



2020 Application for a First-Time Grant

(Available to school building populations
never previously awarded a 21st CCLC grant)

Application Postmark Deadline: February 3, 2020

Funded projects projected to begin on April 3, 2020

This application packet expires on February 4, 2020. A new application packet must be used for any subsequent competitions.

**Nebraska 21st Century
Community Learning Centers Grant Program**

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21st Century Community Learning Centers Grant Program General Information

OVERVIEW

The Nebraska Department of Education is pleased to announce the 2019 competition for the Nebraska 21st Century Community Learning Centers (21st CCLC) Grant Program, which is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended. This document identifies all application requirements. For further assistance see the [Technical Assistance for Applicants](#).

This federally-funded competitive grant program supports the establishment of community learning centers offering expanded learning opportunities in out-of-school time. Nebraska's 21st CCLCs create an afterschool environment focused on three overarching goals, 1) improving overall student academic success, 2) increasing positive behavior and social interactions, and 3) increasing active and meaningful family and community engagement.

FUNDS AVAILABLE

Each state's allocation of Title IV, Part B funds is determined by a formula based on total Title I funds received. Approximately \$500,000 in 21st CCLC funds are available to award for First-Time grants. Sufficient funds are available to award successful eligible applicants for Continuation grants for the 2020 grant competition in Nebraska. Grants will be awarded in a competitive grant process administered by the Nebraska Department of Education and is contingent upon availability of grant funds from the U.S. Department of Education.

ELIGIBLE APPLICANTS

Types of applicants. Public and private organizations are eligible to apply for a 2020 21st CCLC grant. Examples of eligible agencies and organizations include, but are not limited to: public school districts and private schools (LEAs), community-based organizations (CBOs), non-profit agencies, city or county government agencies, faith-based organizations (FBOs), institutions of higher education, and for-profit corporations. A consortium of two or more such agencies, organizations, or entities is also eligible. It is required that eligible organizations collaborate with schools when applying for funds.

Co-applicants/consortium. A co-applicant is defined as any group or organization receiving services from, or providing \$1,000 or more per year in services/resources to, the proposed project. A consortium is defined as more than one agency/organization cooperating to provide or receive services, regardless of the dollar amount. A consortium must designate one agency/organization to be the lead agency to represent the entire group.

Grants available. Two types of 21st CCLC grants are available for this competition--(1) First-Time and (2) Continuation Grants. First-time grants are awarded with a five-year grant period and are 100% grant-funded in years 1-3, 80% in year 4, and 60% in year 5, contingent upon the satisfactory attainment of continuation funding requirements. Continuation grants (calculated at a daily rate that is 50% of the daily rate for First-Time grants) will be awarded to quality 21st CCLC programs with level funding for a five-year grant period, contingent upon the satisfactory attainment of continuation funding requirements, and will be available only to school buildings

which have successfully implemented 21st CCLC programming for five years. The only instance in which current grantees may apply for a subsequent First-Time Grant serving the same building population is if there will be a significant expansion of services to those students (e.g., adding new grade levels). The application must clearly state how new funds will be used for new programming and will not displace current funding.

Single application per school building population. Services may be proposed for a school building population in only one application per funding cycle. In other words, proposals competing to serve the same school building population will not be accepted. All applications require the signature of the school district authorized representative. An applicant may submit more than one proposal per funding cycle, as long as there is no duplication of service proposed.

FUNDING PRIORITIES

There are two types of priorities for the 21st CCLC grant competition: absolute and competitive. The absolute priority is a requirement, and any application not meeting the absolute priority will not be considered for funding. Priority points are awarded for each competitive funding priority that is met.

DATA REQUIREMENTS: For the Absolute and Competitive Priorities, unless otherwise instructed, use the figures reported to NDE as published in the 2018-19 Nebraska Education Profile. This report will be posted in mid-December 2019 on the NDE website. Instructions on the retrieval of building data are provided in the [Technical Assistance for Applicants](#). Nebraska Education Profile data may change if revised information is submitted to NDE by the schools. However, for the purposes of the 21st CCLC grant application process, the data reported when the website is activated in mid-December 2019 will be used for this competitive priority, regardless of any subsequent revisions in data.

Absolute Priority

Poverty. Proposals must target students and family members of those students who attend schools that in 2018-19 served a high percentage of students from low-income families (at least 40.00% of the students participated in free or reduced-cost meals). For proposals involving more than one school building, at least 40.00% of the students from each building must have participated in free or reduced-cost meals in 2018-19. NOTE: If an applicant or consortium does not meet the absolute priority, the application will not be considered for funding.

Competitive Priorities - 30 Points (5 points for each competitive priority met)

Up to 5 additional points will be awarded for each competitive priority that is met by the applicant. For cooperative proposals, at least 75% of the school buildings to be served must meet an individual competitive priority in order to receive the 5 additional points. All of the competitive priorities do not need to be met.

- 1) This is a proposal for a 21st CCLC Continuation grant.
- 2) The program will target students who attend schools implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.

- 3) The program will target students who attend schools that have a mobility rate above the 2018-19 statewide average as reported in the 2018-19 Nebraska Education Profile released in mid-December, 2019.
- 4) The program will target students who attend schools in which 60.00% or more of the building students participated in free or reduced-cost meals in 2018-19.
- 5) The program will target students who attend schools in which 60.00% or more of the building students participated in free or reduced-cost meals in 2018-19
- 6) The program will target students who attend schools that have a percentage of English Learner (EL) students above the 2018-19 statewide average as reported in the 2018-19 Nebraska Education Profile released in mid-December, 2019.

REQUIRED PARTNERSHIP

Proposed projects must be submitted jointly by at least one school building benefiting from 2018-19 Title 1, Part A funds and at least one public or private community-based organization (CBO). A list of [prescreened external organizations](#) and their [Partner Spotlight](#) is available on the 21st CCLC website. NOTE: Applicants that are unable to partner with a CBO within reasonable geographic proximity and of sufficient quality should request a waiver of this requirement in Section “8-A.”

MEASURES OF EFFECTIVENESS

Proposed projects must assure they meet the Measures of Effectiveness described in Title IV, Part B, Section 4205 of ESSA. According to this statute, programs/activities must:

- be based on an assessment of objective data regarding the need for afterschool programs (including summer programs) and activities in schools and communities;
- be based on an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities;
- if appropriate, be based on evidence-based research that provides evidence that the program or activity will help students meet the state academic achievement standards;
- ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures; and
- collect the data necessary for the measures of student success.

BASIC PROGRAM DESIGN

The following characteristics should be incorporated into the basic program design of the proposed project.

State Board of Education Position Statement. On October 6, 2017 the State Board of Education adopted the Nebraska State Board Position Statement on Expanded Learning Opportunities.

This quality framework includes the following expanded learning principles:

- Administration with sound management and well-developed systems•
- College/career awareness and readiness
- Community-school partnerships and resource sharing
- Diverse, prepared staff including certificated educators
- Engaged learning
- Family engagement
- Intentional programming aligned with the school day program

- Ongoing assessment and improvement
- Participation, access and support during transitions
- Safety, health and wellness

The position statement is available on the website at <https://www.education.ne.gov/21stcccl/quality-framework/> .

Daily schedule. Considering this quality framework, a recommended afterschool program daily schedule should include the following components:

- Homework help and/or other academic support based on ongoing communication from school day educators,
- Healthy snack (or meal),
- Time for physical activity,
- Enrichment and clubs, typically student-centered and based on individual interests.

Service options. Services may be offered:

- afterschool (up to 4 hours per day, beginning when school dismisses),
- weekdays during the typical school year when school is not in session or afterschool, beginning after early dismissal (at least 4 hours per day), and
- summer break (at least 4 hours per day).

Services may also be offered on holidays and on weekends if sites are open at least four hours per day. Sites are required to open a minimum of 4 days per week during a typical school week and offer at least 12 hours of programming per week. However, if the minimum hours of operation are not feasible due to extenuating circumstances (i.e., school late dismissal) a waiver may be requested in Section “8-A.”

Meals/snacks. Centers must participate in the USDA National School Breakfast/Lunch Program (including meal supplements) and offer a daily, nutritious meal or snack that meets the program’s requirements based on their hours of operation. Meal/snack requirements are as follows:

- afterschool (daily, nutritious snack), and
- non-school days and summer (daily nutritious breakfast, lunch and/or snack, dependent on hours of operation).

Student attendance. Elementary students should be encouraged to attend every day and middle school/high school students attend at least three days per week of a five-day program, in order to maximize the impact of the program on student achievement and behavior. However, programs are encouraged to accommodate family’s established activities such as music, dance, athletic events or medical appointments. A student may be counted as in attendance if they are present for at least one hour of the day’s programming, excluding snack/meal time. A regular attendee is defined as a student who has attended 30 days or more during the school year program or 16.6% of the number of full days during the school year or summer break.

Nonpublic school participation. Public school districts submitting an application must have a meaningful discussion with an authorized representative or designee of each nonpublic school geographically located within each public school building attendance area to document that the nonpublic school was consulted regarding potential participation in the grant activities. Participating public and nonpublic schools must then reach an agreement about what “equitable participation” means. Following the consultation, it is the responsibility of the public school district to complete a Nonpublic School Participation Form (NDE 34-014) for each nonpublic

school (or group of schools represented by their designee) and attach the completed form(s) in the grant application. A list of Nebraska public schools and the nonpublic schools that each must consult is available on the [Federal Programs](#) website.

Site-level shared decision-making body (e.g., management team). It is required that grantees establish a site level shared decision-making body that must include the building principal, site coordinator, at least one partner, and local evaluation support (either an external evaluation professional or internal staff). This group may also include other stakeholders such as teachers, parents, community-based and faith-based organizations, and businesses in the site service area. This group should conduct regular meetings (best practice would recommend at least 8 times per year).

Evaluation requirements. In year one, the statewide evaluation team provides technical assistance to facilitate administration of the self-assessment, and supervises the administration and collection of surveys. In addition, in year 1, projects must designate a qualified external continuous improvement process (CIP) facilitator. In years two through five, the grantee may designate external or internal staff to facilitate the self-assessment, participate in local data reviews with the management team and assist in the continuous improvement process.

Licensure (applicable if charging a fee). Nebraska law requires any individual or program serving four or more children at any one time, from families other than their own, for compensation, and on a regular basis, to be licensed by Nebraska Health and Human Services System (DHSS). Licensure is also required for community learning centers to access HHS Child Care Subsidy. Nebraska child care licensure requirements are listed in Title 391, Nebraska Administrative Code Chapters 1-9. The licensure requirements can be accessed at <http://dhhs.ne.gov/licensure/Pages/Child-Care-Licensing.aspx>.

Safety. Program sites are expected to comply or be compatible with the school safety policies and procedures of the public school district that encompasses the school building populations to be served. This includes safety plans and preparedness, emergency policy implementation for health and safety, as well as behavior/discipline codes. Whether licensed or not, all sites grades K-12 are expected to meet or exceed the safety elements of the Nebraska School-Age Only Licensing Requirements.

ALLOWABLE ACTIVITIES

Students must be provided with academic enrichment and expanded learning opportunities that are high quality, based on proven methods, if appropriate, and designed to complement the students' regular academic program. An array of authorized activities are allowable that advance student academic achievement and support student success, including:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services;
- well-rounded education activities;
- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide afterschool activities for limited English proficient students 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;
- programs that build skills in science, technology, engineering, and mathematics, including computer science; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness.

Academic achievement. While academic services in specific subject areas are not required, applicants must: 1) describe how the project activities are expected to improve student learning by providing student-centered, hands on experiences, 2) demonstrate that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students, 3) address how the project aligns with the school district learning objectives and behavioral codes and 4) describe how the project will allow students opportunities for program planning and selection of activities.

Pre-kindergarten. Services for pre-kindergartners are limited to enrolled kindergartners during the summer months immediately preceding the child's entry into kindergarten.

Summer school. Grant funds may be used to provide summer programming for the target population in conjunction with other allowable activities. 21st CCLC grant funds may not be used to fund summer school classes during the summer recess period.

Literacy services. Grantees must offer opportunities for literacy services to family members of students being served if there is an identified need in the community and if there are no other avenues for filling that need through coordination with other state and federal programs (e.g., Even Start, Healthy Start).

AWARD DURATION AND AMOUNTS

Annual award amounts. Per federal statute, minimum grant awards are \$50,000 per project, per year. Successful first-time grantees will have a five-year grant period, with a reduction in grant funding the last two years of the grant. The project will be 100% grant-funded in years 1-3, 80% grant-funded in year 4, and 60% grant-funded in year 5, contingent upon the satisfactory attainment of continuation funding requirements. Continuation grants will have a five-year grant period with level funding all five years, contingent upon the satisfactory attainment of continuation funding requirements.

Continuation funding requirements. Year-to-year continuation funding will be based on a minimum attainment level of the student attendance goal (30 days or more for a typical 180-day school year or 16.6% of the number of full days during the school year or summer) and the other program goals. Grantees unable to meet the annual attendance requirements may have funding adjustments in future grant years. In order to receive year two funding, the grantee must demonstrate that in year one the overall student attendance objective was met at a minimum of 70%. To receive year three funding, the grantee must demonstrate that in year two the overall student attendance objective was met at a minimum of 85%. The fourth year and

thereafter, grant awards are contingent upon providing services to 100% of the students served in year three.

Grant request guidelines. Per federal statute, minimum grant awards are \$50,000 per project, per year. Grant requests for first-time grants should be based on the following guidelines:

- \$5.00 per day x number of students x number of days the program will operate in the afterschool hours (less than four hours per day),
- \$7.50 per day x number of students x number of days the program will operate at least four hours per day during the school year or summer break.

Regardless of the size of the grant, proposed costs must be *reasonable and necessary* to carry out the program's purposes and objectives. The Nebraska Department of Education reserves the right to determine final grant award amounts and may prorate awards based on the amount of funding available.

PARTNER/LOCAL FISCAL SUPPORT

Applicants for first-time grants are not required to provide a minimum percentage of contributions from partners and/or local support. However, applicants must document sufficient resources from partners or local support in years four and five to continue the original level of services to the original number of students proposed to be served. For continuation grants, applicants are required to document partner/local fiscal support that equals at least the amount of grant funds being requested.

REPORTS

Grantees are required to prepare and submit an *Annual Performance Report (APR)* three times per year (end of each semester, end of summer) that describes project activities, accomplishments, and student learning outcomes, among other data. The two purposes of the APR are to (1) demonstrate that substantial progress has been made toward meeting the attendance objective and three program goals as outlined in the grant application, and (2) collect quantitative and qualitative data that addresses the performance indicators for the 21st CCLC grant program. All grantees will be required to report specified demographic and program evaluation data. For more information about the data that will be collected from grantees, see the [Technical Assistance for Applicants](#).

INTENT TO APPLY

Applicants are requested to submit an "Intent to Apply" notification (a sample is provided in the Technical Assistance for Applicants) no later than Friday, December 6, 2019 so that NDE may adequately prepare for the grant review. Intent to Apply respondents who later decide not to apply are not required to submit an application, and applicants who do not submit an "Intent to Apply" notification will not be disqualified.

SUBMITTING THE APPLICATION

APPLICATION DEADLINE

The postmark deadline for the Nebraska 21st CCLC 2017 grant competition is **Monday, February 3, 2020**. The application must be postmarked by a U.S. Post Office, personally delivered, or submitted to a delivery agent for delivery on or before February 3, 2020. This closing date and procedures for guaranteeing timely submission will be strictly observed in order to ensure equity for all applicants. No supplemental or revised information from applicants, including letters of commitment mailed separately, will be accepted after the closing date, or after an application has been submitted. No facsimile or electronic submissions will be accepted.

NUMBER OF COPIES

Submit one original and four copies (for a total of five copies) of the entire application. Write "ORIGINAL" in the upper right-hand corner of the original copy and be sure it has the required original signatures, preferably in blue ink.

DELIVERY INSTRUCTIONS

Applications should be mailed or addressed to:

Jan Handa, Statewide Coordinator
21st Century Community Learning Centers Grant Program
Nebraska Department of Education, 6th Floor
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987

Proof of mailing. Regardless of the method of delivery chosen, it is strongly recommended that applicants retain a receipt to verify the mailing or delivery date. The use of certified mail is encouraged to provide a postmarked receipt for applicant files. The applicant must show proof of mailing on or before the deadline date consisting of one of the following methods:

- (1) a legibly dated U.S. Postal Service postmark on the mailing container,
- (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, or
- (3) a shipping label, invoice, or receipt from a commercial carrier (e.g., FedEx[®]) showing the date on which the application was submitted to the carrier.

For more information about acceptable evidence of mailing date, see page G-15 of the [Technical Assistance for Applicants](#).

U.S. Postal Service. The following methods of proof of mailing will NOT be accepted if an application is sent through the U.S. Postal Service:

- a private meter mark, or
- a mail receipt that is not dated by the U.S. Postal Service (e.g., a receipt from a mailing service). Note: The U.S. Postal Service does not cancel or postmark mail which has been preposted through the use of a private meter unless it is mailed "across the counter" during business hours. **If an application is received after the deadline and the mailing date is in question, the application will be returned unscored if an acceptable method of proof of mailing is not provided.**

Personal delivery. An application that is personally hand-delivered must be taken to the Nebraska Department of Education (NDE), 6th Floor, Nebraska State Office Building, 301 Centennial Mall South (14th and “M” Streets), Lincoln, Nebraska. The NDE receptionist will accept and sign for applications only during business hours of 8:00 a.m. – 5:00 p.m. (Central Time, Monday-Friday, except holidays). An application that is personally delivered must be received at the above address before 5:00 p.m. Central Time on or before February 3, 2020 in order to be considered for the current review cycle. A receipt indicating the date and time of delivery to NDE will be provided.

Courier delivery. Applicants using a commercial carrier such as FedEx[®] must be able to produce a shipping label, invoice, or receipt documenting the date on which the application was submitted to the carrier.

REJECTION OF PROPOSALS

The Nebraska Department of Education reserves the right to reject any and all proposals received as a result of this announcement, and will do so if the proposal does not adhere to eligibility criteria, funding specifications, or application preparation instructions. No facsimile or e-mail transmissions will be accepted. A late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions, will not be accepted and will be returned to the applicant without review.

APPLICATION EVALUATION

NDE staff will check-in applications and verify the accuracy of application information against the 2018-19 Nebraska Education Profile and/or other data sources as appropriate. Teams of peer volunteers will review the applications using the Application Scoring Sheet (Rubric) found in the [Technical Assistance for Applicants](#) document. Recommendations for funding will then be made to the State Board of Education for final approval.

OTHER GRANT SELECTION FACTORS

In addition to the overall score (competitive priorities and narrative), final selection of grant projects will be made based on the highest overall score within a geographic area (i.e., federal congressional district). However, applications must meet minimum score requirements in order to be funded, regardless of geographic area.

NOTIFICATION OF FUNDING DECISION

All applicants will be notified of the final funding decision by April 30, 2020. Correspondence regarding the funding status of the application will be emailed to the lead agency representative at the email address listed in Box “1(B)” of the Application Cover Page. The lead agency representative is responsible for notifying all other parties (e.g., co-applicants). Unsuccessful applicants will be mailed a summary of the scores and written feedback from the review team following the announcement of the grant awards. Unsuccessful applicants may file an appeal with NDE within 30 days of receiving notification of the funding decision, and request a hearing, if applicable, with the State Board of Education using the procedures adopted pursuant to 92 NAC 61.

GRANT PROCESS TIMELINE

The grant application process for 2020 will be as follows:

- November 4, 2019 – Release of the 2020 Application and Technical Assistance for Applicants

- November 6, 2019 – Technical assistance First-Time Grant writing Zoom workshop
- December, 2019 – Release of 2018-19 Nebraska Education Profile
- December 6, 2019 – Intent to Apply deadline
- February 3, 2020 – Application postmark deadline
- March, 2020 – Peer review of grant applications
- April, 2020 – State Board of Education considers approval of awards/applicants are notified
- April 3, 2020 – Grant period begins

General Instructions for Completing the Application for a First-Time Grant

The format for writing 21st CCLC grant applications is designed to provide consistency among proposals so that all may be rated based on the same fundamental elements. Applications will not be evaluated if they do not include the components described below. Extraneous materials or information not requested should not be included and will not be reviewed.

FORMAT INSTRUCTIONS

The word-processed application must be double-spaced, with one-inch margins and a font no smaller than 11-point (Arial is recommended). To conserve space, all tables, charts, and forms may use a font no smaller than 9-point. The application must be printed on one side of 8 ½" x 11" paper and securely stapled. The proposal must be written and assembled as listed in the "Order of Application Contents" found in the [Technical Assistance for Applicants](#). Use the exact headings and subheadings to assist reviewers in locating information. It is helpful, though not required, to place a footer with the applicant name on each page. Consecutively number each page, including forms, tables, and any additional materials. If applicable, renumber printed forms to conform to the consecutive order of the rest of the application.

PAGE LIMIT

The narrative portion of the proposal must be limited to no more than 25 pages in length for single site proposals (30 pages for multiple site proposals). The page limit does not apply to the table of contents, application forms and tables, budget, and letters of commitment. NDE will reject, and will not review an application that exceeds the page limit.

TABLES AND FORMS

[Tables and forms](#) are available on the Nebraska 21st CCLC web site. Some forms are available in PDF format, while all tables and selected forms are also available in Microsoft Word (WORD) format. See the summary below. The PDF forms perform mathematical calculations where numerical information is requested. The PDF forms may be completed and printed through the web site, but *cannot* be submitted electronically. The PDF forms cannot be saved electronically. The WORD forms may be saved to your personal computer; however, they cannot perform calculations.

Summary of Required Tables

Part 6b: Schedule of Operation by Site Table (WORD)

Part 6c: Staffing Summary Table (WORD)

Summary of Required Forms

Part 1a: Application Cover Page (NDE 34-037) (PDF)

- Part 1b: Statement of Assurances Signature Page (NDE 34-038) (PDF)
- Part 1c: Consortia Partners Signature Page (NDE 34-035) (WORD)
- Part 1e. Nonpublic School Participation Form (NDE 34-014) (WORD) (if applicable)
- Part 4: Site Summary Form (NDE 34-034) (WORD)
- Part 8b: Budget Summary by Total Request (NDE 34-016) (PDF & WORD)
- Part 8b: Annual Budget Justification (Grant Funds Only) (NDE 34-018) (WORD)
- Part 8b: Annual Budget Justification (Partner/Local Fiscal Support Only) (NDE 34-019) (WORD)

APPLICATION SECTIONS AND POINT VALUES

The narrative portion of the application is comprised of the competitive priorities and four main parts worth 120 total points. These parts include the following:

- **Competitive Priorities – 30 points**
- **Need – 20 points**
- **Project Design – 55 points total**
 - *Program Goals—15 of 55 points*
 - *Program Administration—15 of 55 points*
 - *Management Plan—25 of 55 points*
- **Evaluation – 5 points**
- **Resources/Budget – 10 points total**
 - *Adequacy of Resources—5 of 10 points*
 - *Budget—5 of 10 points*

COMPONENTS OF THE REQUEST FOR APPLICATION
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Part 1 – COVER PAGE AND ASSOCIATED REQUIRED FORMS (0 Points)

[Required forms](#) are posted on our website. All applicants must complete the Grant Application Cover Page (NDE 34-037), Statement of Assurances Signature Page (NDE 34-038), Consortia Partners Signature Page (NDE 34-035) and “Site Summary Form” (NDE 34-034). If the applicant is a public school district that has a nonpublic school located within the public school district’s geographic boundaries, a Nonpublic School Participation Form (NDE 34-014) must be provided for each of these nonpublic schools to document the consultation. Detailed instructions are provided on the back of each required form.

Part 2 – TABLE OF CONTENTS (0 Points)

Provide a Table of Contents that identifies the page number of each required part, subpart and form. Use the application headings and subheadings to assist readers in finding requested information.

Part 3 – ABSTRACT (0 Points)

Prepare a one-page abstract that provides a brief overview of the project. Summarize the need, participants to be served, and the intended outcomes.

Part 4 – SITE INFORMATION/COMPETITIVE PRIORITIES (30 Points)

All applicants must complete the “Site Summary Form” (NDE 34-034).

- Identify participating sites and the school building target populations.

- Document the extent to which the proposed project meets the competitive funding priorities listed on pages A-2 and A-3. For proposals serving more than one school building population, all of the school buildings to be served must meet the absolute priority of having a Title I schoolwide program or at least 40.00% of the students from each participating building must qualify to receive free or reduced-cost meals. In order to receive points for a competitive priority, at least 75% of the schools in the consortium must meet that individual competitive priority.
- Provide information by site about the populations to be served, types of community partners, activities to be provided and service options.

Part 5 – NEED (20 Points)

In the Need section, provide additional documentation of need as requested below. If serving more than one school building population, provide a chart summarizing key information for each building.

- Document the need for the project based on the factors that place students at risk (e.g., economic, health, safety, special needs) and provide substantiating data to support each.
- Document the academic needs and the need for academic support outside of the regular school day.
- Document the lack of school and community services to address identified needs.
- Provide the results of a community needs assessment that measures needs per stakeholder group (e.g., students, parents and working families, teachers, school administrators, businesses, community-based organizations, faith-based organizations).

PART 6 A-C – PROJECT DESIGN (55 Points)

The project design should include a comprehensive scope of services to meet the needs of the whole child and must include services above and beyond those that a school district typically offers. Responses in Part 6 A-C should address the principles identified in the Basic Program Design on pages A-3 through A-5. The information supplied in Box 5 of the Cover Page is considered the **attendance objective**, which is based on the number of students for which funding is requested. This number will be the basis for calculating attainment of the attendance objective in order to receive continuation funding in years 2-5, therefore, applicants are strongly encouraged to assure that this figure is realistic and attainable.

Part 6A – PROGRAM GOALS (15 of 55 Points)

Provide a narrative addressing *each* of the following three 21st CCLC goals. Address all bulleted requests for information.

GOAL 1: Improving overall student success.

- Describe the educational and related activities that will enrich and enhance student learning.
- Indicate how the program offerings will align with the school day curriculum.
- Describe the age appropriate, interesting, effective and evidence-based strategies that will be used to positively impact this goal.
- Describe how the program will align with the school improvement plan of the school building.

GOAL 2: Increasing positive behavior and social interactions.

- Indicate how the program will align with the behavioral management plan and code of conduct of the school day program.
- Describe how staff will receive training on the school day behavior management plan to consistently implement in afterschool.
- Describe the program initiatives that promote positive youth development.
- Describe how program activities will foster positive social interactions between students and staff.

GOAL 3: Increasing active and meaningful family and community engagement. *NOTE: Family engagement is addressed in this section and community engagement is addressed in the Management Plan section under "Collaboration and Partnerships".*

- Describe the plan to increase family's support for student's learning.
- Describe how communication to and from families will be regular and purposeful.
- Describe four family engagement activities that will be offered per year.
- If applicable, describe opportunities for literacy and related educational development to families of children and youth served by the program. If literacy or parent education classes are currently met by other agencies, document that fact in this section.

Part 6B – PROGRAM ADMINISTRATION (15 of 55 Points)

- Summarize how the proposed project will remedy the risk factors identified for each target population.
- Describe the membership of the site-based shared decision-making body (e.g., management team) that will administer the program and meet regularly (best practice would recommend at least 8 times per year) including, but not limited to, how they plan to align the afterschool program with the school day program, maintain and recruit high quality staff, provide relevant professional development, and conduct continuous improvement evaluation practices, as well as program and fiscal management of the grant.
- Describe the plan to assure that the afterschool student demographics reflect the school day demographics.
- Describe the plan for participant recruitment, enrollment, and retention
- Describe how the program will disseminate information to the community in a manner that is understandable and accessible.
- Describe the transportation plan to ensure that students travel safely to and from the 21st CCLC site(s) and home for school-based and/or off-site programs.
- Complete a Schedule of Operation Table for each proposed service site (if the schedules differ by site) for each period of service (e.g., school year, full days during the school year, summer break). If the schedules among multiple sites are identical, note this. The schedule of operation must include the information listed in the table below. Applicants are encouraged to use the [table template](#) on our website. For additional guidance and to see an example of a completed Schedule of Operation by Site Table, see the [Technical Assistance for Applicants](#).

PART 6-B -- SCHEDULE OF OPERATION BY SITE			
Building Site: _____			
	Afterschool	Full Days During School Year	Full Days During Summer Break
Number of students served			
Organization operating site			
Collaborating partners at site			
Months of year services provided			
Days of week services provided			
Daily hours of operation			
Meal provided			
Snack provided			

Part 6C – MANAGEMENT PLAN (25 of 55 Points)

Staffing

- For this section, use a table to provide an overview of the human resources that will be used to carry out the project. Applicants are encouraged to use the [table template](#) on our website to provide the following information: position (e.g., project director, site coordinator(s), teacher, local evaluation support), their name (if known), a summary of their qualifications (or desired minimum qualifications), project responsibilities, student-to-staff ratios as appropriate, and percentage of full-time equivalency (FTE) or hours per week to be devoted to the project. Do not include vitae or resumes. For additional guidance and to see an example of a completed Staffing Summary Table, see the [Technical Assistance for Applicants](#).

PART 6-C – STAFFING SUMMARY					
Position	Name	Minimum Qualifications	Project Responsibilities	Student:Staff Ratio (if applicable)	Percentage of FTE/hours per week

- Document the percentage of requested grant funds to be spent on administration versus direct services with students. Provide justification for the salaries of the project director and site coordinator(s) responsibilities (and percent of FTE) that are paid with grant funds. The project director is responsible for administering the program, and in some cases may work directly with students. The site coordinator(s) may work directly with students while coordinating with program staff, school staff, families and the director. Depending on the size of the program, the director and coordinator functions may be performed by one person. Clearly describe the project director's and site coordinator's duties and demonstrate that the budget includes sufficient hours to meet all administrative requirements, including planning, providing staff professional development, fostering family, school and community partnerships, etc.
- Describe the administrative competency/expertise of the team of individuals that will administer the program (project director, data manager, business manager, etc.). In a shared decision making model, persons on this administrative team will be responsible for program implementation such as fiscal management, programming, grant administration, the establishment and maintenance of school and community partnerships, engagement of families, recruiting and retaining staff and students, and evaluation.
- Describe how appropriately qualified volunteers will be involved in the program.
- Describe plans for initial and ongoing training of both staff members and volunteers.

Collaboration and Partnerships

- Identify the partners, explaining how they were involved in the development of the application, and how each partner's contribution(s) will help meet the program's needs and objectives.
- Document how the project will collaborate with other agencies and how 21st CCLC funds will be used with other federal (e.g., Title I, Child Nutrition, Temporary Assistance for Needy Families), state, and local programs to achieve project outcomes and make the most effective use of public resources. Summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) by each of the local partners, regardless of the contribution amount. *Agencies failing to meet commitments may not be allowed to participate in future 21st CCLC grant competitions.*
- Describe how the building principal will be involved in regular meetings with a shared decision-making body, hiring staff, recruiting students and aligning out-of-school time program content with school day content.
- All entities contributing \$1,000 or more in cash or in-kind services must provide a letter of commitment to be placed in the Appendix that: 1) substantiates the contributions, and 2) provides evidence of prior experience or promise of success. See the [Technical Assistance for Applicants](#) for a sample letter of commitment.
- Describe how the program was designed and how it will be implemented with the input of those affected by the project as well as others in the community (e.g., students, parents, teachers, building principals, the business community, CBOs, and FBOs).
- Describe the role of *each* community partner in assisting the program to achieve the three 21st CCLC goals.
- Describe the partner's methods of communication/collaboration and delegation of duties/responsibilities or procedures for determining these, including sharing of student information.
- Describe how the program will help families support the learning of their children and youth.
- Describe how the program will be carried out in active collaboration with the schools that targeted students attend.
- A letter of commitment, to be placed in the Appendix, for years 1-5 is required from *each* school building principal and should address the following:
 - an assurance that the principal will serve on a shared decision-making body (e.g., site-level management team) that meets regularly at least 8 times per year, will fully participate in the 4 required annual meetings, including the continuous improvement process and self-assessment meetings,
 - the system that will ensure that pertinent student data are shared between the school district and agencies providing services,
 - the plan for program alignment with the school day curriculum at each grade level, and for individual student needs,
 - the plan for ongoing communication between project staff and staff from the school the participant students attend. For example, the designation of a key person from the school and from the 21st CCLC program to facilitate communication and obtain parental permission for exchange of information,
 - the collaborative process for problem-solving, (e.g. if there is a student with special needs, or one with continual attendance or behavior problems),

- the process for developing expectations regarding sharing space and equipment with the host facility that serves the needs of the 21st CCLC program and the facility staff, and
- an assurance that the site will provide access to needed space and resources.

Equitable Access & Site Location

- Describe the plan for equitable access and participation for students, family members, teachers, and other program beneficiaries with special needs, including:
 - students and family members with limited English proficiency and literacy needs (Note: grantees may be required to offer opportunities for literacy services to family members.);
 - participant disability (e.g., adaptation and/or modification of the curriculum, staff support, staff development, specialized resources). The 21st CCLC staff should use a collaborative problem-solving process to engage school or community resources when assistance is needed; and
 - non-public school or home-schooled youth who meet 21st CCLC eligibility requirements.
- The priority of the 21st CCLC program is to serve students participating in free or reduced lunch. Programs may not charge fees to students eligible to receive free lunch, reduced lunch or who attend a school building designated as a Community Eligibility Provision (CEP) site. Program income must be used to supplement services to eligible students participating in the program and must be obligated or expended during the annual performance period in which it was collected. If the program intends to charge fees, describe 1) the purpose for generating the program income and justification to charge parent fees and 2) a clearly articulated plan describing how the fees will be spent on allowable activities per statute to supplement the program during the current budget period. Describe the policies and procedures that will assure all eligible students may participate in all aspects of the program, regardless of their ability to pay. If the program does not intend to charge fees, please note this.
- Document that: 1) the project site is either a school building or an equally safe and accessible location with age appropriate classrooms equipped with furniture that fits the body size of students being served, and 2) describe the location and space within the building in which the proposed activities will take place.

Non-school Sites Only

In addition to the information requested in Part 6C, applications proposing to provide services at a non-school site(s) **must** supply the information requested below:

- evidence that the program will be as available and accessible as it would be at the school site,
- evidence that the school district and collaborating partners are in agreement on the alternate learning center site(s),
- evidence that transportation costs of a school versus non-school-based program were considered when deciding on the program location, and
- a plan for communication between the alternate site(s) and the schools the students attend, including how the applicant will:
 - assure the alignment of the academic component with the state/local standards and curriculum,
 - access to individual student records including areas of academic needs, special needs, and intervention plans,
 - assure that the participants were in attendance during the regular school day,
 - share information on students' progress between school-day and 21st CCLC program staff and families.

Sustainability & Fiscal Management

- Provide evidence of commitment of sufficient partner/local fiscal support in years 4 and 5 to continue the original level of service to the original number of students proposed to be served.
- Describe a preliminary plan for how the community learning center will continue after grant funding ends (i.e., sustainability). Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships.
- Include a description of the investments (e.g., specific partner support or cash contributions) that each of the co-applicants will make after the grant funding ends.
- Identify the organization that will act as the fiscal agent for the grant and detail their responsibilities. Any eligible entity (local educational agency, community-based organization, or other public or private entity) may serve as the fiscal agent for a 21st Century Community Learning Center grant. Fiscal agents must annually register in the SAM (System for Award Management) and must have a DUNS (Dun & Bradstreet) number. Fiscal agents are subject to approval by NDE. Requests to act as the fiscal agent will be considered based on the following criteria:
 - previous experience administering local, state or federal grants or projects of similar size and scope,
 - proven fiduciary responsibility through one or both of the following:
 - annual audits, and/or
 - adequate fiscal controls to meet federal and state guidelines/regulations,
 - linkage with the school district(s) and the school site(s) to be served.
- If the fiscal agent is an entity other than the grantee, describe the written agreement between the fiscal agent and all co-applicants, specifying the fiscal agent's duties and responsibilities.

PART 7 – EVALUATION (5 Points)

Federal, State and Local Evaluation Requirements

The U.S. Department of Education has designated a web-based data collection system to capture information regarding 21st CCLC state and local programs. The statewide evaluator developed a system which includes an online database and online forms to collect student, site, and program level data. Training will be provided to each project director or data steward to utilize this system. Grantees must evaluate progress toward meeting the three 21st CCLC program goals.

Each First-Time grantee must contract with an external CIP facilitator. To receive compensation, external CIP facilitators must hold an advanced degree, have completed graduate coursework in statistics, research or evaluation, and must have experience serving as an evaluator and/or an improvement process facilitator. They must be external to the program. External means the individual is not now, nor have they been, employed by the school district or community agency connected to the grant. If contracting for an external CIP facilitator, they are subject to approval by the statewide evaluator and the maximum allowable annual fee is \$1,500 per site.

For first-time grant applicants, the evaluation section of the application must:

- provide an assurance that the external CIP facilitator will: 1) facilitate the self-assessment (by December 31), 2) facilitate the mid-year management team meeting (by January 31), 3) help identify and write a program highlight (by June 15), and 4) facilitate the annual continuous improvement process meeting at each site (by September 30).
- provide a narrative describing the program's agreement to fully participate in a timely manner with the state and federal evaluation requirements.
- provide an assurance that a qualified external CIP facilitator will be identified and that they will meet all the criteria stated above. NOTE: If funded, the 21st CCLC statewide evaluator will help identify a qualified CIP facilitator, so it is not necessary for applicants to secure a facilitator prior to submitting the application.
- describe the strategies which will be put in place to support the project director or data steward in utilizing an online database and online forms to track student, site, and program level data.
- describe the management team's role in the continuous improvement process.

PART 8 A & B – ADEQUACY OF RESOURCES/BUDGET (10 Points)

Part 8A – ADEQUACY OF RESOURCES (5 of 10 Points)

- Describe how the existing resources of the center site (e.g., computer lab) will be used to carry out project activities.
- Summarize the type of contributions by partner/local support (e.g., in-kind support, staff development, transportation, facilities, cash) to be made by *each* partner (e.g., school, community-based organization, faith-based organization, etc.).
- Describe how the project will collaborate with other agencies and how 21st CCLC funds will be used with other federal (e.g., Title I), state, and local programs or funds to achieve project outcomes.
- Discuss the per pupil cost given the services to be provided.
- Programs funded on or after April 7, 2017 may not charge fees to students eligible to receive free lunch, reduced lunch or who attend a school building designated as a Community Eligibility Provision (CEP) site. If fees will not be charged for any services,

please note this.

- Request waivers, which are subject to approval by NDE, and provide justification for any of the following situations:
 - if applicants are unable to partner with a CBO within reasonable geographic proximity and of sufficient quality,
 - if minimum service hours will not be provided (a minimum of 3 hours/day at least 4 days/week for afterschool services, and at least 4 hours/day on non-school days, including summer break) based on services proposed, and
 - if the negotiated teacher stipend rate exceeds the limit.

PART 8B – BUDGET SUMMARY AND BUDGET JUSTIFICATION (5 of 10 Points)

A general budget for the entire five-year grant period, as well as a detailed budget for year one, is required. The budget section is composed of two main parts: the budget summary and budget justification. The budget summary outlines general categories of expenses (e.g., salaries) but does not provide detail. The Grant Budget Summary (NDE 34-016) form summarizes the major line items (grant funds and partner/local fiscal support) that constitute the entire five-year budget request. The annual budget justification explains why the expenses are necessary and how they relate to the project objectives and activities. It describes and itemizes each expense that comprises the total amount requested for each line item budgeted under each object code (e.g., 100 [Salaries], 200 [Benefits]) in the budget. The Grant Annual Budget Justification (NDE 34-018) provides a breakdown of grant funds requested, while partner/local fiscal support is itemized on NDE 34-019. Examples of completed budget forms are available in the [Technical Assistance for Applicants](#).

Budget Tips

- Develop a budget that is complete, detailed, and free of errors.
- Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e., hourly rate or per item cost).
- Justify proposed partner/local fiscal support expenditures providing detail and itemization.
- Demonstrate that the overall cost per student is reasonable given the proposed services to be provided and the limited funding available to the state.

Mandatory Budget Items

Some project expenses must be budgeted either in the grant funds requested or the partner/local fiscal support. These mandatory budget items must either be included in the budget or addressed in the narrative if not applicable and include: student transportation, accommodations for special needs students, and staff development. In addition to local training, applicants must budget for at least two staff (per site) to participate in NDE sponsored regional workshops (anticipated two workshops per year) and one statewide NDE-sponsored conference. Applicants may budget for up to two participants to travel out-of-state to attend a USDOE-sponsored afterschool conference, however, all out-of-state travel must be pre-approved by NDE prior to obligation of funds.

Restricted Costs

Grant funds may be used for the following costs, up to certain limits, if justified by application information.

- If reasonable and necessary, up to \$500 of the total annual grant award may be spent in minor remodeling to existing physical facilities to house a 21st CCLC program. Renovations must benefit program participants and must be pro-rated if also benefiting users other than 21st CCLC program participants.

- Up to 2% of the annual grant award may be spent on computer hardware for administration of the 21st CCLC program. Software purchases are not included in the 2% limitation. Applicants will be required to justify any computer hardware purchases and explain how existing local computer resources will be used.
- If contracting for an external CIP facilitator to partner with the state external evaluator, the maximum allowable annual fee is \$1,500 per site.
- Stipends for teachers performing grant-related work on non-contract time are allowable up to a limit of \$15/hour or \$120/day, inclusive of benefits, or the school district contract rate.
- Indirect costs are those costs which are not readily identifiable with the activities of the grant, (i.e., accounting, payroll, budgeting, purchasing). These costs are not to be confused with administrative costs (salaries, benefits) for staff conducting grant activities readily identifiable with the grant and documented by time and effort logs. NDE calculates indirect cost rates for all school districts and ESUs each year in the spring. For entities other than a school district, the rate that will be in effect is the lesser of either the school district restricted indirect cost rate or the approved indirect cost rate of the entity approved as the fiscal agent. The 2018-2019 restricted indirect cost rates are available at <http://www.education.ne.gov/fos/ASPX/IndirectCost/Default.aspx>.
- Consultant costs are limited to \$500 per 8-hour day. Requests to exceed this limit will be considered with appropriate justification included in Part 8A—Adequacy of Resources.
- Building rental costs are limited to the fair market value for similar facilities in your locale. Provide comparable rental rates, if applicable, in Part 8A—Adequacy of Resources.

Non-allowable Costs

In general, the following expenses are not allowable under the Nebraska 21st CCLC Grant Program:

- Programs that operate, or for teaching that occurs, during the regular school day,
- Capital construction,
- Vehicle purchases (leasing may be acceptable),
- Land acquisition,
- Supplanting federal, state, or local funds (e.g., using grant dollars to fund summer school classes when previously offered and paid for by district or other funds),
- Proposal development or planning costs,
- Direct charges for items/services that the indirect cost rate covers,
- Other costs as determined by NDE, and
- Any costs not allowable for federal programs per EDGAR and other applicable grant regulations, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

PART 9– APPENDIX

Letters of commitment are required from: 1) *each* co-applicant providing \$1,000 or more per year in services/resources to the project, and 2) *each* building principal of a building population to be served. These letters must be placed in the Appendix. The Appendix may not be used as a means to circumvent the narrative page limit. Reviewers will be instructed to disregard extraneous Appendix materials in scoring the proposal.

2020

NEBRASKA

21st CENTURY COMMUNITY LEARNING CENTERS

GRANT PROGRAM

APPLICATION FORMS

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Nebraska 21st Century Community Learning Centers Grant Program
APPLICATION COVER PAGE FOR A FIRST-TIME GRANT

FOR OFFICE USE ONLY

APPLICANT IDENTIFIER: 7 - _____ - 21	POSTMARK DATE:	<input type="checkbox"/> HAND DELIVERED
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APPLICANT INFORMATION

1(A). Name of applicant/organization: _____ _____	2. Lead agency representative _____ Title _____ Rep's. phone: _____ Rep's. summer phone: _____ Rep's. e-mail: _____ Project director: _____ Title: _____ Director's phone: _____ Director's summer phone: _____ Director's e-mail: _____
1(B). Address of the lead agency representative to which grant correspondence is to be sent: Address _____ _____ _____	3. Fiscal Agent: _____
4(A). Federal tax identification number (FTIN) of fiscal agent: 47 - _____	4(B). DUNS Number: _____

5. FUNDING REQUEST CALCULATION AND ATTENDANCE OBJECTIVE

(A) Service Options	(B) Number of Students Served	(C) Daily Rate	(D) # of Days	(E) Funding Requested	(F) Min. # Days to be Considered Regular Attendee	(G) Minimum Annual Attendance Objectives for Students				
						(G1) Year 1	(G2) Year 2	(G3) Year 3	(G4) Year 4	(G5) Year 5
Afterschool (3-4 hours)		Max: \$5.00 Req: _____			30					
School not in session days (4+ hours)		Max: \$7.50 Req: _____								
Summer days (4+ hours)		Max: \$7.50 Req: _____								

Date received	6. Funding Request		
	(A) Budget Year	(B) Grant Funds Requested	(C) Partner/Local Fiscal Support
	Year 1		
	Year 2		
	Year 3		
	Year 4		
	Year 5		
GRAND TOTAL			

Instructions on the following page.

INSTRUCTIONS FOR COMPLETING THE COVER PAGE

This form is available at http://www.education.ne.gov/21stcccl/Grant_Application/TablesForm/TablesFormHomepage.html in PDF format, which will perform mathematical calculations where numerical information is requested. It may be completed and printed through the web site, but **cannot be submitted electronically. PDF forms cannot be saved electronically.** Note that the shaded boxes are for office use only. Do not write any information in any of the shaded boxes. Specific instructions for each section of the "Cover Page" are found below.

#1 Name and mailing address of applicant/organization. 1(A): Indicate the name of the applicant (e.g., school district, name of consortium, non-profit educational organization, etc.). 1(B): Provide the address of the lead agency representative to which all grant correspondence will be sent.

#2 Lead agency representative and project director. The *lead agency representative* represents the applicant organization or consortium, will sign the application on its behalf, and will provide information about the proposal during the application process. List the name of the non-profit president, superintendent, or authorized representative of a consortium. This person will be the primary contact for correspondence about the grant application, including notification of funding decision. The *project director* will be directly responsible for the day-to-day operations of the project and could be contacted as a secondary source of information about the proposal.

#3 Fiscal agent. Indicate the fiscal agent responsible for all financial matters concerning the grant.

#4 Federal tax identification number (FTIN) and DUNS number. (A): This number should begin with a prefix of 47 (e.g., 47-____-____). For a consortium, the FTIN provided should be for the fiscal agent identified in Box 3. (B): This is the DUNS number for the fiscal agent.

#5. Funding request calculation and attendance objective. Complete columns 5(A)-5(E) to document the calculation of the year 1 funding request. Column "A" provides a listing of service options. "Afterschool" means services will be provided only in the hours immediately following dismissal at the end of the school day. "Full days during school year when school not in session" means services will be provided during the school year on those days when school is not in session. "Full days during summer break" means services will be provided on weekdays during the summer break from school. In Column "B" list the unduplicated number of students to be served 30 days or more during each time period. In Column "C" the maximum allowable daily rate (Max) is preprinted. Complete the requested grant funds daily rate (Req) for each service option being provided. For Column "D," provide the number of days in year 1 that students will receive each service. In Column "E" indicate the result of multiplying Column "B" x Column "C" x Column "D" to determine the grant funds requested to conduct each type of activity. Indicate a zero if any particular services will not be provided.

Column "F" documents the minimum number of days a student must attend to be considered a "regular attendee." For services provided during the school year, the minimum has been pre-printed as 30 days. The full days during the school year and summer break are calculated by multiplying 16.6% x the number of days listed in Column "D." Complete Columns "G-1" – "G-5" to document the minimum annual attendance objectives in years 1-5. Year 1 is 70% of the year 1 objective and year 2 is 85% of the year 1 objective. Years 3, 4 and 5 must be identical to the number listed in Column "B." The interactive PDF form will perform these calculations.

#6 Funding request. Indicate the amount of grant funds requested in Column "B" and partner/local fiscal support to be contributed in Column "C" for years 1-5. Grant funds requested in year 1 should equal the total of Column "5-E." Grant funding in years 1-3 must be identical. Grant funding in year 4 is reduced to 80% of year 1 funding and in year 5 is reduced to 60% of year 1 funding. Partner/local fiscal support in years 4 and 5 should be increased accordingly.

See the example of a completed Cover Page in the Technical Assistance for Applicants Packet for more information.

21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM STATEMENT OF ASSURANCES SIGNATURE PAGE

The applicant(s) for the Nebraska 21st Century Community Learning Centers grant hereby assure(s) the Nebraska Department of Education that:

- The applicant(s) is/are an 'eligible entity' for the 21st Century Community Learning Center (21st CCLC) award as such term is defined by federal law (20 U.S.C. 7173(b)) that proposes(s) to serve (A) students who primarily attend—(1) schools eligible for schoolwide programs under section 1114 [20 USCS § 6314]; or (2) schools that serve a high percentage of students from low-income families; and (B) the families of students described in subparagraph (A).
- Equal opportunities will be provided to persons without discrimination because of race, national origin, creed, age, marital status, sex or disability.
- The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
- The activities proposed in this application take into consideration other educational agency and/or community programs in order to assure a coordinated approach and to avoid duplication of effort.
- 21st Century Community Learning Centers (21st CCLC) Grants will not be used to supplant federal, state or local funds. 21st CCLC grants will not be used to fund ongoing projects or activities.
- The applicant will meet the Measures of Effectiveness described in Title IV, Section 4115 of the ESEA Act as amended by NCLB Act of 2001.
- Statistical, financial, and descriptive reports required by the Nebraska Department of Education will be submitted in accordance with applicable law and regulation. Applicants will provide student data in aggregate form for the purpose of substantiating the project's impact on student learning.
- Income and expenditure records will be audited in accordance with the appropriate auditing standards for that entity (i.e., governmental, non-profit educational organizations) and any additional auditing criteria specified in the grant award. The State of Nebraska will have access to the financial records for this project for a period of five complete fiscal years after the conclusion of the project period.
- A copy of all materials developed using grant funds will be provided to the Nebraska Department of Education. The rights to the copyright of all materials produced under the grant are retained by the State of Nebraska unless otherwise specified in the grant. The department reserves the right to reproduce and distribute any materials produced in whole or in part with grant funds, in addition to any such rights maintained by the federal government.
- The applicant has the legal authority to conduct all activities proposed to be funded under the grant.
- Applicants will adhere to restricted costs and all policies set forth in the Grant Application and Technical Assistance unless waived by NDE.
- The program will be administered in accordance with all applicable statutes, regulations, program plans and applications.
- Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
- Unless otherwise provided by applicable law or regulation, any personal property or equipment purchased with 21st CCLC grant funds shall be considered the property of the lead agency. Any other proposed ownership of property or equipment purchased with 21st CCLC grant monies must be stipulated in the grant proposal and is subject to approval by NDE. All maintenance or replacement of any property or equipment purchased with 21st CCLC grant funds will be the responsibility of the grantee(s).
- The program will primarily target students who attend schools eligible for Title I schoolwide programs and their families.
- The community was given notice of an intent to submit an application. After the submission, the applicant will provide for public availability and review of the application and any waiver request(s).
- The transportation needs of participating students is addressed in the application.
- The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality and in alignment with challenging State academic standards.
- The application includes a plan describing how community learning center(s) to be funded through the grant will continue after funding ends (sustainability plan).
- Program liability insurance will be provided by the applicant(s).
- If site space is leased from or provided by a sectarian organization, the classes and students shall be physically separated from any religious classes/activities and instruction, and there shall be no religious artifacts, symbols, iconography, or materials on display in the site's entrance, classrooms, or hallways.
- The applicant will: 1) enforce any obligations imposed on agencies, institutions, organizations, and other partners responsible for carrying out the program as specified in the application; 2) correct deficiencies in program operations that are identified through audits, monitoring, or evaluation; and 3) adopt written procedures for the receipt and resolution of complaints in the administration of the program.
- The school district(s) will provide access to pertinent student data to applicant or partnering agencies to be in compliance with state and federal reporting requirements.
- The school district(s) will be part of the collaboration process to address the special needs of students and their families.
- The school district(s) and collaborating partners will share data, including student free and reduced lunch status, required by the evaluation component.
- Equitable services will be offered to non-public school students and their families, if those students are part of the qualifying target population.
- The program will have access to needed space and resources.
- The program will take place in a safe and easily accessible facility.
- The program staff will meet the school district requirements for safety and wellness, including background checks.
- Based on the services proposed, services will be provided upon school day dismissal at least 12 hours per week for afterschool services, and at least 4 hours/day on non-school days, including summer break, unless a waiver is requested and approved by NDE.
- Based on the services proposed, appropriate snacks/meals will be served.
- Public school officials consulted with representatives from non-public schools within their attendance area regarding the design and implementation of the program.
- Total funding is contingent upon availability of grant funds from the U.S. Department of Education.

Signature of Lead Agency Representative

7. To the best of my knowledge and belief, all information in this application is true and correct. The document has been approved by the board(s) or governing body(ies) of the applicant(s) and the applicant(s) will comply with the assurances listed above if the assistance is awarded. The individual who is authorized by the governing body of the applicant to sign on behalf of the organization should sign below. All co-applicant representatives, must sign the *21st Century Community Learning Centers Grant Program Consortia Partners Signature Page* (NDE 34-035).

a. Typed Name of Lead Agency Representative	b. Title	c. Telephone Number
d. Signature of Lead Agency Representative	e. Representing	f. Date Signed

Instructions on the following page.

INSTRUCTIONS FOR COMPLETING THE STATEMENT OF ASSURANCES SIGNATURE PAGE

This form is available at http://www.education.ne.gov/21stcccl/Grant_Application/TablesForm/TablesFormHomepage.html in PDF format. It may be completed and printed through the web site, but cannot be submitted electronically. PDF forms cannot be saved electronically.

A statement of assurance is required to ensure compliance with NDE guidelines and applicable state and federal law.

Signature of Lead Agency Representative

Single applicant. Each grant application must be signed by a lead agency representative to indicate that the board of the applicant organization has officially approved the completed application and agrees to comply with the assurances. After a single applicant has obtained approval by the board, generally one of the following would sign the application as the lead agency representative if authorized to sign on behalf of the board:

Schools	Superintendent
Faith-based Organization	Board President, Pastor
City	Mayor
County	Chair of the County Board
Foundation	Executive Director

The signature must be that of the lead agency representative identified in Box 2 on the Cover Page.

Consortium applicant. A representative of one of the eligible applicants of the consortium must be selected to represent the group as the lead agency representative. This individual will sign the "Statement of Assurances" (NDE 34-013) in Box 7 on page A-22 as noted above to represent the consortium (e.g., ABC Consortium) and will also sign the "Consortia Partners Signature Page" (NDE 34-035) on behalf of their individual organization (e.g., XYZ Public Schools). All consortia co-applicants (including the lead agency representative, if representing another entity in addition to the entire consortium) must sign the "Consortia Partners Signature Page" form. Each signature attests to the individual board's approval of the application, in-kind/matching contributions, and commitment to the assurances. A co-applicant is any group or organization receiving services from, or providing \$1,000 or more per year in services/resources to, the proposed project.

Summary of necessary signatures...

- 1) "Statement of Assurances Signature Page" (NDE 34-038), page A-21:
 - lead agency representative

Consortia applicants must also submit the Consortia Partners Signature Page form (NDE 34-035) that is available on the 21st CCLC web site at http://www.education.ne.gov/21stcccl/Grant_Application/TablesForm/TablesFormHomepage.html. While these forms may be completed and printed through the web site, they cannot be submitted electronically.

- 2) "Consortia Partners Signature Page" (NDE 34-035):
 - qualified board-authorized representative from each co-applicant organization receiving services from or providing \$1,000 or more per year in services/resources to the proposed project. In addition, each co-applicant must complete a letter of commitment that must be submitted in the appendix of the application.

See the example of a completed Statement of Assurances Signature Page in the Technical Assistance for Applicants Packet for more information.

**21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM
 CONSORTIA PARTNERS SIGNATURE PAGE**

Consortium Applicant Name _____

SIGNATURE STATEMENT

8) To the best of my knowledge and belief, all information in this application is true and correct. We are co-applicants in the proposed project. This document and participation in this project have been approved by the board (or governing body) of the undersigned school district(s) or organization(s). We will comply with the statement of assurances if the assistance is awarded.

a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number
a. Typed Name of Authorized Representative	b. Title	c. Date Signed
d. Signature of Authorized Representative	e. Representing	f. Telephone Number

Instructions on the following page.

INSTRUCTIONS FOR COMPLETING THE CONSORTIA PARTNERS SIGNATURE PAGE

This form is available at http://www.education.ne.gov/21stccclc/Grant_Application/TablesForm/TablesFormHomepage.html in PDF format. It may be completed and printed through the web site, but cannot be submitted electronically. PDF forms cannot be saved electronically.

This form is intended to document all participating co-applicants in the project.

Consortium applicant. All consortia co-applicants (including the lead agency representative, if representing another entity in addition to the entire consortium) must sign the "21st Century Community Learning Centers Grant Program Consortia Partners Signature Page" form (NDE 34-035). Each signature attests to the individual board's approval of the application, in-kind/matching contributions and commitment to the assurances. A co-applicant is any group or organization receiving services from, or providing \$1,000 or more per year in services/resources to, the proposed project.

Summary of necessary signatures...

"Consortia Partners Signature Page" (NDE 34-035):

-A qualified board-authorized representative from each co-applicant organization receiving services from, or providing \$1,000 or more per year in services/resources to, the proposed project.

Consortia applicants must submit the "Consortia Partners Signature Page" form (NDE 34-035) that is available on the 21st CCLC web site at

http://www.education.ne.gov/21stccclc/Grant_Application/TablesForm/TablesFormHomepage.html. While these forms may be completed and printed through the web site, they cannot be submitted electronically.

See the example of a completed Consortia Partners Signature Page in the Technical Assistance for Applicants Packet for more information.

PART 4 – 21st CENTURY COMMUNITY LEARNING CENTERS GRANT SITE SUMMARY FORM

Applicant Name: _____

Table A: Identification of Participating Site/School Building Target Population

A NAME OF CENTER SITE (CS)	B CS #	C SCHOOL BUILDING (SB) TARGET POPULATION	D SB #	E SCHOOL DISTRICT NAME	F SCHOOL BUILDING CD #	G CON. DIS.	H SITE LIC.		I STUDENTS TO BE SERVED	
							H1	H2	By Site	By Bldg.

If space is needed to list more than 6 participating site/school building target populations, attach additional copies of this page.

**Table B: Competitive Priority Information by School Building Target Population
 (as published in 2018-19 Nebraska Education Profile)**

	COMPETITIVE PRIORITIES	SB #___	% MET								
I.	This is a proposal for a 21 st CCLC Continuation grant.										
II.	The school building to be served is implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.										
III.	The school building to be served has a mobility rate above the statewide average.										
IV.	The school building to be served has a free or reduced-cost meals rate of 60.00% or higher.										
V.	The school building to be served has a free or reduced-cost meals rate of 80.00% or higher.										
VI.	The school building to be served has an English Language Learner rate above the statewide average.										

Table C: Additional Site Information by Center Site

	ADDITIONAL SITE INFORMATION	CS #___							
VII.	Population to be served								
VIII.	Types of community partners								
IX.	Types of activities to be provided								
X.	Service options								

See instructions on the following page for a key to abbreviations.

INSTRUCTIONS FOR COMPLETING THE 21st CCLC GRANT SITE SUMMARY FORM

Table A: Identification of Participating Site/School Building Target Population

This form is available at http://www.education.ne.gov/21stcclc/Grant_Application/TablesForm/TablesFormHomepage.html in MS Word. The WORD forms may be saved to your personal computer, however, they cannot perform calculations.

Column A—Name of center site (CS). Indicate the name of *each* building site (e.g., ABC Elementary School) where services will be provided. If services will be provided at an alternative site other than a school building, indicate the name of the building (e.g., Girls Club) where services will be provided. List center sites in alphabetical order.

Column B—Center site number (CS#). Assign a number to each center site (e.g., 1, 2). After identifying all sites in column "A", refer to sites by the designated center site name and number consistently throughout the application.

Column C—School building (SB) target population. Indicate the name of the corresponding school building (e.g., ABC Elementary School) attended by the target population to be served at this center. List school building sites in alphabetical order by site.

Column D—School building number (SB#). Assign a code number to each school building identified in column "C" using the center site number first (e.g., 1) followed by letters of the alphabet to differentiate between the "feeder" schools to the site (e.g., 1a, 1b). Refer to each school building by the designated school building number consistently throughout the application.

Column E—School district name. Indicate the name of the school district with which each school building is affiliated (e.g., XYZ Public Schools). If services will be provided at an alternative site, indicate the name of the school district attended by the students to be served at the alternate site. Use the school district name as it appears in the [Nebraska Education Directory](#).

Column F—School building county district number (CD#). Provide the school building county district number of *each* school building listed in column "C." See the [Nebraska Education Directory](#) for this 9-digit number (_ - _ - _ - _ - _ - _).

Column G—Federal congressional district (Con. Dis.). Provide the federal congressional district number (1, 2 or 3) in which the participating school building is situated.

Column H—Site licensed (Site Lic.). (H1) If the site providing child care services will charge a fee, write "Y;" if it will not, write "N." (H2) If the site providing child care services is currently licensed by the State of Nebraska, write "Y;" if it is not, write "N."

Column I—Students to be served. As requested in column 5(B) of the "Cover Page," for *each site* and *each school building* provide the unduplicated number of students to be served per year by this project.

Table B: Competitive Priority Information by School Building Target Population

Before providing information requested in Table "B," in the first row of the table list each school building target population number (SB#) designated in Column "D" of Table "A." For *each* individual school building identified in Table "A" provide the requested responses to items I –V. Please note: For proposals involving more than one school building, 100% of the school buildings to be served must individually meet the absolute priority. At least 75% of the school buildings to be served must individually meet a competitive priority in order for the consortium to receive points for that priority. For non-school sites, provide data for the pertinent populations to be served.

#I.—Competitive priority (application for 21st CCLC Continuation grant). This is a proposal for a 21st CCLC Continuation grant..

#II.—Competitive priority (CSI, TSI, ATSI). The program will target students who attend schools implementing comprehensive support and improvement activities (CSI), targeted support and improvement activities (TSI) or additional targeted support and improvement (ATSI) for 2019-20.

#III.—Competitive priority (excessive mobility rate). For *each* individual school building population provide the mobility rate reported to the Nebraska Department of Education for the 2017-2018 school year. Use the figure reported to NDE as published in the 2018-19 Nebraska Education Profile posted mid-December, 2019.

#IV.—Competitive priority (>60% poverty rate). For *each* individual school building respond "Yes" or "No" to indicate whether the poverty rate or percentage of students qualifying to receive free or reduced-cost meals as reported to the Nebraska Department of Education for the 2018-19 school year is above 60.00%. Use the figure as published in the 2018-19 Nebraska Education Profile posted mid-December, 2019.

#V.—Competitive priority (>80% poverty rate). For *each* individual school building respond "Yes" or "No" to indicate whether the poverty rate or percentage of students qualifying to receive free or reduced-cost meals as reported to the Nebraska Department of Education for the 2018-19 school year is above 80.00%. Use the figure as published in the 2018-19 Nebraska Education Profile posted mid-December, 2019.

#VI.—Competitive priority (English Learner rate). For *each* individual school building provide the English Learner (EL) rate reported to the Nebraska Department of Education for the 2018-19 school year. Use the figure reported to NDE as published in the 2018-19 Nebraska Education Profile posted mid-December, 2019.

Percentage met. After completion of the Absolute and Competitive Priorities in Table "B," complete the "% Met" column, by indicating the percentage of sites that meet each individual priority. For example, if 3 out of 4 sites meet a competitive priority, 75% would be written in the "Percentage Met" column for that priority.

Table C: Additional Site Information by Center Site

Before providing the information requested in Table "C," in the first row of the table list each center site number (CS#) designated in Column "B" of Table "A." For *each* individual center site identified in Table "A," provide the requested responses to items VI –IX.

#VII.—Population to be served. For *each* individual site indicate **all** of the student populations that will be served by any facet of the project at that site. For elementary school students write "E," for middle school students write "M," and for high school students write "H."

#VIII.—Types of community partners. For *each* individual site indicate **all** of the types of community partners that will collaborate in the 21st CCLC project, using the following numerical key: 1) School district, 2) Faith-based organization, 3) National organization, 4) Library/museum, 5) Community-based organization, 6) County/city agency, 7) Health/mental health provider, and 8) College/university.

#IX.—Types of activities to be provided. For *each* individual site indicate **all** of the types of activities that will be provided at that site using the following numerical key: 1) Core Education Activities, 2) Academic enrichment, 3) Remedial education, 4) Tutoring services, 5) Arts education, 6) Music education, 7) Entrepreneurial education, 8) Telecommunications/technology education, 9) English Language Learners program, 10) Mentoring program, 11) Recreational activities, 12) Expanded library service hours, 13) Truant/suspended/expelled programs, 14) Drug/violence prevention, 15) Character education, 16) Health services, 17) Mental health, counseling services, and 18) Parent involvement/family literacy.

#X.—Service options. For *each* individual site indicate **all** of the services that will be available by using the following numerical key: 1) Afterschool, 2) Full days during school year when school not in session, and 3) Full days during summer break.

See the example of a completed Site Summary Form in the Technical Assistance for Applicants Packet for more information.

Applicant Name _____

21st CENTURY COMMUNITY LEARNING CENTERS GRANT BUDGET SUMMARY

The following format must be used to summarize the major line items that constitute the entire 5-year budget request.

Entire Grant Budget period: April 3, 2020 - September 30, 2025

A ANNUAL BUDGET	B 100 Salaries	C 200 Employee Benefits	D 300 Professional & Technical Services	E 400/500 Other Purchased Services	F 600 Supplies	G TOTALS	
						G1 GFR	G2 P/LS
YEAR 1							
Grant Funds Requested Partner/Local Support							
YEAR 2							
Grant Funds Requested Partner/Local Support							
YEAR 3							
Grant Funds Requested Partner/Local Support							
YEAR 4							
Grant Funds Requested Partner/Local Support							
YEAR 5							
Grant Funds Requested Partner/Local Support							
Total Grant Funds							
Total Partner/Local Support							
GRAND TOTAL							

Instructions on the following page.

INSTRUCTIONS FOR COMPLETING THE BUDGET SUMMARY BY TOTAL REQUEST FORM

The budget forms are available http://www.education.ne.gov/21stccclc/Grant_Application/TablesForm/TablesFormHomepage.html in both PDF and Word formats. The PDF forms perform mathematical calculations where numerical information is requested. The PDF forms may be completed and printed through the web site, but cannot be submitted electronically. The PDF forms cannot be saved electronically. The WORD forms may be saved to your personal computer, however, they cannot perform calculations.

- (1) Use either the PDF interactive form or WORD form. This form may be computer scanned, photocopied or reproduced, but must be in exactly the same format if it is reproduced.
- (2) Complete the top of the form by filling in the applicant name. It should be identical to the applicant name found in Box 1 of the "Cover Page."
- (3) The "21st CCLC Grant Budget Summary by Total Request" (NDE 34-016) form is a synopsis of major line items for all proposed expenditures for both requested grant funds and partner/local fiscal support. Indicate the amount budgeted for grant funds and partner/local fiscal support by object code in columns "B"- "F" for each of the five years listed in column "A."
- (4) Budget object codes (and definitions in large part) are taken from the [*Program Budgeting, Accounting and Reporting System for Nebraska School Districts Users' Manual*](#) (revised June 25, 2019). See the manual for definitions of the budget line items. Applicants must use the budget line items provided in columns "B"- "F." Applicants who use an accounting system with different budget object codes must provide a key to cross reference the grant application forms with the accounting codes actually used. This is especially helpful for grantees who use a computerized accounting system that is different from the state system.
- (5) Going across the columns, for each year of funding, calculate the sum of the Grant Funds Requested in Columns "B"- "F" and place that number in Column "G1—GFR." Calculate the sum of the partner/local fiscal support in Columns "B"- "F" and place that number in "G2—P/LS."
- (6) At the bottom of the form calculate the "Total Grant Funds" for each column of object codes "B"- "F," and place that number in the appropriate boxes across the row. Calculate the sum of Column "G1" and write that number in the appropriate box (this figure should be identical to the figure that results when adding the Total Grant Funds amounts in Columns "B"- "F".)
- (7) At the bottom of the form calculate the "Total Partner/Local Fiscal Support" for each column of object codes "B"- "F," and place that number in the appropriate box. Calculate the sum of Column "G2" and write that number in the appropriate box (this figure should be identical to the figure that results when adding the Total Partner/Local Fiscal Support amount in Columns "B"- "F".)
- (8) Grand Total—The final row of the form should be completed by calculating the grand total of each object code (columns "B"- "F") by adding the total grant funds and total partner/local fiscal support for each object code. In the final box in column "G," add the Total Grant Funds (the total of column "G1") plus the Total Partner/Local Fiscal Support (the total of column "G2.") The resulting figure should represent the total grant funds requested plus the total partner/local fiscal support contributed for the entire five-year grant period.

HELPFUL HINTS

- (1) The figures on the budget summaries must be rounded.
- (2) Place a "0" on each line item for which no grant funds or partner/local fiscal support is proposed.
- (3) For each major budget category (e.g., 100 - Salaries) provide the total grant funds and total partner/local fiscal support proposed per year of the five-year grant period.
- (4) The interactive PDF form will perform all calculations on this form.
- (5) See the budget examples Technical Assistance for Applicants for more information.

See the example of a completed Budget Summary by Total Request form in the Technical Assistance for Applicants Packet for more information.

Applicant Name _____

**21st CENTURY COMMUNITY LEARNING CENTERS GRANT ANNUAL BUDGET JUSTIFICATION
 (FOR GRANT FUNDS ONLY)**

The following form must be used to summarize specific expenditures for each object code on the Year 1 budget summary request.

Year 1 Budget period: April 3, 2020 - September 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	GRANT FUNDS REQUESTED
Subtotal for this page		
Grand Total		

Instructions on the following page.

INSTRUCTIONS FOR COMPLETING THE ANNUAL BUDGET JUSTIFICATION (FOR GRANT FUNDS ONLY) FORM

The budget forms are available at http://www.education.ne.gov/21stccclc/Grant_Application/TablesForm/TablesFormHomepage.html in Word format. The WORD forms may be saved to your personal computer, however, they cannot perform calculations.

On the “21st CCLC Grant Annual Budget Justification (For Grant Funds)” (NDE 34-018) form, the applicant must provide further explanation of the items budgeted under each object code (e.g., 100 (Salaries), etc.), in columns “B”-“G” of the “21st CCLC Grant Budget Summary” (NDE 34-016) form. The justification must include an itemization of what will be purchased, including the per unit or hourly/daily breakdown of costs, for all funds budgeted.

- (1) Use the WORD form. This form may be computer scanned, photocopied or reproduced, but must be in exactly the same format if it is reproduced.
- (2) Complete the top of the form by filling in the applicant name. It should be identical to the applicant name found in Box 1 of the Cover Page.

HELPFUL HINTS

- (1) Itemize the specific proposed expenditures by object codes in numerical order (i.e., 100, 200, 300) as presented on the Grant Budget Summary form (NDE 34-016). The Budget Justification should be very specific.
- (2) The figures on the Budget Justification form must be rounded.
- (3) If applicable, “white out” the page number before duplicating the budget justification form.
- (4) Remember to keep the budget justification separate for grant funds requested (NDE 34-018) versus partner/local fiscal support contributed (NDE 34-019). A separate form is provided for each.
- (5) See the budget examples in the Guidance for more information.
- (6) Budget object codes (and definitions in large part) are taken from the [Program Budgeting, Accounting and Reporting System for Nebraska School Districts Users’ Manual](#) (revised June 25, 2019).

See the example of a completed Annual Budget Justification form in the Technical Assistance for Applicants Packet for more information.

Applicant Name _____

**21st CENTURY COMMUNITY LEARNING CENTERS GRANT ANNUAL BUDGET JUSTIFICATION
 (FOR PARTNER/LOCAL FISCAL SUPPORT ONLY)**

The following form must be used to summarize specific expenditures for each object code on the Year 1 budget summary request.

Year 1 Budget period: April 3, 2020 - September 30, 2021

BUDGET ITEM	EXPLANATORY NOTES & JUSTIFICATION (INCLUDE CALCULATIONS)	PARTNER/LOCAL FISCAL SUPPORT
Subtotal for this page		
Grand Total		

Instructions on the following page.

**INSTRUCTIONS FOR COMPLETING THE ANNUAL BUDGET JUSTIFICATION
(FOR PARTNER/LOCAL SUPPORT FUNDS ONLY) FORM**

The budget forms are available at http://www.education.ne.gov/21stccclc/Grant_Application/TablesForm/TablesFormHomepage.html in Word format. The WORD forms may be saved to your personal computer, however, they cannot perform calculations.

On the “21st CCLC Grant Annual Budget Justification (For Partner/Local Funds)” (NDE 34-019) form, the applicant must provide further explanation of the items budgeted under each object code (e.g., 100 (Salaries), etc.). The justification must include an itemization of what will be purchased, including the per unit or hourly/daily breakdown of costs, for all funds budgeted.

- (1) Use the WORD form. This form may be computer scanned, photocopied or reproduced, but must be in exactly the same format if it is reproduced.
- (2) Complete the top of the form by filling in the applicant name. It should be identical to the applicant name found in Box 1 of the Cover Page.

HELPFUL HINTS

- (1) Itemize the specific proposed expenditures by object codes in numerical order (i.e., 100, 200, 300) as presented on the Grant Budget Summary form (NDE 34-016). The Budget Justification should be very specific.
- (2) The figures on the Budget Justification form must be rounded.
- (3) If applicable, “white out” the page number before duplicating the budget justification form.
- (4) Remember to keep the budget justification separate for grant funds requested (NDE 34-018) versus partner/local fiscal support contributed (NDE 34-019). A separate form is provided for each.
- (5) See the budget example in the Guidance for more information.
- (6) Budget object codes (and definitions in large part) are taken from the [Program Budgeting, Accounting and Reporting System for Nebraska School Districts Users’ Manual](#) (revised June 25, 2019).

See the example of a completed Annual Budget Justification form in the Technical Assistance for Applicants Packet for more information.