# New Jersey Department of Education*Notice of Grant Opportunity*

**

New Jersey Department of Education

Office of Grants Management

May 2023

## Notice of Grant OpportunityNita M. Lowey 21st Century Community Learning Centers Program Continuation

**24-EK67-H05**

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**April 2023**

**ALN: 84.287C**

**Application Due Date**: June 8, 2023

[New Jersey Department of Education](http://www.state.nj.us/education%22%20%5Co%20%22http%3A//www.state.nj.us/education)

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Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to being able to create and submit a grant application in EWEG.

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## Section 1: Grant Program Information

### Description of the Grant Program

The New Jersey Department of Education (NJDOE) will continue support for the federally funded Nita M. Lowey 21st Century Community Learning Center (Nita M. Lowey 21st CCLC) program, in the amount of $21 million. This program is designed to support out-of-school time programs in New Jersey, which include before-school, afterschool or summer enrichment. Under Title IV, Part B of the *Every Student Succeeds Act (ESSA)*, the purpose of the 21st CCLC Program is to provide opportunities for communities to establish or expand activities in community learning centers that:

* increase academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
* offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
* offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

The Afterschool Alliance has identified out-of-school time (OST) programs, such as before/after school and summer enrichment programs, as critical supports within high-functioning education systems. Quality OST programs have demonstrated an increase in academic gains and student engagement among participating youth, while also supporting working families. Additionally, these programs build stronger connections between schools and communities.[[1]](#footnote-1)

**New Jersey’s Vision**

The vision for New Jersey’s 21st CCLC program is to develop high quality out-of-school time programs through community learning centers that provide services that impact both the academic and social skills for participating youth. The provision of services through 21st CCLC programs throughout the State will:

* Increase students’ career and college readiness by offering high-quality remediation activities in core academic areas such as language arts and mathematics and enrichment activities including arts and culture, youth development experiences, and physical activity;
* Increase positive student behavior by infusing social, emotional, and character development into the program;
* Engage adult family members of participating students through participation in an array of parental involvement activities; and
* Establish and maintain partnerships and collaborative relationships to ensure participants’ access to all available resources through coordinated efforts and to sustain programs.

The 21st CCLC program intends to fund quality afterschool programs operated by knowledgeable and creative staff in partnership with schools and community agencies. To further enhance the impact on student achievement and career and college readiness, programs will implement the following components:

* Align project activities with school-day learning through intentional planning and on-going communication between school-day (both public and non-public) and 21st CCLC program staff in order to improve participant achievement;
* Support regularly-scheduled communication between school-day staff and program staff;
* Promote combined, professional development opportunities between school-day staff and 21st CCLC program staff, including professional learning communities;
* Create a youth-centered environment, including planning with participating youth to design learning experiences that are relevant and interesting to them;
* Integrate cross-content information and skills by focusing on one of the following themes: science, technology, math, and engineering (STEM), civic engagement, career awareness and exploration, or visual and performing arts;
* Provide opportunities for experiential learning, problem solving, self-direction, creativity, exploration, and expression, by using a guided-inquiry approach to promote perseverance, curiosity, leadership, responsibility, and self-confidence;
* Establish a summer program that engages youth in learning and reduces the potential for “summer learning loss”;
* Create and maintain partnerships that produce tangible resources and will directly benefit 21st CCLC participants;
* Offer families of youth served by the program opportunities for literacy and related educational development;
* Document the project design, findings and outcomes for replication.

Currently, New Jersey’s 21st CCLC program is comprised of 64 grantees throughout the state. Grantees include local education agencies (LEAs); non-profit; for-profit; community-based; and faith-based organizations; and institutions of higher education operating solely or in partnership with other agencies.

## Grant Program Period

Grants for continuing programs are issued on an annual basis based on criteria determined by the NJDOE. The criteria include: reviewing program performance (through on-site and desk monitoring); reports; local and state-level evaluations; adequate and efficient use of federal funds; and a continuation application to determine continued program funding. Based on the availability of federal resources, this grant program’s project periods are as followed:

Cohort 15 Year 5: September 1, 2023 – August 31, 2024

Cohort 16 Year 4: September 1, 2023 – August 31, 2024

Year 5: September 1, 2024 – August 31, 2025

Cohort 17 Year 3: September 1, 2023 – August 31, 2024

Year 4: September 1, 2024 – August 31, 2025

Year 5: September 1, 2025 – August 31, 2026

Cohort 18 Year 2: September 1, 2023 – August 31, 2024

Year 3: September 1, 2024 – August 31, 2025

Year 4: September 1, 2025 – August 31, 2026

Year 5: September 1, 2026 – August 31, 2027

NOTE: Awards will be issued on an annual basis contingent on continued program eligibility, program performance, and availability of federal funds.

### Eligibility to Apply

Eligibility to apply for this 21st CCLC continuation grant is limited to the currently-funded agencies listed in Appendix 1. It is important to note that all participating programs may serve students in grades three through 12 who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section ESSA 1111(d); or other schools determined by the local educational agency to need intervention and support. Additionally, the program must provide family engagement activities to the families of participating youth. Moreover, continuation eligibility is contingent upon the following:

* Certification of acceptable program performance by the Office of Student Support Services (OSSS), which will be based in whole or in part on the program’s history of returned funds, the previous year’s program performance, and the agency’s ability to fiscally and programmatically implement the 21st CCLC program as outlined in this NGO;
* Timely and accurate submission of all reports required under the current grant program and the NJDOE’s approval of those reports;
* Verification of consistent and accurate entry of program data via the Program Activity Review System (PARS21), the federal annual performance report, surveys, and NJSMART;
* Approval of grantee’s progress towards program goals and objectives, and implementation of the 21st CCLC program determined through desk audits and/or on-site monitoring; and
* Satisfactory progress toward completion of any necessary remediation identified by the OSSS.

Grantees seeking to serve additional students from schools not documented in their year-one or subsequent continuation applications must scan and upload the Documentation of School Eligibility form (Appendix 2) into the Electronic Web Enabled Grant (EWEG) online application system, in addition to the Verification of School Collaboration form (Appendix 3). For the 2023-2024 school year, schools implementing comprehensive support and improvement activities or targeted support and improvement activities are listed on the [Comprehensive Support Network website](https://www.nj.gov/education/csn/). Schools in need of intervention and support are defined as:

* Schools with a minimum of 30% of its students are economically disadvantaged. Economically disadvantaged means that the student is eligible for free lunch and/or free milk as documented in the district’s most recent Application for School State Aid (ASSA); or
* Schools identified by an LEA to need intervention and support based upon eligibility for schoolwide programs under section Title I, Section 1114.

Grantees are required to maintain the partners listed in their year-one applications, as documented by the Verification of Partnership form (Appendix 4), unless expressed written permission is granted by the NJDOE. Moreover, the organization designated as the grantee agency in the original application must remain the grantee agency and assume all fiscal and program oversight. Additionally, grantees must serve, at a minimum, the same schools documented in the year-one and subsequent continuation applications, as confirmed by the Verification of School Collaboration form. Grantees must scan and upload into EWEG the Verification of School Collaboration form that is consistent with the schools served in the competitive year NGO.

Grantees are required to serve a minimum of 75 students to be eligible for funding. Grantees are not permitted to divest more than 20% of the total grant award to any single entity, including but not limited to partners, collaborators, or sub-grantees. At a minimum, grantees must maintain direct control of 51% of the total grant award during the entire grant cycle. Additionally, grantees are not allowed to divest oversight of the program’s administration or implementation to another agency, this includes, but is not limited to, existing 21st CCLC programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

NOTE: The NJDOE reserves the right to determine continuation of funding based on the grantee’s ability to make substantial progress toward meeting the objectives set forth in its approved application (see EDGAR at 34 C.F.R. §75.253).

### Federal Compliance Requirements (UEI, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI) number (which replaces the DUNS number) and is obtained through registration (new or renewal) with the System for Award Management (SAM).

* To register with the SAM database, go to [www.sam.gov](http://www.sam.gov/).

Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to the applicant being able to create and submit a 21st Century Community Learning Centers grant application in EWEG.

### FFATA Executive Compensation Disclosure Criteria

In the preceding fiscal year, if an applicant:

* Received at least $25 million in annual gross revenues from federal awards; and,
* If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards;

The applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application. The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

No award will be made to an applicant not in compliance with FFATA.

### Statutory/Regulatory Source and Funding

The grantee’s project must be designed and implemented in conformance with all applicable state and federal regulations. The 21st CCLC program is 100% federally-funded under the *Every Student Succeeds Act (ESSA)*, Title IV, Part B of the 21st Century Community Learning Centers (CCLC) (ALN: 84.287C). The NJDOE will award approximately $22.5 million to fund a maximum of 52 continuing 21st CCLC programs (ALN: 84.287C). The continuation project year of this multi-year grant program will begin September 1, 2023 and end August 31, 2024 based upon the availability of federal funds. Final awards are subject to the availability of Title IV funds. Eligible grantees may apply for the maximum amount listed in Appendix 1. The grantee is informed that this grant does not allow any carry-over funding.

The grantee is expected to complete the goal(s) and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the NJDOE’s withdrawal of the grantee’s eligibility for the continuation of grant funding. In addition, the NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration.

Grantees are reminded that the federal funding language and New Jersey’s 21st CCLC logo must be prominently displayed on all printed and electronic program materials. Additionally, grantees must ensure that the program is listed on the agency website to assist in marketability and recognition of the program.

### Maximum Award Amounts

To provide adequate funding for quality programming while promoting prudent operations and expenditures, the NJDOE has established maximum award amounts based on the number of proposed students served.

| **Level of Service** **(# of students)** | **Maximum eligible amount** |
| --- | --- |
| 75 - 100  | $250,000 |
| 101 - 125 | $300,000 |
| 126 - 150 | $350,000 |
| 151 - 200 | $425,000 |
| 201 – 250 | $500,000 |
| 251 - 300 | $535,000 |
| 301 + | $550,000 |

Actual number of students served is subject to monitoring and verification by the NJDOE. The level of service is determined by the number of students that attend the program for 30 days or more. Grantees are required to maintain the level of service identified in year one for each of the subsequent years of funding. Awarded grantees must meet their level of service by November 30, 2023. Grant awards may be reduced, or the award may be rescinded if the proposed level of service is not met by November 30, 2023.

### Cost Justification

* All costs must be reasonable and necessary to carry out the program, and directly linked to the size and scope of the program and to specific goals, objectives, and activities.
* **All program staff are entered under program administrative costs, not grant administration costs.**
* Program administrative costs for required staff members must be reasonable and necessary and are subject to NJDOE program officer approval.

### Supplemental Funds

* These funds can be used only to supplement and not supplant federal, state, or local funds. Failure to demonstrate the aforesaid will result in the reduction of the requested award amount.
* Final awards are subject to the availability of Title IV, Part B funds.

### Matching

* Grantees who previously applied for the competitive priority regarding matching funds must maintain the level of match identified in the original application, which is noted in Appendix 1.
* Grantees must:
	+ Provide a budget narrative describing the matching funds within the Match Narrative Section in EWEG;
	+ Identify the matching funding source within the Match Narrative Section in EWEG;
	+ Provide a detailed narrative of activities or services to be provided by the matching funds within the Match Narrative Section and Project Activity Plan; and
	+ Complete the Matching Funds Summary and Expenditure Report form (within EWEG) with their application.
* Grantees are reminded that the matching funds may not exceed the amount of the grant award and cannot be derived from other federal or state funds; however, all or any portion of the match may be in the form of in-kind contributions.
* Grantees are encouraged to demonstrate their ability to transition from primary reliance on federal funds to becoming self-sustaining programs.
* Once a grantee reports any matching funds, it is expected that they will achieve the same level of match for each subsequent year of funding.

NOTE: NJDOE reserves the right to change programmatic or fiscal requirements in subsequent years.

### Dissemination of This Notice

The OSSS will make this notice available to all current 21st CCLC grantees based upon the eligibility requirements outlined in Section 1. Grantees may access additional copies of the NGO at the [NJDOE’s website](http://www.nj.gov/education/grants/discretionary/).

### Technical Assistance

Technical assistance will be provided upon request from the grantee.

### Application Submission

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds, and therefore will not accept late applications.

The responsibility for a timely submission resides with the grantee. The Application Control Center (ACC) must receive the complete application through the online Electronic Web Enabled Grant (EWEG) system at [http://homeroom.state.nj.us](http://homeroom.state.nj.us/) no later than 4:00 P.M. on Thursday, June 8, 2023. Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

Complete applications are those that include all elements listed in section 3 of this notice, Application Component Checklist. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

Paper copies of the grant application will not be accepted in lieu of submitting through the EWEG online application system. Each eligible grantee must have a logon ID and password to access the system. School districts (LEAs) should contact their district’s Homeroom Administrator (formerly the Web User Administrator), who will complete the registration. Non-LEA agencies should send an email request to the EWEG Help Desk at eweghelp@doe.nj.gov. At least 24 to 48 hours are needed to enable EWEG set-up for users. Grantees are urged to request access well in advance of the application due date. Questions regarding access to EWEG may be directed to eweghelp@doe.nj.gov.

Grantees are advised to plan appropriately to allow time to address any technical challenges that may occur. Additionally, grantees should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. Please note that the submit button in the EWEG system will disappear as of 4:00 PM on the due date. Grantees are advised not to wait until the due date to submit the application online as the system may be slower than normal due to increased usage. Applications submitted by FAX cannot be accepted under any circumstances.

### Reporting Requirements

Grant recipients are required to submit quarterly program and fiscal progress reports through the online [EWEG system](http://homeroom.state.nj.us). For additional information regarding post-award reporting requirements, please review the [*Pre-Award Manual for Discretionary Grants*](https://www.state.nj.us/education/grants/discretionary/apps).

Grantees are required to submit a narrative summary of activities conducted during the reporting period. This summary shall be submitted as an upload within EWEG. All program and fiscal reports must be submitted by the dates specified below:

| **Program/Fiscal Report** | **Quarterly Reporting Period** | **Due Date** |
| --- | --- | --- |
| 1st Quarter | September 1, 2023-December 31, 2023 | January 31, 2024 |
| Interim | September 1, 2023-March 31, 2024 | April 30, 2024 |
| 3rd Quarter | September 1, 2023-June 30, 2024 | July 31, 2024 |
| Final | September 1, 2023-August 31, 2024 | October 31, 2024 |

Statewide assessment scores are required as an upload with the final quarterly report. All programs must create a list with the NJSMART number for each student who attended your program for 30 days or more and provide their statewide assessment scale score for math and English/language arts by site. After the final report is reviewed and approved at all 4 levels in EWEG, a payment will be issued if funds were due to the agency.

###  Additional Program Reports

Grant recipients are also required to submit the following information by the designated timelines. Due dates below may change however, grantees will be kept informed. Please refer to Section 1, Assessment of Statewide Program Results, for additional information.

| **Report** | **Reporting Period** | **Due Date \*** |
| --- | --- | --- |
| Youth Pre-Survey | October – November  | December |
| ETRS Staff Survey | December – January  | January  |
| Youth Post-Survey  | February – March  | March |
| ETRS 1 | September – January  | February |
| Teacher Survey | April 1 – 30, 2024 | April 30, 2024 |
| ETRS 2 | September – April  | May |
| PARS21 | Monthly | 15th of each month |
| Federal Reporting | September– August | Collected 3x/year  |
| Final 5-year Comprehensive Evaluation Report (Cohort 15 Only) | September 2019 – August 31, 2024 | October 31, 2024 |

\*Dates are tentative and subject to change. Actual due dates will be released once the contract begins.

### Assessment of Statewide Program Results

The evaluation of New Jersey’s 21st CCLC program is both statewide and local. The statewide evaluation is conducted by the NJDOE’s current contracted evaluator, American Institute for Research (AIR). The local evaluation is conducted by an evaluator contracted by the applicant working in conjunction with 21st CCLC program staff. Both levels of program evaluation focus on accountability, program improvement, and dissemination of identified best practices. The NJDOE’s comprehensive evaluation of this grant program will include a Department review of state and federal data, quarterly reports, monitoring reports, and local-level data to measure the progress of local programs. If awarded, grantees will be required to comply with all components of the comprehensive evaluation, which may include, but are not limited to, submission of additional reports or data. The data obtained through the multi-tier comprehensive evaluation will be used for continuous improvement and to inform the NJDOE’s monitoring of programs and reporting to the United States Department of Education (USDE). This evaluation is subject to change during the grant period.

###  Federal Evaluation

In 1993, the USDE disseminated specific measures for the 21st CCLC program. These measures are required by federal law under the Government Performance and Results Act (GPRA) and are in place to assess program performance and effectiveness. This federal law requires all federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures. The federal GPRA measures for the 21st CCLC program are:

| Program Goal: | To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of student’s opportunities for educational development. |
| --- | --- |
| Objective 1: | Participants in Nita M. Lowey 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes. |
| Objective 2: | Nita M. Lowey 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance and result in decreased disciplinary actions or other adverse behaviors. |
| Objective 3: | Improve the operational efficiency of the program.  |

Since the 21st CCLC program became a state-operated program in 2001, NJDOE established the statewide goals and objectives to align with the federal GPRA measures. Please refer to Appendix 5 for further details. Review this website to better understand the [federal 21st CCLC GPRA measures](http://www2.ed.gov/programs/21stcclc/performance.html.).

### Statewide Evaluation

AIR is currently responsible for evaluating the overall impact of the 21st CCLC program in New Jersey. The components of the state-level evaluation include an assessment of grantee progress towards achieving the state-mandated goals and objectives; impact on youth and their families; and effectiveness of the state’s administration of the 21st CCLC program. During the grant period, the state-level evaluator administers staff and student surveys, manages ETRS data collection, and analyzes qualitative and quantitative data. Additionally, AIR will provide a series of webinars and presentations that support quality improvement efforts, including regional “Planning with Data” sessions that will be conducted in August 2024. The 21st CCLC grantees are expected to perform all statewide evaluation activities and cooperate with the state-level evaluator during the grant period.

### Local Level Evaluation

Grantees are required to hire an external evaluator to evaluate the overall impact of the 21st CCLC program on the participants, both student and parents. Each grantee must undergo an annual local level evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Federal legislation requires that the local evaluation is based on the factors included in the *Measures of Effectiveness* pursuant to Title IV, Part B, Sec.4205 (b)(1). The *Measures of Effectiveness* are:

* An assessment of objective data regarding the need for before-school and afterschool (or summer recess) programs and activities in the schools and communities;
* An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
* Based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
* Aligned with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
* Necessary for the measurement of student success.

Additionally, the results of the evaluation must be: 1) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; 2) made available to the public upon request, with public notice of such availability provided; and 3) used by the State to determine whether a grantee is eligible to be renewed. If awarded, in subsequent years, it is expected that the local-level evaluation will be designed to support a comprehensive longitudinal analysis report at the end of the five-year grant cycle.

For Cohort 15 the final report will be due October 31, 2024. For Cohort 16 the final report will be due October 2025. For Cohort 17, the final report will be due October 2026. For Cohort 18, the final report will be due October 2027. The final report shall include an analysis of the impact of the 21st CCLC program on the participants (both student and families) and on the school community environment. This report must be submitted to the NJDOE at the end of the five-year grant cycle. The final five-year cumulative report must include, at a minimum:

* an analysis of the development of the program over the past five years;
* identification of significant trends over the past five years;
* a description of the program’s impact on students and families over the past five years; and
* a summary of progress on the attainment of the goals, objectives, and corresponding local-level indicators over the past five years.

Cohort 15 grantees should refer to Appendix 7. The NJDOE reserves the right to request the return of dispersed funds if the report is deemed insufficient and unsatisfactory.

### Local-level Evaluator

To ensure an objective on-going evaluation, all grant recipients must hire an external evaluator to develop and implement an evaluation plan for the local 21st CCLC program. In general, an evaluator is someone who has received formal training in research and/or evaluation and has experience in conducting evaluations of similar programs.

Based on recommendations from the USDE, NJDOE is providing guidance on selecting local evaluators. Grantees should ensure they follow their agency policy when soliciting for services. In the absence of agency policy, NJDOE recommends the following: 1) contact similar programs that have successfully implemented and evaluated their program for suggestions; 2) contact local colleges and universities, specifically, faculty in departments of sociology, social work, education, community psychology, public health, and in university-based research centers often have training and experience in program evaluation; and/or 3) contact professional associations, such as theAmerican Evaluation Association. Although the applicant must submit a quote with this NGO, they should not enter into any agreements with the evaluator until after notification of the award. As with all contracts/vendors, grantees should interview their local evaluator prior to entering into any agreement. If selected, grantees will receive additional information to assist in the selection and procuring of an appropriate evaluator. Typically, an external program evaluator will be responsible for, but not limited to, the following:

* Evaluating local program administration and performance based upon the state’s mandated goals and objectives and the grantees’ indicators;
* Meeting with the program administrator at least once a month;
* Attending all mandated NJDOE evaluator trainings (scheduled in August);
* Supporting the collection and analysis of data needed to complete interim and final evaluation reports;
* Developing timelines for data collection, analysis and reporting that are reflective of the requirements of this NGO;
* Reviewing and analyzing data, including PARS21, ETRS, school report cards, assessment scores, etc.;
* Identifying student outcomes and trends;
* Providing recommendations for the purpose of ensuring program improvement;
* Assisting program staff in designing and/or revising program and record-keeping forms and/or systems; and
* Identifying strategies for informing advisory board, parents, school-day staff, program staff, and other key stakeholders of conclusions and recommendations drawn from the evaluation.

The applicant agency must obtain and submit one quote from an external program evaluator with their application for funding. The external evaluator may not be a current vendor or employee of the agency. The quote must include information regarding the scope of the evaluation, deliverables, and costs. Additionally, grantees must attach the evaluator’s resume or curriculum vitae. Please refer to section 2 of this NGO, Project Guidelines, for submission instructions.

### Data Collection Systems

The NJDOE utilizes three specific data collection systems to support a comprehensive evaluation of the 21st CCLC program. The systems are the Program Activity Review System (PARS21), the Annual Performance Report (APR), which is the federal collection system, and the 21st CCLC Evaluation Template and Reporting System (ETRS). Grantees are responsible for entering all required data directly into each system manually. Each system has a specific purpose and deadline which are detailed below.

### Program Activity Review System (PARS21)

PARS21 collects information about youth activities, parent activities, staff, students, collaborators, partners, and assessment data (state, local and federal). Due to the intensity and accuracy necessary to enter data into PARS21, grantees must regularly enter data. The PARS21 data must be entered by the 15th of each month for the prior month (i.e., all data for September must be entered by October 15). The NJDOE will conduct a review of PARS21 attendance data on November 30, 2023 to determine if each grantee has maintained the level of service approved in its application.

The level of service is defined as the number of youth participating in the program for 30 days or more during the school year. This review will analyze data submitted between September and November 2023 to confirm the actual number of students attending the program for 30 days or more. All student NJSMART numbers are required to be entered in PARS under the ‘State Student Id’ for each student. All programs must create a list with the NJSMART number for each student who attended the program for 30 days or more and provide the student’s statewide assessment scale score for math and English/language arts by site. This list will be a required upload into EWEG with the final report.

Award amounts may be reduced based on this review for the current year or consecutive years. Participants who have attended the program for 30 days or more are the only participants who will be counted towards the program’s participation rate. The NJDOE reserves the right to reduce funding award amounts or withhold payments to any program that does not meet an appropriate level of service.

### Annual Performance Report (APR) System

During this grant cycle, the USDE will also require annual data to be reported through the federal APR system. It’s important to note that the USDE 21st CCLC program collects national data for programming that occurs from July 1 through June 30. The USDE will collect basic information about the characteristics associated with 21st CCLC funded programs and the outcomes they were able to achieve as a result of providing services to students and adult family members attending their programs. Information collected may include: (1) data about the progress made in meeting project objectives; and (2) data that addresses the federally-defined performance indicators for the 21st CCLC program. Grantees will be required to enter data directly into the system. Reports from PARS21 will provide grantees with the necessary data for completion. Grantees may be required to collect additional data if requested by the USDE. The data is tentatively scheduled to be collected as listed below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Period** | **System Open** | **Due Date** | **Notes** |
| 2023-2024 | July 2024 | September 2024 | Activities, Staffing, and Participation |
| 2023-2024 | November 2024 | February 2025 | Outcomes |

Further details will be shared with grantees once received from USDE. Due dates may change based on USDE guidance.

### 21st CCLC Evaluation Template and Reporting System (ETRS)

The online 21st CCLC Evaluation Template and Reporting System (ETRS) was developed to facilitate consistent prompt reporting about program practices and goals and is used to support various evaluation efforts. Information is due twice a year. Information is provided by the grantees for each site active during the program period and entered directly into ETRS. Some of the data requires coordination with local evaluators. The ETRS is separated into three main sections: 1) Program Operations, 2) Goals, and 3) Conclusions and Recommendations. If awarded, grantees will be encouraged to access the ETRS early in the project period to review the information that is needed to complete the required reporting.

### Staff/Student Surveys

During the project period, the NJDOE will disseminate information to the program administrators regarding required surveys. The surveys are necessary to demonstrate the impact of 21st CCLC programs on student academic, self-management, and interpersonal skills, in addition to staff practices and approaches to implementing activities. All programs are required to ensure a minimum of an 85% return of the surveys. Since surveys may be administered throughout the program year, it is up to the program administrators to ensure that this minimum response rate is maintained. More information will be forthcoming.

### Reimbursement Requests

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the EWEG system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grantee has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information. Payments cannot be processed until the award has been accepted in EWEG.

This grant program is federally funded. Federal funds have an expiration date after which grant funds, even appropriately spent, cannot be reimbursed. It is the responsibility of the grantee to avoid forfeiting grant funds by creating and submitting reimbursement requests and reports by the requested deadlines. The date to submit the last reimbursement request is August 12, 2023. If approved, the last reimbursement request should be paid by end of September or early October. Please keep in mind that the EWEG system cannot process both reimbursement requests and final reports simultaneously.

Only one (1) reimbursement request may be submitted per month. **Grantees must submit reimbursement requests monthly.** In order to receive a reimbursement at the beginning of the following month, grantees, must submit a monthly request no later than the 15th of the current month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantees’ request is approved by the NJDOE program officer, the grantee should receive payment approximately the 10th of the following month.

### Electronic Payments

In order to receive electronic payments from the State of New Jersey, the New Jersey Department of Treasury requires grantees to submit the *Electronic Payment Authorization for Automatic Deposits (ACH Credits) form* and the *W-9/Vendor Questionnaire form* directly to the Department of Treasury. These forms can be found on the Department of Treasury website at <https://www.nj.gov/treasury/omb/pdf/forms/W9.pdf>.

Please contact vendor control at (609) 633-8183 or via email to AAIUNIT@treas.nj.gov or contact the Office of Management and Budget at 609-292-1865 with any questions regarding these forms. Forms must be submitted to Treasury concurrently with the EWEG application, however please DO NOT submit these forms with this NGO.

NOTE: The NJDOE will not approve any reimbursement request(s), if a program has any outstanding report(s), including but not limited to the Federal Annual Performance Report, Staff Survey, Youth Survey or the Federal Teacher Survey.

### Compliance and Continuous Quality Improvement

All programs will receive two separate on-site visits during their first and third year of funding. The types of on-site visits are: 1) a program quality visit and 2) a compliance monitoring visit. Additionally, programs that have been identified as at-risk due to low level of service or program or fiscal irregularities may also receive an on-site visit. Program quality visits are considered targeted technical assistance for continuous quality improvement of 21st CCLC programs. The program quality visits will be conducted by the contracted technical assistance provider, utilizing the *NJ Quality Standards for Afterschool* self-assessment tool. During the quality visit, the technical assistance provider, in collaboration with the grantee, will develop strategies to address any areas in need of improvement. NJDOE will not collect the self-assessment tool; however, the grantee should maintain a record of the program quality visit. All on-site compliance monitoring visits are conducted by NJDOE staff and generally occur between November and April. The purpose of the on-site compliance monitoring visit is to assess the program’s implementation, effectiveness, and progress towards the achievement of 21st CCLC program indicators, goals, and objectives. Additionally, the NJDOE will assess the agency’s adherence to the requirements outlined in the approved contractual agreement. NJDOE will utilize the *NJDOE Compliance Monitoring Tool*, which project directors may download from the grantee only website. Both programmatic and fiscal documentation will be reviewed. Any non-compliant findings from the on-site compliance monitoring visit will require a corrective action plan.

### Audit Reports

Recipients of specific federal and/or state grant funds are required to have an annual audit performed in accordance with the Single Audit Act, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Subpart F and State Circular 15-08-OMB. The 21st CCLC program is subject to this requirement. The State of New Jersey policy regarding grant recipients is as follows:

1. Grantees that expend $750,000 or more in federal and/or state funds within their fiscal year must have an annual organization-wide audit performed in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for any fiscal year period beginning after December 26, 2014.
2. Grantees that expend less than $750,000 in federal and/or state funds within their fiscal year, but expend $100,000 or more in state and/or federal funds must have either a financial statement audit performed in accordance with Government Accounting Standards or a program-specific audit performed in accordance with the Act, Amendments, Subpart F-Audit Requirements of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Although Subpart F-Audit Requirements allows specific provisions for biennial audits; State policy continues to require all audits be performed on an annual basis.
3. Audit reports for grantees requiring an annual organization-wide audit as indicated in No. 1 above must include the auditor’s comments on internal controls over state grants and state aid, compliance with material terms and conditions of state grant agreements, state aid programs, and applicable laws and regulations and the system review report (peer review).
4. Non-LEA recipients of the 21st CCLC grant must complete the 21st CCLC Audit Information Form (Appendix 6) and submit with this NGO.
5. Audit reports for grantees requiring either a financial statement audit or a program-specific audit as indicated in No. 2 must include a Schedule of Expenditures of Federal and State Awards and the system review report (peer review). Grantees are not required to submit a Schedule of Expenditures nor a peer review with this application. If the applicant is awarded, NJDOE will request the information.
6. Audit reports are the responsibility of the grant recipient. The financial statements may be prepared by the business administrator or other financial personnel; however, the statements must be certified by an independent auditor.
7. Failure to comply with these audit requirements could jeopardize the grantee’s eligibility for future grant funding. Grantees should consult their business administrator and independent auditor regarding these requirements. Any grantee that has not had an audit done for each year it has received more than $500,000 (prior to December 26, 2014) or more than $750,000 (after December 26, 2014) in federal or state funds will be out of compliance with federal regulations.

### Audit Due Dates

For grantees with a fiscal year ending June 30, the audit report is due annually in March. For those grantees with a fiscal year ending December 31 the audit report is due annually in September.

## Section 2: Project Guidelines

### Project Design Considerations

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential grantees are advised to review Section 1 of this NGO, Description of the Grant Program, to ensure a full understanding of the state’s vision and purpose for offering the program. Additionally, the information contained in section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their application.

When submitting an application, the agency must use the [Electronic Web-Enabled Grants (EWEG) online application system](http://homeroom.state.nj.us/). Please refer to section 1 for further details.

### Project Requirements

Considerable thought and planning between the applicant agency and its partners, if applicable, must occur to ensure a correlation between the NJDOE’s purpose (presented in Section 1) and the design of each local project. By collaborating and coordinating the resources of schools, outside agencies, community centers, corporations, churches and/or other community groups, programs expand the benefits available to participants; allow for more efficient use of resources; and increase the chances of sustainability as a result of the investment that each organization makes to the program. Grantees should consider implementing strategies that ensure continuous program improvement, as supported by the following:

* Prior program implementation experiences (successes, challenges, etc.);
* Program evaluation reports and outcome data;
* Student, parent, and teacher surveys;
* Focus group data;
* Advisory board recommendations;
* Child care licensing standards;
* New Jersey Student Learning Standards;
* NJ Quality Standards for Afterschool;
* NJDOE recommendations;
* Monitoring reports;
* Local level evaluation outcomes and recommendations;
* National best practice standards; and
* Partner and/or collaborator consultations.

Additionally, 21st CCLC grantees must carefully plan and develop a program that encourages daily participation. Regular attendance by all students is expected in order to achieve significant improvement in student outcomes.

If grantees requested priority consideration in their year-one application, grantees are reminded that they must continue to adhere to the priority considerations. This may include one or more of the following: priority school partnership, equitable distribution or matching.

### Priority Consideration

Each eligible organization that receives an award may use the funds to carry out a broad array of before and/or afterschool activities (including activities during summer/winter/spring recess periods) and school day activities for those implementing expanded learning time that advance academic achievement and social, behavioral, and physical development. To maintain consistency with the regulations set forth by the USDE and in accordance with the NJDOE’s belief that there are diverse and multiple paths for youth achievement, the NJDOE has established minimum program requirements. All 21st CCLC grantees are required to adhere to and implement the project requirements as set forth in this section of the application.

### Project Update

Provide an overview of accomplishments to date. Identify obstacles and/or challenges in program administration and implementation (e.g., recruitment, retention, and transportation, relationship-building). Provide specific actions the grantee will take to address these issues during the upcoming program year. If applicable, discuss proposed program modifications and the anticipated programmatic impact. Responses to this section must be submitted in the Program Update section.

### Program Abstract

The project abstract is a one-page summary (250-300 words) of the proposed project’s need, purpose, and projected outcomes. Grantees must indicate the start and end date of their programs. Responses to this section must be submitted in the Program Abstract section.

### IDEA Supplemental Funding (Optional)

As in previous years, funds may become available during the 2023-2024 program year to expand or establish activities to increase the inclusion of students with disabilities during the school year and/or summer. Funding is solely for the purpose of supporting students with disabilities either through the implementation of small group targeted instruction or tutoring in language arts or math, providing professional development, increasing outreach efforts to families who care for students with disabilities, or for supporting the inclusion of students with disabilities alongside nondisabled peers in program and community-based activities. Technology purchases are an ineligible cost for the IDEA Supplemental Funds. The awarding of these supplemental funds is subject to the availability of IDEA funding and is not guaranteed. Interested grantees should submit a letter of interest on agency letterhead with this continuation NGO in the upload section. Upon receipt, NJDOE will forward information regarding the IDEA CCLC Supplemental Application that will be in the NJDOE EWEG system under the Discretionary heading of the main menu. Applications for the supplemental funds will not be considered for award until after the continuation application has been submitted and approved. Grantees are not required to apply for these supplemental funds.

### Target Population

Grantees may serve youth in grades three through 12 and adult family members of those youth. 21st CCLC funds cannot be used to provide services to K-2 or community members at large. Regular attendance by all participants is expected in order to achieve significant improvement in participant outcomes. The grantee must carefully plan and develop a program that encourages daily participation. Grantees must respond to each of the following:

1. Provide a complete description of the target population being served at each program site, including youth demographic information such as grade levels, ethnic and racial background, economic status, and the number of public and nonpublic participants receiving services.
	1. Include the number of students to be served at each site.
	2. Include the number of students to be served during the summer.
2. Describe how the grantee agency will provide a safe and easily accessible facility.
3. Identify and provide specific accommodations, modifications, supplementary aids, and services that are necessary to serve participants with disabilities.
4. Describe the recruitment and retention plans.
5. Describe how the grantee will disseminate information about the program to the community.
6. It is important to note, to ensure prudent fiscal practices, all sites must have a minimum of 30 students regularly attending. Responses to this section must be submitted in the Target Population section.

### Project Description

The NJDOE’s expectation is that all 21st CCLC Programs will be comprehensive in nature.

### Program Components

Grantees must implement activities in each of the following six (6) categories: academic remediation; academic enrichment; positive youth development; cultural and arts; health, nutrition, fitness and physical activity; and parental involvement. Grantees are required to submit a weekly schedule of activities for each program site. The following list of eligible activities are pursuant to section 4205 (a)(1):

* academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with the challenging State academic standards and any local academic standards; and local curricula that are designed to improve student academic achievement;
* well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
* literacy education programs, including financial literacy programs and environmental literacy programs;
* services for individuals with disabilities;
* programs that provide afterschool activities for students who are English learners that emphasize language skills and academic achievement;
* cultural programs;
* programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
* telecommunications and technology education programs;
* expanded library service hours;
* programs that aid students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
* drug and violence prevention programs and counseling programs;
* programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
* programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Responses to this section must be submitted in the Project Description section. Please note that a grantee is not required to provide all these activities.

### Program Themes

To enhance the impact on student achievement and career and college readiness, the NJDOE requires each applicant to select and design their program around one of the following four themes: Science, Technology, Engineering, and Math (STEM), Career Awareness and Exploration, Civic Engagement, or Visual and Performing Arts to promote cross-content integration and application of skills. The 21st CCLC program must focus on the same theme for the duration of the program period. However, if the grantee has multiple sites, a different theme may be selected for each site. The theme should be selected based on the students’ needs, interests and developmental age. The NJDOE recognizes the benefit of cross-content integration and application of skills across the themes. The applicant is permitted and encouraged to provide cross-theme experiences.

Frequently, the integration occurs naturally. Grantees should utilize resources within the [You 4 Youth (Y4Y) professional development portal](https://y4y.ed.gov/) developed by the US Department of Education specifically for 21st CCLC programs nationwide. Examples are provided at the end of each of the theme descriptions that follow.

Science, Technology, Engineering and Mathematics (STEM): Both private and public sectors report that 21st century workers require skills that many of today’s graduates do not have. Students need more in-depth knowledge of math and science, plus the ability to integrate and apply that knowledge to solve the challenges facing our nation. Students who study STEM develop a variety of skills that are essential for success, such as: critical thinking and problem solving, creativity and innovation, communication, collaboration, and entrepreneurship. STEM programs are designed for a specific purpose: to integrate and apply knowledge of math and science in order to create technologies and solutions for real-world problems, using an engineering design approach. Out-of-school time programs provide students with flexible opportunities to engage in STEM-themed programs. Student experiences centered on engineering design challenges offer students meaningful ways to engage with mathematics and science content, implying that engineering is a natural conduit for STEM integration. The America Society for Engineering Education identified several characteristics of quality STEM programs:

* The context is motivating, engaging, and real-world.
* Students integrate and apply meaningful and important mathematics and science content.
* Teaching methods are inquiry-based and student-centered.
* Students engage in solving engineering challenges using an engineering design process.
* Teamwork and communication are a major focus. Throughout the program, students have the freedom to think critically, creatively, and innovatively, as well as opportunities to fail and try again in safe environments. (Jolly, Anne. *STEM vs. STEAM: Do the Arts Belong?* Education Week. Published Online: November 18, 2014)

STEM professionals may enrich the STEM program by mentoring and/or supporting students as they complete program activities. (Jolly, A. 2014). Career awareness can be supported by face-to-face or digital conversations with practicing STEM professionals. This theme is in support of the [Next Generation Standards](http://www.nextgenscience.org/) and the [New Jersey Student Learning Standards](https://www.nj.gov/education/cccs/).

Career Awareness and Exploration*:* To assist youth in developing lifelong aspirations, making informed choices about careers, and identifying career goals, they need to be exposed to a wide range of experiences and develop the employability skills needed to be successful in a global economy. Career awareness, exploration and preparation provides exposure to careers and affords youth numerous opportunities to develop key core competencies, including the ability to: 1) identify talents, career interests, values and skills; 2) gain an awareness of the world of work, including the multitude of career opportunities available; 3) identify career goals and understand how to effectively manage transitions between school and work, and between occupations; 4) research and explore career pathways that support career interests; 5) participate in and apply learning experiences that reflect career interests (i.e., job shadowing, volunteering, service learning, internship or apprenticeship programs, etc.); and, 6) reflect and understand the relationships among personal abilities, education, knowledge and skills needed to pursue 21st century occupations and careers.

Expanding career readiness through the New Jersey Apprenticeship programs and career pathways is one of the Governor’s key education priorities, and well aligned to this theme. Fostering awareness and exploration of the various career pathways available is critical to supporting student choice and ownership of their education and career goals. It is expected that programs selecting this theme will provide participants with active exploration opportunities while reinforcing basic skills in support of the New Jersey Student Learning Standards. Specifically, the 12 Career Ready Practices reflect the skills and dispositions that all youth need to develop and practice to be career ready and should be taught in all grade levels with increasing levels of complexity as student’s progress into higher grades. By integrating career awareness, exploration and preparation concepts and skills, college and career readiness will be promoted throughout all programming. For example, 21st CCLC programs could create collaborations with different work industries, including those in the eight key industry clusters (as identified by the New Jersey Department of Labor and Workforce Development), and create opportunities for students to shadow professionals. A personalized student learning plan could be created for each student detailing school-related volunteer or community service projects, resume writing, college majors, and career paths congruent with their chosen profession. Programs should partner with local employers within in-demand industry sectors and work to ensure educational programming is aligned to the Strengthening Career and Technical Education for the 21st Century Act, Workforce Innovation and Opportunity Act, and business and industry standards. This theme supports [New Jersey Student Learning Standard 9, 21st Century Life and Careers](https://www.nj.gov/education/aps/cccs/career). Additional information may be found [on the 12 Career Ready Practices website](http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf) and the [New Jersey Department of Labor and Workforce Development Key Industry Clusters](https://www.nj.gov/labor/lpa/pub/lmv/cluster_handout.pdf).

Civic Engagement: Students benefit from experiences that support the knowledge, skills, and dispositions necessary to become responsible and engaged citizens. Through civic engagement, youth can appreciate a wide range of perspectives as they seek to understand the underlying causes of public issues in their community, state, and/or nation. It is expected that programs selecting this theme will provide their youth with experiences beyond one-day events such as a food drive or local clean up. Instead, participants in programs using this theme should have opportunities to deliberate with their peers and/or adults in leadership roles about how to define and address these issues, take constructive, independent, and collaborative action, reflect on their actions, and create a plan for sustainability. As such, the experiences should be relevant to the community’s needs and provide chances for the participants to assume key roles in terms of leadership, decision-making, and developing partnerships or collaborative relationships with relevant stakeholders.

**Visual and Performing Arts:**Quality arts education can help youth think critically, understand people and traditions, develop skills associated with imagination, invention, and innovation skills, and to use sights, sounds, and movement to convey meaning beyond the power of words. The knowledge and skills acquired through this theme expose youth to a fundamental form of literacy that is necessary to function in today’s new media and information society. The arts are a key element to attracting young people, especially middle and high school participants, to afterschool programs because they allow for individual expression and demonstration of their work. Engagement is essential because regular attendance is the predominant way afterschool and summer programs can impart positive effects on program participants. By designing the program around a visual and performing arts theme, it is expected that participants will develop a basic level of understanding in each of the art disciplines (dance, music, theater, visual art and media arts). By integrating arts with other subjects, such as math, reading/literacy, science, and technology, the program can enable youth to think creatively in addition to exploring, applying, and understanding the meaning of the arts as they relate to their own lives. For example, a program might integrate career awareness and exploration through projects related to famous visual and performing artists. Additionally, programs could incorporate activities that highlight careers connected to visual/performing arts, such as stage management, set design, or sound production. Responses to this section must be submitted in the Project Description section.

### Project-Based Activities

Project-based learning is most often characterized by a series of activities with a sustained focus over time and linked to an outcome of significance – a performance, product, or service that is highly valued by the students as well as a broader community. These activities are generally a group effort that often moves beyond the walls of the classroom or afterschool into the community for research, internships, presentations, etc. It is expected that these activities have clear goals that embrace academic and social dimensions simultaneously. Additionally, the programs should provide for ongoing review of the process, with frequent opportunities for students to receive and provide feedback as the work is developing, as well as final evaluation from peers, instructors, and the public, including self-assessment. Responses to this section must be submitted in the Project Description section.

### Inquiry-Based Learning

Out-of-school time programs are well-suited to implementing strategies that support inquiry-based learning. Engaging participants in active learning by asking them questions that spark their intellect, push them past the surface of the subject matter, and promote higher-order thinking is essential to implementing inquiry-based learning. Programs are required to develop afterschool activities that are experiential, interactive, hands-on, learner-directed, and related to the real world while remaining grounded in academic learning goals. Grantees must describe how they intend to design activities that guide participants in finding the answers themselves, encouraging them to ask new questions along the way, while also providing participants with time to think, investigate, and problem solve before answering questions. Responses to this section must be submitted in the Project Description section.

### Social-Emotional Learning

According to the **Collaborative for Academic, Social, and Emotional Learning** (CASEL), social and emotional learning (SEL) “is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Programs are required to develop an environment that is supportive of [SEL](https://www.state.nj.us/education/students/safety/sandp/sel/). Whether through the design of activities, staff to student interactions, or staff training, SEL practices are relevant to the overall culture of the program. Responses to this section must be submitted in the Project Description section.

### Summer Programming

Grantees are required to operate a summer program that engages youth in learning and reduces potential “summer learning loss.” The program must operate for at least four (4) hours per day, five (5) days per week for a minimum of four (4) weeks or five (5) hours per day, four (4) days per week for a minimum of four (4) weeks. If the program has multiple sites, the summer program may be combined at one site; however, the summer program must be offered to all participants served during the school year. Grantees must completely describe their summer program, including the number of students, sites, number of weeks, types of activities, etc. Responses to this section must be submitted in the Project Description section.

### Intentional Planning, Coordination, and Communication with the School-Day Staff

Aligning school-day (both public and non-public) learning with afterschool activities through intentional planning and ongoing communication between school-day and program staff will enhance participants’ academic and social progress and skills development. Afterschool programs are optimal for providing engaging, hands-on experiences, enabling participants to apply, reinforce, and extend skills and concepts taught in school. Afterschool programs and schools have the shared mission of helping youth achieve success; as such, collaboration between the two can be beneficial. Regular communication can help identify the needs and strengths of individual participants and those strategies that are most effective in raising achievement. An additional strategy that is effective in ensuring intentional planning and coordination is building the capacity of staff through professional development. Joint professional development for both school-day and afterschool staff equips staff to support youth learning and develops a positive and welcoming environment for staff and participants. Ensuring opportunities for staff to share or turn-key the information further strengthens their capacity and in turn increases participant academic success. Responses to this section must be submitted in the Project Description section.

 Programs are expected to embed the following practices within their 21st CCLC program:

* Identify the linkage between program activities and the New Jersey Student Learning Standards in language arts, math and the Next Generation Science Standards. The applicant must allow special consideration to the English/language arts capacities and the mathematical practices;
* Document the linkage with the school day through lesson plans, progress reports, and regularly-scheduled meetings;
* Ensure the afterschool program staff participate in school meetings and committees, such as professional learning communities and school improvement teams;
* Designate a regular school-day staff person (at each school site) to coordinate communication with the afterschool program to help them support school needs;
* Assist youth with the development of skills that support classroom instruction, such as learning how to plan, take notes, and develop an outline;
* Coordinate with the school to identify appropriate staff for the program and hire classroom teachers who demonstrate success during the school day;
* Link professional development to identified school-based goals and learning objectives; and
* Provide joint training for both school-day and afterschool staff on relevant out-of-school time topics, including training on how children and youth learn and develop, how to establish appropriate learning environments, and emphasize cross-curricular content.

### Parental Involvement

Describe how the program intends to offer parents an opportunity to provide input on all facets of the program’s design and implementation, including asking for input on what and how activities should be provided for them and their children. Additionally, describe how the program will formally inform parents of their child’s progress in the program; formally invite parents to attend events/meetings at the program; and regularly meet with parents individually or as a group. The Department expects programs to implement a minimum of one (1) parental involvement activity a month. This information must be entered within PARS21 to document the activity. Responses to this section must be submitted in the Project Description section.

### Off-site/Virtual Educational Activities (Field Trips)

All off-site activities must be educational, age-appropriate, and relevant to the goals and objectives of the 21st CCLC program. Grantees must submit a detailed description of anticipated off-site educational activities with this competitive application. The description should include information regarding the specific activity and the educational benefit of the proposed activity. This information should be included in the Project Description section and included in the program site chart, under the appropriate component(s). Any field trip not documented in the approved grant application must have prior approval from the grantee’s assigned program officer, after receiving the grant award. All grantees are required to provide a minimum of four (4) off-site field trips (1 per quarter). Responses to this section must be submitted in the Project Description section.

### Goals, Objectives, and Indicators

Grantees are required to adopt the state-mandated goals and objectives (see Appendix 5) and create program-specific indicators. Performance indicators are quantifiable performance measurements used to define success factors and measure progress toward the achievement of program goals and objectives. Each indicator must specify a time frame when that objective will be achieved; identify the clients and needs served; specify what will be achieved; and identify the expected level of performance. In this section, grantees are required to develop performance indicators using the S.M.A.R.T. method:

* S*pecific*. That is, tell *how much* (e.g., 40%) *of what* is to be achieved (e.g., what behavior of whom or what outcome) by *when* (e.g., by 2024)?
* M*easurable*. Identify the level of performance expected in order to indicate successful achievement of the objective and indicator.
* A*chievable*. Not only are the objectives and indicators themselves possible, it is likely that the organization will be able to achieve them.
* R*elevant*. The organization has a clear understanding of how these objectives and indicators fit in with the overall vision of this grant.
* T*imed*. The organization has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.

Responses to this section must be submitted in the Goals and Objectives section.

### Program Evaluation

State Level Evaluation: Grantees must describe how they intend to ensure that appropriate program staff will continually enter data into the PARS21 state database; participate in on-site monitoring; complete required state quarterly reports; complete federal data collection; and participate in state-level evaluation activities.

Local Level Evaluation: Grantees must demonstrate that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. It is expected that the grantees will comply with all components of the comprehensive statewide evaluation plan, as described in Section 1. Each grantee is required to fully describe its program implementation strategies, findings, and outcomes, and utilize the findings of its local evaluation efforts to continuously improve its program. Accordingly, the local evaluation must:

* Define and use indicators to measure the progress towards meeting the state-mandated goals/objectives, e.g., academic and behavioral outcomes (see Goals, Objectives, and Indicators section of this NGO);
* Describe the impact of the program on students and families, e.g., student attendance and engagement during the school day and after school, and parental involvement participation, and skills acquisition;
	+ Special consideration should be given to assessing the knowledge and skills that promote career and college readiness such as critical thinking, problem-solving, perseverance, collaboration, creativity and communication.
* Assess the efficacy of the local administration and implementation of the approved program, e.g., recruitment and retention of staff and students, program staff instruction and engagement, maintenance of collaborations and partnerships, intentional planning, student attendance, linkage to the school day (both public and non-public), breadth of program offerings, and progress towards sustainability.

Grantees are required to refine, improve, and strengthen the program and to refine the local performance measures, as appropriate. Thus, in future years, if awarded, the applicant must describe how the previous year’s evaluation data will inform the upcoming year’s program design. Grantees must list the types of data that will be collected, the frequency of collection, and the related objectives. Additionally, grantees must describe how the local level evaluation findings will be used to provide feedback to stakeholders and project staff while also informing future program direction.

 Grantees must provide a description of plans for: familiarizing staff with the action research process; identifying key stakeholders in the action research process, including those taking the action and those in a supportive role; identifying data sources and/or shared data systems; the methods of collecting and reporting qualitative and quantitative data (PARS21, focus groups, student surveys, staff surveys, parent surveys, etc.); reporting to stakeholders (advisory board, parents, school-day staff, program staff and other key stakeholders); ensuring that what is learned from the action research project(s) informs efforts to improve the afterschool program; and the utilization of the local evaluator as a resource. Action research is a reflective process and grantees must ensure that participants understand the reflective process and share results of this process with all stakeholders. Please refer to section 1 of this NGO for further details.

### Local Evaluation – Final Comprehensive Report (Cohort 15 only)

In addition to the annual reporting requirements listed in section 1 of this NGO, cohort 15 grantees are required to submit a comprehensive longitudinal analysis report of the impact of the 21st CCLC Program on the participants (both student and families) and the school community environment. This final five-year cumulative report will include, at a minimum:

* an analysis of the development of the program over the past five years;
* identification of significant trends over the past five years;
* a description of the impact of the program on students and families over the past five years; and
* a summary of progress on the attainment of the goals and objectives and corresponding local-level indicators over the past five years.

Cohort 15 grantees must submit the final comprehensive five-year evaluation report by October 31, 2024. Grantees should refer to Appendix 7 for an outline of the report format. Grantees must ensure that the report is of enough scope, depth and breadth for a comprehensive five-year evaluation report. NJDOE reserves the right to request returned funds if the report is deemed insufficient and unsatisfactory.

Responses to this section must be submitted in the Evaluation section.

### Professional Development

It is the intention of this NGO to enhance staff capacity through professional development for both school-day and afterschool staff on relevant out-of-school time topics. As mentioned above, professional development is a strategy to ensure intentional collaboration and linkage to the school day. Providing joint professional development equips staff with skills necessary to implement a quality afterschool program that supports youth learning, engages staff, and encourages new ideas and creativity. To ensure linkage with the school day, grantees are required to adhere to the professional development requirements listed below as part of the design of the program:

* The 21st CCLC administrator and one program staff person are *required* to attend at least two conferences during each grant year that focus on out-of-school time programming. It is expected that conference attendees will turn-key the information to other 21st CCLC program staff and incorporate relevant best practices into the program. Grantees may allocate funds for expenses related to registration costs, travel, meals, and lodging. Refer to Appendix 8 for a list of national and statewide conferences.
* Grantees are required to conduct a minimum of one staff orientation and one in-service training which all program staff are required to attend. Training topics must be aligned with the goals and objectives of the 21st CCLC program and should be tailored to each program’s areas of focus. Grantees may allocate funds for expenses related to consultant fees to conduct the trainings.
* Partners are required to attend a minimum of two staff training opportunities that are directly related to the implementation of the program as determined by the project director.
* Project directors are required to attend all NJDOE project directors’ meetings, trainings, and technical assistance workshops.
* During the 5-year grant cycle, each grantee will be required to present, at least once, at *The Soaring Beyond Expectations: A Statewide Afterschool Celebration* or another event deemed appropriate by NJDOE. This annual conference is held in New Jersey and open statewide.

Responses to this section must be submitted in the Professional Development section.

### Advisory Board

Grantees are required to maintain a stakeholder advisory board comprised of partners, collaborators, evaluator, parents, a youth representative, and other interested parties. The advisory board should support the agency in achieving its program goals and objectives. Board members should offer guidance in the areas of program implementation, evaluation, and sustainability of the 21st CCLC program. It is required that the stakeholder advisory board meet regularly, at a minimum of once per quarter. Responses to this section must be submitted in the Stakeholder section.

### Student Council

Grantees are required to maintain a 21st CCLC student council comprised of youth that participate in the program. The student council must include representatives from all grade levels and sites served. Student input can improve and strengthen programs in ways that the project director could not do alone. Students bring new energy and ideas to the program. Involving students in meaningful ways both in and beyond the afterschool program provides leadership opportunities to engage and learn skills that can be transferable to the workplace or community. Participation on a student council also gives students ownership of the program they attend, while deepening their commitment to the program and increasing the chances that the student will enhance their learning. The student council may organize activities, plan student events, conduct a student orientation, help solve problems at the program, present to local school boards on program accomplishments, and advertise the program. Project directors must consider, and implement where appropriate, the recommendations made by the student council regarding program implementation, including activities, space configuration, off-site educational activities, family events, etc., to ensure that student interests are being addressed. It is required that the student council meets regularly, at a minimum every other month. Responses to this section must be submitted in the Stakeholder section.

### Collaborations

All grantees are required to develop and maintain effective collaborations among diverse agencies within the community to strengthen the variety of services that the 21st CCLC program can offer and allow for more efficient use of local resources. Grantees must complete the Documentation of Required Collaboration forms found in Appendix 9 & 9A for each collaborator and uploaded into EWEG. Responses to this section must be submitted in the Stakeholder section.

### Partnerships

Partnerships formed with key organizations that provide high-quality services increase the likelihood of sustainability as a result of the investment that each organization contributes. The NJDOE requires grantees to develop partnerships with a variety of agencies to ensure the development of a comprehensive program. Partnerships among out-of-school time (OST) programs, schools, and the community have been recognized as a feature of high-performing programs and can play a critical role when programs decide to implement new, evidence-based practices or activities. Stakeholders may include public and private coalitions that will bring together leaders and supporters to pursue the goals and objectives of this NGO. Additionally, quality partnerships provide program resources and may enable programs to sustain funding after the end of the cycle of grant funding. Grantees must include the following requirements in the program design:

* At a minimum, quarterly meetings between the applicant and its partners to review progress toward program goals and each agency’s continued role and responsibility;
* Expansion of the number of partners (at least one per year) as programs enter each succeeding year, in order to increase available resources and services; and
* Partners must provide tangible program resources, such as curriculum, facilities, staffing, equipment, etc., that are directly related to the goals and outcomes of the program.

Responses to this section must be submitted in the Stakeholder section.

### Sustainability

The vision of the New Jersey 21st CCLC program is to develop and support long-term, sustainable programs that enhance or improve participants’ academic performance along with social, emotional, and physical development. Grantees must demonstrate the ability to continue to provide comparable services upon the expiration of this grant program. The NJDOE expects the advisory board will work with program administrators in the development and implementation of a sustainability plan. Grantees must describe how they plan to sustain the program after federal funding ends, including the leveraging or identification of other sources of funding. The sustainability plan must be implemented throughout the grant year and succeeding grant years. Grantees must respond to the following, as required in the ESSA Legislation, section 4204:

 Provide a description of a preliminary plan for how the community learning center will continue after funding under this program ends.

1. Provide a description of how the applicant will coordinate with federal, state, and local programs and make the most effective use of public resources.

Additionally, grantees will be required to conduct at least one N.J. Celebrates Afterschool event annually. N.J. Celebrates Afterschool events are open houses with fun and educational activities for parents, children and local community leaders to build ongoing community support. These events will provide an opportunity for parents and other community members to observe what the 21st CCLC program is offering to participants. These events may coincide with the *Lights On Afterschool* day or any other date the applicant chooses. Grantees are required to conduct this event before the end of the program year. Responses to this section must be submitted in the Sustainability section.

### NJ Quality Standards for Afterschool

The [*NJ Quality Standards for Afterschool (NJQSA)*](http://www.njsacc.org/qualityStandards/index.php)is a resource available to all afterschool programs as a self-assessment and continuous quality improvement tool. Grantees should become familiar with these standards and utilize them as a resource throughout the year. If awarded, all first-year grantees will be required to complete the Program Activity, Administration and Human Relations sections of the quality assessment tool. In years two through five, grantees must select any two sections from the *NJQSA* with the understanding that by year five all sections will be completed.Although the quality assessment tool will not be collected by NJDOE, the grantees are required to maintain documentation of the review by program staff and the completion of the accompanying assessment tool by April 30, 2024. This process may be divided among staff at the agency’s discretion and should include multiple staff members. For example, a program section can be divided amongst staff whose responsibilities are specific to certain areas. Responses to this section must be submitted in the Sustainability section.

### Assurances

To maintain consistency among all New Jersey 21st CCLC programs, all grantees must read and sign the Program Statement of Assurances (Appendix 10). Submission of this form is a condition of award under this grant program.

### Nonpublic Participation

Grantees who served non-public students during the prior year must maintain active collaboration and communication with the appropriate nonpublic school officials throughout the program year. If the grantee is expanding to another site, it must provide equitable participation to nonpublic schools in thenew geographic area. Grantees serving students in nonpublic schools must consult with participating nonpublic schools prior to preparing the application, as documented by the Nonpublic Equitable Participation Summary and Affirmation of Consultation, the Documentation of Nonpublic School Participation and theNonpublic School Requirements listed within EWEG. Grantees are required to upload the Nonpublic Equitable Participation Summary and Affirmation of Consultation form (Appendix 11).

### Project Activity Plan

Grantees must describe the proposed activities that will be implemented to achieve each state mandated goal and objective and result in the attainment of the performance indicators. The Project Activity Plan must directly support the budget, as it will serve as the basis for the proposed expenditures. Activities described must be specific and measurable and directly relate to the goal and objective. For example, the following is an *unacceptable activity*: “Meetings with community partners, community entities, collaborators.” A more *acceptable activity* would be: “The project director will meet with community entities, partners, and collaborators on a quarterly basis.”

For consistency purposes, please ensure that all activities are documented within the appropriate objective. Grantees should refer to Appendix 5, State Mandated Goals and Objectives, for a list of state mandated objectives. Listed below are general categories of activities most common for 21st CCLC programs and the appropriate objective under which they should be listed. This list is not exhaustive. These are general categories and you should not use these categories within the project activity plan, as you are required to be more specific when describing the activity.

* Objective 1.1 –partner/collaborator/advisory/student meetings;
* Objective 1.2 – intentional planning, thematic activities; summer programming, inquiry-based activities, project-based activities, and off-site activities;
* Objective 1.3 – professional development and trainings;
* Objective 1.4 – academic, recreational, cultural, arts activities and daily snacks;
* Objectives 1.5 – youth development activities and social, emotional and character development activities;
* Objective 2.1, 2.2, 2.3 – family involvement activities; and
* Objective 3.1, 3.2, 3.3, 3.4 – evaluation, including implementation of action-research.

Within the EWEG Project Activity Plan section, grantees must select the period in which the activity will be implemented. If the activity is ongoing or recurring, select each period in which the activity will take place. Responses to this section must be submitted in the Project Activity Plan section.

### Service Start and End Dates

To ensure quality and continuity of care, the NJDOE requires all programs have a full complement of services in place and available to all participants as of October 1, 2023. Grantees must indicate the exact start and end dates within the application. Grantees are required to establish the end date no earlier than two weeks prior to the last day of school. Responses to this section must be submitted in the Abstract and the Status Report section.

NOTE: Failure to begin by October 1, 2023 will result in a withholding of grant payments and may result in a reduced award or termination of the grant.

### Program Hours of Operation

Grantees must specify the actual hours of operation for each of the proposed 21st CCLC sites. All grantees are required to offer both afterschool and summer programming. NJDOE requires that each 21st CCLC program adhere to the minimum requirements outlined below:

* Programs operating a before-school component during the academic year must operate for at least one (1) hour per day, five (5) days per week and conclude before the school day begins. Program scheduling and days of operation must coincide with the regular school year.
* Afterschool programs are required to operate for at least three (3) hours per day, five (5) days per week, during the academic school year. Afterschool programs must commence when the school day officially ends. Program scheduling and days of operation must coincide with the regular school year.
* Summer programs are required to operate for at least four (4) hours per day, five (5) days per week for a minimum of four (4) weeks, or for at least five (5) hours per day, four (4) days per week for a minimum of four (4) weeks.
* Programs that propose to operate on weekends, half-days, and/or other non-school days are required to operate a minimum of four (4) hours per day.

Responses to this section must be submitted in the Abstract section and the Status Report section.

NOTE: For grantees operating multiple sites, please note that the requirements listed above must be applied to each program site.

### Staffing and Certification Requirements

In order to effectively perform the administrative responsibilities of this federally-funded grant program, the NJDOE requires that each 21st CCLC program adhere to the minimum requirements outlined below. Grantees have some flexibility in the establishment of their staffing patterns; however, the NJDOE will review and approve the management plan, including staffing, based on what is necessary and reasonable to implement the project and adhere to program requirements. It is expected that the grantees will maintain a staff to student ratio of 1:15 for all activities, including physical activities. The NJDOE reserves the right to require changes based on this review.

* All programs are required to identify a project administrator (the Project Director) who will serve as the agency’s primary point of contact with the NJDOE program officer responsible for the grant program. This person must be employed by the *applicant agency* and is responsible for managing the administrative functions of this program.
	+ For programs that service less than 151 participants, a minimum of one part-time project administrator is required.
	+ For programs that service more than 151 participants, a minimum of one full-time project administrator is required.
	+ Project administrator, whether full-time, part-time, funded by 21st CCLC funds or not, are required to fulfill all responsibilities described in Appendix 10, Project Staff Responsibilities.
* Programs are required to have regular meetings with staff at each site to ensure appropriate linkage with school-day activities.
* Programs must utilize certified teachers to implement the academic remediation component activities, specifically in math and language arts. Programs are not required to hire school-day teachers for all activities offered. Programs may utilize personnel from community agencies, youth workers or other experts in the field of out-of-school time programming.
* One (1) site coordinator is required at each site. The site coordinators, whether funded by 21st CCLC funds or not, must fulfill all responsibilities detailed in Appendix 10for their respective program sites. A teacher or part-time project director may serve as the site coordinator if the person works enough hours to fulfill all the responsibilities.
* One data-entry staff person is required. This staff person must be assigned specific responsibility for entering data into PARS21 and completing other administrative duties detailed in Appendix 10. Other project staff may fulfill data-entry activities if employed for enough hours to fulfill all the responsibilities. A project director may not fulfill this position.

It is important to note, to ensure prudent fiscal practices, all sites must have a minimum of 30 students regularly attending. Responses to this section must be submitted in the Status Report section.

### Background Checks

All grantees are required under state law to submit Child Abuse Record Information (CARI) forms to the Department of Children and Families, Office of Licensing, for all staff members and volunteers who regularly interact with youth participants. Additionally, all grantees are required under state law to submit Criminal History Record Information (CHRI) forms to the Department of Human Services for all staff members and volunteers who regularly interact with youth participants. For additional information on CARI, contact the Department of Children and Families, Office of Licensing at 1-(877) 667-9845. For additional information on CHRI, contact the Department of Human Services, CHRI Unit at 1-(609) 633-3761. Responses to this section must be submitted in the Status Report section.

### Child Care Licensing

Pursuant to *N.J.S.A.* 30:5B-1-15, supplemented by *P.L.* 1992, *c.*95, an entity offering afterschool and summer programming for children up to age 13 is required to be a licensed childcare center. All programs must adhere to the requirements pursuant to New Jersey Administrative Code (*N.J.A.C.*) 10:122, Manual of Requirements for Child Care Centers, under the New Jersey Department of Children and Families. LEAs must contact the licensing office to determine their status, as they may no longer be exempt from this state law. Submission of a copy of the agency’s child care license or receipt of a temporary license is a condition of award under this grant program. Please refer to the [website](http://www.state.nj.us/dcf/providers/licensing/laws/) or contact the Department of Children and Families, Office of Licensing at 1-(877)-667-9845. Responses to this section must be submitted in the Status Report section.

**Emergency Protocols**

Grantees must adhere to the following emergency protocols and maintain the following documentation at each program site:

* An emergency readiness plan that includes policies and procedures for early dismissal, inclement weather, health emergencies, building security breaches, and other urgent situations;
* Emergency contact information for each participating student which includes a minimum of two emergency contact persons in addition to the parent/guardian;
* A list of persons authorized by the parents/guardians to whom the site can release the child;
* A procedure for verifying the identity of the person to whom the child is released, if other than the parent/guardian; and
* Information detailing chronic health conditions for all participants, and procedures for the care of any participant who becomes ill during the program.

Responses to this section must be submitted within the Status Report section.

NOTE: All information should be readily accessible when program activities occur off-site.

### Transportation

Grantees are required to provide transportation for participants to and from the program site and home or pre-arranged site. If participants are transported to a location other than their home, grantees must obtain written parental consent. Grantees must also obtain written parental consent for participants who walk to and from the program site. It is the responsibility of the applicant agency to ensure the safety of each child to and from the program site. Responses to this section must be submitted within the Status Report section.

NOTE: Grantees must transport participants in accordance with all applicable state laws and regulations.

### Daily Nutritious Snack

While snacks are required during programming, 21st CCLC funds may not be used to purchase those snacks or any other food for any participants, child or adult. NJDOE strongly encourages programs to determine their eligibility for the following federal nutrition programs: snack from the National School Lunch Program, snacks and full meals from the Child and Adult Care Food Program (CACFP) At-Risk Afterschool Meal Program, as well as the Summer Food Service Program for summer programs. For more information, please visit the [NJ Department of Agriculture](http://www.nj.gov/agriculture/divisions/fn/). If programs do not qualify for the above nutrition programs, they must utilize other sources of funding to provide daily snacks. For more information visit [USDA snack requirements](http://www.nj.gov/agriculture/divisions/fn/childadult/school_snack.html).

 Responses to this section must be submitted within the Status Report section.

### Budget Design Considerations

If awarded, the organization designated as the applicant agency in the original application must remain the applicant agency and must be accountable for all fiscal and program oversight. It is critical for grantees to develop strong collaborations that will enable them to leverage private resources to sustain the program beyond the period for which grant funds are available. The applicant’s budget must be well-considered, necessary for the implementation of the project, remain within the funding parameters contained in the NGO, and demonstrate prudent use of resources.

Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity. The applicant must provide a direct link for each cost to the goal, objectives and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and enough details to support each proposed cost. The NJDOE will especially review budget line items to determine percentage of administrative costs and ensure that they, like all costs, are reasonable and necessary. These line items may include administrative salaries, fringe benefits, office supplies and office equipment. The NJDOE reserves the right to require a reduction should it be determined that the administrative costs are excessive and unreasonable. Guidance on constructing a grant budget may be found in [the Pre-award Manual for Discretionary Grants document](http://www.state.nj.us/education/grants/discretionary/apps/). The budget submitted as part of the application is for the current grant period only.

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. Grantees should consider required trainings/conferences (e.g., state and national 21st CCLC conferences), transportation expenses, and evaluation costs when preparing budget detail forms. The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the NJDOE through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the NJDOE, which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

Programs may charge fees for activities; however, the program must be equally accessible to all students targeted for services, regardless of their ability to pay. As such, programs that charge fees may not prohibit any family from participating for financial reasons. Additionally, programs must offer a sliding scale fee and scholarships for those who cannot afford the program. Program income collected from fees must be used to fund additional costs consistent with the grant application and cannot be carried over into any subsequent years. Programs that charge fees must obtain prior approval from the NJDOE through their program officer. If approval is granted, the applicant will be required to submit a program income report with the quarterly and final fiscal reports. **Program income generated without prior approval from the NJDOE must be deducted from the funds awarded under the Federal grant.**

If the grantee reported match funds in the previous grant year, the Matching Funds Summary and Expenditure Report section within EWEG must be complete. Grantees are reminded that the level of match identified in the original application is expected for the duration of this multi-year program. Grantees who previously applied for the competitive priority regarding matching funds are listed in Appendix 1.

### Budget Requirements

In constructing the budget, please note that all costs must be *reasonable and necessary* to implement program activities. Additionally, the budget entries must demonstrate clear and specific links to the project activity plan. All grantees must provide enough explanation of budgeted costs, including the calculation detail (cost-basis).

Grantees are required to maintain the level of match identified in the original application for the duration of this multi-year program (see Appendix 1 for a list of match requirements). Grantees must provide a narrative within the Match Narrative tab in EWEG that: 1) identifies the exact dollar amount and percentage of matching funds; 2) describes the activities or services to be provided by the matching funds, and 3) identifies the source of the match. Additionally, the columns labeled Project Goal/Objective/Activity, Cost Category, and Matching Funds Budgeted under the Matching Summary tab of the Budget section within EWEG must be completed. Do not complete the column called Matching Funds Expended. This page requires you to carefully add up the dollar amounts of each match item you list and insert the total in the box called, Total Matching Funds Budgeted. Leave blank the box called, Total Matching Funds Expended.

Matching funds may not exceed the amount of the grant award and cannot be derived from other federal or state funds; however, all or any portion of the match may be in the form of in-kind contributions. Once a grantee reports any matching funds, it is expected that the grantee will achieve the same level of match for the duration of the five-year grant.

Programs that charge fees must obtain prior approval from the NJDOE through their program officer. A request must be submitted on agency letterhead as an upload in EWEG. If approval is granted, the grantee will be required to submit a program income report with the quarterly and final fiscal reports. Program income generated without prior approval from the NJDOE must be deducted from the funds awarded under the Federal grant. For additional information, please visit [program income report](http://www.nj.gov/njded/grants/discretionary/management/).

Grantees are not permitted to divest more than 20% of the total grant award to any single entity, including, but not limited to partners, collaborators or sub-grantees. At a minimum, grantees must maintain direct control of 51% of the total grant award during the entire grant cycle. Additionally, grantees are not allowed to divest oversight of the program’s administration or implementation to another agency, this includes, but is not limited to existing 21st CCLC Programs and other agencies in a sub-grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC Program.

Through an amendment process the department may authorize a modification to an approved application. This process requires substantial programmatic and fiscal review by the DOE. The grantee must have a compelling programmatic justification and rationale for the need for the amendment requested. Any change requested must be in keeping with the intent, goals, and objectives of the NGO. The last day for the grantee to submit an amendment is May 26, 2024.

To reduce the number of pre-award revisions under the Budget section of EWEG, please review the Budget Development Instructions document in Appendix 13 for additional details as you construct your budget.

 Through an amendment process, the department may authorize a modification to an approved application. This process requires substantial programmatic and fiscal review by the DOE. The grantee must have a compelling programmatic justification and rationale for the need for the amendment requested. Any change requested must be in keeping with the intent, goals, and objectives of the NGO. The last day for grantees to submit an amendment is May 26, 2024.

Grantees must adhere to the NJDOE required provisions of *N.J.A.C.* 6A:23A-7, School District Travel Policies and Procedures. These provisions contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their fiscal manager when constructing the budget. The NJDOE uniformly applies the N.J.A.C. restrictions to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state overnight travel (meals and/or lodging);
* No reimbursement for meals during in-state travel;
* Mileage reimbursement may not exceed $.47 per mile;
* Program administrative staff costs must be reasonable and necessary, and are subject to NJDOE program officer approval; and,
* Other ineligible costs listed in the section below.

The grantee must ensure that it meets all the requirements listed below:

1. Transportation

Cost for transportation must be reasonable and necessary for the program. Vehicles may not be purchased; however, any grantee may choose to contract with a service provider or annually lease a vehicle.

### 2. Background Checks

Criminal background checks are required for all program staff having direct contact with students, as indicated in the childcare licensing laws. The fee required for a Child Abuse Record of Information (CARI) and Criminal History Record of Information (CHRI) are allowable costs that may be included in the program budget. For additional information, please visit the New [Jersey Department of Children and Families (DCF) website](http://www.state.nj.us/dcf/reporting/record/). Please visit the [Criminal History Record of Information website](https://www.nj.gov/education/crimhist/) for additional information.

### 3. Professional Development

Grantees may budget grant funds for expenses related to consultant fees, registration costs, travel, meals, and lodging in accordance with state regulations.

### 4. Supplement not Supplant

Grantees must use program funds to supplement and not supplant other federal, state, and local funds to provide programs and activities allowable under this grant program.

### 5. Evaluation

Grantees must obtain and submit one quote from an external program evaluator with their application for funding. The external evaluator may not be a current vendor or employee of the agency. The quote must include information regarding the scope of the evaluation, deliverables, and costs. The evaluation quote must be current for the upcoming program year not a previous program year. Additionally, grantees must attach the evaluator’s resume or curriculum vitae. Please refer to Section 2 of this NGO, Project Guidelines, for submission instructions. Grantees must budget enough funds to cover the costs to complete the required evaluation, including costs for the external (non-employee) program evaluator and administrative support personnel responsible for PARS21 data entry.

### 6. Maintenance of Effort (MOE)

21st CCLC Programs are subject to a Maintenance of Effort (MOE) requirement, which is the same requirement that is applied to Title I, Part A. Under the MOE requirement, a 21st CCLC Program may receive its full award only if the NJDOE determines that the project’s LEA partners combined fiscal effort per pupil or aggregate expenditures of state and local funds for free public education in the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year. If the LEA fails to meet the 90% level, the NJDOE must reduce the project’s award by the exact percentage by which the LEA failed to meet the 90% level. The NJDOE will verify the MOE requirement for LEAs during the award process. For more information about this, please contact the Office of Grants Management at (609) 376-9089.

### 7. Use of Funds for Nonpublic Schools

Pursuant to EDGAR 76.650 - 76.662, when providing benefits to nonpublic school students with federal funds, the following must be addressed:

* The grantee must maintain administrative control over all funds and property. (No funds can flow directly to the nonpublic school via a subgrant).
* Funds cannot be used for construction of nonpublic school facilities.
* The applicant may place equipment and supplies in the nonpublic school for the period needed for the grant. The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school by the lead applicant without remodeling the nonpublic school facility.
* Funds must be used to meet specific needs of students and staff. (Funds cannot supplant benefits normally provided by the nonpublic school).
* Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employee performs the services under the supervision of the grantee.
* All benefits provided, including equipment and materials, must be secular, neutral and non-ideological. (*IASA, Sec 14503*)

### Eligible Costs

Grant funds may be used by grantees for the following costs that directly support the activities described in the application:

* Salaries and benefits for program staff, including but not limited to custodial, security, and nursing staff, that are reasonable and necessary;
* Purchase of curricula, project materials, and supplies for grant-funded project activities, including computer software and on-line resources;
* Professional development and training in support of grant-funded projects and services;
* Identification, selection, and orientation of grant-funded staff;
* Transportation services for project participants to participate in grant-funded activities;
* Reasonable and necessary services and accommodations associated with serving disabled students;
* Computer(s) for the purpose of program administration and implementation;
* Other grant related expenses (e.g., printing, telephones, postage, travel, rent) that are necessary to perform grant administrative functions; and
* Indirect costs may be requested in the budget from grantees that either 1) have a current federally negotiated indirect cost rate agreement; or, 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered an indirect cost are not included in the budget as a direct cost. Please refer to [2 CFR Part 200.414](http://www.ecfr.gov) for additional information. The indirect cost dollar amount you budget in your application must be the same dollar amount as the maximum, allowable indirect cost dollar amount calculated by EWEG. If you want to budget a lesser dollar amount, reduce the rate amount that you insert in the RATE box.
	+ Grantees with a current federally negotiated indirect cost rate agreement must scan and upload a copy of their indirect cost rate agreement. As this program is subject to a supplement not supplant requirement, grantees with an approved restricted indirect cost rate must use that rate. For all grantees, the maximum IDC rate that may be budgeted for this grant program is 8%.
	+ Grantees that have never received a federally negotiated indirect cost rate agreement must scan and upload a signed statement as part of the application. This statement must attest to the fact that the organization has never received a federally negotiated indirect cost rate agreement, and that the grantee is requesting the use of a de minimis indirect cost rate. This statement must be signed by the Chief Executive Officer or designee of the organization. The de minimis rate is 8% MTDC, as this program is subject to a supplement not supplant requirement.
	+ LEAs without an approved indirect cost rate are limited to the state median-approved indirect cost rate applicable to this program.

NOTE: Out-of-state travel not documented in the approved grant application requires prior approval from the applicant’s program officer.

### Ineligible Costs

Funds provided under this grant may not be used for the following costs:

* Food, including snacks and refreshments for project participants, both children and families, or for 21st CCLC staff meetings, including required orientation, professional development trainings, scheduled in-service trainings and advisory board meetings;
* Vehicle purchases;
* Supplanting local, state, or federal funds already designated for grant-related activities;
* Any costs budgeted for an expanded learning time program;
* Construction or capital improvements;
* Religious practices or programs; such as religious instruction, worship, or prayer;
* Costs that are not directly related to the implementation of grant activities;
* Membership to associations or organizations;
* In-state overnight lodging and/or meals;
* Meals on in-state travel;
* Mileage reimbursement in excess of $.47 per mile; and
* **Administration costs, which are different than program administrative staff costs, exceeding 10% (i.e. overhead, indirect costs, leasing, etc.).**

NOTE: Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

## Section 3: Completing the Application

### General Instructions for Applying

To apply for a grant under this NGO, a complete application must be prepared and submitted. The application must be a response to the state’s vision as articulated in Section 1 of this NGO: Grant Program Information. It must be planned, designed and developed in accordance with the program framework articulated in section 2 of this NGO: Project Guidelines. The applicant may wish to consult the [Pre-award Manual for Discretionary Grants document](http://www.state.nj.us/education/grants/discretionary/apps/) for additional guidance. The application must be submitted using the [EWEG system](http://homeroom.state.nj.us/). Paper copies of the application will not be accepted.

### Review of Continuation Applications

NJDOE staff will review each continuation grant application based on quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multi-year NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in section 2. Additionally, final awards will be based on the grantee’s program and fiscal performance through on-site and desk monitoring, quarterly reports, local and state level evaluations (including PARS21 data entry and accuracy), adequate and efficient use of federal funds, and other areas deemed appropriate by the NJDOE.

Grantees are reminded that the opportunity to make pre-award revisions will be limited. It is up to the grantee to submit timely and thorough responses to any requests made by Department staff. If grantees delay responses or are unresponsive to requests, the grant award may be rescinded.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

### Application Component Checklist

The following components are required (see Required ü Column) to be included as part of your EWEG application. Failure to include a required component may result in your application being removed from consideration for funding. Please make note that the following characters are not recognized by EWEG (“, -!@#$ %^&\*( )”~/<>{} and bullets). When uploading documents to EWEG be sure to properly label each document with the **title of the form, not the appendix number**. Use the checklist (see Included ü Column) to ensure that all required components have been completed.

| **Required****()** | **Form** | **EWEG TAB/SUBTAB** | **Included****()** |
| --- | --- | --- | --- |
|  | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution, DUNS-SAM and FFATA) |  |
|  | EWEG | Narrative (Update, Target Population, Project Description, Goals/Objectives, Professional Development, Stakeholders, Sustainability, Evaluation, Nonpublic, Activity Plan, Status Report)  |  |
|  | EWEG | Budget |  |
|  | EWEG | Match Narrative (as appropriate) |  |
|  | EWEG | Matching Summary Tab (as appropriate) |  |
|  |  | \*The following documents are to be scanned and uploaded in the EWEG Application, as PDF files, prior to submission. Except for the evaluation quote, weekly schedule and child care license, all forms are included as Appendices in this NGO. |  |
|  | Upload | Documentation of School Eligibility (Appendix 2)  |  |
|  | Upload | Verification of School Collaboration (Appendix 3)  |  |
|  | Upload | Verification of Partnership (Appendix 4)  |  |
|  | Upload | State Mandated Goals and Objectives (Appendix 5)  |  |
|  | Upload and Email | 21st CCLC Audit Information Form (Appendix 6) and Agency Schedule of Expenditures. |  |
|  | Upload | Documentation of Required Collaboration (Appendix 9 & 9A)  |  |
|  | Upload | 21st CCLC Program Statement of Assurances (Appendix 10)  |  |
|  | Upload | Nonpublic Equitable Participation Summary and Affirmation of Consultation form (Appendix 11)  |  |
|  | Upload | Local External Evaluation Quote including Evaluator’s Resume or Curriculum Vitae |  |
|  | Upload | Child Care License (as appropriate) |  |
|  | Upload | Weekly schedule of activities for each program site  |  |
|  | Upload | Copy of grantee’s federally negotiated indirect cost rate OR a signed statement requesting the use of a de-minimis indirect cost rate subject to the conditions set forth in the NGO.  |  |
|  | Upload | Entity Overview page from the [www.sam.gov](http://www.sam.gov/) website. (This is the page that shows your agency’s name, address with 4-digit extension zip code, DUNS number, and CCR expiration date, which must be a date that comes after the start date of the grant program.)  |  |

Appendix 1:
Eligible Grantees (Cohorts 15, 16, 17, and 18)

To ensure quality of 21st CCLC programming, the NJDOE has determined the maximum continuation award amounts based on program performance as per PARS21 data and the number of proposed students served. Grantees that are required to maintain a match are indicated below.

| **Applicant Agency** | **Award Amount** | **Match Percentage** |
| --- | --- | --- |
| Academy for Urban Leadership | $500,000 | 30% |
| After-School All Stars | $480,583  | 20% |
| Aspira, Inc. of NJ | $500,000 | 30% |
| Boys & Girls Club of Atlantic City  | $416,999  | 30% |
| Boys & Girls Club of Camden County | $250,000 | N/A |
| Boys & Girls Club of Garfield | $350,000 | 30% |
| Boys & Girls Club of Hudson County | $499,999 | N/A |
| Boys & Girls Clubs of Lower Bergen County, Inc.  | $500,000 | 30% |
| Boys and Girls Club of Mercer County | $500,000 | 30% |
| Boys & Girls Clubs of Paterson & Passaic | $535,000 | N/A |
| Bridgeton School District  | $500,000  | 30% |
| Buena Regional | $498,934 | N/A |
| Camden County College | $425,000 | N/A |
| Camden County Vocational School District | $500,000 | 30% |
| Children's Home Society | $475,671 | 30% |
| Clayton School District | $250,000  | N/A |
| Community Charter School of Paterson | $549,999  | 30% |
| East Newark | $299,998 | N/A |
| East Orange | $550,000 | N/A |
| Education Works | $350,000  | 30% |
| Egg Harbor City School District | $350,000  | 30% |
| FOCUS Hispanic Center for Community Development Inc.  | $535,000 | 10% |
| Freehold Borough School District  | $535,000 | 30% |
| Future Leaders Organization | $250,000 | 30% |
| Glassboro Child Development Center | $424,996  | 30% |
| Golden Gate Inc.  | $350,000 | 30% |
| Impact 21 | $250,000  | 30% |
| Ironbound Community Corp. | $550,000 | N/A |
| Joy Making a Difference | $350,000  | 30% |
| Keansburg School District  | $350,000 | 30% |
| La Casa De Don Pedro | $250,000 | N/A |
| Linden School District  | $425,000 | 30% |
| Meadowlands Area YMCA | $350,000 | 30% |
| Middle Earth | $500,000 | N/A |
| Millville School District | $550,000  | 30% |
| Mullica Township | $425,000 | 30% |
| New Hope | $424,975 | N/A |
| Orange Township Schools | $347,181  | 30% |
| Passaic City School District  | $535,000 | 30% |
| Paterson City | $425,000 | N/A |
| Paterson Education Foundation | $424,981  | 30% |
| Phillipsburg School District  | $250,000 | 30% |
| Plainfield Public Schools | $550,000 | 30% |
| Pleasantville School District  | $425,000 | 30% |
| Raritan Bay Area YMCA | $550,000  | 30% |
| Rutgers University – Camden | $500,000 | N/A |
| Union City School District  | $550,000 | 30% |
| Vernon Township | $350,000 | N/A |
| Wildwood School District | $500,000 | N/A |
| Woodbury | $247,439 | 30% |
| YMCA of Newark and Vicinity  | $550,000 | 30% |
| Youth Consultation Services, Inc. | $425,000 | 30% |

## Appendix 2:Documentation of School Eligibility

Please copy and complete for each school the applicant proposes to serve.

Grantees must propose to serve students who attend: (1) schools implementing comprehensive or targeted support and improvement activities; or (2) schools eligible for schoolwide programs; (3) schools determined by the LEA to need intervention and support or (4) schools with a high percentage of students from low-income families. Schools that serve a high percentage of low-income families will be defined as those schools that have a minimum of 30% of its student population defined as low-income. Low-income families are defined as those families whose children are eligible for free lunch and/or free milk as defined in the Application for State School Aid (ASSA).

|  |  |
| --- | --- |
| Applicant Agency Name |  |
| Check this box if this school will be the site where activities will take place. |  |
| Name of School |  |
| Address |  |
| Phone |  |
| Fax |  |
| District |  |
| County |  |

I certify that the school listed above meets one of the following eligibility requirements (please check one)

|  |  |
| --- | --- |
|  | (1) Currently listed as [a comprehensive or targeted support and improvement school](https://www.state.nj.us/education/csn/) |
|  | (2) Currently eligible for schoolwide programs under section Title I, Section 1114; or |
|  | (3) Identified by an LEA to need intervention and support based on state or district data. If an applicant selects this option, the applicant must submit a rationale for its selection process, which must include state or district data; or |
|  | (4) A minimum of 30% of the school building’s student population is eligible for free lunch and/or milk, as documented in the most recent ASSA count of enrolled students. If choosing this option, complete 1-4 below: |

|  |  |
| --- | --- |
| 1. Total Number of Students Enrolled
 |  |
| 1. Total Number of Students Eligible for Free Lunch
 |  |
| 1. Total Number of Students Eligible got Free Milk
 |  |
| 1. Low Income Percentage (adding #2 & #3 and dividing by #1
 | % |

|  |  |
| --- | --- |
| Name of Chief School Administrator (Print) |  |
| Signature of Chief School Administrator |  |
| Date |  |

## Appendix 3:Verification of School Collaboration

Please duplicate for each school to be served.

This document is to be signed and included with the application as evidence of collaboration with each school approved to be served.

|  |  |
| --- | --- |
| Applicant Agency Name |  |
| Name of School to be Served |  |
| Name of School District |  |

It is my understanding that the above-named applicant will serve the students who attend my school with comprehensive out-of-school time services. A representative of the above-named school will work with this program to ensure coordination and collaboration of services to these students and their families.

|  |  |
| --- | --- |
| Print Name of Chief School Administrator |  |
| District |  |
| Signature of Chief School Administrator |  |
| Date |  |
| Print Name of Applicant Agency Chief Executive Officer |  |
| Signature of the Applicant Agency Chief Executive Office |  |
| Date |  |

## Appendix 4:Verification of Partnership

Please duplicate for each partnering agency.

This document is to be completed by grantees requesting priority consideration “A” described in section 2 of this NGO as evidence of the partnership.

|  |  |
| --- | --- |
| Applicant Agency Name |  |
| Name of partnering agency / organization |  |
| Contact Person name and Title |  |
| Address |  |
| County |  |
| Phone |  |
| Fax |  |
| Email Address |  |
| Type of agency / organization |  |

I am committed to ensuring that my agency/organization will act in full support of the applicant’s program through the provision of activities, services, and/or resources. In addition, my agency/organization will provide data to the applicant for the purposes of the local and state evaluations of the program.

|  |  |
| --- | --- |
| Print Name of Partnering Chief School Administrator or CEO |  |
| Signature of the Partnering Chief School Administrator or CEO |  |
| Date |  |

Waiver:

\_\_\_ If an LEA applicant demonstrates that they are unable to partner with a community-based organization in reasonable geographic proximity (i.e., within 15 miles of the LEA) and of sufficient quality to meet the requirements within this priority, they may be eligible to apply. Applicant still must meet the other areas detailed under section 2.

\*This form is only necessary if the applicant is choosing to apply for priority consideration.

## Appendix 5:State Mandated Goals and Objectives

Instructions: Grantees are required to adopt the state-mandated goals and objectives. These goals and objectives are aligned with the federal Government Performance and Results Act (GPRA) measures, which are found in section 1. Each applicant must create one or more program-specific performance indicator(s) for each of the mandated goals and objectives. Additionally, grantees must create performance indicators for each objective. Performance indicators are quantifiable performance measurements used to define success factors and measure progress toward the achievement of program goals and are directly correlated to the implementation activities created in the Project Activity Plan. When numbering the indicators below, please follow the following format: Indicator 1.1a; Indicator: 1.1b; Indicator 1.2a; Indicator 1.2b, etc. Grantees are required to complete this document and upload into EWEG.

Goal 1: To provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.1: The grantee will establish and maintain partnerships and collaborative relationships with schools, families, youth, and the community to enhance students’ access to a variety of learning opportunities.

 Performance Indicator 1.1a:

 Performance Indicator 1.1b:

Objective 1.2: The grantee will adopt intentional strategies and research-based practices designed to support student skill building and mastery, both academically and from a youth development perspective.

 Performance Indicator 1.2a:

 Performance Indicator 1.2b:

Objective 1.3: The grantee will adopt practices to support the orientation, training, and development of afterschool staff in the adoption and use of intentional strategies and research-based practices to ensure program quality.

 Performance Indicator 1.3a:

 Performance Indicator 1.3b:

Objective 1.4: Students regularly participating in the program will be positively impacted in terms of performance on state assessments in language arts and mathematics.

 Performance Indicator 1.4a:

 Performance Indicator 1.4b:

Objective 1.5: Students regularly participating in the program will demonstrate improved school-day attendance, decreased disciplinary actions or other adverse behaviors, improved social-emotional functioning, and the development of 21st century skills.

 Performance Indicator 1.5a:

 Performance Indicator 1.5b:

Goal 2: To implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students.

Objective 2.1: The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

 Performance Indicator 2.1a:

 Performance Indicator 2.1b:

Objective 2.2: Parents participating in grant-funded activities will increase their involvement in the education of children under their care.

 Performance Indicator 2.2a:

 Performance Indicator 2.2b:

Objective 2.3: Grantees will adopt intentional strategies to communicate to parents and adult family members about program goals and objectives, activities, and their child’s experience in the program.

 Performance Indicator 2.3a:

 Performance Indicator 2.3b:

Goal 3: To measure participants’ progress and program effectiveness through monitoring and evaluating.

Objective 3.1: Throughout the grant period, the grantee will continually assess program quality and effectiveness and use this information to support quality improvement.

 Performance Indicator 3.1a:

 Performance Indicator 3.1b:

Objective 3.2: The grantee will work to obtain data on students’ in-school progress in the areas of academic achievement, behavior, and social development and use this information to inform the design and delivery of programming.

 Performance Indicator 3.2a:

 Performance Indicator 3.2b:

Objective 3.3: Throughout the grant period, the grantee will adopt measures as needed within the program when data is not available from other sources, to assess (a) youth engagement in program activities; (b) the academic and/or social-emotional needs of participating youth; and (c) program impact.

 Performance Indicator 3.3a:

 Performance Indicator 3.3b:

Objective 3.4: The grantee will measure the impact of the program on family members of participating students.

 Performance Indicator 3.4a:

 Performance Indicator 3.4b:

The CSA/CEO of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (applicant agency name) assures that the State mandated goals, objectives and locally-developed performance indicators were reviewed, understood and adopted.

|  |  |
| --- | --- |
| Print Name of Applicant CSA or CEO |  |
| Signature of the Applicant CSA or CEO  |  |
| Date |  |

## Appendix 6:21st CCLC Audit Information

To be completed by all grantees.

Audit requirements and the type of audit are solely based on the totals of all state and federal grant expenditures incurred during the recipient’s 12-month fiscal year. To determine your agency’s audit requirements, all non-LEA grantees must submit the following information:

|  |  |
| --- | --- |
| Name of Applicant Agency |  |
| Agency Federal Tax ID # |  |
| Agency Fiscal Year Ended |  |
| Agency Fiscal Contact |  |
| Contact Person Name and Title |  |
| Telephone # |  |
| Email Address |  |
| Name of Agency Auditing Firm |  |
| Contact Person Name and Title |  |
| Phone |  |
| Email  |  |
| Name of CEO or CFO (Print) |  |
| Signature CEO or CFO |  |
| Date |  |

**NOTE: If awarded, the applicant will be required to submit the Auditor System Review (Peer Review), which must be within three (3) years of the agency fiscal year. See section 1 for further detail.**

## Appendix 7:Final Comprehensive 5-Year Evaluation Report Outline

NJDOE intends to update this outline and provide additional guidance to Cohort 14 grantees who are required to submit this 5-year comprehensive final evaluation of their 21st CCLC Program.

1. The final evaluation must include, but is not limited to, the following sections:
	1. Introduction
		1. Background and description of program (hours of operation, site locations); and
		2. Description of target population (grade levels, ethnic and racial background, economic status, students with disabilities and non-public school/student participation).
	2. Program Implementation
		1. Range and intensity of all required program components and detailed activities;
		2. Staff specialties and certifications; and
		3. Summary of accomplishments in program development and implementation with acknowledgement of changes in program design/implementation from previous years.
	3. Measures and Outcomes – Use quantitative and qualitative data[[2]](#footnote-2) to:
		1. Analyze trends (e.g., attendance, parent involvement, teacher rating, activity and subject categories addressed);
		2. Make comparisons with state, national and federal standards;
		3. Determine progress toward achieving the state goals and objectives;
		4. Determine the level of achievement of each local level indicator identified in the previous NGO;
		5. Describe youth and family outcomes; and
		6. Make comparisons of impact across program years, grade levels, sites to: determine common characteristics and achievements, and identify program strengths and weaknesses.
	4. Summary and Conclusions
		1. Major accomplishments;
		2. Review and status of recommendations from previous program year evaluation; and
		3. Plans to sustain and continue the program.
2. Program Description Report, as a separate attachment (4 pages maximum), must also be included, which details a description of:
	1. the grantee agency;
	2. established collaborations and/or partnerships and their contributions;
	3. total population serviced (including non-public school students, if any);
	4. characteristics of the student population (looking at students who have attended the program for at least 70 days or more);
	5. enrollment, recruitment, and retention efforts;
	6. program components (activities) offered;
	7. average program and administrative costs5;
	8. staffing and professional development offered;
	9. linkages to school-day staff and activities;
	10. coordination with other federal, state, or local programs; and
	11. sustainability progress and achievement.

## Appendix 8:List of National and Statewide Conferences

Listed below is a sample of annual conferences. This list is not meant to be exhaustive. Grantees may submit for NJDOE approval to attend conferences that are not listed.

**NATIONAL CONFERENCES**

[**The Center for Summer Learning National Conference**](http://www.summerlearning.org/index.php.)(October 2023 Location TBD)

This conference hosted by The Center for Summer Learning at Johns Hopkins University will challenge you to plan, implement, support and advocate for high-quality summer programming in your community and nationwide. Through its national network of providers and partners, the Center works to make summer learning a priority in communities across the country. Using research-based approaches and models of effective practice, the Center strives to ensure that all children have access to high-quality learning opportunities during the summer months.

 [**National Afterschool Association’s Annual Conference**](http://naaweb.org/convention)(March 2024 Location TBD)

The National After-School Association (NAA) conference is the preeminent professional development experience for afterschool professionals in the country. For twenty years, the NAA conference has been the place to connect with colleagues and learn the latest of what you need to know and do to serve children in high quality afterschool and summer programs.

[**Families Learning Conference**](http://conference.familieslearning.org/) ***(***November 2024 Location TBD***)***

The National Center for Families Learning (NCFL) offers an opportunity to learn from leading educators, researchers and community leaders who are proven experts in and dedicated to two-generation approaches. NCFL regularly draws the nation's most progressive teachers, administrators, community leaders, researchers and policy makers committed to families learning together.

[**Foundations, Inc. Beyond School Hours Conference**](http://www.foundationsinc.org)(February 2024 Location TBD)

The Foundations’ national Beyond School Hours® conference promotes the expansion of quality afterschool programs that provide safe havens for children, improve academic achievement and offer positive social interaction in a healthy environment. Take advantage of this excellent professional development and networking opportunity.

[**National Service-Learning Conference**](https://www.nylc.org/) (April 2024 Location TBD)

The National Service-Learning Conference, sponsored by the National Youth Leadership Council, brings recognition to the contributions that young people are making to change the world and helps them, with the assistance of their adult mentors, reach their goals. The conference does this through learning, inspiration and connection. Both youth and adults come out of the experience with the tools, resources, ideas and inspiration to return home to improve their practice, their schools and their communities.

[**Community Schools National Forum**](http://www.communityschools.org) **(***May 2024 Location TBD***)**

The Coalition for Community Schools, housed at the Institute for Educational Leadership, is an alliance of national, state and local organizations in K-12 education, youth development, community planning and development, family support, health and human services, government and philanthropic networks. They hold a national forum every two years.

**[Afterschool for All Challenge](http://www.afterschoolalliance.org)** (*June 2024 Location TBD*)

The Afterschool for All Challenge brings together high-level afterschool educators and stakeholders with U.S. representatives and senators on behalf of afterschool programs nationwide. The gathering provides panels and workshops addressing issues in afterschool programs.

**STATEWIDE CONFERENCES**

[**New Jersey Arts Education Collective**](http://www.njaec.org/)<http://www.njaec.org/conference-information.html>(September 2023 Location TBD)

The New Jersey Arts Education Collective (NJAEC) is a partnership of NJ based not-for profit organizations whose mission is to provide the highest quality professional development and networking opportunities for members of the arts education community.

[**New Jersey Science Convention**](http://www.njscienceconvention.org.)(*October 2023*Location TBD)

The New Jersey Science Convention is a professional development opportunity in the Mid-Atlantic area for science educators, including teachers, administrators and student interns. Sessions are available for all levels and disciplines in science.

[**New Jersey Council for the Social Studies Conference**](https://njcss.weebly.com/) **(***October 2023 Location TBD***)**

The **New Jersey Council of Social Studies (NJCSS) Conference** is a statewide conference devoted solely to social studies education. A major goal and accomplishment of the NJCSS has been to bring together educators from all social studies disciplines, including history, economics, political science, sociology geography, anthropology and psychology.

[**New Jersey School-Age Care Coalition Annual Conference on Afterschool**](http://www.njsacc.org) **(***November 2023 Location TBD)*

The New Jersey School-Age Care Coalition (NJSACC) conference is the only statewide conference in New Jersey that offers administrative and direct service workshops for all afterschool personnel. The mission of NJSACC is to promote and support the development, continuity and expansion of quality programs for children and youth during out-of-school time. For new grantees, we recommend that the project director and at least one site coordinator attend this statewide conference. For more information, call (908) 789-0259 or email sac@njsacc.org.

**Soaring Beyond Expectations: A Statewide Afterschool Celebration (***June 2024 Location TBD)*

Annually, the New Jersey Department of Education sponsors the Nita M. Lowey 21st Century Community Learning Center (CCLC) Program Afterschool Showcase, entitled *“Soaring Beyond Expectations: A Statewide Afterschool Celebration*.” This afterschool showcase highlights successful strategies used by New Jersey’s federally-funded 21st CCLC programs. Workshops focus on a variety of topics that support program quality in New Jersey, such as, linking to the school day, designing engaging activities, developing effective partners and collaborations and effective evaluation. This Afterschool Showcase is open to all New Jersey school districts, faith-based agencies, community-based agencies and others interested in providing afterschool, before school or summer school programs that improve youth’s knowledge and skills and engage them in meaningful learning opportunities. For new grantees, we recommend that the program staff attend this statewide conference.

## Appendix 9:Documentation of Required Collaboration

(Please duplicate for each collaborating agency.)

This document is to be signed and submitted with the grant application as evidence of the collaboration between the applicant and the agency/organization with whom the applicant has or will coordinate in the planning and execution of services outlined in the grant application.

|  |  |
| --- | --- |
| Name of collaborating agency/organization |  |
| Contact Person Name and Title |  |
| Address |  |
| County |  |
| Phone |  |
| Fax |  |
| Email |  |

Type of agency/organization (Please check the appropriate agency type):

|  |  |
| --- | --- |
|  | Charter School |
|  | Institution of Higher Education |
|  | City Government |
|  | County Government |
|  | Business/Corporation |
|  | Community Based-Organization |
|  | Faith Based-Organization |

It is my understanding that the applicant listed above plans to submit a Nita M. Lowey 21st Century Community Learning Centers Program application, available through the New Jersey Department of Education (NJDOE) to provide comprehensive afterschool programming services to eligible students and their families. Recognizing the need for such services, I am committed to ensuring that my agency/organization acts in full support of the proposed program through the provision of activities, services, and/or resources as a result of the collaborative effort between my agency/organization and the aforementioned applicant agency. In addition, my agency/organization will provide data or other information to the applicant for the purposes of documentation of services and the state evaluation of the program.

Please check off the services that the collaborating agency will provide:

|  |  |
| --- | --- |
|  | Provide programming/activity-related services |
|  | Provide paid staffing |
|  | Provide volunteer staffing |
|  | Provide in-kind donations |
|  | Provide goods/materials |
|  | Provide transportation |
|  | Provide technical assistance |
|  | Provide services (referral, mental health counseling, social services) |
|  | Fundraising |
|  | Adult Education |
|  | Parent Education |
|  | Provide evaluation services |
|  | Other (please specify) |

|  |  |
| --- | --- |
| Print Name of Collaborating Agency/Organization CEO or CSA |  |
| Signature of Collaborating Agency/Organization CEO or CSA |  |
| Date |  |

## Appendix 9a:Documentation of Required Collaboration

(Please duplicate for each collaborating agency.)

|  |  |
| --- | --- |
| Name of collaborating agency/organization |  |
| Is this collaborator also a partner agency in the contract? (Yes or No) |  |
| Estimate the value of in-kind contributions that will be made by this collaborating agency. |  |
| Is this collaborating agency also a sub-grantee in the contract? (Yes or No) |  |
| If ‘Yes’, enter the dollar amount of the subcontract to be held by this agency/collaborator in the 2023-2024 contract year |  |
| If ‘Yes’, provide the percentage (%) of the total award amount. |  |

List below the address and contact information for each site of this program (duplicate as necessary).

The site is where the majority of activities are being provided.

|  |  |
| --- | --- |
| Site #1 Name |  |
| # of Proposed Students |  |
| District |  |
| County |  |
| Address |  |
| Phone |  |
| Fax |  |
| Site Contact Name |  |
| Contact Email |  |

|  |  |
| --- | --- |
| Site #2 Name |  |
| # of Proposed Students |  |
| District |  |
| County |  |
| Address |  |
| Phone |  |
| Fax |  |
| Site Contact Name |  |
| Contact Email |  |

|  |  |
| --- | --- |
| Site #3 Name |  |
| # of Proposed Students |  |
| District |  |
| County |  |
| Address |  |
| Phone |  |
| Fax |  |
| Site Contact Name |  |
| Contact Email |  |

## Appendix 10:Program Statement of Assurances

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (applicant agency name) hereby assures that:

1. The program will conduct activities in a safe and easily accessible facility.
2. The program will ensure the safe transportation of students to and from the program.
3. The program will provide equitable services to participating nonpublic schools as specified in the original approved application.
4. The program was developed and will be implemented in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools, such as NJ SMART data).
5. All participants of the eligible entity, and any partnership entities, must follow applicable laws relating to privacy and confidentiality; and in alignment with the challenging State academic standards and any local academic standards.
6. The program will target students who attend schools: identified as comprehensive or targeted support and improvement schools, currently eligible for schoolwide programs, schools identified by an LEA to need intervention and support or with a minimum of 30% of the school building’s student population is eligible for free lunch and/or milk and the families of those students.
7. Funds under the program will be used for authorized programs and activities and will be used to supplement, and not supplant other Federal, State, and local public funds expended to provide programs and activities authorized under this grant and other similar programs.
8. The community will be given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
9. The program will conduct outreach activities to identify qualified children with disabilities who meet the eligibility criteria for participation in the center’s programs.
10. The program will provide accommodations, modifications, supplementary aids, and services for eligible children with handicaps/disabilities and their families that ensure their equal participation in, and benefit from, the programs/services/activities offered to non-handicapped children and their families.
11. The program will comply with all components of the comprehensive statewide evaluation and a local level evaluation plan.
12. The program will align activities with the challenging State academic standards.
13. The program will identify and partner with external organizations, if available, in the community.
14. The applicant will ensure that all services being provided are in accordance with all relevant New Jersey Administrative Code (*N.J.A.C*.) and New Jersey Statutes Annotated (*N.J.S.A*) requirements, including licensing requirements.
15. The applicant will not divest more than 20% of the total grant award to any single entity, including but not limited to partners, collaborators or sub-grantees.
16. The grantee will submit an attachment requesting approval for program income which will include how the grantee plans to generate program income, the approximate amount of income, and why the program income is necessary to achieve the goals and objectives of the program income.

|  |  |
| --- | --- |
| Print Name of Chief School Administrator or CEO |  |
| Signature of Chief School Administrator or CEO |  |
| Date |  |

##

## Appendix 11:Nonpublic Equitable Participation Summary and Affirmation of Consultation

(Complete a form for each participating nonpublic school. Copy this form as necessary.)

In the space below, the applicant agency is to briefly respond to each of the five items listed. Please ensure that what is described on this form is directly related to the components of timely and meaningful consultation and the equitable participation of nonpublic school students/teacher(s) in this grant program, as required (EDGAR 76.650-76.662). For each nonpublic school, this form must be signed and dated by the applicant CSA/CEO and the nonpublic school official. The applicant agency must submit with the grant application a copy of this form for each nonpublic school.

Describe the consultation process that took place including meeting date, those in attendance and agenda.

Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?

What identified services will be provided? Explain how, when, where, and by whom the services will be provided.

How and when will the services be assessed and how will the results of the assessment be used to improve the services?

What is the amount of estimated grant funding available for the agreed upon services?

**RESPONSES:**

By our signatures below we agree that timely and meaningful consultation occurred before the LEA/applicant agency made any decision that affected the participation of eligible nonpublic school children, teachers or other educational personnel in the Nita M. Lowey 21st Century Community Learning Centers Program.

Please check one:

|  |  |
| --- | --- |
|  | Yes, we wish to participate in this grant opportunity |
|  | No, we do not wish to participate in this grant opportunity |

|  |  |
| --- | --- |
| Name of Nonpublic School  |  |
| Name of Nonpublic School Representative |  |
| Nonpublic School Representative Signature |  |
| Date |  |
| Name of Applicant Agency |  |
| Applicant Agency Signature  |  |
| Date |  |

## Appendix 12:Project Staff Responsibilities

Outlined below are minimum responsibilities for the staffing requirements outlined under section 2. Agencies must ensure that all 21st CCLC project staff have enough time to perform these duties at a minimum. Grantees have some flexibility in the establishment of their staffing patterns. However, the NJDOE will review the management plan, including staffing, based on what is necessary and reasonable to implement the project and adhere to program requirements. The NJDOE reserves the right to require changes based on this review.

**Project Director (administrator or coordinator)**

This position will be responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to the NJDOE under the grant agreement in a timely manner.

Responsibilities include, but are not limited to, the following:

* Ensuring program implementation in alignment with approved application (monitor program/budget appropriately);
* Completing necessary reports and submitting to state;
* Maintaining participant files, program forms, and applicable licenses;
* Developing attendance policy, calendar of activities;
* Meeting with key program staff, teachers, partners, collaborators, evaluator, etc. regularly;
* Coordinating 21st CCLC advisory board meetings and ensuring implementation of sustainability plan;
* Supervising site coordinators, administrative staff and program volunteers;
* Conducting program orientation for staff, parents, students, volunteers, and key program staff;
* Developing and maintaining health and emergency plans/files;
* Attending mandated project directors’ meetings and required professional development trainings; and,
* Ensuring compliance with evaluation requirements (data-entry into federal and state data-collection systems).

**Site Coordinator**

This position is required for each site. This person will be responsible for the daily operation, coordination and delivery of services at the respective program site(s). If an agency has only one site, the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program. Agencies have the discretion to amend the title of the site coordinator to suit its program structure.

Responsibilities include, but are not limited to, the following:

* Ensuring staff and students are in assigned classrooms and have signed in;
* Ensuring activities are delivered as intended;
* Overseeing drop off and pick up of students;
* Coordination and distribution of daily snacks;
* Ensuring field trip activities are completed as scheduled and that emergency contacts are accessible; and
* Communicating with school-day teachers regarding specific student needs.

**Data-Entry Staff**

This position is required for all agencies. This person will be responsible for entering data into PARS21, the federal reporting system, gathering registration forms, attendance sheets and other forms as required by program. Additionally, this person is responsible for other administrative tasks as deemed necessary by the project director. A project director may not fulfill this position.

## Appendix 13:Budget Development Instructions

To reduce the number of pre-award revisions, please follow these instructions:

* In EWEG, under the Salary tabs and in the Title of Position box, be sure to list the other benefits by type and percentage amount for positions that have other benefits. The total of the individual other benefit percentage amounts should equal the percentage amount shown in the Other Benefits box.
* For budget entries that represent administrative costs, be sure to check “Administrative” in the Cost section of that budget entry.
* For any budget entry that has both a program and administrative portion, create two budget entries, one for each. Be sure to check Program or Administrative in the Cost section. For example, the Project Director’s salary is based on providing both program and administrative services to the grant.
* Be sure to explain what the amounts in the ‘How Many’ and ‘Cost per Unit’ boxes represent for the Supply, Equipment, and Other tabs budget entries. If the amounts in those boxes represent a calculation, describe the calculation in the Description box.
* Be sure the Description boxes also describe the cost of the item, the need for the item, and the item’s relation to the grant program.
* Mileage reimbursement budget entries must describe the traveler’s relation to the grant, the grant-related purpose(s) of the travel, and a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify each traveler’s relation to the grant. (There should be a corresponding conference registration entry.) Insert this statement: “gsa.gov rates will be used at the time of travel” for all conference travel costs. Be sure to itemize the cost per person as follows:
	+ meals = cost per day x the number of days,
	+ round-trip coach air or rail fare = per person x the number of grant staff, and
	+ lodging = per room per night basis x the number of rooms x the number of nights.
	+ Note that car rental at a conference is generally not allowed.

## Appendix 14:Electronic Web-Enabled Grants System (EWEG) Tips

The following are tips for working in the EWEG system. Please take note as these will ease submission of your application.

* Do not use the “Back” button. This will cause a system error.
* It is always recommended that long narrative sections be typed in either Word or Note Pad and copied and pasted into EWEG. Doing this, will prevent you losing the text that you worked hard to create, should something go wrong when you save the page.
* When copying and pasting from Word or Note Pad, be sure to check for special characters. Most notably, quotation marks, apostrophes, bullets and hyphens are the biggest culprits. Avoid using all of the other special characters (!@#$%^&\*()”~/<>{} and bullets). Do not try to use fancy formatting. It will only give you problems. Just be sure that the content is there in a concise and clear manner.
* The EWEG system is not compatible with the way Microsoft Word formats quotation marks, apostrophes, bullets and hyphens. Use the following procedure to resolve this problem. Remove the quotation marks, apostrophes, bullets and hyphens in the text that you want to copy and paste. Paste the text into EWEG. Working in EWEG, Before You Try to Save the Page, put the bullets, hyphens, apostrophes and quotation marks back in. You will notice that the apostrophes and quotation marks will now look different indicating that the problematic formatting has been removed. You should be able to save the page without getting an error message.
* When you click on a Tab to open a page, do not click on it more than once. Some of our pages take a while to open. If you click on the tab more than once, you will get a system error.
* Certain systems are just not compatible with EWEG. Most notably: MAC, hand-held devices, Notebooks, Safari, Google Chrome and Firefox. If you have these systems, please try to locate a different PC to use to enter your data.

Also note that Internet Explorer versions higher than 7.0 should access the EWEG site in “Compatibility Mode” or you may have unexpected errors and will not be able to view all application pages.

1. Afterschool Alliance, 2016, http://afterschoolalliance.org//AA3PM/Concentrated\_Poverty.pdf [↑](#footnote-ref-1)
2. Use graphs and tables to describe and to picture trends and depict impact. Include data from PARS21.

5 Administrative costs are defined as those within the budget line items 200-100; 200-600; 400-732; and 200-860. [↑](#footnote-ref-2)