				
	2.3 Programs will offer enrichment activities in Civic Education				
	2.4 Regular attendees will participate in Physical Fitness activities.				
	2.5 Programs will offer Drug and Alcohol Prevention activities.				
3. Facilitate community engagement and family literacy.	Programs will offer activities to promote community engagement (e.g., intentional academic focus, opportunities to be partners with the 21 st CCLC program, invitations to community events) and educational services to families of program youth (e.g., adult literacy classes).				

TABLE 2: PROGRAMMING (External Organization) PARTNERSHIP (Minimum of 2 partners)

Agency Name: _____ **Program Name:** _____

Partner Agency Name	Agency Type	Contribution Amount (\$) & Type	Contribution Description	Describe align to SPP or Student-Family/Community Needs and Program Goal(s)	Formal MOU Submitted
<i>Florida's First National Bank Club (Example Row)</i>	<i>CBO</i>	<i>In-kind</i>	<i>Partner will provide two six-class sessions, one in fall and one in spring at no cost to the program and provide all training materials.</i>	<i>Character Education – Teaching students real-world concepts about banking and money management.</i>	<i>Yes</i>
<i>(Insert additional lines as needed)</i>					

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

- SD: School District
- CBO: Community-Based or other Non-Profit Organization (CBO),
- BGC: Nationally Affiliated Nonprofit - Boys & Girls Club
- YMCA: Nationally Affiliated Nonprofit - YMCA/YWCA
- NPOO: Nationally Affiliated Nonprofit - Other Agency
- FBO: Faith-Based Organization (FBO)
- CS: Charter School (CS)
- PS: Private School
- CU: Private or public College or University

- IEA: Regional/Intermediate Education Agency
- HBO: Health-Based Organization (hospital/clinic/etc.)
- LIB: Library
- MUS: Museum
- PRD: Park/Recreation District
- CNT: Other Unit of City or County Government
- FPO: For-Profit Entity
- IAS: Bureau of Indian Affairs School
- OTH: Other

Contribution Type: Select the one that best applies

- In-kind: Materials or services provided at no cost to the 21st CCLC program.

Volunteers: non-paid individuals that provide services to the 21st CCLC program

Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget

Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.

Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.

Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.

Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.

Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)

Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)

- Funds: Monetary contribution
- Other: other contributions that may not match with the descriptions above.

Contribution Description:

Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in partnership section of the application. Note: The contribution amounts must be clearly reflected in the formal Memorandum of Understanding.

Describe alignment to SPP, Student-Family/Community Need(s) and Program Goal(s):

Provide a synopsis of how the partner’s contribution supports the 21st CCLC program objectives and the school performance plans or student/family and community needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative for the needs assessment.

Memorandum of Understanding (MOU): Indicate “yes” or “no” if a formal MOU is already signed. If not, include a letter of support with the application as an attachment. If a grant is awarded, a formal Memorandum of Understanding (MOU) is required between the sub grantee and organization.

Table 3: Budget Narrative & ESSA Alignment

NDE Budget Object Code	Description of Budget Item Requested	Amount requested	Indicate ESSA Levels Level 1 - Strong Level 2 - Moderate Level 3 Promising Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
Example	1. Site Coordinator Salary 2. Boys & Girls Club Partnership	1. \$30,000 2. \$20,000	Level 1 - Strong Level 3 - Promising	1. (cite at least 1 rigorous study) 2. (cite at least 1 rigorous study)
100/200 salaries				
320/330 Purchased services				
400 Purchased property				
500 (other)				
580 Travel				
600 (other)				
610 supplies				
640 Books/periodicals				
641 Textbooks				
650 supplies: info tech				
651 Software				
652 Information Tech				
653 Web-based programs				
700 Equipment				

NDE Budget Object Code	Description of Budget Item Requested	Amount requested	Indicate ESSA Levels Level 1 - Strong Level 2 - Moderate Level 3 Promising Level 4 - Rationale	ESSA Evidence Citations (in APA or MLA format, or attach the study)
800 Dues/fees/miscellaneous				
893 Indirect Cost				
900 Other				

Table 4: Student Data/Assessment Outcomes

Needs Assessment: Identify complete the following table to provide information on the source and to provide aggregated student achievement data referenced that indicates the need of the students being served in the 21st CCLC program. This information will be used to capture the need and impact of the proposed program in correlation to the local, state and programs goals, benchmarks and performance outcomes.

Descriptor	Elementary	Middle School	High School	Identify Proposed Activities
State required assessment	SBAC	SBAC	Credit Deficiency	
Assessment Used: Please identify only 1 school assessment tool per column).				
AGGREGATED DATA				
Total Number Students Identified as Deficient in Reading (Achievement Level 1)				
Total Percentage (%) of all students Identified as Deficient in Reading (Deficiency Rate- Achievement Level 1)				
Total Number Students Identified as Deficient in Math (Achievement Level 1)				
Total Percentage (%) of all students Identified as Deficient in Math (Deficiency Rate- Achievement Level 1)				
Total Number Students Identified as Deficient in Reading (Achievement Level 2)				
Total Percentage (%) of all students Identified as Deficient in Reading (Deficiency Rate- Achievement Level 2)				
Total Number Students Identified as Deficient in Math (Achievement Level 2)				
Total Percentage (%) of all students Identified as Deficient in Math (Deficiency Rate- Achievement Level 2)				
If additional need based data, please indicate sources here:				
Describe data source				
Details on data reviewed				



State of Nevada

Department of Education

General Statement of Federal Assurances

NAME OF DISTRICT/AGENCY:

FISCAL YEAR:

GRANT/PROGRAM NAME:

I hereby certify that, to the best of my knowledge, the information in this application is correct. The applicant designated hereby applies for a subgrant of federal funds. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the agency's meeting.

The parties referred to in this document include, but are not limited to, the United States Department of Education (USDOE), the United States Department of Health and Human Services (USDHHS), Substance Abuse and Mental Health Services Administration (SAMHSA), and the United States Department of Labor (USDOL), all herein referred to as the "DEPARTMENT", the Nevada Department of Education, herein referred to as the "NDE", and the local agency, herein referred to as the "SUBRECIPIENT". The Nevada Department of Education may make funds available to the SUBRECIPIENT in accordance with requirements and regulations applicable to such programs.

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Item # Section

- 1-19 Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42CFR)
- 20-38 State Agency provisions
- 39-58 2 CFR Part 200
- 59-69 34 CFR Education Department General Administrative Regulations (EDGAR)
- 70-73 Education of Homeless Students
- 74-76 45 CFR Public Welfare, Department of Health and Human Services
- 77 GRANT SPECIFIC ASSURANCES
- Page 11-13 Administrative Requirements

SUBRECIPIENT

The SUBRECIPIENT assures, if awarded a grant, subgrant, or contract:

The State Agency shall hold all SUBRECIPIENTS to the provisions within the applicable Code of Federal Regulations (CFR) that govern the funds passed through the STATE Agency from the DEPARTMENTS to the SUBRECIPIENT. The CFRs include, but are not limited to: Title 34 Education (34CFR), Title 45 Public Welfare (45CFR), Title 42 Public Health (42 CFR):

1. That the SUBRECIPIENT has the necessary legal authority to apply for and receive the proposed grantor subgrant and enter into the contract.
2. That the SUBRECIPIENT will accept funds in accordance with applicable federal and state statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto. The SUBRECIPIENT will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations.
3. That the control of funds provided to the SUBRECIPIENT under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
4. That the SUBRECIPIENT assures that it will comply with all requirements and regulations of the ESSA-Every Student Succeeds Act programs for which it is applying, whether or not the program statute identifies these requirements as a description or assurance that NDE would address in program-specific plan or application.
5. That the SUBRECIPIENT will maintain records and provide access to those records to NDE, the DEPARTMENT, or the State Department of Administration, the State Audit Division of the Legislative Counsel Bureau, the Comptroller General, or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The SUBRECIPIENT shall maintain records for 3 years following completion of the activities for which the SUBRECIPIENT uses the federal or state funding and which show:
 - a.) The amount of funds under the subgrant or grant;
 - b.) How the SUBRECIPIENT uses the funds;
 - c.) The total cost of the project; and
 - d.) The share of that total cost provided from other sources.
6. That no person shall, on the grounds of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBRECIPIENT receives federal financial assistance.
7. That the SUBRECIPIENT will comply with all relevant laws relating to privacy and protection of individual rights including 34 CFR Part 99 (Family Educational Rights and Privacy Act of 1974).
8. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with federal (which become subsequently state) funds are accessible to and usable by handicapped individuals. For the construction of facilities with federal funds, the SUBRECIPIENT will comply with the provisions of the Davis-Bacon Act.
9. That the SUBRECIPIENT will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.

10. That the SUBRECIPIENT is aware all federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Nevada Legislature. These funds are subject to reduction or elimination by the United States Congress or Nevada Legislature at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBRECIPIENT shall hold NDE harmless for any reduction or elimination of federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBRECIPIENT shall immediately cease further expenditures under any federal or state project.
11. The SUBRECIPIENT will adopt and use the proper methods of administering the subgrants, including, but not limited to:
 - a.) The enforcement of any obligations imposed by law;
 - b.) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation;
 - c.) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
12. The SUBRECIPIENT will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
13. That the SUBRECIPIENT may be subject to recapture and reallocation of grant funds for failure to meet any of the following:
 - a.) Expenditure timelines;
 - b.) Failure to provide monthly, quarterly, and/or annual reports by due date(s), as applicable; and
 - c.) Failure to meet grant performance outcomes, if applicable.
14. All requests for budget amendments must be made in writing and approved prior to expenditure of funds.
15. That the SUBRECIPIENT shall, to the extent possible, coordinate each of its projects with other activities or agencies that are in the same geographic area served by the project and that serves similar purposes and target groups, and in particular to address factors that have significantly affected the achievement of students.
16. That the SUBRECIPIENT 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 on Constitutionally Protected Prayer in Public Elementary and Secondary Schools Dated February 7, 2003.
17. That personnel funded from federal grants and their subcontractors and SUBRECIPIENTS are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education)
18. In accordance with 2 CFR 175, this award may unilaterally be terminated, without penalty, if a SUBRECIPIENT or an employee of a SUBRECIPIENT violates any of the applicable prohibitions of the award term through conduct that is either associated with performance under this award or imputed to SUBRECIPIENT using the standard and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR 85.630. SUBRECIPIENT and SUBRECIPIENT's employees may not:

- a.) engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - b.) procure a commercial sex act during the period of the award is in effect, or
 - c.) Use forced labor in the performance of the award or subaward under the award. The SUBRECIPIENT must inform the proper authorities and NDE immediately of any information it received from any source alleging a violation of the applicable prohibitions of this award term. In addition to all other remedies for noncompliance that are available to NDE under this award, SUBRECIPIENT must include the requirements of this provision in any subaward made to a private entity.
19. That the SUBRECIPIENT will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.

STATE REGULATIONS

Shall hold the SUBRECIPIENT to the provisions established by the STATE AGENCY which govern the funds and program:

- 20. The SUBRECIPIENT assumes full responsibility for the overall program which includes: fiscal administration, timely submission of required reports, program management including personnel, and meeting the goals and objectives in the approved grant application.
- 21. The SUBRECIPIENT agrees to fully comply with the evaluation team that will evaluate the effectiveness of this grant. Noncompliance may affect the SUBRECIPIENT'S eligibility in future sub-awards from NDE or result in forfeiture of remaining funds.
- 22. The SUBRECIPIENT agrees that any funds not committed for expenditures by the end of the grant cycle will be returned to NDE with the Final Financial, until carryover funds are approved for expenditures.
- 23. The SUBRECIPIENT will submit the Final Financials to the NDE within 45 days from the end of the grant cycle. Noncompliance will result in ineligibility for future sub-grant cycles.
- 24. Monthly requests for reimbursement are due to the NDE by the 15th of the month for the previous month of services.
- 25. That the SUBRECIPIENT agrees to comply with NDE's requirement to submit supporting source documentation with reimbursement requests which will ensure that all costs charged to federal and state grants are allowable.
- 26. The documentation for all transactions, controls and other significant events must be clear and readily available for examination. All documentation such as invoices, contracts, subgrant awards, etc. should be maintained at the SUBRECIPIENT'S principal place of business. If they are not, the SUBRECIPIENT must bear the cost of making original documents available for examination by the State.
- 27. Personnel employed as teachers and instructional aides by the SUBRECIPIENT or personnel contracted to provide such service to the SUBRECIPIENT shall be certified pursuant to the provisions of NRS 386.590 (as amended by Senate Bill 509 of the 2015 Session of the Nevada Legislature, Chapter 238, Statutes of Nevada (2015)).
- 28. The SUBRECIPIENT shall maintain effective control and accountability for all grant funds, property, and other assets. Good internal control necessitates that fiscal responsibilities be clearly established. Accounting functions should be separated to the fullest extent possible so that no one person authorizes, executes, and approves the same transactions. Policies covering personnel and accounting procedures and separation of duties must be documented in a policies and procedures manual or other similar document.

29. The SUBRECIPIENT must maintain continuing responsibility for the overall program. This includes the establishment of written policies and procedures for program operations. The following areas must not be delegated to subrecipients or persons who are not employees or officials of the SUBGRANTEE organization:
 - a). Being informed of and accountable for all program income and expenditures;
 - b). Performance of timely written evaluations of the program, and monitoring of established goals and objectives as written in the program's grant award;
 - c). Financial reports and all other reports required by NDE including monthly Requests for Funds, required quarterly progress reports and final program reports (as applicable);
 - d). Administration of the program in accordance with each agency's administrative practice.
30. If the SUBRECIPIENT decides to establish a policy-making body (or is required either by law or by funding source to establish such a body), its roles and responsibilities must be clearly defined. This must be approved by the Program Director.
31. Any activities that deviate from the scope of work/goals and objectives identified in the grant agreement must receive prior written approval from the Education Programs Professional and may require a written amendment to the grant agreement.
32. SUBRECIPIENTS must notify the Education Programs Professional immediately regarding any legal action or negative publicity related to grant-funded events, activities, services, purchases, or outreach.
33. All instructions, requirements, rules and regulations for grants administered through the SUBRECIPIENT are applicable to subrecipients, mini-grants, contracts or other mechanisms passing on these funds. It is the responsibility of the SUBRECIPIENT to ensure compliance of subrecipients through monitoring, reporting, site visits, fiscal reviews or other means. NDE may implement probationary measures with the SUBRECIPIENT for noncompliance on the part of subrecipients.
34. No organization may participate in the grant-funded project in any capacity or be a recipient of federal or state funds designated for this project if the organization has been debarred or suspended or otherwise found to be ineligible for participation in federal assistance programs under Executive Order 12549, "Debarment and Suspension" (see 45 CFR 92.35). Prior to issuing subawards or contracts under this grant, the SUBRECIPIENT must consult the Excluded Parties List System to ensure that organizations under funding consideration are not ineligible. The list may be accessed online through the System for Award Management (SAM) at <https://www.sam.gov>.
35. Decisions made by Education Program Professionals must be based on the grant agreements, approved budgets, grant assurance, written program policies and procedures, and written fiscal policies and procedures including those in the State Administrative Manual (SAM) and in any Federal OMB circulars or other federal or state regulations and guidance that apply to the funding source. If a SUBRECIPIENT disagrees with a decision, the SUBRECIPIENT has the option to dispute the decision by taking the following steps:
 - a). Request in writing that the Education Programs Professional provide the specific Documentation upon which a decision is based. Written response will be made within seven (7) working days.
 - b). Follow the policies of each agency.
 - c). If the disagreement is still unresolved, request in writing that the matter be reviewed by the Program Director, whose decision will be final and will not be open to further discussion or challenge.
36. All interactions will be conducted with honesty, courtesy, and respect. It is essential that a professional relationship be maintained in order to properly administer the grant and provide effective services in the community.
37. Conduct that interferes with the administration of the grant or negatively impacts the ability to provide effective program services may result in termination of the grant after NDE carefully reviews the circumstances.

38. Timeliness of report submission will be tracked and noted in the grant file. Any extensions or exceptions to requirements must also be noted in the grant file.

2 CFR Part 200 – Uniform Administrative Requirements, Costs Principles, and Audit Requirements

2 CFR 200 for Federal Awards Consistent with 2 CFR Subtitle A – Office of management and Budget Guidance for Grants and Agreements and 2 CFR Subtitle B – Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

39. The SUBRECIPIENT assures it will adhere to the 2 CFR 200 Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards as dictated by the DEPARTMENT.
40. The SUBRECIPIENT assures it has a valid DATA Universal Numbering System (DUNS) number BEFORE applying for funds and that it will maintain the correct DUNS number on file with the STATE AGENCY (2 CFR 200.300). The SUBRECIPIENT must also register with the System for Award Management (SAM) website to receive federal funds. The web address for the SAM registration is <https://governmentcontractregistration.com>. The website for requesting a DUNS number is <http://fedgov.dnb.com>. The DUNS number is a onetime action. The CCR registration must be maintained and updated as required by CCR website.
41. The SUBRECIPIENT assures it will adhere to the Certifications and representation (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating federal assistance programs or activities.
42. The SUBRECIPIENT assures it will adhere to the Suspension and Debarment (2 CFR 200.212) regulations that prohibit the award of funds to individuals and parties that are ineligible or excluded from participating in federal assistance programs or activities.
43. The SUBRECIPIENT assures it will adhere to the lobbying provisions established by 2 CFR 200.450 and any additional federal statutes and regulations governing the use of federal funds on lobbying.
44. That the SUBRECIPIENT will cause to be performed the required financial and compliance audits in accordance with 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for federal awards. That in the event of a sustained audit exception, and upon demand of NDE, the SUBRECIPIENT shall immediately reimburse NDE for that portion of the audit exception attributable under the audit to the SUBRECIPIENT. The SUBRECIPIENT agrees to hold NDE harmless for any audit exception arising from the SUBRECIPIENT's failure to comply with applicable regulations.
45. That the SUBRECIPIENT will conform to all activities conducted under the approved grant to the provisions contained within 2 CFR 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements.
46. When funded on an advance basis by NDE (if allowed by regulations), the SUBRECIPIENT agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR Part 205). Additionally, the SUBRECIPIENT agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBRECIPIENT will require repayment in accordance with 2 CFR 200, as applicable.
47. In the purchase of equipment and supplies, the SUBRECIPIENT will comply with local, state, and federal procurement policies. In addition, equipment and supplies purchased for use in a federal or state program will comply with the provisions of OMB CFR 200, as applicable, and in individual program regulations.

48. That no federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program. If real property or structures are provided or improved with the aid of federal financial assistance, the SUBRECIPIENT will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBRECIPIENT will comply with the applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property 2 CFR 200.317.
49. That the SUBRECIPIENT will make reports to NDE and to the DEPARTMENT as may reasonably be necessary to enable NDE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by NDE and/or the DEPARTMENT and shall be supported by appropriate documentation.
50. That the SUBRECIPIENT will not subgrant the approved project to another entity without the express written consent of NDE.
51. That the SUBRECIPIENT may not count tuition and fees collected from students toward meeting matching, cost sharing, or maintenance of effort requirements of a program.
52. That no provision of any law shall be construed to authorize the consolidation of any applicable program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by Nevada Revised Statute.
53. That funds will be used to supplement and not supplant state and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in absence of such funds, be made by the SUBRECIPIENT for educational purposes.
54. That the SUBRECIPIENT shall continue its coordination with NDE during the length of the project period.
55. The SUBRECIPIENT shall cooperate in any evaluation by the DEPARTMENT.
56. The SUBRECIPIENT will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
57. That the SUBRECIPIENT will maintain records, including the records required under Section 437 of the General Education Provisions Act (GEPA), 20 U.S.C. Section 1221, and provide access to those records as NDE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by federal law or state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information. The Uniform Guidance 2 CFR 200.336.
58. That the SUBRECIPIENT will maintain Time and Effort documentation for all employees whose salaries are:
 - a.) Paid in whole or in part with federal funds 2 CFR 200.430(i)(1) or
 - b.) Used to meet a match/cost share requirement 2 CFR 200.430(i)(4).

34 CFR Education Department General Administrative Regulations (EDGAR). Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

59. That the SUBRECIPIENT may not use its federal or state funding to pay for any of the following:
 - a.) Religious worship, instruction, or proselytization;
 - b.) Equipment or supplies to be used for any of the activities specified in this assurance, herein;

- c.) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in this assurance herein; and
 - d.) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
60. Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace, as prescribed in 34 CFR Part 82 and Part 85, and 7 CFR Part 3017, and the required regulations implementing Executive Order 12549.
61. The SUBRECIPIENT, by submission of a grant proposal, agrees that the DEPARTMENT or NDE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or termination of project operations, as necessary to ensure compliance with applicable laws, regulations, and assurances for any project. The SUBRECIPIENT acknowledges this authority under 34 CFR 80.43 and 34 CFR 74.62.
62. That the SUBRECIPIENT will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
63. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
64. That the SUBRECIPIENT will acquire, use, maintain, and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
65. That the SUBRECIPIENT will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant,
66. That the SUBRECIPIENT will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
67. That the SUBRECIPIENT has adopted effective procedures for:
- a.) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from education research, demonstrations and similar projects; and
 - b.) Adopting, if appropriate, promising educational practices develop through those projects.
68. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:
- a.) Provide private school students with a genuine opportunity for equitable participation;
 - b.) Provide an opportunity to participate in a manner that is consistent with the number of
 - c.) eligible private school students and their needs;
 - d.) Maintain continuing administrative direction and control over funds and property that
 - e.) benefit students enrolled in private schools;

- f.) Comply with the requirements of 34 CFR Section 76.652 through 76.662.
69. The SUBRECIPIENT will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 USC 7905, 34 CFR Part 108, and with other federal civil rights statuses enforced by the OCR.

That the SUBRECIPIENT, if administering a program for Education of Homeless Students, affirms that:

70. The SUBRECIPIENT will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
71. The SUBRECIPIENT will designate an appropriate staff person as a SUBRECIPIENT liaison for homeless children and youths, to carry out the duties described in Title X, Part C, section 722, paragraph (6)(A).
72. The SUBRECIPIENT will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in case of an unaccompanied youth, the liaison), to and from school of origin in accordance with the provisions of Title X, Part C, section 722, paragraph (6)(J)(iii).
73. The SUBRECIPIENT will adopt policies and practices to ensure immediate enrollment of homeless children.

45 CFR Public Welfare, Department of Health and Human Services.

Federal Agency Regulations for Grants and Agreements, the STATE AGENCY, shall hold the SUBRECIPIENT to the provisions established by the DEPARTMENT which govern the funds and program.

74. That the SUBRECIPIENT will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. 45 CFR 160, 162, and 164, as amended. If the subgrant includes functions or activities that involve the use or disclosure of protected health information (PHI), the SUBRECIPIENT agrees to enter into a Business Associate Agreement with NDE, as required by 45 CFR 164.504. If PHI will not be disclosed then a Confidentiality Agreement will be entered into.
75. 45 CFR, Part 98 – Child Care and Development Fund: Final Rule
76. 45 CFR, Part 99 – Procedures for Hearings for the Child Care and Development Fund.
77. That the SUBRECIPIENT shall include –
- a) a description of the activities to be funded, including –
 - I. an assurance that the program will take place in a safe and easily accessible facility;
 - II. a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home, if applicable, and
 - III. a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
 - b) a description of how such activities are expected to improve student academic achievement as well as overall student success;
 - c) a demonstration of how the proposed program will coordinate Federal, State, and local programs and make the most effective use of public resources;
 - d) an assurance that the proposed program was developed and will be carried out –
 - I. in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in

- subparagraph (h), in compliance with applicable laws relating to privacy and confidentiality; and
- II. in alignment with the challenging State academic standards and any local academic standards;
- e) a description of how the activities will meet the measures of effectiveness described in section 4205(b);
- f) an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- g) an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under the part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
- h) a description of the partnership between a local educational agency, a community-based organization, and another public entity, if appropriate;
 - I. an evaluation of the community needs and available resources for the community learning center, and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- i) a demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students;
- j) a description of a preliminary plan of how the community learning center will continue after funding under this part ends;
- k) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- l) if the eligible entity plans to use volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers.

Administrative Requirements:

The SUBRECIPIENT is governed by the following federal regulations:

In accordance with Public Law 103-333, the “Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act of 1995,” the following provisions are applicable to the mandatory grant programs:

Section 507: “Purchase of American-Made Equipment and Products - It is the sense of the Congress that, to the greatest extent practicable, all equipment and products purchased with funds made available in this Act should be American-made.”

Section 508: “When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, all states receiving federal funds, including but not limited to state and local governments and recipients of federal research grants, shall clearly state

- a.) the percentage of the total costs of the program or project which will be financed with federal money,
- b.) the dollar amount of federal funds for the project or program, and
- c.) percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.”

Drug-Free Workplace Requirements. In accordance with provisions of Title V, Subtitle D of Public Law 100-690 (41 USC 701 et. seq.), the “Drug-Free Workplace Act of 1988,” all

SUBRECIPIENTS must maintain a drug-free workplace and must publish a statement informing employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and establishing the actions that will be taken against employees violating these prohibitions. The grantee must notify ACF if an employee is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for debarment. (See 2 CFR Part 382)

Smoking Prohibitions. In accordance with Title XII of Public Law 103-227, the “PRO-KIDS Act of 1994,” smoking may not be permitted in any portion of any indoor facility owned or regularly used for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by federal programs wither directly or through State or local governments. Federal programs include grants, cooperative agreements, loans and loan guarantees, and contracts. The law does not apply to children’s services provided in private residences, facilities funded solely by Medicare or Medicaid funds, and portions or facilities and used for inpatient drug and alcohol treatment.

The above language must be included in any subawards that contain provisions for children’s services and that all sub-grantees shall certify compliance accordingly. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day.

Religious Activity Prohibitions. Direct Federal grants, subawards, or contracts under these programs shall not be used to support inherently religious activities such as religious instruction, worship, or proselytization. Therefore, organizations must take steps to separate, in time or location, their inherently religious activities from the services funded under these programs. (See 45 CFR Part 87)

Lobbying Prohibitions. Federal grant funds provided under these awards may not be used by the grantee or any sub-grantee to support lobbying activities to influence proposed or pending federal or state legislation or appropriations. This prohibition is related to the use of federal grant funds and is not intended to affect an individual’s right or that of any organization, to petition Congress, or any other level of government, through the use of other resources. (See 45 CFR Part 93.)

Same-Sex Marriage Provisions. In accordance with the decision in United States v. Windsor (133 S. Ct. 2675 (June 26, 2013); Section 3 of the Defense of Marriage Act, codified at 1 USC 7, in any grant-related activity in which family, marital, or household considerations are, by statute or regulation, relevant for purposes of determining beneficiary eligibility or participation, grantees must treat same-sex spouses, marriages, and households on the same terms as opposite sex spouses, marriages, and households, respectively. By "same-sex spouses," HHS means individuals of the same sex who have entered into marriages that are valid in the jurisdiction where performed, including any of the 50 states, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By "same-sex marriages," HHS means marriages between two individuals validly entered into in the jurisdiction where performed, including any of the 50 States, the District of Columbia, or a U.S. territory or in a foreign country, regardless of whether or not the couple resides in a jurisdiction that recognizes same-sex marriage. By "marriage," HHS does not mean registered domestic partnerships, civil unions or similar formal relationships recognized under the law of the jurisdiction of celebration as something other than a marriage.

Failure to comply with the terms and conditions detailed above may result in the loss of federal funds and may be considered grounds for the suspension or termination of this grant.

Signature of Authorized Person

Date

Name and Title

District/Organization



State of Nevada

Department of Education

STATEMENT OF CERTIFICATION Title IV Part B: 21st Century Community Learning Centers

SECTION A: APPLICATION FOR A GRANT/SUBGRANT CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for federal or state funds for the 21st Century Community Learning Centers Grant. The local Board of Trustees/Organization has authorized me to file this application and such action is recorded in the minutes of the board meeting held on _____ (Date).

Signature: _____ Date: _____
Authorized Representative

PART I – APPLICANT

Applicant: (Legal Name of Agency): _____

Mailing Address (Street, P. O. Box, City/ Zip): _____

Name, title and phone number of Applicant: _____

Authorized Contact Person: _____

Name, title and phone number of Applicant: _____

Fiscal Contact Person: _____

Amount of application: _____

PART II – STATE DEPARTMENT OF EDUCATION USE

Date Received: _____

Obligation Amount: _____

Reviewer's Signature: _____

Date: _____