

Alaska

Nita M. Lowey

 21st Century Community Learning Centers

REQUEST FOR APPLICATIONS

FY26

Due Wednesday, April 16, 2025, at 1:00 PM

**Contact:**

Jessica Paris

21st CCLC Program Manager

Alaska Department of Education & Early Development

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<https://education.alaska.gov/21cclc/>

Electronic copy of this RFA available on the [DEED Forms Page](https://education.alaska.gov/forms), Form # 05-25-028

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# Section I: Key Application Submission Information

## Application Submission

The complete application package must be received by the Alaska Department of Education & Early Development (DEED) in the format and manner described below no later than

**1:00 PM Alaska Daylight Savings Time on Wednesday, April 16, 2025.**

#### ****The application package shall be:****

* One single electronic PDF file;
* Dropped off for jessica.paris@alaska.gov using [ZendTo](https://drop.state.ak.us/drop/), the State of Alaska’s internet-based secure file transfer service that can accommodate large files up to 8 GB; and
* Able to be printed onto 8.5 x 11 paper, using only black ink.

Note: Applicants are strongly encouraged to 1) not scan their entire application; instead, use a PDF editor to create a single PDF from multiple files, and 2) do a test print.

#### ****To upload and submit a file using ZendTo:****

* Go the State of Alaska [ZendTo](https://drop.state.ak.us/drop/) homepage.
* Select the “Drop-off” button.
* Select the “No” button to indicate you have not been given a Request Code.
* Add your name, organization, and email address.
* Confirm you are not a robot.
* Select the “Send Confirmation” button.
* Go to the email account you provided, find the email message from ZendTo, and click the link provided.
* In the “Add Recipients” window, in the “Name” field enter “Jessica Paris”; in the email field enter jessica.paris@alaska.gov; click the “Add & Close” button.
* In the next window, select the “Click to Add Files” button to select your file or else simply drag the file to the window. Do **not** select the “encrypt” option and do not uncheck any of the pre-selected boxes to the right.
* When you see your file under “Filename” near the bottom of the window, select the “Drop-off Files” box.
* A window titled “Drop-Off Summary” will appear to indicate your files have been sent successfully.

**A grant application receipt acknowledgment** will be sent by email to all applicants submitting applications in a timely manner.

#### Notification of Intent to Apply:

All applicants must submit an Intent to Apply form**. Forms are due by Friday, March 21, 2025.** This form will allow the department to identify potential applicants and communicate additional resources or revisions to the RFA, as well as direct technical assistance and support for the application process. Interested applicants who miss the deadline date for the Intent to Apply form must contact Jessica Paris.

#### Electronic copy of this Request for Applications (RFA) document available:

* On the DEED [21st CCLC webpage](http://education.alaska.gov/21cclc/), on the Competitive Grant Opportunities tab, at https://education.alaska.gov/21cclc.
* On the [DEED Forms Page](https://education.alaska.gov/forms), Form # 05-25-028, at https://education.alaska.gov/forms.

#### Direct questions to:

Jessica Paris • jessica.paris@alaska.gov • 907-465-8716

#### Reminders to applicants:

* The application, including the Appendix, must be submitted via [ZendTo](https://drop.state.ak.us/drop/) as a single electronic PDF. Do not send multiple files. Use a PDF editor to create a single PDF from multiple files.
* Applications that do not meet the specifications listed in this RFA may not be reviewed.
* Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded, and the application may not be reviewed.
* Applications submitted late, faxed, and/or severely incomplete will not be reviewed.
* Submission of a proposal indicates acceptance by the applicant of the appropriate federal and State administrative conditions.

## Timeline

RFA Released…………………………………………………February 26, 2025

Technical Assistance Webinar #1 for **New** Applicants……….March 11, 2025

Technical Assistance Webinar #2 for **All** Applicants………....March 13, 2025

**Intent to Apply Form Due**……………………………….…..March 21, 2025

**Grant Application Due**………………………………………April 16, 2025

Notice of Intent to Award (approximate)……………………..May 21, 2025

Appeal Period Ends…………………………………………...June 20, 2025

Grant Funding Begins…………………………………………July 1, 2025

## Technical Assistance

The Alaska Department of Education & Early Development (DEED) offers technical assistance resources and opportunities to support applicants. These technical assistance opportunities will provide prospective applicants tools to assess their eligibility, and provide targeted assistance tailored to both new and existing grantees to strengthen their applications. It is the department’s experience that successful grantees have taken advantage of the variety of technical assistance offerings provided to refine their applications.

#### DEED 21st CCLC Webpage

Our DEED [21st CCLC webpage](http://education.alaska.gov/21cclc/) has a variety of resources available to interested applicants, such as Alaska education data, external organization partner pool participants, guidance documents, and links to national websites and publications of interest. Resources specially related to and referenced in this RFA are primarily found on the Competitive Grant Opportunities tab of this webpage.

#### Technical Assistance Webinars

DEED will offer two optional online technical assistance webinars using Zoom, one designed for new applicants and the other for all applicants. While all applicants are welcome to attend both webinars, new applicants should definitely plan to attend both webinars. Participants will be able to connect to the webinar audio using their telephone if unable to access it by computer, though participating via computer is strongly advised. Closed captions and transcription will be enabled during the webinar, as well as in the recordings. Following the webinars, the slides will be posted to the DEED [21st CCLC webpage](http://education.alaska.gov/21cclc/). When they become available for public posting, the webinar recording links will also be posted there. Any participant should email Jessica Paris by noon on March 5, 2025, if they have a visual or auditory impairment that requires accommodation for them to participate.

**Both webinars will use the same connection information:**

[Link to Zoom webinars](https://us02web.zoom.us/j/87314696933?pwd=gcmmBRQ10Zx1hSJprbUIabLtZnbbam.1)

Phone: 1-833-928-4610 • Meeting ID: 873 1469 6933 • Passcode: 338392

**Technical Assistance** [**Webinar #1**](https://us02web.zoom.us/j/87314696933?pwd=gcmmBRQ10Zx1hSJprbUIabLtZnbbam.1) **for New Applicants**

Tuesday, March 11, 2025, from 1:00 PM to 2:30 PM

Topics: Overview of 21st CCLC, reporting and other grantee requirements, tips for new applicants, applicant resources.

**Technical Assistance** [**Webinar #2**](https://us02web.zoom.us/j/87314696933?pwd=gcmmBRQ10Zx1hSJprbUIabLtZnbbam.1) **for All Applicants**

Thursday, March 13, 2025, from 1:00 PM to 2:30 PM

Topics: Review of 21st CCLC major elements, tips for applicants, application instructions.

In the event we experience technical difficulties, please refer to the [21st CCLC webpage](http://education.alaska.gov/21cclc/) for a revised schedule of technical assistance webinars.

# Section II: RFA Summary

## Program Purpose and Overview

The Alaska Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant provides an opportunity for students to continue to learn new skills and discover new abilities **outside** of the hours school is in session. The goal of the 21st CCLC program is to raise student academic achievement through the creation and expansion of “community learning centers” that provide students with both academic assistance opportunities and educational enrichment activities designed to complement their regular academic program. Additionally, programming should be intentionally designed to positively impact students’ social, emotional, non-cognitive, and/or life skills that will in turn support increased academic achievement.

The funding, provided by Title IV, Part B of the federal Elementary and Secondary Education Act (ESEA) is particularly targeted to serve students who attend high-poverty and low-performing schools in order to provide equitable access to high-quality educational opportunities and to help students meet the challenging state academic and local standards. Alaska’s programs can serve students in kindergarten through high school.

Regardless of whether the grantee is a school district or community organization, centers are typically located in school buildings, but may also be located in similarly safe and accessible facilities. At centers, academic assistance programming is required and typically involves instruction in English/Language Arts or Math, tutoring, homework help, and/or credit recovery or attainment. A wide variety of engaging educational enrichment activities are allowed, including art, music, STEM, theatre, science, coding, career readiness and competency building, structured physical activities, and cultural activities. Programming can also include opportunities such as counseling, drug and violence prevention, service learning, and the earning of industry- or employer-recognized credentials.

Each center is usually run by a full-time Site Coordinator embedded in the school, though some programs use an added duty Teacher in Charge at each site, all supported by a Coordinator or Director. Other common staff include certified teachers and school paraprofessionals providing instruction after the school day ends. Additionally, applicants are strongly encouraged to partner with a variety of community organizations with the resources and expertise to enhance the variety and quality of activities offered; such partnerships also help with program sustainability.

Programming typically occurs at the end of the regular school day, but can additionally occur before school, in the evening, on weekends, and during summer or other breaks. Transportation is provided to reduce barriers to student attendance. Programs also coordinate other local and federal resources such as [USDA’s Child Nutrition Programs](https://education.alaska.gov/cnp) to provide healthy snacks or meals for students. Additionally, centers provide the parents of the student participants opportunities and information to increase their engagement in and support for the child’s education.

Programs set performance measures and track their progress in order to determine the impact their efforts are making and to work toward continuous program quality improvement.

## Eligibility

Any Alaska school district, community-based organization, tribal organization, faith-based organization, or other public or private entity located in Alaska is eligible to apply for 21st CCLC funds; however, grants will only be awarded to applicants that will serve students who primarily attend schools with a high concentration of economically disadvantaged students, evidenced through school poverty rates of 40% or more (according to Title I-A statutes and guidance) or being a Title I-A schoolwide site.

Any eligible non-district organization applying for funds must collaborate with the school(s) the students attend. The statute also allows a consortium made up of three or more eligible entities to apply; however, only one of the entities must be designated to serve as both the lead applicant/grantee implementing the grant and as the fiscal agent. Any organization may be included in more than one application proposal, but they can only serve as the lead applicant on one application in this competitive cycle. Any organization currently awarded an Alaska 21st CLCC grant, even a grant that will continue into subsequent years, is eligible to compete in this round of funding; however, an application that seeks to provide 21st CCLC funding for a school that will already be served in FY26 with a 21st CCLC continuation award will not be awarded.

See Directions under Section III for more information and important definitions and clarifications about eligibility.

## Priority

Priority points will be given to applications that meet the criteria listed below. No application will receive more than thirty priority points total.

* Priority will be given to applications submitted jointly by 1) a school district receiving funds under Title I-A; and 2) a community-based organization, tribal organization, faith-based organization or other public or private entity. Five points possible.
* Priority will also be given to applications serving schools who are in need of intervention and support as demonstrated through meeting criteria such as being a school designated by DEED for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), having a low number of students proficient on the AK STAR English/Language Arts assessment, being designated as a Title I-A or Alternative school, and/or not a recent beneficiary of 21st CLCC funds. Twenty points possible.
* Priority will also be given to applications describing how they will offer activities that will intentionally support [Alaska’s Education Challenge](https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf) and that are currently not accessible to the students and families who would be served by this application, or that this application would expand access to such high quality services available within the community. A list of prioritized activities appears in Section III and includes items like supporting students to read by third grade, developing computer science and technology skills, or earning real world certifications and/or dual credit; establishing a parent advisory committee, Educators Rising chapter, or internship within the program; offering programming aimed at increasing healthy behaviors regarding technology or preventing use of nicotine, alcohol, or other drugs. Five points possible.

See Directions under Section III for more information and important definitions and clarifications about the priority points.

## Available Funding

#### Projected Total Amount Available For Awards

Approximately $3,700,000 in annual awards will be available for the Alaska 21st Century Community Learning Centers Grant program. The number of grants and the grant amounts will be based on the number and quality of proposals submitted and federal appropriations. It is estimated that the department will award six to nine grants in this competition.

DEED reserves the right not to award all available funds if an insufficient number of applications are received and DEED is not required to fund applications that fail to demonstrate the quality and scope needed. Additionally, DEED retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

#### Estimated Individual Grant Funding Amounts

The minimum grant award is $50,000 per year. The maximum grant award is $900,000 per year for a grantee serving multiple sites. The range of grant awards will vary, mostly but not exclusively dependent on the number of students to be enrolled and served regularly and the number of centers to be operated. Applications can propose to operate as few as one center and no more than five centers. Applicants are not required to offer summer programs, but must offer school year programs.

DEED reserves the right to award a smaller or larger amount of grant funds than an application requested based upon available funding, the recommendations of the review panel, and whether proposed expenses are allowable, reasonable, and necessary.

#### Grant Performance Period

The grant will be awarded annually for 5 years, contingent upon congressional funding, substantial progress towards meeting grantee commitments and performance indicators, and compliance with all grant requirements. The first year of this grant award is expected to begin on July 1, 2025, and end on June 30, 2026. The fifth and final year would end June 30, 2030.

## Use of Funds

All grant expenditures need to be allowable, necessary, reasonable, and allocable. This section is not an exhaustive list of all allowable and disallowed uses of funding. Often whether a particular expenditure is permissible depends upon the context.

#### Centers

An Alaska 21st CCLC school year center must provide at least 220 hours of programming. A summer center must provide at least 90 hours of programming. Centers must strive to serve “Regular Attendees,” which is a student who attends a school year or summer program 75 hours or more. Grantees must offer school year programming; summer programming is optional. Alaska’s programs can serve students in kindergarten through high school only.

When trying to determine what would be considered reasonable and necessary expenditures, an applicant can consider this estimate: A typical 21st CCLC grantee needs approximately $175,000-to-$200,000 per center, per year, that operates at least 220 hours during the school year, that enrolls 80 students, of whom 60 are “regular attendees.” Applicants planning to run multiple large centers will likely find cost efficiencies that will require fewer dollars per student served, while applicants proposing to run a single center—or several small centers-- will likely have a greater cost per student served. Applicants are encouraged to keep their costs low and proposals competitive by using in-kind funds and coordinating other available funding and resources.

If an applicant will also run a summer program, additional funds should be requested. A summer center must operate at least 90 hours. Sometimes programs running multiple centers during the school year will operate only one summer center that is fed by students from all the school year centers.

#### Activities

Funds may be used to carry out a broad array of before school and after school activities (including during summer and other school breaks) that advance student achievement. Programs are encouraged to engage students in active experiential learning. Allowable activities include:

• Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement.

• Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

• Literacy education programs, including financial literacy programs and environmental literacy programs;

• Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity program;

• Services for individuals with disabilities;

• Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

• Cultural programs;

• Telecommunications and technology education programs;

• Expanded library service hours;

• Parenting skills programs that promote parental involvement and family literacy;

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

• Drug and violence prevention programs and counseling programs;

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

• Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

#### Allowable and Required Expenditures

DEED is not heavily prescriptive about how grantees budget 21st CCLC funds; instead, DEED depends upon the competitive grant award process to select grantees who use funds in the most effective manner to achieve the greatest good. Nevertheless, there are some federal and state suggestions, requirements, restrictions, and limitations listed below.

In general, 21st CCLC funds should go to wages and benefits for administrative and instructional staff, contracts with partner organizations, a contract with an external program evaluator, travel for attending required grantee meetings and conferences, student transportation to and/or from the program, and supplies such as curriculum, technology tools, project materials, and office supplies, as well as for family engagement events. Again, applicants are encouraged to keep their costs low and proposals competitive by also using in-kind funds, already owned supplies, and coordinating other available funding and resources.

Staffing

Alaska grantees operating multiple centers are strongly encouraged to employ a 1.0 FTE Site Coordinator (for at least nine months) for each center and at least a .5 FTE Director for the project. Some multiple-center projects have instead successfully operated with a 1.0 FTE Director and .5 FTE Site Coordinators for each center. In some communities with very limited staffing, programs have operated successfully with strong Director/Coordinator staffing supporting Teachers in Charge who lead their center’s programming. For a single center grant, a 1.0 FTE combined Director/Site Coordinator position is sufficient and seems to work best.

Program instruction and support is typically provided by regular day teachers and paraprofessionals, community members, and college and high school students. For payment and benefits, union contracts should be followed, as applicable.

Contracted Services:

Partners are an important part of 21st CLCC programs, so contracts for services are typically included. When contracting professional services (and buying supplies), grantees must follow their organization’s procurement policies, which will typically set and require competitive and fair vendor sourcing appropriate to the cost of goods/services, while also ensuring absence of conflicts of interest.

Alaska 21st CCLC programs must contract with a trained external evaluator who will observe programming at least once per year using a structured program quality assessment tool and write up the assessment and recommendations. All services provided by the contractor providing evaluation services cannot exceed 2% of the total grant award.

Staff Travel

Alaska grantees are required to budget for and participate annually in-person in the following specific 21st CCLC capacity building events:

* Alaska 21st CCLC Directors Meeting - The director must attend a one-two day DEED Directors meeting, typically held in Anchorage.
* Alaska Out-of-School-Time Conference - The director and a team (approximately one-two people per center) must attend this conference co-hosted by DEED. The conference is typically two days with an additional pre-conference day and is generally held in Anchorage, Juneau, or Fairbanks.
* National afterschool conference - The director plus approximately one staff must attend a 21st CCLC-aligned national afterschool conference. Conferences vary, but typically last four days. Common locations are Florida, California, Texas, and Seattle.

Student Travel

Programs are required to ensure students travel safely to and from the program and that transportation is not a barrier to attendance, so often bussing contracts, or bus driver wages, are needed. Transportation for field trips is also permissible, though must be within the local community, educational, and connected to programmatic activities.

Family Engagement Events:

Alaska grantees are required to provide at least one family engagement event per semester, but are encouraged to coordinate these activities and expenses with other ESEA programs. Heavy snacks or light meals for these events are permissible expenses.

Supplies

Supplies such as curriculum, technology, and programming materials that are interesting, engaging, and of high quality may be necessary to provide enrichment activities that attract students’ voluntary participation. Office supplies, staff software licenses, and computers are also allowable.

Student Snacks

Programs must provide snacks or meals for students, but non-21st CCLC funds must be used, such as the US Department of Agriculture (USDA) federal child nutrition program funding (like the National School Lunch Program Afterschool Snack, the Child and Adult Care Food snack or meal, and Summer Food Service programs) [administrated by DEED](https://education.alaska.gov/cnp). 21st CCLC funds can only be used to cover the gap if these USDA programs are fully used but do not cover the entire actual cost.

Other

If needed, cell phone or cell phone service to facilitate program communication and safety is allowable. Programs can opt to purchase online software designed specifically for managing afterschool operation and reporting data. Background check services are allowable costs.

Indirect

Districts may include their indirect rate that is approved annually by DEED. Non-district entities may use their federally negotiated **restricted** indirect rate or the de minimis rate of 8%.

Equitable Services for Private Schools

Under Title VIII of ESEA, private school students, staff, and families have the right to “equitable services” provided by ESEA grants, including Title IV-B (21st CCLC). For 21st CCLC grants, this would typically result in an eligible private school student attending the 21st CCLC afterschool program that serves a public school in their community.

For 21st CCLC, funding amounts, activities, and number of students who will be served are set in the competitive application and remain in place for the next five years. Funding is not available to increase the award to accommodate a significant change in activities or staffing or services. Though eligible private schools do not often elect to partake in 21st CCLC equitable services, applicants should prepare for the possibility. To adequately prepare a budget that will accurately reflect the costs of providing services to private school students, and in order to be able to submit the required signed evidence of timely and meaningful consultation, 21st CCLC applicants are encouraged to reach out to eligible private schools **early** in the application process. More detailed information about private school participation can be found in Section III.

#### Prohibited or Restricted Expenditures

Federal Prohibitions

21st CCLC Funds may not be used for programming or activities that occur during the hours school is in session. In Alaska, even if those activities that occur during the regular school day are part of an “Expanded Learning Program,” 21st CCLC funds may not be used. This does not apply to the work of staff, such as the Site Coordinator, who work during the day to support the out-of-school time activities and programming.

21st CCLC federal funds can only be used to supplement, and **not supplant**, other federal, state, and local public funds or private funds expended to provide similar programs and activities. An example of this is 21st CCLC funds could not be used to provide activities at a school that in the previous year were provided by state or local funds—unless in the absence of these federal funds, the school would no longer be able to provide these activities.

These federal grant funds **cannot** be used to support new construction, fund endowments, provide entertainment, host costly or non-educational field trips, lobby, reimburse pre-award costs associated with writing the application, or purchase gift cards, promotional materials, or facilities.

Items that may be considered incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program. If an applicant wants to provide items such as t-shirts, banners, candy, prizes, pizza parties, celebratory cakes, or other similar items, non-21st CLCC funds should be used.

Alaska 21st CCLC Prohibitions

Contracts with partners cannot exceed 10% of the total grant award without further written justification from the applicant and approval from the DEED Program Manager. Approval is unlikely.

Grantees cannot subgrant these 21st CLCC funds to another entity.

The funds cannot be used for student transportation or trips that go outside of the local community.

These funds cannot be used to fund E-sports programming. If a grantee wants to include this activity in their center, they should use alternate funding to pay things such as computer supplies and staff time.

*Program Income*

Federal regulations use the term “Program Income” to describe any gross income earned by the grantee that is directly generated by a supported activity or earned as a result of the Federal award. For example, funds generated by charging a small enrollment fee or tuition for 21st CCLC programming, or hosting a fund raiser utilizing staff time and supplies paid for with 21st CCLC funds, would all be considered Program Income. For Alaska grantees, any Program Income would have to be tracked, reported to DEED, and the grantee’s 21st CCLC award would be reduced by the amount of Program Income generated. Additionally, the receipts for items purchased with the Program Income would be submitted to DEED as part of the fiscal reporting requirements and could not be used for any expenditures that are prohibited or restricted use of 21st CCLC funds, as described in the section above. No program should generate Program Income greater than the equivalent of 10% of their initial award without receiving pre-approval from DEED.

Alaska 21st CCLC programs have traditionally not charged any fees. Any applicant choosing to collect fees must establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services and cannot deny services to any family with an inability to pay. Additionally, applicants considering charging for 21st CCLC services should consider how they will ensure the program primarily enrolls and serves the targeted or focus population and/or the students most in need of the provided services. Applicants that choose to establish a fee structure must attach a narrative to the budget that explains the fee structure, its administration, and its management; additionally, it should be addressed in appropriate places in the Application Narrative, such as when discussing Targeted Students and Program Sustainability. Applicants may also be required to get fee approval from the federal Education Department.

## Application Review Process

DEED will check all applications to determine if basic application requirements have been met, including whether eligibility and priority point conditions have been satisfied. Additionally, if numbers or other important details are not consistent within the application package (for example, the amount of funds requested, the number of students enrolled, the number of regular attendees, the hours of operation) DEED retains the right to set a consistent number of their choosing across the application--before, during, or after review--to facilitate the scoring process. Similarly, if pieces of the application package are missing or incorrect, DEED may alert reviewers to this information.

DEED will attempt to assemble a balanced review team that may be comprised of both department and non-department individuals who together will represent strong knowledge of best practices in education and afterschool, positive youth development, and grant management, as well as awareness of the unique challenges faced in rural Alaska. All reviewers must be free from conflict of interest, as defined by Alaska Statute. Reviewers may be provided background information on any applicants previously funded by 21st CCLC.

Each application will be scored by at least three reviewers. Applications will be scored independently using the Scoring Sheet and Scoring Rubric included in this RFA. Reviewers will be allowed to utilize the full breadth of the scoring points. DEED will tally all initial scores. To help address discrepancy in reviewer initial scoring, DEED may utilize any of the following protocols: If all applications are scored by five or more reviewers, the highest and lowest initial score for each application may be eliminated to determine final scores. Reviewers may be asked to conference to clarify the accuracy of reviewers’ understanding before determining final scores. If needed, DEED may request a subset of applications go through a second round of review to determine final scores. The final scores will be totaled to determine the order by which applications will be considered for funding; funds will be awarded to the highest scoring proposal(s), except as noted below.

Although historically is has rarely been needed and never exercised without caution and consultation, DEED reserves the right to the following:

* In the interest of geographic diversity, if no schools from rural districts are eligible for awards using the review process described above, DEED will award the highest scoring application serving a school in a rural district, even though it may mean a higher scoring application serving non-rural district schools is not awarded. In this instance, DEED will use the state definition of rural district as is used to determine [Title V, Part B REAP award eligibility](https://www.ed.gov/sites/ed/files/2024/07/FY2024_Master_Eligibility_Spreadsheet-PMES7324.xlsx).
* DEED may opt not to award funds to an applicant if it is determined their application uses plagiarism.
* DEED may opt not to award all available funds if an insufficient number of applications are received and DEED is not required to fund applications that don’t demonstrate the quality and scope needed.
* Reviewers may be asked for recommendations for improving the project and comments on the feasibility of the budget. DEED may award a smaller or larger amount of grant funds than an application requested based upon available funding, the recommendations of the reviewers, and whether proposed expenses are allowable, necessary, and reasonable. In these instances, adjustments to the application may be negotiated prior to issuance of the grant award.

## Appeals Process

The grant award appeals process is set by the Alaska Administrative Code. It can be accessed via the website of the Alaska State Legislature by going to section [4 AAC 40.010 - 40.050](https://www.akleg.gov/basis/aac.asp#4.40.010) of Chapter 40 titled “Review and Appeals of Actions and Decisions Regarding Funding.”

## Assurances

As part of their 21st CCLC application packet, applicants will submit the following signed forms contained within this RFA:

* Private School Participation and Consultation form—and proof of consultation(s)
* Tribal Consultation form—and proof of consultation(s)
* GEPA 427 form
* Certifications regarding Debarment and Suspension form
* Assurances for Alaska 21st CCLC form

Prior to award, grantees must also complete a federal assurances and certifications packet. This is similar to DEED’s ESEA Programs General Assurances and Certifications packet, an example of which can be found on [the DEED GMS website](https://gms.education.alaska.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=668550&inline=true).

The Private School Participation and Consultation form requires the applicant to consult with all eligible private schools in the program attendance area and attach affirmations of consultation signed by the private schools. Similarly, the Tribal Consultation form requires the applicant to consult with all tribes in the program attendance area and attach affirmations of consultation signed by the tribes. These consultation processes should begin early in the development of the application for 21st CCLC funds.

See Directions under Section III for more information and important definitions and clarifications about private school and tribal consultation.

## Conditions of Grant Award

#### Statutory/Regulatory Conditions

All funds will be awarded according to the conditions of this Request for Application (RFA).

The grantee will be responsible for adherence to all relevant state and federal regulations, including:

* [ESEA Title IV, Part B](https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf) (pages 226 – 238), which are the federal statutes that describe and authorize 21st CCLC programs; and
* [EDGAR—including Part 200](https://www.ed.gov/grants-and-programs/manage-your-grant/education-department-general-administrative-regulations-edgar-and-other-applicable-grant-regulations), the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, which governs expenditures, accounting, and reporting requirements; and
* [21st CCLC Non-regulatory Guidance](https://education.alaska.gov/21cclc/pdf/21st%20CCLC%20Federal%20Non-Regulatory%20Guidance%202024.pdf), which is federal non-regulatory guidance relating to 21st CLCC programs.

#### Fiscal Conditions

Each spring, grantees submit an updated version of their original budget and budget narrative for the coming fiscal year. Grantees will compose and submit this budget via DEED’s online Grants Management System (GMS). All federal funds must be assigned to individual accounts that can be readily identified and verified. Districts may include their current DEED-approved LEA indirect rate. Non-district entities may use their federally negotiated **restricted** indirect rate or the de minimis rate of 8%.

All payments will be made on a **reimbursement basis** for expenditures incurred by the grantee. Reimbursement requests must be submitted to DEED quarterly via GMS and align with the approved budget. Non-district entities should reach out to DEED if a more frequent reimbursement cycle is needed due to cash-flow issues. Year-to-Date (YTD) expenditures must be entered by Account Code and backup documentation must be uploaded. Such backup may be a computer printout indicating the date of the expenditure, vendor name, accounting object code, and exact amount of the transaction; alternately, DEED Form 165B may be used for reporting transactions instead of computer printouts.

Grantees generating Program Income as a direct result of the federal award must additionally report on these funds and expenditures, understanding that the grant award will be reduced by the amount of any Program Income earned.

The final payment will not be made until after the grant activity has been concluded and the required end-of-year reporting has been submitted to the department. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

Usually, DEED allows 21st CCLC grantees to carry over unspent funds that equal up to no more than 10% of their base award. DEED retains the right to increase or decrease the amount allowed for carryover.

#### Grantee Reporting and Required Activities

There are many reporting and other activities that are required of 21st CCLC grantees. This includes but is not limited to the following:

* Grantees must collect a variety of program and individual participant data throughout the year. Individual student data include items such as demographic information, program attendance, grade point average, and teacher surveys on student progress. Additionally, programs collect the data necessary to report on both the state and local performance indicators the grantee will set. Such data is submitted via Excel workbooks and using online tools.
* Grantees must submit an annual narrative reflection on program progress, a sustainability plan, and evidence of consultation with private schools. Grantees determined to be “at-risk” may be required to submit additional or more frequent data or reports.
* Grantees submit an updated version of their original budget and budget narrative for the coming fiscal year and submit additional budget revisions as needed throughout the year. Additionally, grantees submit quarterly reimbursement requests.
* Grantees must participate in DEED sponsored meetings which may include a monthly virtual Directors meeting, virtual evaluation training, virtual technical assistance meetings, annual in-person Directors meeting.
* Grantees must participate in DEED 21st CCLC monitoring to ensure compliance with federal and state requirements.
* Grantees must agree to participate in DEED-sponsored activities to share and develop best practices. This may include being a participant and presenter at Alaska 21st CCLC Director Meetings and the Alaska Out-of-School-Time Conference.
* Program reporting requirements and activities may change based on changes to federal, state, or DEED requirements.

Evaluation

In the first year of award, grantees will be required to select from prescribed performance measures to set performance indicators that align with the objectives of their programs as well as with Alaska’s 21st CCLC state goals. Subsequently, each year, the grantee will be required to collect data that inform the performance indicators and pass the data to DEED’s external statewide evaluator who will create a local evaluation report for each grantee that demonstrates their progress on meeting their performance indicators. (Ideally, much of the data will be the same or similar to other data already required from 21st CCLC grantees for federal and state reporting and evaluation requirements).

Additionally, each grantee will contract with a trained external evaluator who will observe their program at least once per year using a structured program quality assessment tool and write up the assessment and recommendations.

The grantee will be required to use all this evaluation data to 1) self-assess its progress toward achieving its objectives; 2) refine, improve, and strengthen its program; and 3) if appropriate, refine its performance measures.

#### Continuation of Funding Conditions

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the grantee is not doing what was promised in the grant application or is otherwise not completing required grantee activities. Such issues include, but are not limited to the following:

* The grantee does not implement the grant as written. In awarding the grant, the state expects the grantees to conduct all activities as written in the approved grant proposal. Any significant changes to the original funded proposal must receive prior approval by the state, which might require submitting a formal application amendment request.
* The grantee does not provide timely, accurate, and complete program data and reports, including narrative reports, sustainability plans, required evidence of consultation, and data needed for state and federal reporting and evaluation.
* The grantee does not submit timely budget, budget revisions, and reimbursement requests.
* The grantee operates fewer hours, or serves fewer regularly attending students and/or schools than promised in the grant application, or in any way does not demonstrate a clear need for the allotted level of grant support.
* The grantee does not make progress toward clearing monitoring findings.
* The grantee does not make substantial progress toward meeting identified performance indicators.
* The grantee does not participate in required meetings, trainings, and professional development activities, or respond to emails or phone calls.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, DEED shall reimburse the grantee for approved grant expenses incurred up to the notification of termination.

DEED also reserves the right to modify annual awards based on the actual amount of congressional appropriation towards this grant program.

Renewability of Grants

Once an applicant wins a 21st CCLC grant award, they will receive an annual **continuation award** for up to a maximum of five years of funding, contingent upon good standing and continued federal funding (as described above), similar to most competitive grants.

In addition, Section 4204(j) of ESEA gives State Education Agencies (SEA) the unusual option of giving successful grantees a one-time non-competitive **renewal** of their award for an additional three to five years.

SEAs are not required to allow a “renewability” option, and notably, the Alaska Department of Education & Early Development’s policy is to only employ the renewability option sparingly, preferring to have previously successful grantees compete for additional funding awards along with all other applicants. However, DEED does occasionally use the renewability option to solve problems such as a decrease in funding, logistical issues, or a lack of applicant interest when a surplus of “easier” funds has been available. If DEED elects to use renewability, it does so in place of, not concurrent with, a competitive request for applications. When determining eligibility for renewal, DEED primarily considers progress on meeting grantee-set performance indicators, serving the proposed the number regular attendees, providing the proposed number of programming hours, and providing proposed academic and enrichment instructional activities.

# Section III: Application Directions and Clarifications

Applicants are **strongly** advised to visit the Competitive Grant Opportunities tab of the [21st CCLC webpage](http://education.alaska.gov/21cclc/) of the Department of Education & Early Development website in order to consult the resources there prior to completing this application package.

## Intent to Apply

Prior notification is requested from anyone planning to apply for the 21st CCLC funds. This assists DEED and grantees. It allows DEED to alert interested parties if there is an unexpected revision or update to the RFA, to connect entities who may want to collaborate on an application, and to help DEED anticipate how many reviewers will be needed.

#### Intent to Apply

Complete the form in Section IV. Notice of Intent to Apply forms are due to the Alaska Department of Education & Early Development on or before **March 21, 2025.** Email to jessica.paris@alaska.gov.

A confirmation email will be delivered to all applicants that meet the filing deadline. Interested applicants who miss the deadline date for the Intent to Apply form should contact jessica.paris@alaska.gov.

## Grant Application Components

A completed 21st CCLC FY26 Grant Application Package must contain the following sections, **in the order listed below**. When a *form* is provided, do not alter the content of the form other than as directed and to supply the requested information. When a *template* is provided, it may be altered, but be sure to include any requested information. When the instructions say *create* or *attach,* respond to the instructions/prompts by including the allowable number of pages of text.

#### Cover Page

Complete the form in Section IV. All federal grant recipients must have a valid Unique Entity Identifier (UEI) number and maintain its current registration within the federal System for Award Management (SAM) online platform, known as SAM.gov. It is likely the applicant’s organization already has established its UEI. To complete the annual registration of the organization’s UEI number or to check its status, go to the [SAM.gov website](https://www.sam.gov/SAM/). If the applicant’s organization has no UEI number, request one at SAM.gov.

The cover page must give the names and signatures of the appropriate authorities. If the lead applicant is a school district, this would be their fiscal agent and superintendent. If the lead applicant is a CBO or other eligible entity, this would be their fiscal agent and CEO. Digital signatures are acceptable.

#### Table of Contents

Create a **one‑page** table of contents with page numbers. All pages of the application—including all appendices—must have page numbers.

#### Project Abstract

Create a **one-page** abstract of the project that gives a brief overview that summarizes the entire project being proposed.

#### Program Summary

Complete the form in Section IV. Much of the information collected on this three-page form is also required and collected in other places in the grant application package. Ensure there are no discrepancies or contradictions between information provided on this form and the information provided throughout the application. For example, the funding award requested amount should match the amount indicated in the detailed budget and budget narrative. Applicants are encouraged to complete this form *after* writing the rest of the application components, and review again after all revisions to the application are complete.

In the first table on the second page of the Program Summary Form, the applicant indicates how many hours each center will operate during the school year. **Each center must operate at least 220 hours during the school year**. The rest of the information primarily comes from and must align with the Population Served and Eligibility Form, such as the number of centers, number of students enrolled in each center, and the number of students who will be “21st CCLC Regular Attendees,” which is defined as students who attend programming 75 hours or more.

Though applicants are not required to offer summer programming, applicants who wish to must complete the second table for the summer program. **Each proposed summer center must operate at least 90 hours during the summer**, and state the number of students who will be enrolled and “21st CCLC Regular Attendees,” which is defined as students who attend summer programming 75 hours or more.

In the table on page three of the Program Summary Form, the applicant calculates the cost per “Regular Attendee” and per “Student Hour” for school year, and separately, for summer. DEED will use information from the tables in the Program Summary Form to calculate a cost per “student hour” that will be comparable across applications and will share this information with reviewers to help them determine whether funds are being used effectively and competitively. **Please use the “Comparable Cost Calculator” Excel document that will allow applicants to correctly calculate these comparable costs.** It is found on the [DEED 21st CCLC webpage](http://education.alaska.gov/21cclc/). If opting to convert it to a Google Sheet, be careful not to break the formulas embedded in the Excel spreadsheet.

Warning: Grantees will be expected to provide the numbers of hours of programming and serve the number of “regular attendees” they list here; if not, grant funding may be reduced or cancelled. Choose these numbers thoughtfully, ensuring they are reasonable for the community, organization, and staff.

#### Population Served and Eligibility

Complete the form in Section IV. Grants will only be awarded to applicants that will serve students who primarily attend schools with a high concentration of economically disadvantaged students. Applicants are encouraged to complete the “Population Served and Eligibility Form” early in the process. If the form indicates the proposed population is not eligible, **do not apply.** The following criteria and definitions are to be used when completing this form and determining eligibility to apply for this grant:

* “Will serve students”—for a student to count as “served,” they must be a “21st CCLC Regular Attendee,” which is defined as a student who attends the 21st CCLC program 75 hours or more during the school year.
* “Schools with a high concentration of economically disadvantaged students”— the “21st CCLC DEED School Data Sheet” is the only allowable source of poverty data to be used when determining eligibility for this grant. It is found on the [DEED 21st CCLC webpage](http://education.alaska.gov/21cclc/). A school will be marked as “economically disadvantaged” in this file if the poverty rate is 40% or greater according to January 2025 DEED Title I-A School Eligibility Data. Additionally, a school with less than 40% poverty that has been granted permission to operate as a Title I-A *schoolwide* program in the 2024-2025 school year will be considered eligible as well. The few schools who meet these criteria will also be marked as meeting the “economically disadvantaged school” criteria in this file.
* “Primarily attend schools”— At least 60% of the “21st CCLC Regular Attendees” must attend schools that meet the criteria for “economically disadvantaged” described above.

This form does not request, and eligibility is not determined by, the poverty level of any individual **student** served.

No application can propose to operate more than five centers during the school year. A center can have more than one feeder school, and if that is the case, each school should be listed on a separate row.

Because 21st CCLC attendance is voluntary (and because of years of Alaska 21st CLCC program data), the grant assumes fewer than 50% of the students from a school’s population will choose to enroll in a center and attend regularly enough to become a 21st CCLC Regular Attendee who attends programming 75 hours or more. Therefore, in Column F of the “Population Served and Eligibility Form,” no applicant can write that more than 50% of the total school population in Column E will enroll in the program. And in Column G, the applicant must propose the number of Regular Attendees, which must be between 50 to 90 percent of the enrolled students listed in column F. When listing the number of students enrolled in the school in Column E, applicants must use the enrollment numbers found for each school in the “21st CCLC DEED School Data Sheet.”

Grantees will be expected to meet or exceed the number of regularly attending students they list here. Please see the warning in the previous section.

#### Priority Points

Up to thirty priority points **total** will be awarded to applicants who satisfy the criteria described below.

Priority Points Opportunity A: School-Community Partnership—

Complete the form in Section IV. Five priority points will be awarded to applications submitted jointly by 1) a school district receiving funds under Title I-A; and 2) a community-based organization, tribal organization, faith-based organization, or other public or private entity.

In order to receive the five priority points, the two partner organizations must be identified and the role of each organization in implementing the grant must be described. The partner organization may **not** be the grant’s external evaluator.

ESEA statute requires DEED to allow a **school district** receiving funds under Title I-A, who does not partner with any organization, to still receive these priority points if the school district demonstrates it is unable to partner with an appropriate community-based organization, tribal organization, faith-based organization, or other public or private entity. To demonstrate such circumstances, the school district must submit a one-page narrative that describes its attempts to find an appropriate organization with which to partner and why and what criteria it used to determine that it was not possible to find an appropriate partner. The narrative should be attached to the School-Community Partnership form found in Section IV.

In addition to submitting the School-Community Partnership form, applicants should also include a signed, non-fiscally binding MOU between the two organizations as Appendix C of the application package.

Although this School-Community Partnership often does not involve any contracting of funds to the non-lead applicant, if it does, the lead applicant should consult its applicable procurement policies ahead of time to ensure these policies are followed when selecting this major partner. If the lead applicant is a non-district entity, it should be noted that in most Alaska communities, the school district that is its major partner would likely qualify as a “sole source” vendor.

As required by ESEA, to assist applicants in finding interested and experienced partners, DEED has requested Alaska non-profits in good standing and with relevant afterschool experience to submit profile information to DEED. Organizations who meet the criteria are included in the “[Alaska 21st CCLC External Organization Partner Pool](https://education.alaska.gov/21cclc/partner-pool),” found on the DEED 21st CCLC webpage. Please note: An organization **does not** need to appear on this list in order to be eligible to apply for an Alaska 21st grant as a main applicant or to serve as a formal or informal partner on a grant application. DEED adds organizations on a rolling basis.

Priority Points Opportunity B: Serving Schools in Need of Intervention and Support—

Complete the form in Section IV. Up to twenty priority points will be awarded to applications for projects that will serve students who attend schools that meet a significant amount of the following criteria:

* The school was designated a 2024 Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school in DEED’s System for School Success, for implementation in the 25-26 school year.
* On the AK STAR spring 2024 assessment, less than 31.50% of the school’s students scored Advanced/Proficient in English/Language Arts.
* The school was selected by its district to be served as a Title I-A school and/or an Alaska Alternative School during the 24-25 school year.
* The school was **not** served by a 21st CCLC grant during any of the past 3 years (22-23, 23-24, 24-25).

The “21st CCLC DEED School Data Sheet” provides all of the information needed to complete this form for any Alaska school and is the only allowable source of data to be used when determining eligibility for these priority points. It can be found on the [DEED 21st CCLC webpage](http://education.alaska.gov/21cclc/) on the Competitive Grants Opportunities tab.

For each application, the sum of the total number of criteria each school served meets will be divided by the total number of criteria possible, using the form located in this RFA. For any school, if the “21st CCLC DEED Data Sheet” indicates data is unavailable for any criteria category (indicated by “NR” or an “\*”), that criteria should not be included in the denominator/divisor of the equation. Priority points will be awarded based on the following:

* .20 to .44 = 8 points
* .45 to .79 = 14 points
* .80 to 1 = 20 points

No application will receive more than twenty priority points total for meeting these criteria.

Priority Points Opportunity C: Programmatic Support for Alaska’s Education Challenge**—**Create a **one-page** narrative that describes the applicant’s plan to intentionally support one of the five goals of Alaska’s Education Challenge by meeting both of the following criteria: 1) offering meaningful inclusion of any **one** of the activities listed below, and 2) assuring the activity is not currently accessible to the students and families who would be served by this application, or that this application would expand access to such high quality services available within the community. When applicable, explain how the program will use evidence-based practices, strategies, or curriculum. Note: For Opportunity C, applicants are strongly advised to describe, in detail, only the one activity they are proposing for priority points. Applicants can choose to include additional activities listed below in their program, but such activities should be described in other sections of the application, not in Priority C. No more than five points will be awarded.

**Goal 1: Support all students to read at grade level by the end of third grade.**

* Provide programming activities to support students to read by third grade. Be careful to supplement, not supplant, the support required by the Alaska Reads Act.

**Goal 2: Increase career, technical, and culturally relevant education to meet student and workforce needs.**

* Provide programming activities that enable students to develop computer science and technology skills such as coding, cybersecurity, robotics, keyboarding, Computer Aided Design (CAD), and/or proper use of [Artificial Intelligence](https://en.wikipedia.org/wiki/Artificial_intelligence) (AI).
* Provide programming activities that enable students to earn real world certifications such as those that are industry- or employer-recognized. Possible ideas include certifications in the following areas: Software Specialist such as for MS, Adobe, or Quickbooks; ServSafe Food Handler or Manager, Welding, Occupational Safety and Health Administration (OSHA) requirements, First Aid, Emergency Medical Technician, Driver’s License, Pharmacy Technician, Certified Nurse’s Aide, Work Zone Flagger, or Paraeducator assessment.
* Provide programming activities that explicitly support high school students in completing tasks that prepare them for post-graduation career, training, college, or military.

**Goal 3: Close the achievement gap by ensuring equitable educational rigor and resources.**

* Provide programming activities for students formally identified as English Learners that will support their English language development needs.
* Provide programming activities in at least one of the following areas: musical instrument instruction or foreign language, Alaska Native language, or American Sign Language instruction.
* Provide programming activities that will intentionally help students to qualify for the Alaska Performance Scholarship.
* Provide programming activities that enable students to earn high school, college, or dual credit.

**Goal 4: Prepare, attract, and retain effective education professionals.**

* Establish and support formal internships, apprenticeships, and/or work experiences within the afterschool program for high school students, college students, and/or AmeriCorps members to help recruit staff for the afterschool program that reflects the culture of the students participating in the program and to help build future educators.
* Establish, run, and support an Educators Rising chapter for students in the program.

**Goal 5: Improve the safety and well-being of students through school partnerships with families, communities, and tribes.**

* Establish a Parent Advisory Committee for the afterschool programming, made up of the parents of participating students, to allow students to attend programming informed by and guided by their own parents.
* Provide programming activities aimed at helping students develop healthy behaviors regarding usage of smart devices, social media, Artificial Intelligence (AI), video games, and/or other online activities.
* Provide programming activities aimed at preventing student use of nicotine, alcohol, and/or other drugs, using a curriculum/program designed for this purpose.
* Provide programming activities aimed at helping students develop strong social-emotional, self-regulation, and/or life skills by explicitly teaching such skills using a curriculum/program designed for this purpose.
* Provide programming activities in swimming instruction or hunter education to help students remain safe while engaging in Alaska outdoor activities.

#### Schedule of Operations for Sites

Create a table or chart that efficiently communicates what a **typical** day and week of the school year program will look like for its students, including things such as what activities and programming will be offered, how often, what time of day, and by whom. Make sure to include program start and stop time and what days of the week the site will operate. Also, include the approximate annual start and end date.

If the application is proposing more than one center, and a center’s schedule will be significantly different (such as the difference between an elementary center and a high school center), please consider including a separate schedule for each of these types of centers. If the application includes offering summer programming, create a separate schedule for summer that includes the same sort of details requested above for the school year program.

We recommend no center’s schedule be more than two pages and we limit the total number of pages included for this “Schedule of Operations” section to **no more than six pages total**.

#### Application Narrative

See prompts in Section IV. Create a narrative to address all prompts contained within the nine sub-sections. The **Application Narrative section** must adhere to all of the following criteria:

* No more than 12 pages are allowed; pages are 8.5 x 11.
* Pages must have a one-inch margin on all sides.
* The font size must be 12 points or greater, preferably using Times New Roman font.
* Lines of text should be single-spaced.
* After each paragraph, a blank line with 12 point spacing should be inserted; however, the space between sub-section or question headings and the subsequent line of text are an exception and do not require 12 point spacing.
* All text should be black.
* Any tables and charts must conform to the type size guidelines.
* All subsections must be clearly labeled for reviewers.
* The alpha-numeric code that accompanies each prompt must be included.
* All prompts must be included as headings, though reduced phrasing is fine.

**Applications that do not follow formatting guidelines may not be reviewed.**

In preparing the Application Narrative, applicants should clearly keep in mind the selection criteria (on the Scoring Sheet) that will be used to evaluate the Application Narrative and its supporting documents.

The Application Narrative has nine sub-sections that should include information on the following**:**

* Need for project and community readiness
* Targeted students and regular attendance
* Positive and healthy environment
* Engaging and relevant programming
* Supporting family engagement
* Partnerships, coordination, and sustainability
* Program management and staffing
* Evaluation
* Previous Success/Promise of Success

Please note: Required Forms, Project Abstract, Budget Pages, Allowable Appendices, etc. are **not** considered part of the 12 pages of the Application Narrative.

## Grant Application Appendix Components

Appendices titled A – D, as well as J are required appendices for this application. Appendices titled E—I are encouraged, but optional. Appendices A–I **cannot exceed 35 pages total;** however, Appendix J is not included in the 35 page limit. No other attachments other than those listed below will be accepted.

#### Budget and Budget Narrative (required)

See links to forms in Section IV. Complete forms to provide a complete budget, including budget narrative, for **year one** of the project using the Excel forms provided by the Department of Education & Early Development website. These should be clearly labeled “Appendix A.” This budget and budget narrative should only include items to be funded by 21st CCLC funds.

Indicate how the organization will utilize grant funds to support the proposed program design. Make the request reasonable for the number of students to be served and the intended outcomes. **When writing the budget, consult the Uses of Funds subsection in Section II for detailed information regarding allowable, required and prohibited expenses.**

Indicate in both the budget and the budget narrative the purpose, by line item, for each of the expenditures. Include enough detail for a reader to judge if the expenses are allowable, necessary, reasonable, and allocable. Pay particular attention to the following categories:

* **Certified and Non-Certified Staff:** For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour, or per day.)For example: Site Coordinator @ $20/hr X 6 hrs/day X 200 days = $24,000. Or Certificated Staff @ $30/hr X 10 hrs/week X 3 staff/site X 30 weeks X 3 sites = $81,000.
* **Professional/Technical:** For each service to be provided, name the contractor, describe the services that will be provided, include the cost. Though specific vendors are listed, it should not be considered binding. The grantee must follow its organization’s appropriate/competitive procurement procedures prior to contracting if 21st CCLC funds are awarded.
* **Staff Travel:** The only staff travel sanctioned under this grant is for specific 21st CCLC capacity building events. Include the three required travel events that are described in the Uses of Funds section. List the sub costs and total. For example: 2 staff to Florida for Beyond School Hours Conference: 5 days per diem @ $60/day ($300); Round trip airfare to Florida @ $900 RT ($900); Hotel accommodation @ $200/night x 4 night ($800) = 2000 x 2 staff = $4000
* **Student Travel:** Include expenses for appropriate, safe transportation between program and home for students so that lack of transportation is not a barrier to attendance.
* **Supplies:** The cost of larger priced items should be listed individually/specifically; smaller items should be grouped by logical category; technology should be listed individually. Only if a single item costs more than $10,000 is it considered equipment (unless the agency’s policy has set a lower threshold).
* **Indirect Rate:** Districts may include their indirect rate that is approved annually by DEED. Non-district entities may use their federally negotiated **restricted** indirect rate or the de minimis rate of 8%.

In addition, see [DEED’s Uniform Chart of Accounts](https://education.alaska.gov/publications/chart_of_accounts.pdf), particularly pages 42 – 54, for guidance on how to categorize specific expenditures.

#### Letter(s) of Support and Commitment from Principal of Feeder School(s) (required)

Attach **signed** letters of support and commitment from the principal of each school that will be served by the 21st CCLC program. These should be clearly labeled “Appendix B.” Encourage principals to address the following in their letters:

* Identify school(s) served by the principal.
* Describe what crucial role they believe the program can play in increasing academic achievement and closing the equity gap for students at their school.
* Describe their consultation with their regular-day staff to measure staff support for the program.
* Identify what other afterschool services are in place for their students and how this program can ensure it won’t negatively impact these activities.
* Describe how they will support the program in recruiting and retaining high-quality staff for afterschool, especially for part-time certified and paraprofessional staff (2 to 8 hours a week).
* Describe how they will help ensure the program has access to proper space such as the multi-purpose room, gym, computer lab, playground, and/or classrooms (if the program will be physically located in their school).

#### Memorandum of Understanding for One Key Partnership (required)

Attach a **signed**, non-binding MOU between the applicant and its major partner that clearly articulates the commitments and expectations for each organization in the partnership. (This is most typically the partnership identified in the Priority 1 School-Community Partnership). This should be clearly labeled “Appendix C.” When the lead applicant is not the school district, the MOU should include a Data Sharing Agreement between the lead applicant and the district.

#### D. Organizational Chart (optional)

Create a compact (1-2 page) visual that shows each of the organizational staff that will support the program. This should be clearly labeled “Appendix D.” For positions paid and not paid by 21st CCLC funds, indicate the percentage FTE that will be dedicated to the program.

#### In-Kind Budget and Budget Narrative (optional)

See links to the Budget and Budget Narrative forms in Section IV (the same form used for Appendix A). Complete forms to provide an in-kind budget, including budget narrative, for **year one** of the project using the Excel forms provided by the Department of Education & Early Development website. These should be clearly labeled “Appendix E.” The in-kind budget and budget narrative should **not** include any items that will be paid for with 21st CCLC funds, but coordinated federal funds are okay to include. These items should **not** be included in the budget in Appendix A.

#### Additional Memoranda of Understanding (optional)

Attach up to three additional **signed**, non-binding MOUs between the applicant and a significant partner that clearly articulates the commitments and expectations for each organization in the partnership. These should be clearly labeled “Appendix F.”

#### Timeline of First Year (optional)

Create a brief (1- 3 page) document that outlines the steps that will be taken to get the program operational its first year. This should be clearly labeled “Appendix G.” Include general chronological information in the outline.

#### Position Descriptions (optional)

Create Position Descriptions (not resumes) for the key staff positions of this project, including the Director, the Site Coordinator, and up to one other position. These should be clearly labeled “Appendix H.” Each Position Description should be brief (1-2 pages) and outline the major qualifications, tasks, and responsibilities of the staff position.

#### Applicant’s Choice (optional)

Attach one item (3 pages) of the applicant’s choosing that supports the proposal. This should be clearly labeled “Appendix I.”

#### Assurances and Standard Agreement Forms (required)

Complete the forms in Section IV. These should be clearly labeled “Appendix J.” Each application must include the following **signed** forms:

* J1: Private School Participation and Consultation Form **and** proof of consultation(s)
* J2: Tribal Consultation Form **and** proof of consultation(s)
* J3: GEPA 427 Form
* J4: Certifications Regarding Debarment and Suspension Form
* J5: Assurances for Alaska 21st CCLC Form

#### J1: Private School Participation and Consultation

Complete the form in Section IV and attach signed evidence of consultation with any eligible private school(s).

Under Title VIII of ESEA, private school students, staff, and families have the right to “equitable services” provided by ESEA grants, including IV-B (21st CCLC). To ensure that eligible private school students are included in equitable services if desired, applicants are required to conduct and document timely and meaningful consultation with officials of eligible local private school(s) **prior** to submitting a 21st CCLC grant application. This includes submitting affirmations of consultation signed by the eligible private school(s). Applicants are encouraged to begin the consultation process early in the development of the application for 21st CCLC funds.

21st CCLC grants and programs are unlike other ESEA programs. For example, the application is for five years, not one; the funding is competitive, not formula; and most public school students **do not** receive the benefit of 21st CCLC funds. Due to the unique nature of 21st CCLC grants, US ED has provided the following guidance regarding providing equitable services with 21st CCLC funds:

* **The only private schools considered eligible** are those located within the attendance zone of a 21st CCLC feeder school.
* Services are provided by offering “seats” in the 21st CCLC program to private school students.
* The number of seats offered to private school students -vs- public school students would be based on a ratio that compares the number of students in the private school to the number of students in the public feeder school(s).
* Alternately, the number of seats offered could be based on a ratio that compares the number of private school students meeting the program’s targeted criteria compared to the number of public feeder school students meeting the program’s targeted criteria. Common criteria include academic need, social/emotional need, and economic need.

Alaska does not have a mandatory private school consultation process, but applicants should consider the following resources found on the DEED [21st CCLC webpage](http://education.alaska.gov/21cclc/):

* The “Alaska 21st CCLC Guidelines for Equitable Services for Private Schools” has 21st CCLC-specific prompts and questions an applicant could use when consulting with an eligible private school. The applicant should then create their own affirmation of consultation form for the private school to sign.
* The “Affirmation of Consultation and Agreement with Private School Officials” is a simple, standard template DEED provides that covers **all** of the Title Programs. Many districts use this as part of their annual consultation for the ESEA Consolidated Application for Titles I-A, I-C, II-A, III-A, IV-A formula funds. The form also lists Title IV-B, so a 21st CCLC applicant could simply opt to use it, though note, some of the equitable service options it lists don’t apply to 21st CCLC.

Regardless of what process a 21st CCLC applicant uses for private school consultation, it must be done in a timely and meaningful manner and dated signatures from private school officials affirming consultation occurred must be obtained and submitted along with the Appendix J1 Private School Participation and Consultation form. If private schools are contacted but do not respond to the applicant, the applicant should provide documentation of this as well. If there are no eligible private schools in the applicants intended service area, the applicant should simply answer the first few questions and sign the bottom of the form.

More information about equitable services to private schools is also available on DEED’s [Private Schools webpage](https://education.alaska.gov/esea/private-schools).

#### J2: Tribal Consultation

Complete the form in Section IV and attach signed evidence of consultation with any tribe located in the area.

Title VIII of ESEA (section 8538) requires affected school districts to consult with Indian tribes **located in the area served** by the school district’s federal ESEA funds--including 21st Century Community Learning Centers (21st CCLC) funding--prior to submitting an application for funding. For 21st CCLC grant applicants in Alaska, we require this tribal consultation of all lead applicants, even those who are not themselves a school district, **prior** to the submission of an application for 21st CCLC funds. This includes submitting affirmations of consultation signed by the tribe(s). Applicants are encouraged to begin the consultation process early in the development of the application for 21st CCLC funds.

This requirement is designed to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students. To ensure that consultation is meaningful, the applicant should consider providing a list of issues or questions on which it seeks input, or providing draft plans for the program, in advance of the consultation.

For 21st CCLC programs, we define “tribes located in the area served” to mean tribes whose federally-recognized traditional community location overlaps with the attendance area of any school(s) to be served by 21st CCLC.

[This State of Alaska map](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdcced.maps.arcgis.com%2Fapps%2Fdashboards%2F5800fe9b80a44f6d968f93975bf65179&data=05%7C02%7Ceed.tech%40alaska.gov%7C10226a9260cf4f4ffae008dd29028d1f%7C20030bf67ad942f7927359ea83fcfa38%7C0%7C0%7C638711813121089396%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=anslp%2BtEyZIo9johdT5OVGXbC1eCprydt82%2BbwHw64k%3D&reserved=0), which displays almost all of Alaska’s schools and the federally-recognized traditional community of each of Alaska’s approximately 229 federally-recognized tribes, can be used to help identify which tribe(s) an applicant should consult. Additionally, the map has tribal contact information, though it may not be current for all tribes. This [Bureau of Indian Affairs resource](https://experience.arcgis.com/experience/20ad1b9c9f4a40a586f3a4c72abe30bf/page/Tribal-Leaders-Directory/) includes a Tribal Leaders Directory, with the name and contact information of the tribal leader, though it may not be current for all tribes. Please note: the “traditional community” may not match the tribe’s current mailing address or the location of their current offices, which may be in an entirely different community and even in a different district, which is why the map should be consulted.

If the applicant needs assistance determining which tribe(s) it should consult with, they may reach out to jessica.paris@alaska.gov for assistance.

Alaska does not have a mandatory tribal consultation process, but applicants should consider the following resources found on the DEED [21st CCLC webpage](http://education.alaska.gov/21cclc/):

* The “Affirmation of Tribal Consultation for 21st CCLC” template has 21st CCLC-specific prompts and questions an applicant could use when consulting with a tribe.
* The “Affirmation of Tribal Consultation for ESEA” is a simple, standard template DEED provides that covers **all** of the Title Programs. Many districts use this as part of their annual consultation for the ESEA Consolidated Application for Titles I-A, I-C, II-A, III-A, IV-A formula funds. The form also lists Title IV-B, so a 21st CCLC applicant could simply opt to use it; however, it should be made clear 21st CLCC funds are being sought. Districts who are accustomed to consulting with tribes within 50 miles for Title VI funds, or for all tribes located in the District attendance area for consolidated ESEA funds, should note that 21st CCLC will likely require consultation with fewer tribes than those funds.

Regardless of what process a 21st CCLC applicant uses for tribal consultation, for each tribe located in the area, applicants must submit a written affirmation of consultation signed by the appropriate tribal authority/leader or by the tribal representative appointed by the tribal authority for consultation. If tribal officials do not respond to requests for consultation or do not provide written affirmation of consultation within a reasonable period of time, the applicant must instead provide documentation of its attempts to consult, such as emails and meeting invitations. All of this should be submitted along with the Appendix J2 Tribal Consultation form. In the unlikely event there are no tribes located in the applicant’s intended service area, the applicant should simply answer the first few questions and sign the bottom of the form.

## Application Checklist

**A complete application package must include*, in the order given below*, the following sections (except Appendices E through I, which are optional)**

[ ]  Cover Page (one-page form, signed)

[ ]  Table of Contents (one page)

[ ]  Project Abstract (one page)

[ ]  Program Summary (three-page form)

[ ]  Population Served and Eligibility (form)

[ ]  Priority Points Opportunity A: School-Community Partnership (one-page form)

[ ]  Priority Points Opportunity B: Serving Schools in Need of Support (form)

[ ]  Priority Points Opportunity C: Program Support for Alaska’s Education Challenge (one page)

[ ]  Schedule of Operations (not to exceed six pages)

[ ]  Application Narrative (not to exceed 12 pages)

Appendix (Appendices A - I **not to exceed 35 pages total;** Appendix J is required but not limited**)**

[ ]  Appendix A: Budget and Budget Narrative (form)

[ ]  Appendix B: Letter(s) of Support and Commitment from Principal of School(s) Served (signed)

[ ]  Appendix C: Memorandum of Understanding for One Key Partnership (signed)

[ ]  Appendix D: *Organizational Chart (optional)*

[ ]  Appendix E: *In-kind Budget and Budget Narrative (form) (optional)*

[ ]  Appendix F: *Additional Memoranda of Understanding (signed) (optional)*

[ ]  Appendix G: *Timeline for 1st year (optional)*

[ ]  Appendix H: *Position Descriptions for up to three key positions (optional)*

[ ]  Appendix I: *Applicant’s Choice (optional)*

[ ]  Appendix J: Required Consultations, Standard Agreements, and Assurances (forms) (signed)

[ ]  J1: Private School Participation and Consultation Form **and** proof of consultation(s)

[ ]  J2: Tribal Consultation Form **and** proof of consultation(s)

[ ]  J3: GEPA 427 Form

[ ]  J4: Certifications on Debarment Form

[ ]  J5: Assurances for Alaska 21st CCLC Form

**This checklist is for the applicant’s own use and should not be submitted with the application.**

# Section IV: Application Forms, Templates, and Prompts

## Application Forms, Templates, and Prompts

Remember, when a *form* is provided, do not alter the content of the form other than as directed and to supply the requested information. When a *template* is provided, it may be altered, but be sure to include any requested information. When the instructions say *create* or *attach,* respond to the instructions/prompts by including the allowable number of pages of text.

### Intent to Apply Form

**Alaska 21st Century Community Learning Centers FY26 RFA**

Name of lead applicant organization

Name of application contact person

Email address Telephone

Mailing address

|  |
| --- |
| Give a **brief** description of the proposed services: Where do services occur? When do services occur? Who is the target audience? Who provides the services or programming?  |
|       |

|  |
| --- |
| Which schools will be served by this application (i.e., what are the names of the schools the intended participants will attend)?  |
|       |

|  |
| --- |
| Give a brief description of the process that will be used to develop this application. |
|       |

**This Intent to Apply form is due to the department by March 21, 2025.**

**Email to:**

Jessica Paris

Subject line: Intent to Apply for 21st CCLC

jessica.paris@alaska.gov

*This form not to exceed one page*

### Cover Page Form

**Alaska 21st Century Community Learning Centers FY26 Application**

Name of lead applicant organization

Name of application contact person

Email address Telephone

Mailing address

UEI number SAM registration expiration date

Name of Fiscal Agent authorized to submit budget revisions, records, and reports of local expenditures

Signature of Authorized Fiscal Agent Date

Name and title of Organization Representative authorized to execute contracts (e.g., Superintendent, CEO)

Signature of Organization Representative Date

$

Funding award requested per year

### Program Summary Form

*Much of the information collected on this page is also required and collected in other places in the grant application package. Please ensure there are no discrepancies or contradictions between information provided here with that provided throughout the application.*

**Major Elements of Proposed Programming**

| **Programming Information Requested** | **Description of Programming** |
| --- | --- |
| **Name of lead applicant organization:** |       |
| **Location of organization:** |       |
| **Funding award requested per year:** |       |
| **Major partner identified in Priority #1:** |       |
| **Other significant partners described in application:** |       |
| **Population targeted to receive services, including sub-groups:** |       |
| **Major elements of proposed programming, such as activities, curriculum, and strategies:** |       |
| **Program proposed efforts to increase family engagement in child’s education:** |       |
| **Description of program focus identified in Priority #3** |       |
| **Significant sources of support, including in-kind, coordinated federal and local funds:** |       |
| **Estimated value of in-kind, and coordinated funds** |       |

*Table not to exceed one page; single-spacing and splitting cells are fine; use no font smaller than size 11*

**Program Summary Form continued**

**School Year Program**

| **A: Name of each 21st CCLC centeror program***Can’t have more than 5* | **B: Building in which center programming will occur** | **C: Number of days on which program is offered** | **D: Typical number of hours per day program is offered**  | **E: Number of hours of programming for school year** *Must be at least 220 hours per site* | **F: Number of students enrolled in 21st CCLC program**  | **G: Number of “21st CCLC Regular Attendees”** *= Students attending 75 hours or more***.** *Must be between 50 – 90% of Column F* | **H: Number of “Student Hours” per site =** *Hours of Programming x Regular Attendees (i.e., Column E x Column G)* |
| --- | --- | --- | --- | --- | --- | --- | --- |
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| n/a | n/a | n/a | n/a | **Sum of programming hours:**  | **Sum of enrolled:**  | **Sum of Regular Attendees:** | **Sum of Student Hours:** |

*Let cells expand vertically as needed.*

**Summer Program**

| **A: Name of each 21st CCLC center or program***Can’t have more than 5* | **B: Building in which center programming will occur** | **C: Number of days on which program is offered** | **D: Typical number of hours per day program is offered**  | **E: Number of hours of programming for school year***Must be at least 220 hours per site*  | **F: Number of students enrolled in 21st CCLC program**  | **G: Number of “21st CCLC Regular Attendees” =** *Students attending 75 hours or more. Must be between 50 – 90% of Column F* | **H: Number of “Student Hours” per site =** *Hours of Programming x Regular Attendees (i.e., Column E x Column G)* |
| --- | --- | --- | --- | --- | --- | --- | --- |
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|  |  |  |  |  |  |  |  |
| n/a | n/a | n/a | n/a | **Sum of programming hours:** | **Sum of enrolled:**  | **Sum of Regular Attendees:** | **Sum of Student Hours:** |

*Let cells expand vertically as needed.*

**Program Summary Form continued**

**Comparable Cost of Programming**

| **Time of Year** | **Amount of 21st CCLC grant funds requested per year***If only doing School Year programming, total funding requested goes in School Year field. If doing School Year and Summer programming, estimate the separate cost of each. The combined total must equal total funding requested* | **Sum of “Regular Attendees”** *(students attending 75 hours or more)**Copied from bottom of Column G above* | **Cost per “Regular Attendee”** **=** *funds requested per year divided by Regular Attendees* | **Sum of “Student Hours” provided***Copied from bottom of Column H above* | **Cost per “Student Hour”** ***=*** *funds requested per year divided by “Student Hours”**Check work using the Comparable Costs Calculator on 21st CCLC webpage* |
| --- | --- | --- | --- | --- | --- |
| **School Year** | $      | Sum of School Year Regular Attendees:       | Cost per School Year Regular Attendee: $      | Sum of “Student Hours” provided during School Year:       | Cost per School Year “Student Hour”: $      |
| **Summer** | $      | Sum of Summer Regular Attendees:       | Cost per Summer Regular Attendee: $      | Sum of “Student Hours” provided during Summer:       | Cost per Summer “Student Hour”: $      |

### Population Served and Eligibility Form

*In order to be eligible to apply,* ***at least 60%*** *of the applicant’s proposed “21st CCLC Regular Attendees” must attend a school that is “economically disadvantaged” according to the “21st CCLC DEED School Data Sheet” (Title I-A schoolwide site or has 40% or greater poverty).**A “21st CCLC Regular Attendee” is defined as a student who attends the 21st CCLC program 75 hours or more.*

| **A** **Name of 21st CCLC Center or Program** | **B** **School Attended by Population to be Served** | **C** **Grade Levels of School** | **D** **Grade Levels of Students to be served** | **E****Number of students enrolled in school**according to “21st CCLC DEED School Data Sheet” | **F****Number of students enrolled in 21st CCLC program***Enrollment is voluntary.**Can’t be more than 50% of Column E* | **G****Number of students who will attend school year program 75 hours or more = “21st CCLC Regular Attendees.”***Must be between 50 - 90% of Column F* | **H****School is economically disadvantaged** *according to “21st CCLC DEED School Data Sheet****”*** | **I****% of total “21st CCLC Regular Attendees” who attend an economically disadvantaged school***To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees.* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|       |       |       |       |       |       |       |       | n/a |

*Add more rows as needed by tabbing in the last cell*

**Example: Population Served and Eligibility Form**

*In order to be eligible to apply,* ***at least 60%*** *of the applicant’s proposed “21st CCLC Regular Attendees” must attend a school that is “economically disadvantaged” according to the “21st CCLC DEED School Data Sheet” (Title I-A schoolwide site or has 40% or greater poverty).**A “21st CCLC Regular Attendee” is defined as a student who attends the 21st CCLC program 75 hours or more.*

| **A** **Name of 21st CCLC Center or Program** | **B** **School Attended by Population to be Served** | **C** **Grade Levels of School** | **D** **Grade Levels of Students to be served** | **E****Number of students enrolled in school**  *according to “21st CCLC DEED School Data Sheet”* | **F****Number of students enrolled in 21st CCLC program**Enrollment is voluntary.Can’t be more than 50% of Column E | **G****Number of students who will attend school year program 75 hours or more = “21st CCLC Regular Attendees.”***Must be between 50 - 90% of Column F* | **H****School is economically disadvantaged** *according to “21st CCLC DEED School Data Sheet****”*** | **I****% of total “21st CCLC Regular Attendees” who attend an economically disadvantaged school***To determine: Using the two previous columns, total the number of 21st CCLC Regular Attendees who attend schools that meet the criteria for economically disadvantaged, then divide this by the total number of 21st CCLC Regular Attendees.* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Example:**Excellence After School*  | *Example:**Small Town Lower School* | *Example:**K-8* | *Example:**1-6* | *Example:**300* | *Example:**135* | *Example:**90* | *Example:**Yes* | *Example:**110/160* *=* ***69%****=Eligible application****(Must be 60% or higher; otherwise, do not apply)*** |
| *Example:**Life Prep Program* | *Example:**Small Town High School* | *Example:**9-12* | *Example:**9-12* | *Example:**200* | *Example:**90* | *Example:**50* | *Example:**No* | n/a |
| *Example:**Life Prep Program* | *Example:**Small Town Alternative School* | *Example:**10-12* | *Example:**10-12* | *Example:**60* | *Example:**30* | *Example:**20* | *Example:**Yes* | n/a |

*Add more rows as needed by tabbing in the last cell*

### Priority Points Opportunity A: School-Community Partnership Form

*Five priority points will be awarded to applications submitted jointly by 1) a school district receiving funds under Title I-A; and 2) a community-based organization, tribal organization, faith-based organization, or other public or private entity. To earn the five points, enter into a partnership and describe the partnership on this form.*

**Partnering school district receiving funds under Title I-A**

Name of Partnering Agency

Is this organization the lead applicant and fiscal agent of the grant?

Mailing address

Main Contact:

Email Telephone

|  |
| --- |
| **Describe the role of the school district in implementing this grant:** |
|       |

**Partnering non-district community organization**

Name of Partnering Agency

Is this organization the lead applicant and fiscal agent of the grant?

Mailing address

Main Contact:

Email Telephone

|  |
| --- |
| **Describe the role of the non-district community organization in implementing this grant:** |
|       |

|  |
| --- |
| **What process and protocols have the partnering entities established to ensure they will be able to work together efficiently and harmoniously?** |
|       |

*Except as noted in the instructions in Section III, do not exceed this one page.*

### Priority Points Opportunity B: Serving Schools in Need of Support Form

| **A** **Name of 21st CCLC center or program** | **B****School attended by population to be served** | **C****Was this school designated a 2024 CSI or ATSI School (for implementation in 25-26)?** | **D****On the AK STAR Spring 2024 assessment, were less than 31.50% of the school’s students Proficient / Advanced in English Language Arts?** | **E****Was this school selected to be served as a Title I-A School or an Alternative School during the 2024 -2025 school year?** | **F****Was this school NOT served by a 21st CCLC grant during any of the past 3 years (22-23, 23-24, 24-25)?** | **G****Priority Points:**Add up the total number of “yes” answers. Divide by the total number possible (if marked N/R or \* don’t include in denominator). Use the resulting number and the following scale to determine total priority points for the applicant: .20 to .44 = 8 points.45 to .79 = 14 points.80 to 1.0 = 20 points***No more than 20 points total will be awarded for Priority B*** |
| --- | --- | --- | --- | --- | --- | --- |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       | n/a |
|       |       |       |       |       |       | n/a |
|       |       |       |       |       |       | n/a |
|       |       |       |       |       |       | n/a |

*See the* [*DEED 21st CCLC webpage*](https://education.alaska.gov/21cclc) *for the “21st CCLC DEED School Data Sheet” that will answer the questions below and is the only allowable data source. If there is any difficulty finding or interpreting the data of any school, contact* *jessica.paris@alaska.gov**.*

*Add more rows as needed by tabbing in the last cell*

**Example: Priority Points Opportunity B: Serving Schools in Need of Support Form**

| **A** **Name of 21st CCLC center or program** | **B****School attended by population to be served** | **C****Was this school designated a 2024 CSI or ATSI School (for implementation in 25-26)?** | **D****On the AK STAR Spring 2024 assessment, were less than 31.50% of the school’s students Proficient / Advanced in English Language Arts?** | **E****Was this school selected to be served as a Title I-A School or an Alternative School during the 2024 -2025 school year?** | **F****Was this school NOT served by a 21st CCLC grant during any of the past 3 years (22-23, 23-24, 24-25)?** | **G****Priority Points:**Add up the total number of “yes” answers. Divide by the total number possible (if marked N/R or \* don’t include in denominator). Use the resulting number and the following scale to determine total priority points for the applicant: .20 to .44 = 8 points.45 to .79 = 14 points.80 to 1.0 = 20 points***No more than 10 points total will be awarded for Priority B*** |
| --- | --- | --- | --- | --- | --- | --- |
| *Example:**Excellence After School*  | *Example:**Small Town Lower School* | *Example:**No* | *Example:**Yes* | *Example:**Yes* | *Example:**No* | *Example:**Total Yeses =7**Possible Yeses = 11**7/11 = .64**.64 = 14 priority points* |
| *Example:**Life Prep Program* | *Example:**Small Town High School* | *Example:**No* | *Example:**Yes* | *Example:**No* | *Example:**Yes* | n/a |
| *Example:**Life Prep Program* | *Example:**Small Town Alternative School* | *Example:**Yes* | *Example:**N/A* | *Example:**Yes* | *Example:**Yes* | n/a |

*See the* [*DEED 21st CCLC webpage*](https://education.alaska.gov/21cclc) *for the “21st CCLC DEED School Data Sheet” that will answer the questions below and is the only allowable data source. If there is any difficulty finding or interpreting the data of any school, contact* *jessica.paris@alaska.gov*. *Add more rows as needed by tabbing in the last cell*

### Application Narrative Prompts

Provide responses to each of the following prompts. Applicants may utilize as much space as they choose for any sub-section of the Application Narrative, provided they comply with the 12-page limit requirements for the total Application Narrative.

For the purposes of this application, the term “out-of-school time” and “afterschool” will be used to describe any time period when school is not in session and services can occur. This can reflect before school, after school, and school-time vacation breaks such as winter, spring, or summer.

**A. Need for Project and Community Readiness (35 Pts)**

A1. What general population will be served by this 21st Century Community Learning Center grant? Additionally, what are the sub-populations you are targeting for services? (For example, you might include students below grade level on standardized academic assessments, students who are credit deficient, students whose families are economically disadvantaged, students identified as English Learners, students who are chronically absent, students with insufficient social/emotional skills, students with disabilities, etc.). Why was this population chosen for services?

A2. Using data (educational, economic, youth-risk, parent survey, etc.) describe why there is a strong need in your community, and amongst the students to be served, for 21st CCLC services.

A3. Describe the consultation process you used to identify the school(s) targeted for services, to determine what types of services would be offered, and to whom. Include the names and roles of key community stakeholders with whom you consulted, including the staff and principal of the targeted school(s).

A4. What other out-of-school time resources, programming, and services are already available in this community, particularly at the school(s) to be served? Why are these opportunities insufficient to meet the needs of your targeted sub-population(s)? Describe how the project will coordinate with existing opportunities and avoid supplanting, duplicating, or reducing services already being offered.

A5. Describe how the program proposed will intentionally and effectively meet the unmet needs described in the previous prompts, including the needs of working families.

**B. Targeted Students and Regular Attendance (20 Pts)**

B1. Each year, what data, criteria, and processes will you use identify the individual students who belong to the project’s identified target/focus population(s) and to understand their greatest need for services?

B2. How will you inform students and their families about the program and encourage them to enroll? How will you ensure your program primarily enrolls and serves the targeted/focus population and the students most in need of the provided services before enrolling others? Additionally, how will information about the center be disseminated to the community in an understandable and accessible manner?

B3. How will your program’s schedule and its transportation policy facilitate and encourage full and regular attendance by the targeted students and support working families? How will students safely come and go from your program?

**C. Positive and Healthy Environment (25 Pts)**

C1. What will you do to encourage regular program attendance without spending grant funds on incentives and rewards? How will your program intentionally build a sense of program community so that students feel a sense of belonging, responsibility, and ownership? How will students have voice and choice? Why will students want to attend voluntarily?

C2. How will your program establish a positive learning environment? For example, describe how you will establish clear expectations, build positive relationships, promote pride in student accomplishments, and respond appropriately to positive and negative student behavior.

C3. How will the nutritional needs of students be addressed in your program? (Programs are expected to use the US Department of Agriculture (USDA) federal child nutrition program funding (like the National School Lunch Program Afterschool Snack, the Child and Adult Care Food snack or meal, and Summer Food Service programs) [administrated by DEED](https://education.alaska.gov/cnp).)

C4. How will your program help students to engage in at least 15 minutes of healthy physical activity every day? Will physical activity be structured recess time? Will it be coupled with social/emotional skill building exercises? Will it be offered as elective enrichment programming?

**D. Engaging and Relevant Programming (50 Pts)**

D1. Describe what a typical day and week of programming will look like. If you plan to have multiple centers that will have very different scheduling and programming (e.g. elementary and high school), make clear the differences between programs. Additionally, if you will also be offering summer programming (or winter break or spring break), describe that as well.

D2. How will the center coordinate with the school to receive and share relevant instructional and student information to ensure the after school program aligns with, supports, and complements the students’ regular school day, including helping students to meet the challenging state and local academic standards?

D3. How will the center provide programming that directly addresses the core academic assistance its targeted students need, particularly in English Language Arts and Mathematics through tutoring, homework assistance, and/or credit recovery? How will gaps in academic skills be identified and addressed? How will you ensure this academic assistance is targeted to the current and individual need of the students?

D4. Describe the diverse engaging educational enrichment activities students will be offered. (Allowable activities include STEM, theatre, music, art, dance, technology, career competency and readiness, language arts, math, science, structured physical activities, and more.) How will you ensure these activities are relevant and experiential and meet the academic needs of your students? Additionally, how will you ensure students discover new areas of interest, passion, and skill and engage in opportunities and experiences that might not otherwise be available to them?

D5. How will your program improve students’ social, emotional, non-cognitive, and/or life skills such as the ability to self-regulate, work collaboratively, and persevere through challenges? Describe how relevant activities will be intentionally embedded within the program structure and/or what explicit curriculum will be used to directly teach such skills.

D6. How will educational technology be used to meet individual student academic need, allow students to create meaningful products, engage in real-world projects, collaborate, and/or otherwise help realize the design of your proposed program? What is the maximum amount of screen time a student will have during programming?

**E. Supporting Family Engagement (15 Pts)**

E1. How will the program support and build capacity for its parents and families to be engaged in the educational development of the students served, particularly but not exclusively in the area of literacy? What family activities, events, and communications will occur and how often? (Activities might include trainings in how a parent can support a beginning reader, play math games, find relevant educational apps for personal technology devices, and utilize the school’s online grading and attendance tracking system. Communications might inform parents of other community-based educational and enrichment activities, etc.)

E2. What practices will you use to ensure the families of the students served will have input and investment in the program? How will your program reflect and respect the culture of the community it serves?

**F. Partnerships, Coordination, and Sustainability (25 Pts)**

F1. Describe the key partnerships with external organizations and other entities that will provide staffing, expertise, and other elements of this project. How will you ensure partners (paid and un-paid) follow through on their commitments?

F2. How will the grantee braid or coordinate this grant funding with other federal, state, and local funding and initiatives for the most effective use of public resources? (Remember: projects cannot supplant federal, state, local, or other private funds; they must supplement).

F3. Describe the in-kind contributions (staff, space, training, supplies, transportation, etc.) that will result in lower operating costs for the program and that demonstrate community support for the program.

F4. How will the grantee respond to static grant funding as the grant matures and costs inflate? How will you work to increase local resource supports over the life of the grant? If the grantee intends to generate Program Income directly from this award, describe the plan in detail (and remember any Program Income generated will be used to reduce the award). Describe the plan for how this center will continue after funding from this grant ends.

**G. Program Management and Staffing (35 Pts)**

G1. Describe the duties of key staff positions, including the Project Director and the center-level Site Coordinator(s) who will be primarily responsible for running the programming on a daily basis. Include FTEs and what qualities, skills, and credentials the person will possess in order to ensure consistent staffing over time. If either of these key positions is not at least .5 FTE, explain why partial position(s) are adequate and appropriate to meet the grant goals and objectives. (For multi-center grants, the applicant is strongly encouraged to employ a 1.0 FTE Site Coordinator for each center, for at least nine months. For a single center grant, a 1.0 FTE combined Director/Site Coordinator position is sufficient.)

G2. How will you ensure the grant has sufficient support from specialized staff to operate the grant? Specifically, describe the support (and % FTE) the organization’s fiscal staff will provide the Project Director, even if the fiscal staff is not paid directly with 21st CCLC funds. What staff positions will support hiring, contracting, and purchasing? Additionally, what support will be given to collect, manage, and aggregate the variety of data required for reporting?

G3. How will you attract and retain part-time (typically only two to eight hours per week) staff, contractors, and volunteers with the skills to teach academic content, engage students with challenging behaviors, and plan and lead hands-on enrichment activities?

G4. What process and protocols will you use to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention? What other measures will be taken, protocols set, and training provided, including mandatory reporter training, to ensure the safety of children in the program from sexual abuse?

G5. What programmatic documents and protocols will you create or adopt and what training will you provide--particularly at the beginning of the year--to staff, contractors, and people routinely volunteering, to ensure programming is effective, as well as safe, compliant?

G6. How will time and resources be managed throughout the year so staff can 1) plan program activities that have a clear structure and purpose and 2) engage in professional development and collaborative reflection in order to increase program quality and professional skills related to quality out-of-school time programming?

**H. Evaluation (30 Pts)**

*Prior to answering the prompts below, please review the information regarding required evaluation activities that is found in Section II, in the Conditions of Grant Award subsection, under the Grantee Reporting and Required Activities**heading. Additionally, review the Alaska 21st CCLC FY26 State Goals document found on the* [*DEED 21st CCLC webpage*](http://education.alaska.gov/21cclc/) *on the Competitive Grants Opportunities tab.*

H1. Explain how your proposal’s major programmatic activities, targeted students, and partnerships logically align with and support the Alaska 21st CCLC FY26 State Goals.

H2. Describe and cite the research and/or evidence-based practices that affirm that the program and activities you have described will result in improved academic performance and improved social, emotional, and non-cognitive and/or life skills for the students targeted for services in this grant.

H3. How will you collect, manage, and monitor the routine programmatic data required for running programs and completing federal and state reporting requirements, including daily student program attendance and programming activities provided? How have you ensured you will have access to the private and sensitive student data (such as assessment scores, family economic status, survey data, grades, school attendance, etc.) that you will need to determine student need and whether program performance indicators are being met? What steps will you take to keep the data secure? (If the main applicant is not a school district, in the signed MOU in Appendix C between your organization and the school district you should include what and how data will be securely shared.)

H4. How will you ensure the process of evaluation and the results of evaluation (both the local evaluation report on performance indicators as well as the trained external evaluator’s program observation and assessment) are used to reflect upon, improve, and strengthen the program? How will evaluation results be shared with stakeholders and the public?

**I. Previous Success/Promise of Success (10 Pts)**

**Answer only one prompt:**

I1. If you have been previously funded under 21st CCLC (within the past three years), what evidence can you provide to demonstrate prior success? For example, were goals and objectives met, were partnerships solidified, was student academic performance improved, and were aspects of the program supported locally?

**Or**

If you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services? For example, demonstrate that goals and objectives can be met, partnerships can be solidified, student academic performance can be improved, and aspects of the program can be supported locally.

### Appendix A: Budget and Budget Narrative Form Links

Use the links below to find the correct Program Budget and Budget Narrative Excel file on the Department of Education & Early Development’s Forms webpage.

* School districts should download form [05-07-071](https://education.alaska.gov/forms/Grants/05-07-071.xlsx).
* Community-based organizations and other entities should download form [05-07-069](https://education.alaska.gov/forms/Grants/05-07-069.xlsx).

To access the appropriate Budget and Budget Narrative forms:

* Go to the [DEED Forms webpage](https://education.alaska.gov/forms).
* Once there, type the form number given above in the appropriate Form Search Field or else scroll down to the “Financial Grants Administrative Forms” section and select the correct link:



When using the Excel spreadsheet to create the budget narrative, applicants may add rows and/or increase the size of cells vertically and allow the narrative to extend down through as many pages as needed; however, make sure all **columns** fit on one page.

Be careful not to break the embedded formulas in the Excel spreadsheet.

### Appendix J1: Private School Participation and Consultation Form

Under federal law (Title VIII of ESEA), private schools and their students and staff have the right to “equitable” services provided by ESEA programs, including IV-B (21st CCLC). To ensure this, ESEA [8501(c)] requires that timely and meaningful consultation occur between the grantee and private school officials **prior** to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under ESEA, and continue throughout the implementation and assessment of the equitable services.

1. Does the school district this applicant seeks to serve with 21st CCLC funds have private schools in its attendance area? [ ] Yes [ ] No

(If the answer is “no,” do not answer the rest of the questions. Simply sign the bottom of the form.)

1. How many private schools are there in the district this 21st CCLC grant will serve?
2. Of these private schools, how many of them are physically located within the enrollment boundary of any 21st CCLC **feeder** school and thus *eligible* for equitable services? [ ] None

(If the answer is “none,” do not answer the rest of the questions. Simply sign the bottom of the form.)

1. Describe how the district/organization reached out to and consulted with *eligible* private school officials during the development and design of the 21st CCLC application for funds:

1. For 21st CCLC services, how many *eligible* private schools are
* Formally declining to participate in equitable services
* Formally requesting to participate in equitable services
* Did not respond to the outreach and consultation attempts
1. For those private schools choosing to participate, describe how the children to receive benefits will be identified, how the children’s needs will be identified, and what benefits to students, staff, or parents will be provided:

1. Provide any other information or clarifications your organization would like to share:

**For every *eligible* private school who formally declined or requested equitable services, attach a signed and dated affirmation of consultation document. For every *eligible* private school who did not respond to outreach regarding consultation, attach evidence of the attempts to consult, such as receipt of certified mail or receipt of email message.**

By my signature below, I affirm that the district/organization fulfilled all requirements regarding consultation with eligible private school officials in a timely and meaningful manner during the development of the 21st CCLC application for funds.

Type Name and Title of Authorized Representative

Signature of Authorized Representative Date

### Appendix J2: Tribal Consultation Form

Title VIII of ESEA (section 8538) requires affected school districts (LEAs) to consult with Indian tribes (or those tribal organizations approved by the tribes) **located in the area served** by the school district’s federal ESEA funds--including 21st Century Community Learning Centers (21st CCLC) funding--prior to submitting a plan or application for funding. For 21st CCLC grant applicants in Alaska, we require this tribal consultation of all lead applicants, even those who are not themselves a school district, prior to the submission of an application for 21st CCLC funds.

For 21st CCLC programs, we define “tribes located in the area served” to mean tribes whose federally-recognized traditional community location overlaps with the attendance area of any school(s) to be served by 21st CCLC. [This map](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdcced.maps.arcgis.com%2Fapps%2Fdashboards%2F5800fe9b80a44f6d968f93975bf65179&data=05%7C02%7Ceed.tech%40alaska.gov%7C10226a9260cf4f4ffae008dd29028d1f%7C20030bf67ad942f7927359ea83fcfa38%7C0%7C0%7C638711813121089396%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=anslp%2BtEyZIo9johdT5OVGXbC1eCprydt82%2BbwHw64k%3D&reserved=0), which displays almost all of Alaska’s schools and the federally-recognized traditional community of each of Alaska’s approximately 229 federally-recognized tribes, can be used to help identify which tribe(s) an applicant should consult.

1. Does any school this applicant seeks to serve with 21st CCLC funds have an attendance area that overlaps with the federally-recognized traditional community of any Alaska tribe? [ ] Yes [ ] No

(If the answer is “no,” do not answer the rest of the questions. Simply sign the bottom of the form.)

1. List each school to be served by 21st CCLC funds and each tribe that should be consulted:

|  |  |
| --- | --- |
| **Schools attended by 21st CCLC students** | **Tribes located in the school attendance area** |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

*Add more rows as needed.*

1. How many total tribes must be consulted?
2. Describe how the district/organization identified, contacted, and consulted with appropriate tribal officials or their appointees regarding the 21st CCLC application for funds:

1. Of the tribes listed above, how many--

Formally participated in consultation?

Formally declined to consult?

Did not respond to the outreach and consultation attempts?

**For every tribe with whom the applicant consulted, attach an Affirmation of Consultation signed by the appropriate tribal official or their appointee. For every tribe who formally declined consultation or who did not respond to outreach regarding consultation, attach evidence of communication and attempts to consult, such as email messages and meeting invitations.**

By my signature below, I affirm all information above and attached is correct.

Name and Title of Authorized Representative

Signature of Authorized Representative Date

### Appendix J3: GEPA 427 Form

**Requirements of GEPA 427**

Below is information regarding the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103‑382).

***What Does This Provision Require?***

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers might prevent students, teachers, etc. from such access or participation in the federally-funded project or activity. The description in of steps to be taken to overcome these barriers need not be lengthy; applicants may provide a clear and succinct description of how they plan to address those barriers that are applicable to their circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

***What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?***

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

It is recognized that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs; we appreciate the applicants cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If there are any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

| *Please provide a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.*  |
| --- |
|       |

Name and Title of Authorized Representative

Signature of Authorized Representative Date

### Appendix J4: Certification Regarding Debarment and Suspension Form

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Name and Title of Organization’s Authorized Representative

Signature of Authorized Representative Date

### Appendix J5: Assurances for Alaska 21st CCLC Form

By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development (DEED), to accept and perform the following:

* The student programming and activities will take place **outside** of the hours school is in session; [ESEA 4201(b)(1)]
* The project was developed and will be carried out in active collaboration with the schools the students attend and the partnering agencies; [ESEA 4204(b)(2)(D)(i)]
* Relevant student data will be shared between the applicant, the schools the students attend, and the partnering agencies as needed and in compliance with all applicable laws relating to privacy and confidentiality, such as FERPA; [ESEA 4204(b)(2)(D)(i)] and [20 U.S.C. 1232g; 34 CFR Part 99]
* The project was developed and will be carried out in alignment with the challenging state academic standards and local academic standards; [ESEA 4204(b)(2)(D)(ii)]
* The program(s) will take place in a safe and easily accessible facility; [ESEA 4204(b)(2)(A)(i)]
* The applicant will ensure students are able to travel safely to and from the center to home; [ESEA 4204(b)(2)(A)(ii)]
* The applicant will disseminate enrollment and other information about the program (including its location) to the community in a manner that is understandable and accessible; [ESEA 4204(b)(2)(A)(iii)]
* The project will target students who primarily attend schools with a high concentration of economically disadvantaged students as evidenced through 1) poverty rates of 40% or greater or 2) selection to be a Title I-A *schoolwide* site; [ESEA 4204(b)(2)(F)]
* Funds under the project will be used to increase the level of state, local, and other non-Federal funds that would, in absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, and local public funds, or non-federal funds; [ESEA 4204(b)(2)(G)]
* The applicant will maintain an active SAM registration with current information at all times during which it has an active federal award or an application or plan under consideration by DEED; [2 CFR 25]
* The applicant will not use any federal funds to lobby Congress or any federal agency; [31 U.S.C. 1352]
* The applicant will provide all required federal and state data and reporting in a timely manner; [ESEA 4205(b)(1)(E)]
* Project staff will engage in ongoing sustainability planning as well as an on-going local and statewide evaluation process; [ESEA 4204(b)(2)(K)] and [ESEA 4205(b)(2)(A)]
* Project staff will engage in 21st CCLC events to share and grow best practices, including participating and presenting at local trainings, DEED 21st CCLC Directors Meetings, the Alaska Out-of-School-Time Conference, and out-of-state 21st CCLC-aligned conferences; [ESEA 4203(a)(6)] and [ESEA 4204(b)(2)(N)]
* The project was designed and will be evaluated in accordance with the Measures of Effectiveness, including developing and using indicators that will track student success and improvement over time; [ESEA 4203(a)(14)] and [ESEA 4205(b)(1)]
* The community, including private schools and tribes located in the area, was given notice of the applicant’s intent to submit an application, and the applicant will allow opportunities for public review of the application and any waiver requests after submission; [ESEA 4204(b)(2)(L)]
* The applicant will take measures to ensure student safety, including conducting real-time attendance tracking, building security, emergency drills, and emergency preparedness protocols; [ESEA 4204(b)(2)(A)(i)] and [ESEA 4204(b)(2)(N)]
* The applicant will establish protocols to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention; additionally, training to ensure the safety of children from sexual abuse is provided to these persons, including mandatory reporter training; [ESEA 4204(b)(2)(B)] and [ESEA 4204(b)(2)(N)]
* The applicant will not subgrant these 21st CLCC funds to another entity. The applicant will not contract more than 10% of the budget to any one entity without DEED prior approval. [ESEA 4204(b)(2)(N)]
* The applicant will implement the project described in the application with the intent of increasing the academic achievement of the students involved; [ESEA 4204(b)(2)(B)] and [ESEA 4204(b)(2)(N)]
* The applicant will comply with all relevant and applicable statutes and regulations of the United States Department of Education and the Alaska Department of Education & Early Development [ESEA 4203(a)(1)] and acknowledges that the grant is subject to the provisions of Title IV of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA); the General Education Provisions Act (GEPA); Parts 76, 77, and 82 of the Education Department General Administrative Regulations (EDGAR) (34 CFR Parts 76, 77, and 82) and 2 CFR 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) (2 CFR Part 200) and 2 CFR 3474.

Type Name and Title of Authorized Representative

Signature of Authorized Representative Date

# Section V: Application Scoring

## Score Sheet

**Alaska 21st Century Community Learning Centers FY26 Grant Application**

Applicant:       Reviewer #:

**A: Need for Project and Community Readiness (35)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1 | What general population will be served by this grant? What sub-populations are you targeting? Why was this population chosen for services? | 0 | 1 | 2 | 3 | 4 | 5 |
| A2 | Using data, describe why there is a strong need in your community, and amongst the students to be served, for 21st CCLC services. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| A3 | Describe the consultation process you used to identify the schools targeted for services. Include key community stakeholders, staff, and principal.  | 0 | 1 | 2 | 3 | 4 | 5 |
| A4 | What other resources, programming, and services are already available? Why are they insufficient? How will project coordinate with existing opportunities to avoid supplanting, duplicating, and reducing services? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| A5 | Describe how the program proposed will intentionally and effectively meet the unmet needs described in the previous prompts, including the needs of working families. | 0 | 1 | 2 | 3 | 4 | 5 |

**B: Targeted Students and Regular Attendance (20)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1 | Each year, what data, criteria, and processes will you use to identify the individual students who belong to the project’s identified target/focus population(s) and to understand their greatest need for services? | 0 | 1 | 2 | 3 | 4 | 5 |
| B2 | How will you inform students and families about the program and encourage them to enroll? How will you ensure you primarily enroll and serve the targeted/focus population and the students most in need of services before enrolling others? Additionally, how will information about the center be disseminated to the community in an understandable and accessible manner? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| B3 | How will the program’s schedule and transportation policy facilitate and encourage full and regular attendance? How will students safely come and go? | 0 | 1 | 2 | 3 | 4 | 5 |

**C: Positive and Healthy Environment (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1 | What will you do to encourage regular program attendance without spending grant funds on incentives and rewards? How will your program intentionally build a sense of program community so that students feel a sense of belonging, responsibility, and ownership? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| C2 | How will your program establish a positive learning environment? | 0 | 1 | 2 | 3 | 4 | 5 |
| C3 | How will the nutritional needs of students be addressed in your program?   | 0 | 1 | 2 | 3 | 4 | 5 |
| C4 | How will your program help students to engage in at least 15 minutes of healthy physical activity every day?   | 0 | 1 | 2 | 3 | 4 | 5 |

**D: Engaging and Relevant Programming (50)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| D1 | Describe what a typical day and week of programming will look like.  | 0 | 1 | 2 | 3 | 4 | 5 |
| D2 | How will the center coordinate with the school to receive and share relevant instructional and student information to ensure the after school program aligns with, supports, and complements the students’ regular school day? | 0 | 1 | 2 | 3 | 4 | 5 |
| D3 | How will the center provide programming that directly addresses the core academic assistance its targeted students need, particularly in English Language Arts and Mathematics through tutoring, homework assistance, and/or credit recovery? | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| D4 | Describe the diverse engaging educational enrichment activities students will be offered. How will you ensure these activities are relevant and experiential and meet the academic needs of your students? | 0 | 1 - 2 - 3 | 4 - 5 - 6 | 7 - 8 - 9 | 10 - 11 -12  | 13 - 14 - 15 |
| D5 | How will your program improve students’ social, emotional, non-cognitive, and/or life skills such as the ability to self-regulate, work collaboratively, and persevere through challenges?  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| D6 | How will educational technology be used to meet individual student academic need, allow students to create meaningful products, engage in real-world projects, collaborate and/or otherwise help realize the design of your proposed program?  | 0 | 1 | 2 | 3 | 4 | 5 |

**E: Supporting Family Engagement (15)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| E1 | How will the program support and build capacity for its parents and families to be engaged in the educational development of the students served?  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| E2 | What practices will you use to ensure the families of the students served will have input and investment in the program? | 0 | 1 | 2 | 3 | 4 | 5 |

**F: Partnerships, Coordination, and Sustainability (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| F1 | Describe the key partnerships with external organizations and other entities that will provide staffing, expertise, and other elements of this project.  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| F2 | How will the grantee braid or coordinate this grant funding with other federal, state, and local funding and initiatives for the most effective use of public resources? | 0 | 1 | 2 | 3 | 4 | 5 |
| F3 | Describe the in-kind contributions that will result in lower operating costs for the program and that demonstrate community support for the program. | 0 | 1 | 2 | 3 | 4 | 5 |
| F4 | How will the grantee respond to static grant funding? How will you work to increase local resource supports? How will this center continue after funding from this grant ends? | 0 | 1 | 2 | 3 | 4 | 5 |

**G: Program Management and Staffing (35)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| G1 | Describe the duties of key staff positions, including the Project Director and center-level Site Coordinator(s) who will be primarily responsible for running the programming on a daily basis. Include FTEs and justification if less than .5 FTE.  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| G2 | How will you ensure the grant has sufficient support from specialized staff to operate the grant? Describe the support of fiscal staff. Also, what support given for hiring, contracting, spending, and for data activities?  | 0 | 1 | 2 | 3 | 4 | 5 |
| G3 | How will you attract and retain part-time staff, contractors, and volunteers with the skills to teach academic content, engage students with challenging behaviors, and plan and lead hands-on enrichment activities? | 0 | 1 | 2 | 3 | 4 | 5 |
| G4 | What process and protocols will you use to ensure employees, contracted staff, and people routinely volunteering in the program are screened for child sexual abuse prevention. What other measures will be taken and training provided? | 0 | 1 | 2 | 3 | 4 | 5 |
| G5 | What programmatic documents and protocols will you create or adopt and what training will you provide to ensure programming is effective, as well as safe and compliant? | 0 | 1 | 2 | 3 | 4 | 5 |
| G6 | How will time and resources be managed throughout the year so staff can 1) plan program activities that have a clear structure and purpose and 2) engage in professional development and collaborative reflection in order to increase program quality and professional skills? | 0 | 1 | 2 | 3 | 4 | 5 |

**H: Evaluation (25)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| H1 | Explain how your proposal’s major programmatic activities, targeted students, and partnerships logically align with and support the Alaska 21st CCLC FY26 State Goals. | 0 | 1 | 2 | 3 | 4 | 5 |
| H2 | Describe and cite the research and/or evidence-based practices that affirm that the program and activities described will result in improved academic performance and improved social, emotional, and non-cognitive, and/or life skills for the students targeted for services. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |
| H3 | How will you collect, manage, and monitor the routine programmatic data required for running programs and completing federal and state reporting requirements? How have you ensured you will have access to the private and sensitive student data and what steps will be taken to keep it secure? | 0 | 1 | 2 | 3 | 4 | 5 |
| H4 | How will you ensure the process of evaluation and the results of evaluation are used to reflect upon, improve, and strengthen the program? How will evaluation results be shared with stakeholders and the public? | 0 | 1 | 2 | 3 | 4 | 5 |

**I: Previous Success/ Promise of Success (10)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I1 | If you have been previously funded under 21st CCLC, what evidence can you provide to demonstrate prior success? ORIf you are a new applicant, what information can you provide to demonstrate a promise of success in providing these services?  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |

**Appendix A: Budget and Budget Narrative (20)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| AA1 | The detailed budget and budget narrative align with the project described and support the chosen program design and activities, including sufficient administrative and managing staff. | 0 | 1 | 2 | 3 | 4 | 5 |
| AA2 | The budget and budget narrative provide enough detail so reviewers can determine if budget items are allowable, necessary, reasonable, and allocable. | 0 | 1 | 2 | 3 | 4 | 5 |
| AA3 | The application demonstrates that proposed expenses are reasonable and necessary for reaching the overarching goal of increasing student academic achievement for the number of students served. (Consider page 3 of Program Summary Form, too.)  | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |

**Appendix B: Letter(s) of Support and Commitment from School Principal of School(s) (10)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| AB1 | The letter(s) demonstrates good knowledge of the program, describes how the program would best serve the school population, and gives clear evidence of support. | 0 | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 | 9 - 10 |

**Overall Continuity, Vision, and Commitment of Entire Application Package (20)**

| **Q#** | **Prompt** | **Absent** | **Minimal***Clarification needed; Uncertain; Lacking* | **Fair** | **Good***Clear & complete; Convincing; Satisfying* | **Superior** | **Excellent***Supported & developed; Compelling; Exemplary* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| O1 | Considering the complete application package, including appendices C through I—the entirety of the application package displays overarching coherence and continuity, communicates the applicant’s vision with clarity, and demonstrates their commitment to providing quality programming. | 0 | 1-2-3-4 | 5-6-7-8 | 9-10-11-12 | 13-14-15-16 | 17-18-19-20 |

      Total Points (290 points possible)

## Scoring Rubric

*Note: Not all descriptors will be applicable to each question, prompt, or element.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Prompt Value** | **Absent** | **Minimal** | **Fair** | **Good** | **Superior** | **Excellent** |
| n/a | •Blank.•Completely missing from application | •Doesn’t address prompt well; and/or mostly repeating the prompt.•Basic amounts of information.Very generic. •Somewhat vague and unclear. •Overly repetitive of earlier answers. And/or contradicts other parts of application.•Ideas are somewhat confusing, clarification needed. Unclear if achievable.  |  | •Addresses the prompt.•Clear and complete.•Some details and examples help support.•Seems to cohere to other parts of application, as applicable.•Ideas are reasonable and feasible, and seem mostly achievable. |  | •Thoroughly but concisely addresses the prompt.•Very detailed and specific to the grantee.•Supported by evidence or best practices or experience.•Actively connects/aligns to other parts of application, when applicable.•Ideas are convincing and compelling and seem achievable. |
| **5** | **0** | **1** | **2** | **3** | **4** | **5** |
| **10** | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **15** | **0** | **1 - 2 - 3** | **4 - 5 - 6** | **7 - 8 - 9** | **10 - 11 -12** | **13 - 14 - 15** |
| **20** | **0** | **1-2-3-4** | **5-6-7-8** | **9-10-11-12** | **13-14-15-16** | **17-18-19-20** |