**REQUEST FOR PROPOSAL**

[](https://www.mdek12.org/)

**Cohort 9 Nita M. Lowey 21st Century**

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

**Submission Deadline Date: June 30, 2025**

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# SECTION 1. INTRODUCTION AND PROGRAM OVERVIEW

## 1.1 Program Purpose and Goals

The Mississippi Department of Education (MDE), through the Office of Federal Programs, is seeking competitive written proposals from qualified Applicants to provide services implementing the Nita M. Lowey 21st Century Community Learning Centers (CCLC) Program through grant awards issued by the Mississippi Department of Education.

The Nita M. Lowey 21st Century Community Learning Centers (CCLC) Program was established by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act, 2015. The purpose of the program is to provide opportunities for academic enrichment activities during non-school hours or periods when school is not in session, such as before and after school or during summer recess, particularly for students who attend low-performing schools.

The 21st CCLC Program’s goals are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards (SBE Goals 1, 2, 3, 4, 5, and 6);
2. 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; (SBE Goals 1, 2, 3, 4, 5, and 6); and
3. 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 (SBE Goals 2, 3, and 5).

The United States Department of Education has specified student outcomes and program implementation targets related to the goals of the program. Annually, the Mississippi Department of Education reports on the progress subgrantees are making toward meeting the targets. These targets can be found in the most recent Federal Performance plan at [Nita M. Lowey 21st Century Community Learning Centers (Title IV, Part B) | U.S. Department of Education](https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/nita-m-lowey-21st-century-community-learning-centers)

A grant agreement will be signed to include a multi-year grant to include the initial year with three (3) additional years, for a total of four (4) years. All grant awards are at the discretion of the State Board of Education (SBE). Each year of the grant shall be contingent upon successful completion of the services in the preceding year’s grant, availability of funds, and performance evaluations. Under the Every Student Succeeds Act (ESSA), the MDE has the option for renewability with 21st CCLC. Therefore, the SBE could extend the number of years of the grant for an additional four (4) years based on availability of funding and the ability of grantees to meet renewability requirements. This solicitation and any resulting grant agreement shall be governed by the applicable provisions of *the State Board of Education Grant* *Policies*. The grant agreement Assurances and Standard Terms and Conditions have been included as Form 2 and Form 3 for your review and acceptance.

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on the MDE [website](https://www.mdek12.org/PN/RFP) under “MDE Bid Announcements” Request for Proposals, Qualifications, and Applications section. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this solicitation.

## 1.2 Eligibility Criteria

This solicitation is to provide information required to submit a response to this Request for Proposal (RFP). Please be aware that changes to previous requirements and/or eligibility may have been made.

**Any public or private organization is eligible to apply for a 21st CCLC subgrant. However, the organization must have signed participation letters from a Local Education Agency (LEA) [a school District will be referred to as an LEA throughout the proposal] AND participating school(s). If an LEA applies, participation letters are not required.**

Examples of eligible agencies and organizations include, but are not limited to:

* LEAs,
* Charter schools,
* Indian tribe or tribal organizations,
* Educational consortia,
* Non-profit agencies,
* City or county government agencies,
* Faith and community-based organizations,
* Institutions of higher education, and
* For-profit corporations.

In order to be in good standing, pervious subgrantees must have submitted, if applicable:

* final evaluation reports and data as required;
* annual performance reporting data;
* finalized all monitoring review corrective actions;
* timely requests for reimbursement of allowable expenditures following MDE’s reimbursement process; and
* the Year-End Budget Report.

If a previous Subgrantee is not in good standing, the proposal submitted will be disqualified and will not be considered for an award.

The applicant must meet the following criteria to submit a proposal:

**At the time of award, grant applicants are allowed to operate no more than two 21st CCLC grants during the fiscal year (July 1, 2024 – June 30, 2025).** Grant applicants must follow the MDE’s competitive process for determining new subgrant awards. No special consideration will be given for having received a prior subgrant. Any 21st CCLC subgrants that have been terminated by the MDE for violations of non-compliance are not eligible to reapply for three (3) consecutive fiscal years from the effective date of termination.

**Unique Entity ID (UEI) Requirement**

The UEI is the universal identifier assigned by the Federal government’s System for Award Management (SAM) repository to uniquely identify business entities. To receive an UEI, you must register your business at [www.sam.gov](http://www.sam.gov). All Subgrantees must have an active UEI, that is unrestricted and accessible to the public. Verification and documentation of the registered active UEI must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, UEI notification email). Failure to obtain and register your UEI number will result in rejection of the proposal. Please visit [Guide to Getting a Unique Entity ID](https://www.sam.gov/) for more information.

Any debarred person or applicant will not be eligible to apply for and receive Federal funds. Please remember that your UEI must be unrestricted and accessible to the public. Failure to obtain and register your UEI number will result in rejection of the proposal.

1.3 Pre-Proposal Conference

The MDE will host a workshop virtually on **Tuesday, June 3, 2025, at 1:30 pm Central time** to assist potential Subgrantees with understanding the program and the proposal process. There is no cost for the workshop; however, registration is required. **Proposal workshop participation is not required to apply but is highly encouraged.**

[**21st Century Pre-Proposal Conference Link**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YmEzZTI1NWItZjg0NS00ZDAzLWJkOTUtMjA2YjYyMTY1ZThi%40thread.v2/0?context=%7b%22Tid%22%3a%227e35b344-7106-498b-9980-0510a132b777%22%2c%22Oid%22%3a%227faa9325-23df-4533-a4ae-1e4caa1fbd32%22%7d)

## 1.4 Conflict of Interest

Each Applicant receiving an award for funds must maintain a written conflict of interest policy.

# SECTION 2. PROGRAM IMPLEMENTATION

## 2.1 Scope of Work

The Mississippi Department of Education, through the Office of Federal Programs, is seeking proposals for implementation of effective out-of-school programs. Applicants must demonstrate extensive knowledge of current instructional strategies and programming methods for elementary and secondary students (e.g., STEM, early childhood, computer science, robotics, culinary arts) that support academic achievement, enrichment activities, and youth development, along with family and community engagement.

## 2.2 Program Activities

Applicants receiving an award are responsible for utilizing these funds to carry out activities that advance student achievement and support student success, including but not limited to:

1. Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with:
   1. the challenging State academic standards and any local academic standards.
   2. local curricula that are designed to improve student academic achievement.
2. Well-rounded education activities including such activities that enable students to be eligible for credit recovery or attainment;
3. Literacy education programs, including financial literacy programs and environmental literacy programs;
4. Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs, and recreational activities;
5. Services for individuals with disabilities;
6. Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
7. Cultural programs;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Parenting skills programs that promote parental involvement and family literacy;
11. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
12. Drug and violence prevention programs, counseling programs, character education programs, and entrepreneurial programs;
13. Programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting non-traditional STEM education teaching methods;
    1. Mathematics, science, arts, and music education activities
14. Programs that partner with in-demand fields of the local workforce to build career competencies, 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.); and,
15. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs.

Subgrantees are also obligated under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act to ensure that the proposed program activities do not exclude students with disabilities and are accessible to persons with disabilities.

**Equitable Participation of Private and/or Non-Public School Students**

**A public school or other public or private entity that is awarded a subgrant must provide equitable services to eligible private, non-public school students, their families, their teachers, and other educational personnel.** In designing a program that meets this requirement, grant applicants must provide comparable opportunities for the participation of both private and public-school students who reside in the area served by the subgrant.

Grant applicants must conduct timely and meaningful consultation with non-public and/or private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Meaningful consultation involves communication and discussions between grant applicants, LEAs, and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in the Every Student Succeeds Act (ESSA) programs. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. The goal of all parties should be to reach an agreement on how to provide equitable and effective programs for eligible private school children who meet the poverty criteria. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. For detailed information regarding services to eligible private school children, please visit Section 8501 of the Every Student Succeeds Act at <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>

Applicants must complete and submit the Private School Consultation Form (Form 6).

## 2.3 Program Reports and Evaluation

Subgrantees will be required to prepare and submit a formative evaluation and an end-of- year evaluation report each year by the MDE designated due date. The evaluation report is an integral element of the program’s ongoing planning, design, and implementation. An effective report that evaluates specific targets will enable the subgrantee to make informed decisions about changes that the program may need. In addition, subgrantees are required to provide data sharing through the two primary data collection systems: Cayen and 21 APR. Subgrantees are required to submit data for program operations during summer, fall, and spring.

Each subgrantee must undergo a periodic evaluation to assess progress toward achieving its goal of providing high-quality opportunities for academic enrichment. Subgrantees must evaluate the academic progress of children participating in the 21st CCLC Programs annually. The evaluation must be based on the factors included in the Measures of Effectiveness (20 U.S.C. § 7175(b)). All subgrantee programs or activities shall:

* Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
* Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic achievement opportunities;
* If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
* Ensure that measures of student success align with the regular academic program and the academic needs of participating students and include performance indicators and measures; and
* Collect the data necessary for the measures of student success.

The results of the evaluation must be:

* Used to refine, improve, and strengthen the program and to refine the performance measures;
* Made available to the public upon request; and,
* Used by MDE to determine whether a subgrant is eligible to be renewed.

## 2.4 Proposal Review and Selection Process

***Phase I – Compliance***

Proposals are reviewed by MDE program staff to determine if all formatting and submission requirements are met. **If any proposal fails to meet the established deadline or *Required Elements*, the proposal will be disqualified.** Please review the submission deadline and the *Required Elements. Proposals that are not received by the deadline or fail to provide the information as specified in the “Required Elements” will not be considered for an award. The Applicant may reapply at a future date.*

***Phase II – Review and Scoring***

An evaluation committee, authorized by the MDE, shall evaluate and score each proposal based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the Applicant to implement the proposed program. The evaluation committee is comprised of expert proposal readers from various related professions and backgrounds.

Each proposal will be evaluated using the criteria for the proposal and scoring process. The evaluation committee will recommend proposals from highest to lowest ranking to be funded by the MDE.

A minimum of five evaluation committee members will review and evaluate each proposal utilizing a rubric. A reader may award up to 100 points for each proposal. A proposal must receive a minimum total quality score of **75** before the proposal can be considered eligible for funding. The MDE will allocate funding based upon the average scores of all committee members and will fund Applicants, based on the highest to lowest scores, until funding is exhausted, or all eligible Applicants receive funding.

**Competitive Priority**

The MDE prioritizes grant applications serving students who attend schools with a high concentration of low-income students and families. For this proposal, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced-price meals) of 40% or greater as determined by school enrollment or the participating attendance area.

**After the proposal has met the minimum quality score of 75,** competitive priority points will be awarded by the MDE to those applicants meeting additional criteria for competitive priority points. For a complete list of the additional criteria and competitive priority points please see Supplemental Form A on page 67.

Please note that a joint or co-applicant (Priority 1) is not merely a partnership. A joint applicant/consortium consists of two or more organizations joining together for a shared purpose to fulfill the requirements of the grant proposal. In addition, an organization contracted to provide services is not considered a joint or co-applicant. To be considered as a joint or co-applicant/consortium, there must be evidence of the following:

1. The LEA and at least one other organization collaborated extensively in the planning and design of the program;
2. Each co-applicant organization has substantial roles to play in the delivery of services;
3. All co-applicant organizations share grant resources to carry out their roles;
4. All co-applicants have significant and ongoing involvement in the management and oversight of the program; and
5. An agreement among the co-applicants and the fiscal agent has been signed that specifically states that the fiscal agent cannot act as ‘flow-through’ for grant funds and does not subgrant to other applicants. For example, awarded applicants are not permitted to subgrant a significant portion of their award to a single entity.

All applicants must complete the 21st CCLC COHORT 9 Competitive Priority Worksheet (Form D). Proposals that meet the criteria above will receive points as indicated for each criterion met.

Awards are determined based on rank (highest to lowest) and available funding. Therefore, a score of 75 or higher does not guarantee funding. In the unlikely event there are two or more programs with identical combined scores (quality and priority points), the applicant with the higher quality score will be ranked higher. If a tie exists at this point, the applicant with the highest “Program Plan” score will be ranked higher.

**Please note that grant applicants are permitted to submit no more than two proposals for this competition. Grant applicants are limited to one subgrant award**. However, if there is an insufficient number of eligible proposals to allocate the total funding, the MDE may award a second subgrant to the grant applicant. The MDE will allocate funding based upon the highest to lowest scores and will continue funding proposals according to one subgrant per grant applicant until funding is exhausted. If funding is not exhausted after allocating one subgrant per grant applicant, then the MDE will allocate a second subgrant to the grant applicant based upon the highest to lowest scores and continue funding to subsequent proposals until funding is exhausted.

The MDE reserves the right to reject any portion of the proposal and negotiate with potential Subgrantees to address any issues that may impact the proposal or funding.

After the selection process, Applicants that were not recommended to the State Board of Education (SBE) for funding may receive copies of the evaluator’s comments and feedback only upon a formal request to the MDE Office of Public Reporting.

## 2.5 Proposal Scoring Criteria

This section covers the criteria an Applicant must address in the ***plan of action*** to obtain the maximum points available to score 100 points upon submitting a proposal.

The proposal shall consist of the Applicant’s program operating plan to address the certain criteria below. The stated plan must be clear, concise, and be implemented with fidelity upon the SBE approval. When completing the proposal, please remember that Applicants will not be permitted to change the program’s scope (i.e., type of services and/or target population) that is originally outlined in the proposal, scored by the evaluation committee during the proposal review process, and approved by the SBE. This is designed to provide an open, competitive, fair, and transparent process for all submitting a proposal.

**Program Abstract**

In accordance with federal statute, each applicant is required to inform the community of its intent to apply in response to this RFP. As part of the abstract, applicants must describe how the community was given notice of the applicant’s intent to apply and how the proposal will be available to the community following its submittal. The detailed description must outline the platforms used to ensure reasonable dissemination of the applicant’s intent to apply as well as the process used to make the proposal available. Applicants must secure and maintain documentation for monitoring purposes to support compliance with this requirement including any public notices, comments received, and other supporting documentation as applicable. Additionally, include a one paragraph narrative that provides a concise and clear overview of the proposed 21st CCLC program. The narrative should include, at a minimum, the reason that the need exists, the way the program will operate to meet the need of the targeted population, and the intended outcomes of the proposed program.

**a. Needs Assessment (20 Total Points)**

Guidance for Conducting a Needs Assessment:

A needs assessment is the process of gathering information from all stakeholders to guide program development and implementation. It is one of the essential tasks in planning to apply for this grant and must be completed prior to the start of the writing process. A thorough assessment is useful to determine the need of academic support services as well as alignment of the 21st CCLC program with existing programs and the current academic goals and plans of the target schools. A needs assessment will help to identify both the needs of the students and their families and the gaps in services.

A needs assessment provides a complete description of the community and school(s) to be served by citing factors that impact the educational outcomes of the identified students. This information should come from the LEA, local schools, and/or community-based organizations. These factors may include, but are not limited to the following:

* Poverty rates in the communities to be served;
* Percentage or rapid growth of English learners;
* Percentage of Title I students;
* Number of schools identified having Comprehensive Support and Improvement, Targeted Support and Improvement, and additional Targeted Support and Improvement designations;
* Literacy and math scores;
* Educational levels for the identified students and their families;
* Mississippi Assessment data, End of Course and End of Grade scores;
* College and Career Ready Performance Index report and data;
* School Improvement Plans;
* Grade retention data;
* Drop-out data results;
* School truancy rate;
* Juvenile crime rates;
* Violent and drug-related offenses;
* Short-term suspension/discipline rates;
* Long-term suspensions or expulsion data;
* Attendance data;
* Survey results, including parent feedback, that support program needs;
* Interviews with stakeholders; and
* Other demographic data.

To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps but ensure coordination between existing programs and services proposed through the proposal. To ensure the most effective use of public resources, the applicant must demonstrate how the proposed program will coordinate federal, state, and local programs with the proposed program to increase the maximum benefit for students being served. However, 21st CCLC funds must be used only to supplement federal, state, local and other non-federal resources and not to replace those that would have been available in the absence of 21st CCLC funds.

In summary, the needs assessment should identify why the proposed program is necessary for the community. The goals, objectives, and services described in the proposal should be closely tied to the results of the thorough needs assessment.

1. **The Process (4 Points)**

Guidance for the Process:

Prepare a concise narrative that details the process used by the program to consult with stakeholders, including public school officials and private schools serving students and their families within the proposed targeted schools’ geographic area(s), to actively collaborate in identifying and developing the student and community needs assessment for the proposed grant program. Applicants must clearly describe how the program was designed as a result of the consultation and collaboration with stakeholders.

The process described must include when the development began, who led and participated in the data/information collection effort, and how the various data sources were gathered, analyzed by all the stakeholders, and finally developed into a defined set of agreed upon needs that form the basis of the community learning center proposal. In addition to the narrative, applicants must complete and submit the Private Schools Consultation Form (Form 5).

1. **Specific Needs (10 Points)**

Guidance for Specific Needs:

Provide detailed and concrete data citing the specific academic achievement (reading, math, science, etc.) and support service gaps that the needs assessment process identified for the students and the community being targeted for services during the term of the subgrant award. Applicants must specifically identify the student target population (i.e., targeted schools, grade levels, number of students, academic or behavioral criteria) and clearly define the agreed upon academic, social, emotional, cultural, and physical needs placing them at risk and producing the gaps in achievement. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services. Applicants must cite data sources when identifying specific deficiencies and needs.

1. **Program Focus (6 Points)**

Guidance for Program Focus:

Provide specific information outlining the focus of the program as defined by the results of the needs assessment process. The information must demonstrate a clear and concise rationale as to why the proposed program focus is appropriate for the target population and community and how it will address the identified needs gathered in the data collection and analysis process. Be advised that no 21st CCLC program can target a population that excludes participants based on disability, gender, race, or ethnicity.

**b. Program Plan (20 Total Points)**

Guidance for Program Plan:

As part of the proposed program plan, applicants must provide data and evidence of their previous success (e.g., positive student academic and related activity growth) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, and positive youth development of the students. The applicant must provide evidence of best practices, including research or evidence-based practices that will be used to conduct educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development for the students to be served by the proposed 21st CCLC program.

The applicant must provide a narrative with a complete plan explaining how the program will operate, address the needs identified in the needs assessment, and align activities with the Mississippi College and Career Readiness Standards. The plan should also provide a clear, concise description of how the program activities are expected to improve student academic achievement and overall student success as well as family engagement, including any connections with the school/District improvement plans.

The program plan must also address how the program will increase a family’s support for student learning and ensure family members of participating students will be actively engaged in their children’s education. A description of the services that will be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals, including opportunities for literacy and related educational development for the families of the children served by the program must be included. To build partnerships with the families they serve, programs should provide activities and services that are linked to student learning.

As part of the program plan, the applicant should continue with a complete plan that utilizes specific goals, strategies, and action steps that outline objectives, activities, and a timeframe. Applicants must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development, and Family Engagement. Applicants must have a minimum of 3 total goals and at least 2 objectives per goal. All objectives must be measurable (including measurement instruments), performance-based (or participation for one Family Engagement objective), challenging, and able to be assessed throughout the program year (formative assessment). Applicants must provide examples illustrating how identified strategies align with the Mississippi College and Career Readiness Standards and are evidence- based and proven effective. This section provides complete details to address these requirements:

a. **Goals (Global Outcomes):** Program goals should be realistic and directly aligned with the needs or gaps identified in the prior section. Goals must be numbered (i.e., “1,” “2,” “3,”). Programs must define at least one goal that addresses each of the following categories – Student Academic Achievement, Youth Development, and Family Engagement.

b. **Measurable Objectives & Measurement Tools (Specific Outcomes):**For each goal, the applicant must include specific objectives with accompanying performance measures that are quantitative and challenging, yet achievable (e.g., “80% of regularly participating students (i.e., students who attend at least 40% of operational days-30 days or more) will show improvement in reading comprehension abilities, as demonstrated by measures of significant growth on standardized testing (annual), short-cycle assessments, and report card grades.”). Each objective must be performance based and must be able to be continuously measured throughout the year. However, for the Family Engagement goal(s), it must include one objective that is performance based and linked to student learning and one objective that is based on parent participation and focused on improving parent involvement. Objectives must be numbered using a two-number system per the example table below. The first number will be the same as the goal to which the objective belongs, and the second number will be the unique number for that objective within the goal (e.g., “1.1,” “1.2,” “2.1,” “2.2,” “2.3,”). **All goals must have at least two measurable objectives. These measurable objectives will be monitored, and continued funding is likely to be dependent on achieving the objectives as proven by data.**

c. **Activities & Timeframe:** Activities are even more specific than objectives. They explain who will do what, when, where, and for how long. Applicants must include specific activities that will clearly allow the program to progress towards the stated objective(s). An applicant shall design and implement its activities based on research or evaluation that provides evidence that the strategies are proven effective in improving student performance. Following each activity, the applicant must indicate the timeframe that each activity will occur (e.g., “daily throughout year,” “monthly throughout year,” “weekly during third nine-weeks,” or “daily during summer session”).

**The table submitted must look like this in landscape format:**

***Sample Table:***

**Specific Goals, Measurable Objectives, Achievable Measurement Tools, Relevant Activities, and Timeframe**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific Goals** | **Measurable Objectives** | **Achievable Measurement** | **Relevant Activities** | **Timeframe** |
| Example:  1) Improve academic achievement | Examples:  1.1) 50% of  regularly participating students (attending the program  30 days or more) will demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Mississippi’s content standards | Examples:  MAP  Assessment, pre- and post- assessments, and report card grades. | Examples:   1. Homework Assistance 2. Learning Today reading computer- based assessments/activities 3. Book Club 4. Individualized   Individualized reading and tutoring | Examples:   1. Daily throughout the school year 2. Weekly throughout the project year 3. Weekly throughout the project year   Twice per week throughout the school year |
| 2) Improve Student Attendance | 2.1) 80% of  students  per site will meet or exceed the District’s average school day attendance | Examples: School information system attendance records, discipline records, behavior charts | 1. Small group discussion 2. Character education lessons 3. Peer mentoring   Social and emotional enrichment activities | 1. Twice per week throughout the school year 2. Weekly throughout the project year 3. Weekly throughout the project year   Twice per week throughout the year |
| 3) Improve family partnerships | 3.1) 75% of parents will improve understanding of child’s academic progress | Examples: Parent evaluations, pre- and post-results of parent surveys | 1. Student led conferences 2. Family Math Night 3. Family Newsletter 4. Staff development to build communication strategies | 1. Once per quarter 2. Monthly throughout the project year 3. Monthly throughout the project year 4. Monthly throughout the project year |

**c. Quality Contact Time (5 Total Points)**

Guidance for Quality Contact Time:

Research has proven that brief periods of contact time in before and after-school programs are not beneficial to students. However, research supports there is a meaningful jump in the positive impact on student outcomes when participation increases from 30 to 90 days of participation. In determining the days and hours of operation, applicants should consider that positive outcomes for students are strongly linked to a higher number of days of participation in a quality program.

Provide a brief narrative that expands on the before and after-school, summer or other non-school time activities listed in the table referenced above, focusing on the hours and days of service for students and families. Applicants should design the operating schedules of their programs to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation.

The applicant must clearly state the total number of hours per week each site will operate. **Each enrolled student** must be given the opportunity to attend academic and enrichment activities **a minimum of 9 hours each week** to provide a quality program that fosters maximum positive impact on students' development and learning. Travel time does not count towards the 9-hour minimum requirement and quality contact time should encompass the entire targeted student population each day (e.g., cannot serve boys on Monday and Wednesday and girls on Tuesday and Thursday).

The applicant must attach a sample weekly schedule of activities for each component (i.e., before school, after school, summer, etc.) at each site.

**d. Recruitment and Retention (6 Total Points)**

Guidance for Recruitment and Retention:

In this section, describe in detail the criteria used for selecting 21st CCLC students. Programs must implement specific strategies that will be used to **recruit targeted students for enrollment and retain them to achieve long term (i.e., at least 30 days) regular participation.** The 21st CCLC program defines “regular participation” as those students who attend a minimum of 30 days in a school year. Further, 21st CCLC programs are not drop-in programs. Students must be recruited and provided continuous services designed to encourage full participation in all the daily program activities and long-term engagement in the program.

In the narrative, applicants must discuss how regular school day staff will be consulted in the identification and recruitment of 21st CCLC students. The narrative must include the number of targeted students that will be served by the proposed 21st CCLC program. Strategies utilized for recruitment and retention should be specific to the targeted population (e.g., grade level, native language, etc.).

**e. Staffing and Professional Development (6 Total Points)**

Guidance for Staffing and Professional Development:

A quality program employs staff and volunteers who value each youth, understand youths’

developmental needs, and develop working relationships with coworkers, youth, families, and

caregivers and other partners.

In this section, provide a brief narrative of the program's organizational, managerial, and staffing structure, as well as an overview of how ongoing hiring and staff professional learning opportunities will be developed and implemented during the grant award period. Included in the staffing and professional development description should be a clear set of procedures as to how the program management staff will conduct and use the results of national criminal background checks to deliver fitness determinations for the employment of all grant-funded workers, contractors and subcontractors, and regular volunteers (adults who have contact with students more than one time).

This section’s narrative must include job descriptions of key personnel and volunteers along with their required qualifications (e.g., program director/manager, site coordinator(s), data entry clerk, etc.), as well as how these key positions relate to the proposed activities and how the management structure will ensure the program is implemented appropriately.

All 21st CCLC programs must identify one individual to serve as program director. This individual will administer the program and serve as the primary contact for MDE. For budget and planning purposes, each program should hire a site coordinator who will be responsible for the daily operation, coordination, and delivery of services at the respective sites. **Additionally, 21st CCLC programs are recommended to employ a staff member who is responsible for the collection and maintenance of data**.

The narrative must also describe the expected certifications and qualifications of the instructional staff and include student to staff ratios for academic and personal enrichment activities. It is recommended that the academic portion of the program have the support of certified teachers and maintain ratios that are no more than 15:1. Personal enrichment ratios should be no more than 15:1.

The narrative must also describe how the program will provide ongoing and regular opportunities for professional development and staff planning during the grant award period. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming. Meaningful professional development should allow staff to meet regularly, develop plans that align the afterschool program with the regular school day curriculum, conduct continuous improvement evaluation practices as well as help to maintain and recruit high quality staff.

Finally, the narrative must also include the applicant's plan for recruiting and utilizing volunteers, including senior citizens. The narrative must include a description of how appropriately qualified individuals will be encouraged and used to serve as volunteers in activities carried out through the community learning center.

**f. Advisory Council and Operating Partnerships (5 Total Points)**

Guidance for Advisory Council and Operating Partnerships:

To ensure broad-based community, school, and student involvement and support, all 21st CCLC subgrantees are required to establish a local 21st CCLC Advisory Council composed of students, teachers, parents, community agencies, and private sector businesses. Applicants must provide a description detailing the plan to develop an advisory council, including who will serve on the council, how often meetings will be held, and the primary functions of the council. Subgrantees are required to retain documentation of council meeting minutes and attendance lists for monitoring and audit purposes. **A minimum of two (2) meetings per year must be held**, with minutes taken and attendance recorded. The focus of the advisory meetings should include, but is not limited to, current or future program needs and/or concerns, program operations, program recommendations, and sustainability. The optimum size is 10 to 15 members, with at least two of those members being parents and at least another two being students participating in the program.

In addition to the narrative, applicants must provide a description, through a signed Partner Letter of the partnerships that have been developed between/among an LEA, a community-based organization, and/or another public or private organization. **Each identified partner must sign their own Partner Letter (Form 10).**

To complement the signed Partner Letter, each applicant must complete the **Summary of Partners Table (Form 9).**

**Please note that food is not an allowable expense for the 21st CCLC program.**

**However, 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements.** Therefore, when developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals, or both will be acquired other than using 21st CCLC funds. This information should include how snacks, meals, or both will be Districtributed to sites for provision to participating students daily when the program is in operation. Meal/snack requirements are as follows:

a. Before-school (daily, nutritious breakfast)

b. After-school (daily, nutritious snack)

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

When considering your plan, please keep in mind that other federal programs can also complement local 21st CCLC programs. The applicant is required to demonstrate how the proposed program will coordinate and make the most effective use of public resources from other Federal, State, and local programs. 21st CCLC programs are eligible to receive funds through the

U.S. Department of Agriculture (USDA) Food and Nutrition Service for “after-school snacks” ([http://www.fns.usda.gov/school-meals/afterschool-snacks](https://www.fns.usda.gov/cn/afterschool-snacks)). Local communities can also participate in USDA’s Summer Food Service program.

**g. Collaboration and Communication (6 Total Points)**

Guidance for Collaboration and Communication:

The applicant is required to disseminate information about the program to the schools, LEAs, students, parents, and the community in a manner that is understandable and accessible. The narrative for this section must also include a description of the information that will be disseminated (e.g., student performance, upcoming activities, and schedules), the timeline for dissemination, the method of dissemination, who is responsible for dissemination, and how the information will be disseminated in various languages, if applicable.

Separately, applicants must also specifically describe in this section the strategies to continue meaningful collaboration with staff of the schools attended by the targeted students. This should include the communication process that will be used to allow the program staff to have access to necessary school-generated student data needed to measure progress towards the stated program objectives (e.g., Mississippi standards-based test results, student report cards and/or progress reports, surveys, Individualized Education Plans). Applicants should be specific and identify how the collaborations will work, what information will be requested from the schools, the frequency of communications and how the applicant will maintain open communication channels.

**h. Student Safety and Transportation (6 Total Points)**

Guidance for Student Safety and Transportation:

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

* 1. How the safety of children will be maintained on-site (e.g., requiring parent or guardian sign-out, checking identification, and the presence of school resource officer).
  2. How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students.
     1. Subgrantees are encouraged to use vehicles which meet school bus or multi- function school activity bus standards. However, a subgrantee can choose to use nontraditional school buses. If nontraditional school buses are used, the transportation policy must address the following: insurance coverage; driver qualifications, driver training, and semi-annual motor vehicle driving record checks with resolution procedures for driving record irregularities for each driver designated as approved (including substitute drivers); periodic maintenance and inspection records; and a plan for substitute drivers, if applicable.
     2. In determining transportation plans, applicants should consider the change in time due to Daylight Savings and that it gets darker earlier during the fall and winter months.
  3. The maximum length of travel time students will travel either to or from the sites(s).
  4. How the facility will meet all applicable safety and accessibility standards, including the Americans with Disability Act; and
  5. How the facility will safely accommodate the proposed number of students.

**Purchasing of vehicles of any kind using 21st CCLC funding is prohibited by the MDE.**

**i. Sustainability Plan (6 Total Points)**

Guidance for the Sustainability Plan:

A preliminary sustainability plan must be developed as part of the proposal to show how the community learning center will continue the same level of service when funding ends. This sustainability plan must indicate how the program will identify and engage in collaborative partnerships that will contribute to developing a vision and plan for financial capacity to support and eventually sustain the program after the grant funding ends. The plan must include a specific description of the investments that each partner will make in the program and the associated timeframes for securing each contribution.

Matching funds, which include state, federal, private, and other alternative funding, are not required to apply for a 21st CCLC program subgrant; however, a formal sustainability plan is a requirement of the 21st CCLC program. For this proposal, a sustainability plan is the applicant’s plan for continuation of the 21st CCLC program after federal funding ends.

Community partners and organizations can be critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long term continuation of the program. As a part of the Sustainability Plan, applicants must submit the Summary of Partners Table (Form 9).

**j. Evaluation (10 Total Points)**

Guidance for the Evaluation Plan:

**All subgrantees must use an external evaluator to conduct the ongoing evaluation component of their programs.** **For this proposal, an external evaluator is an individual, agency, or organization, with no vested interest in the 21st CCLC program.** This requirement excludes the original grant proposal writer(s); family members of applicants, participants, and partners; employees of applicant; and the applicant’s partners. Contracts with external evaluators must be limited to an individual fiscal year with renewal options for each subsequent year of the grant term. The amount to be paid to the evaluator from grant funds cannot exceed 2% of the annual grant award amount without the written consent of the MDE. If unapproved amount to be paid exceeds 2% of the grant award, the outstanding balance must come from other non-21st CCLC sources. The narrative must include a description of the qualifications of the evaluator. Please note it is not necessary or expected that the applicant know the identity of the evaluator now; however, the applicant must address the qualifications it will seek in an evaluator. In addition, subgrantees cannot be evaluated by other subgrantees.

The applicant must continue by providing a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed objectives, and thereby revising and strengthening the program based upon the continuous assessments. The plan must be based on established performance measures previously identified in the Goals, Objectives, Activities, and Timeframe table. In addition, the evaluation plan should address the requirements detailed in the MDE’s Expected Reporting Outcomes section of this RFP. Importantly, the plan must address how the applicant will ensure it will have access to the data necessary to analyze its objectives, including such factors as the detailed methods anticipated for data collection and the proposed timeline for collecting data to establish continuous and overall assessment of objective progress. Finally, the applicant must explain how it will make the results of its evaluation available to its stakeholders periodically and to the public upon request.

**Expected Reporting Outcomes - Formative Evaluation Requirement**

The 21st CCLC program puts forth sound measures of effectiveness to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. As required by law, all 21st CCLC programs must indicate how each activity satisfies the measures of effectiveness. Programs must be based upon:

* + - * + An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
        + An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
        + Where appropriate, evidenced-based research that provides evidence that the program will help students meet the State academic achievement standards. It is expected that community learning centers will employ strategies based on evidence-based research when providing services where such research has been conducted and is available.

Each subgrantee must undergo periodic (formative) evaluations to assess progress toward achieving the proposed objectives and goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the measures of effectiveness, as detailed above. The formative evaluation should involve both quantitative and qualitative data. The results of the formative evaluation must be: (1) used to refine, improve, and strengthen the program (i.e., continuous improvement of the program) and (2)

made available to the public upon request.

The formative evaluations must be documented in written reports by the external evaluators and submitted to the MDE by a designated date. The written formative evaluation reports must contain, at minimum, the following elements:

* + - * **Student attendance:** Data on average daily attendance and enrollment at each site;
      * **Program operation:** Synopsis of current level of operation at each site;
      * **Objective assessment:** Data analysis and indication of progress towards achieving EACH objective (as required, **all** objectives must include measures that allow for continuous (formative) assessment); and
      * **Recommendations:** Recommendations for programmatic refinement for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year.

**Expected Reporting Outcomes - Summative Evaluation Requirement**

Each 21st CCLC program must submit an annual summative evaluation report. The summative report must provide a detailed summary of the program and progress towards meeting each stated objective. The summative report must include data collected during the academic year and/or summer program if applicable.

Each summative report must include, at minimum, the following sections:

* + - * 1. **Overview and history:** Provide a general overview of the 21st CCLC program, including a history of previous operation and how the program has progressed and improved over the past year(s) of operation.
        2. **Student attendance and enrollment:**

Total and regularly participating student enrollment (per site)

Student demographics (e.g., gender, ethnicity)

Average daily attendance (per site)

* + - * 1. **Program operation:** The summative report must include information on operation for each site within the program (e.g., days, hours, and weeks of operation for each component).
        2. **Quality of staffing:** The composition of site staff is one method for assessing the quality and breadth of 21st CCLC programs. For each site within the program, the summative report must include information about staffing (e.g., student to: staff ratio, staff training, professional development, and use of certified teachers).
        3. **Objective assessment:** Within the grant proposal, 21st CCLC programs’ proposed goals, objectives, and methods of evaluating progress towards achieving the objectives. The summative report must include detailed information and assessment for each objective approved by the MDE (e.g., activities, data collected, timeline, analysis, and results). Once approved, programs are not permitted to revise, reword, or otherwise change their objectives without specific written approval from the MDE. Approved changes will require a program amendment.
        4. **Other observations (optional):** If appropriate, provide other relevant findings pertaining to this 21st CCLC program. Other findings could include qualitative and/or quantitative data not related to specific objectives; quotes and/or statements from students, parents, and/or teachers; success stories of students within the program; and photographs demonstrating unique program activities and services. Programs may also include results and outcomes based upon the Mississippi College and Career Readiness Standards to improve, refine, and strengthen the 21st CCLC program.
        5. **Progress towards sustainability:** The summative report must assess the program’s progress towards following the sustainability plan and provide current information about program partnerships (e.g., partnership development, partner maintenance, and contributions to the program).
        6. **Overall recommendations:** Provide an overall assessment of this 21st CCLC program, as well as any program-wide recommendations to enhance program quality and continuous improvement.

The summative evaluation report is required of all 21st CCLC programs. This report will be compared to data submitted to the MDE to ensure accuracy of data analyzed and summarized. The 21st CCLC program must, upon request, provide the MDE with all data mentioned in the summative evaluation report. The MDE will review all summative evaluation reports to aid in its determination of whether to award discretionary continuation funding in years two and three. Failure to show adequate progress towards achieving objectives may result in discontinuation of funding or “high-risk” designation status with increased monitoring, audit, and evaluation efforts by the MDE.

**k. Budget (10 Total Points)**

Guidance for Budget Overview, Narrative, and Summary:

All applicants must submit a Budget Overview, Budget Summary, and Budget Narrative. The budget summary is the projected budget for 100% funding, for each year (Years 1-4). The Budget Narrative is the detailed budget for Year 1 only that requires narratives and accurate calculation of cost for each category/activity as applicable.

**Wages**

The program director, site coordinator, and all other salaries/wages must be based on and reported using a percentage of time designated for the 21st CCLC program. The program director or any other individual serving in an administrative role shall not be an existing superintendent, principal, transportation director, CEO, CFO, or similar positions whose salary will be reclassified to conduct 21st CCLC program activities. Salaries and wages should be consistent with the policies and procedures of the applicant’s agency. Services are to be provided outside of the regular school day or during periods when school is not in session; therefore, we do not consider the program a continuation of an educator’s regular day.

**Non-LEA Applicants Only**

Non-LEA applicants must also provide a statement in the narrative as to whether there is any pending litigation against the organization, and if such litigation exists, attach an opinion of counsel as to whether the pending litigation may impair the organization’s ability to effectively implement or administer their proposed program. Likewise, non-LEA applicants must provide a statement in the narrative as to whether the organization or any of the organization’s employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled nolo contendere to any felony, and if so, provide an explanation with relevant details.

**Supplement, not Supplant**

As general guidance in completing this section of the proposal, it is important to understand that subgrantees must use program funds **to supplement**, not supplant, other Federal, State, local, or other non-federal funds or existing out-of-school programs. Therefore, 21st CCLC funds cannot be used to replace existing programs, activities, or services, unless that funding has been eliminated or drastically reduced. Funds must be used for new populations, new programs, new services, or any combination thereof. Funds must be used to increase services offered by the program. Applicants are not permitted to propose a budget more than that allowed by the Funding Request Worksheet. The budget and program narratives must align. Regardless of the size of the grant, proposed costs must be **reasonable, necessary, and allocable** to carry out the program’s purpose and objectives.

**Allowable Expenses**

Project funds must be used for activities that directly support the accomplishment of the project purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable State and Federal laws, regulations, and guidance.

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful subgrantees may use grant funds for allowable costs only during the grant award period. For example, a subgrantee may enter into a contract with a service occurring within the grant award period. However, the contracted service may not commence until the grant award period begins. **Any costs occurring outside the grant award period are solely the responsibility of the subgrantee and will not be reimbursed by the MDE. Once the grant is SBE approved, budgets must be reviewed and approved by the Office of Federal Programs (OFP). Programming cannot begin until each subgrantee has received written budget approval from the OFP or a notice of substantial approval.**

**Examples of Allowable Expenditures**

* + - * Salaries: For 21st CCLC program director, program managers, and site coordinators (reasonable and consistent with the demographic area and/or adhere to the applicant agency’s policies and procedures on salary determination);
      * Tutors and paraprofessionals;
      * Contractors;
      * Independent evaluator;
      * National criminal background checks;
      * Supplies and materials required for the 21st CCLC program;
      * Computer hardware and software required for the 21st CCLC program;
      * Travel to required 21st CCLC trainings, conferences, and workshops;
      * Transporting students home following 21st CCLC activities;
      * Rent (Lease agreement must be provided);
      * Utilities (charged to indirect costs);
      * Parent involvement activity costs (including meeting supplies and cost of guest speakers);
      * Educational field trips: Must have the ability to improve students’ grades, local and state scores (Mississippi Assessment Program), and/or bring awareness to college and careers. Lesson plans and academic outcome measures are required. Examples: Mississippi Science Museum – Science; JSU – college awareness; WLBT—career awareness; and
      * Advertisement: Only for the recruitment of personnel required for the performance of a federal award and the procurement of goods and services for the performance of a federal award.

**Examples of Unallowable Expenditures**

* + - Preparation of the proposal (Costs to develop, prepare, and/or write the 21st CCLC proposal); Proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.
    - Pre-award costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.
    - Entertainment, refreshments, and snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are non-allowable expenditures.
    - The 21st Century Community Learning Centers program, grantees awarded by the Mississippi Department of Education are strictly prohibited from earning any form of program income. This includes income generated through fees, sales, or any other revenue-producing activities that arise as a direct result of the grant-funded program.
    - Unapproved out-of-state or overnight field trips, including retreats and lock-ins;
    - Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways);
    - Advertisements, promotional or marketing items;
    - Decorative items;
    - Purchase of facilities or vehicles (e.g., buses, vans, or cars);
    - Land acquisition;
    - Capital improvements, permanent renovations;
    - Supplanting Federal, State, local funds, or other non-federal funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by currently existing District or other funds);
    - Direct charges for items or services that the indirect cost rate covers;
    - Dues to organizations, federations or societies for personal benefit; and
    - Any costs not allowable for federal programs per 2 C.F.R. Part 200 which may be accessed at [http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html).

**NOTE: This is NOT an all-inclusive list of unallowable expenses**. If you have questions about unallowable expenses, please ask questions during the Pre-Proposal Conference that is referenced on page 6.

All budget requests must be made in accordance with the use of funds for the 21st CCLC program and must meet the requirements in EDGAR and 2 C.F.R. Part 200.

# SECTION 3. GRANT AWARD AND RESPONSIBILITIES

Funds are subject to appropriations by the state/federal government. This is a multi-year grant to include the initial year with three (3) years of continuation, for a total of four (4) years. The grant will be awarded in the amount of $50,000-$400,000 per fiscal year/project year, contingent upon availability of funds. Applicants will receive funding up to 100% for all four (4) years pending congressional appropriations. **In no event will grant funds be reduced to a level of less than $50,000.**

All grants will be awarded contingent upon appropriations, proper implementation of the proposed project implementation, completion, and submission of all required documentation. Funding to eligible Applicants is subject to the SBE approval. **The Mississippi Department of Education reserves the right to negotiate grant award amounts with all potential Subgrantees.**

## 3.1 Use of Funds

Funds are used for program implementation, as well as for operating expenses such as:

* Personnel and personnel benefits;
* Staff development and training;
* Consultants, subcontractors, and evaluators; and
* Classroom equipment, materials, and supplies.

Applicants should be aware that funds must be used in a manner consistent with all requirements of the statute and must be used only to supplement, not supplant, any federal, state, local, or non-federal funds available to support activities.

All expenditures must be reasonable, necessary, allocable, and properly documented to carry out the program. Expenditures must be directly linked to the size and scope of the program and to specific goals, objectives, and activities.

**Budget Allocation Requirements**

All applicants’ budgets must meet the following two (2) requirements:

1. A maximum of 20% of each year’s budget can be allocated for activities related to the administration of the 21st CCLC subgrant. Administrative expenses should be within 20% of your annual budget, and indirect cost rates **are** considered administrative expenses for this calculation; and,
2. A maximum of **2%** of each year’s budget can be allocated for the external evaluator and evaluation costs are considered administrative expenses for this calculation.

**Carryover Procedure**

The MDE will collect all unobligated 21st CCLC funds at the end of the initial grant period and reDistrictribute them to other participating subgrantees, provided that each subgrantee receives at least $50,000 annually if the subgrantee is making substantial progress, which is measured by multiple measures of success (i.e., student achievement), in implementing its 21st CCLC program.

## 3.2 Responsibilities of A Fiscal Agent

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

1. As the official Subgrantee, all awards must be adopted by the Local Board of Education for LEAs or the Board of Directors for non-LEAs.
2. Administer the subgrant from award to closeout in accordance with all applicable laws and regulations.
3. Serve as the Subgrantee representative and point-of-contact for all business management aspects of the award agreement.
4. Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
   * + **Internal Controls**
       - Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
     + **Operating Controls**
       - Fiduciary procedural manuals; budgetary control

* **Accounting Controls**
  + Implement controls to ensure reliability of recorded financial data;
  + Maintain appropriate level of transaction review and authorization;
  + Develop and implement proper procurement procedures and cash management procedures that are well defined; and
  + Develop procedures that facilitate timely review and audit of financial activity.
* **Compliance Controls**
* Consider mechanisms to monitor and review compliance with subgrant terms (i.e., ensure grant funds are disbursed only to eligible Subgrantees);
* Ensure **all** expenditures and disbursements are consistent with the objectives of the subgrant award and comply with applicable federal, state, and local laws and regulations governing the program and use of funds.
* **Document Control System**
* Develop written documentation of adequate internal operating and accounting controls that demonstrate evidence of controls related to grant compliance.

1. Assemble appropriate staff resources and communicate all compliance requirements and resources of the subgrant.
2. Keep abreast of changes in policies, procedures or requirements and continue to advise program staff of subgrant requirements.
3. Request any further “prior approvals” when identified.
4. Submit subgrant reimbursement requests no later than **the 5th of every month** with liquidations by **November 30, 2029.**

* **Eligibility of Expenditures**
  + Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives in applicable cost principles; and
  + Ensure that transactions are made in a reasonable and prudent manner, are allowable and allocable, and avoid double charging and ensure that credits are applied appropriately.
    - 1. Prepare necessary reports:
* **Source Documentation**
* Appropriately support transactions entered into the Subgrantee’s system
* Documentation tracks each subgrant transaction and supports the validity of financial data reported; and
* Maintain separate funding lines for funds
* **Audit Trail**
  + The lowest level of detail the system should provide is documentation that supports all transactions (e.g., invoices, contracts, purchase orders);
  + The overall recordkeeping system should be able to trace financial statement balances through the Subgrantee’s general ledger, cash books and other journals; and
  + Amounts claimed on financial statements and reports accurately reflect the accounting books and records from which they were prepared.

10. Use feedback from site visits by the MDE to enhance the program, show

Subgrantee’s strength and demonstrate commitment to the project.

11. Keep the MDE and the public aware and informed about grant project

progress.

12. Evaluate the extent to which measurable project objectives are being met.

13. Liquidate all obligations incurred under the award within the set

deadline.

14. Ensure and oversee the performance of final audits and resolution of

findings.

15. Establish adequate system for records retention.

## 3.3 Audit

Please note that the Subgrantee is required to, **if applicable**, have the financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and 2 C.F.R. Part 200 Subpart F – Audit Requirements. Any non-federal entity that expends $1,000,000 or more in a year in federal awards shall have a single or program specific audit conducted for that year in accordance with the provisions of 2 C.F.R. Part 200 Subpart F. If the non-federal entity did not expend $1,000,000 or more in a year in federal awards, a letter **MUST** be provided stating that this requirement does not apply.

The financial audit shall be conducted by a certified public accountant or by an accountant certified as qualified to audit local government accounts. The audits must be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP).

# SECTION 4. TENTATIVE TIMELINE OF ACTIVITIES

A recommendation to the SBE for an approval of awards is anticipated for Applicants based on proposals submitted and accepted, and an evaluation and selection process. All new Subgrantees approved for funding by the SBE at that time must attend subsequent mandatory meetings for all Subgrantees. An award or non-award letter will be sent to Applicants confirming the SBE’s action. The letter will include specific information on meeting dates and times, if applicable.

Important tentative dates and activities related to this solicitation are listed below.

|  |  |
| --- | --- |
| **Important Dates** | **Activity** |
| May 16, 2025 | RFP Issued |
| May 16, 2025  May 23, 2025 | Email and Post to MDE Website/Newspaper |
| June 3, 2025, at 1:30 pm | Pre-Proposal Conference via Microsoft Teams |
| June 6, 2025 | Deadline for submitting questions |
| June 11, 2025 | Questions will be posted to the MDE website |
| June 30, 2025 | Proposals deadline by 2:00 PM CST |
| July 7-10, 2025 | Evaluation of proposals |
| August 21, 2025 | State Board of Education approval |
| August 21, 2025 | Notification of awards and non-awards |

# SECTION 5. PROPOSAL REQUIREMENTS

## 5.1. Proposal Formatting and Submission Information

Developed by the MDE, this solicitation contains all the forms and instructions necessary to apply for this grant opportunity. Please review the enclosed materials and carefully follow the instructions for completing and submitting a proposal. Before submission, review the proposal requirements to ensure that all sections and documents are complete.

The proposal **mus**t include **all** the required components listed below in the Submission Requirements section and must be in the exact order to proceed to **Phase II** of the proposal process. **Failure to submit the required completed forms with signatures will result in the rejection of the proposal. The proposal will consist of the required elements listed below ONLY:**

**The entire proposal should not exceed 25 pages.**

## 5.2 Submission Requirements

Proposals shall be submitted as described below with section components clearly Districtinguished as follows:

1. Signed Cover Page (Form 1) - *Required Signature(s)*
2. Signed Assurances (Form 2) - *Required Signature(s)*
3. Signed Standard Terms and Conditions (Form 3) - *Required Signature*
4. Signed Program Specific Assurances (Form 4) – *Required Signature*
5. Signed Conflict of Interest (Form 5) - *Required Signature*
6. Signed Private School Consultation (Form 6) - *Required Signature*
7. Completed Competitive Priority Worksheet (Form D)
8. Signed Participation Letter(s) (Form 7 and 8) - *Required Signature*
9. Completed Summary of Partners Table Consultation (Form 9)
10. Signed Partner Letter (Form 10) - *Required Signature*
11. Completed Co-Applicant/Consortium (Form 11)
12. Signed Co-Applicant/Consortium Letter (Form 12)- *Required Signature*
13. Signed Acknowledgement of Amendments (Form 13) - *Required Signature*
14. Verification of the registration of the active Unique Entity ID (UEI) must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, UEI letter, etc.) (Form 14)
15. Program Plan
    1. Program Abstract
    2. Needs Assessment
    3. Program Plan
    4. Quality Contact Time
    5. Recruitment and Retention
    6. Staffing and Professional Development
    7. Advisory Council and Operating Partnership
    8. Collaboration and Communication
    9. Student Safety and Transportation
    10. Sustainability Plan
    11. Evaluation Plan
    12. Budget Forms A, B, & C – Complete (Budget Form C - *Required Signature)*
16. Most recent Single or Program-specific Audit (If the organization did not receive $1,000,000 or more in federal awards in the previous fiscal year, please submit a letter stating so.)

## 5.3 Formatting and Submission Directions

Applicants should submit proposals using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Arial/ Times New Roman font
* Formatted using 1” margins on all sides
* Portrait setting
* Single-spaced and single-sided (pages must include the Applicant’s name and page number within the footer in the lower right-hand corner)
* The complete proposal including all attachments shall be submitted in a searchable Microsoft Office® format, preferably in Word® or Portable Document Format (PDF) only
* “Links” received to obtain a response via the RFXS will not be opened and the email will be rejected without further consideration for an award
* A response proposal received via the RFXS must include ONE proposal per electronic submission.
* **Duplicate submission** of an electronic and mailed response proposalwill result in the LAST timely submission being considered as a modification to the original submission. The previous submissions will be rejected and not considered for the evaluation and award.

**This grant competition is highly competitive.** Applicants should ensure that all guidelines and requirements are met before submitting proposals. Please note that the MDE staff will not grant permission to Applicants to modify or change the criteria established in the RFP. This includes extending the date and time proposals are due.

Applicants are strongly encouraged to submit only the requested information. The evaluation committee will have limited time to evaluate proposals; and for this reason, the proposal should focus solely on the requirements of the solicitation. Supplementary materials such as videotapes, CD-ROMs, publications, press clippings, and testimonial letters **will not** be reviewed or returned.

5.4 Proposal Submission and Due Date

A signed proposal packet shall be submitted electronically in a PDF format via [RFXS](mailto:RFXS@mdek12.org) no later than **Monday, June 30, 2025, by 2:00 p.m. Central Standard Time (CST)**. Applicants shall allow at least 72 hours in advance of the due date to consider unforeseen technical issues. Proposals received after the time designated in the solicitation shall be considered late and shall not be considered for an award. ***The subject line shall specify the name of the solicitation and the name of the entity submitting the response.***

**OR**

An original signed proposal packet **with one (1) copy** shall be shipped/mailed and received in a sealed envelope at the MDE no later than **Monday, June 30, 2025, by 2:00 p.m. Central Standard Time (CST). The return address label must be visible on the sealed envelope and include the name of the individual/entity submitting a response.**

Shipping instructions are provided below:

Mississippi Department of Education

**Monique Corley, Director**

*Office of Procurement*

**COHORT 9 21st CCLC RFP**

359 North West Street

Jackson, MS 39201

**(DO NOT OPEN)**

## 5.5 Restrictions on Communications

At no time shall any Applicant or its personnel, contact or attempt to contact any MDE staff directly regarding this solicitation. All correspondence shall be sent via email to the assigned contact person within the time specified in the Request for Information section. **Should it be determined that any Applicant has attempted to communicate or has communicated with any other MDE staff regarding this solicitation, MDE, at its discretion, may disqualify the Applicant from submitting a proposal in response to the solicitation.**

## 5.6 Risk of Delivery

Timely submission of the proposal package is the sole responsibility of the Applicant. It is suggested that if the proposal is shipped to the MDE, it should be tracked to require an MDE mailroom staff signature and request a return receipt/notice with signature.  Any proposal shipped or mailed MUST be verified, date and time stamped, and recorded by an MDE mailroom staff. The time and date of the receipt will be indicated on the sealed envelope or package by the MDE mailroom staff.  The only acceptable evidence to establish the time of receipt at the MDE will be identified by the time and date stamp of the MDE mailroom staff on the proposal wrapper or other documentary evidence of receipt used by the mailroom.

**Packages that are delivered at the MDE in person by the applicant or a representative will NOT be opened. Packages received by shipping/mail without the appropriate acceptance by the MDE mailroom staff or is received and recorded AFTER the submission deadline will NOT be considered for an award.**

The MDE will not be responsible for delivery delays or lost packets.  All risk of late arrival due to unanticipated delays – whether delivered by shipping or electronic method – is entirely on the Applicant. All Applicants are urged to take the possibility of delay into account when submitting the proposal and submit the packet via [RFXS](mailto:RFXS@mdek12.org). **Applicants are encouraged to submit ONE response to prevent duplication. Upon submission of the response a confirmation receipt shall be provided as assurance the Office of Procurement received the response packet.** The Applicant shall be notified if their proposal was rejected and the reason for such rejection after the applicable State Board of Education session.

Supplemental or revised proposal information, either from the Applicant or another source, will not be accepted. A proposal package must contain every element intended to be submitted. Applicants are encouraged to carefully review the procedures for submitting their materials. No changes or additions to a proposal will be accepted after the deadline.

## 5.7 Rejection of Proposals

Proposals that do not conform to the requirements of the solicitation will be rejected by the Mississippi Department of Education. Proposals will be rejected for reasons below:

* The proposal is received late. Late proposals will be maintained unopened in the procurement file.
* The proposal contains unauthorized amendments to the requirements outlined in the solicitation.
* The proposal required signatures have not been obtained.
* The proposal contains misleading signatures, statements, or references.
* The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous.
* Proposals that do not meet and conform to all requirements as outlined in *Required Submission*.
* The Applicant has previously been cited with major and/or significant deficiencies by the MDE in one or more programs or included on the debarment list.
* Required forms and attachments are not included in the proposal.
* The proposal is determined non-responsive.
* The UEI number is inactive or restricted upon verification, if applicable.
* The Applicant owes the State money.
* The Applicant did not perform prior services in a proper, workmanlike, and/or dignified manner.
* The Format and Procedure for Submission and Delivery of Proposals Section was not followed.
* The proposal packet was attached as a “link” in response to the solicitation.
* In person delivery.

## 5.8 Conditions of Solicitation

The MDE reserves the right to accept, reject, or negotiate regarding submitted proposals based on the evaluation criteria contained in the solicitation. The final decision to award a grant rest solely with the MDE.

The Applicant should note the following:

1. The MDE will not be liable for any costs associated with the preparation of proposals incurred by the Applicant.
2. The selection of an Applicant is contingent upon favorable evaluation of the proposal; approval of the proposal by the review panel selected by MDE, approved budget and the State Board of Education approval.
3. The selection of an Applicant is contingent upon successful negotiation of any changes to the proposal as required by MDE.
4. The MDE also reserves the right to accept any proposal submitted for grant award, without negotiation. Therefore, Applicants are advised to propose their most favorable terms initially.
5. Applicants shall acknowledge all funds and awards are subject to appropriations by the state/federal government and the MDE will not be liable for compensation of any award terminated prior to services beginning.
6. Applicants will be required to assume full responsibility for meeting all specified

requirements stated in the solicitation.

## 5.9 Acceptance of Proposals

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the solicitation that does not affect the proposal or the competitiveness, give one party an advantage or benefit over other parties, or adversely impacts the interest of the MDE.

## 5.10 Modification or Withdrawal of a Proposal

Prior to the proposal due date, a submitted proposal may be withdrawn by submitting a written request for its withdrawal to the MDE, signed by the applicant.

A proposal may be submitted as an amended proposal before the due date for receipt of proposals. Such amended proposals shall be a complete replacement for a previously submitted proposal and shall be clearly identified as such. The MDE shall not merge, collate, or assemble proposal materials.

Unless requested by the MDE, no other amendments, revisions, or alterations to proposals shall be accepted after the proposal due date.

Any submitted proposal shall remain a valid proposal for one hundred eighty (180) calendar days from the proposal due date.

## 5.11 Disposition of Proposals

All proposals become the property of the state of Mississippi.

Federal Appeals Process

In accordance with federal rules, MDE provides Subgrantees or Applicants with the opportunity for a hearing to appeal MDE’s final action. (34 C.F.R. 76.401(a), 34 C.F.R. 76.783 and 20 U.S.C. 1231b-2) Specifically the Subgrantee or Applicant must allege that MDE took any of the following actions that violate Federal or State law, regulations, rules, or governing guidelines:

Failing to approve, or disapproving of, the proposal or project in whole or in part.

Failing to provide the amount of funds in accordance with requirements of the statutes and regulations.

No other grounds for appeal will be accepted or considered.

To request a hearing, the Subgrantee or Applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the MDE’s action (e.g., notification of any action under 1 and 2 above). The request must have an original signature of the authorized agent who signed the proposal. If that individual is not available, the request must have the original signature of another individual who is authorized to sign official documents.

An original and two copies of the request for a hearing must be submitted by one of the following methods:

Certified mail with a return receipt required (within 30 days based on the postmark) to:

**State Superintendent of Education**

The Mississippi Department of Education

**APPEAL NOTICE** (Name of grant)

359 North West Street

Jackson, Mississippi 39201

Within 30 days of receiving the hearing request, MDE will hold a hearing on the record to review its action. The Subgrantee or Applicant will receive notice of the hearing and will have the opportunity to participate and be represented by counsel. The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. No later than 10 days after the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling on behalf of MDE including findings of fact and reasons or the ruling. The parties may waive these deadlines by mutual consent in writing.

MDE will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the grant program. If after review, MDE does not rescind its action, the Subgrantee or Applicant may appeal to the Secretary of the US Department of Education within 20 days of being notified as a result.

MDE will make all records pertaining to any review or appeal of the Subgrantee or Applicant available at reasonable times and places to the Subgrantee or Applicant. This includes records of other Subgrantees and Applicants.

## 5.12 Requests for Information

Written questions concerning the solicitation should be **emailed** to Christopher Ranson: **cranson@mdek12.org**

The deadline for submitting written questions by email is **Friday, June 6, 2025, at 5:00 p.m.** **Central Standard Times (CST).** The answers to the questions will be provided to the general public on **Wednesday, June 11, 2025,** onthe MDE’s website [www.mdek12.org](http://www.mdek12.org) under the *Public Notices Section/Request for Applications, Qualifications, and Proposal.* **No individual replies will be granted.**

A copy of this solicitation, including all attachments and any subsequent amendments, including the Question-and-Answer amendment, if issued, will be posted on MDE’s website. It is the sole responsibility of all interested Applicants to monitor the website for updates regarding this procurement.

# SECTION 6. PROPOSAL FORMS & ATTACHMENTS

*Each of the forms below must be included in the proposal*. Please follow the instructions on the individual forms to ensure each form is complete and signed, if applicable. **Any questions regarding the forms below should be submitted to the identified contact person via email during the time specified in the Request for Information section above.**

FORM 1

## Cover Page

**NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTER**

**COHORT 9 PROPOSAL PACKAGE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of LEA or Applicant:** | | **Address:** | | | | **City, State, Zip:** | |
| **Phone:** | | **Fax:** | | | | **E-mail:** | |
| **Amount Requested Fund Year 25-26 (100%)**  **$ Not to exceed $400,000** | **Amount Requested Fund Year 26-27 (100%)**  **$ Not to exceed $400,000** | | **Amount Requested Fund Year 27-28 (100%)**  **$ Not to exceed $400,000** | | **Amount Requested Fund Year 28-29 (100%)**  **$ Not to exceed $400,000** | | **UEI#** |
| **Congressional District:** | | **Individual**  **Consortium Grant** | | **Rural (most agricultural community)**  **Urban (considered to be mostly city)**  **Other (town, suburban)** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME OF EACH SCHOOL(S):** | **ADDRESS OF EACH SCHOOL:** | **Number of students to be served by grant:** | **GRADE LEVELS TO BE SERVED:** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Required signatures:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent/Executive Director/Agency Head/Fiscal Agent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Board President (if applicable) Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Coordinator Date

Type Information Below:

Phone Number for Project Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail Address for Project Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mailing Address for Project Coordinator

**For MDE program office use only:** Mississippi Department of Education Approval

List name of 1st Level Approver

2nd Level Approver

Grants Management Director

(If funding with federal funds)

Executive Director

Approval Date:

FORM 2

## Assurances

***(Please read carefully before signing)***

The Applicant hereby assures that as a Subgrantee, in accordance with the statute, the Applicant submitting this proposal shall comply with the following:

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the Subgrantee will agree to the items that follow.

1. The Subgrantee shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the Subgrantee shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the Subgrantee agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
2. The Subgrantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of Subgrantee related to Subgrantee charges and performance under this agreement. The Subgrantee shall keep such records for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Subgrantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues that arise from it.
3. The Subgrantee assures that it possesses legal authority to apply for and to receive funds under this agreement.
4. The Subgrantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
5. This agreement shall not be modified, altered, or changed except by mutual agreement by representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
6. The Subgrantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the Subgrantee with respect to third parties shall be binding on the MDE.
7. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the proposal for nonperformance of the applicant at any time during the term of the program. The Subgrantee agrees that work, data, etc. created under the auspices of the program shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the program for cause by written notification. Furthermore, the MDE and the Subgrantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the Mississippi Department of Education or the awardee may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The Subgrantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.
8. This agreement, and all matters or issues collateral to it, shall be governed by, and constructed in accordance with, the laws of the State of Mississippi.
9. Subgrantee shall not assign or sub-grant in whole or in part, its rights or obligations under this agreement without prior written consent of MDE. Any attempted assignments without said consent shall be void and of no effect.
10. The Subgrantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.
11. The Subgrantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.
12. The Subgrantee adheres to the Office of Management and Budget (OMB) 2 CFR Part 200 (The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards).
13. The Subgrantee assures that salary and wage charges will be supported by proper time reporting documentation that meets the requirements of 2 CFR Part 200.

By signing this statement, the Subgrantee hereby certifies and assures that the school District/entity submitting this document shall comply with MDE Assurances and Certifications in accordance with state and federal regulations requirements, and MDE policy and requirements pertaining to this program. The Subgrantee certifies further that the information submitted on this is true and correct.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Superintendent/Executive Director/Fiscal Agent Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Co-Applicant/Consortium Signature Date

FORM 3

## Standard Terms And Conditions

*Certain terms and conditions are required for contracting. Therefore, the Applicant shall assure agreement and compliance with the following standard terms and conditions.*

1. **AVAILABILITY OF FUNDS**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Subgrantee, to reduce the amount of funds payable to the Subgrantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

1. **CHANGES**

This agreement shall not be modified, altered, or changed, except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

1. **INDEPENDENT SUBGRANTEE**

The Subgrantee shall perform all services as an independent Subgrantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Subgrantee with respect to third parties shall be binding on the MDE.

1. **TERMINATION**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Subgrantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Subgrantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The Subgrantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Subgrantee covered by the agreement, less payments of compensation previously made.

1. **ACCESS TO RECORDS**

The Subgrantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Subgrantee related to Subgrantee’s charges and performance under this agreement. Such records shall be kept by Subgrantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Subgrantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the action and resolution off all issues which arise from it.

1. **LAWS**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

1. **LEGAL AUTHORITY**

The Subgrantee assures that it possesses legal authority to apply for and receive funds under this agreement.

1. **EQUAL OPPORTUNITY EMPLOYER**

The Subgrantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Subgrantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law.

1. **COPYRIGHTS**

The Subgrantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Subgrantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Subgrantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Subgrantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Subgrantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Subgrantee’s knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Subgrantee’s opinion be likely to become, the subject of an infringement claim or suite, the Subgrantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

1. **PERSONNEL**

Subgrantee agrees that, at all times, the employees of Subgrantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

1. **SURRENDER OF EQUIPMENT**

Subgrantee and MDE shall jointly conduct a closing inventory and Subgrantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between the opening and closing inventories. Subgrantee shall transfer all equipment per MDE’s guidance and written instructions.

1. **ASSIGNMENT**

Subgrantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

1. **MISSISSIPPI ETHICS**

It is the responsibility of the Subgrantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to any conflict of interest. A statement attesting to said compliance shall be on file by the Subgrantee.

I have **read** and **agree** to comply with the Standard Terms and Conditions. I certify that the contents of this proposal, if funded, will be followed for the implementation of the grant award described herein. *Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. A representative from each partnering agency must sign the assurances. Failure to sign the above assurances will result in the rejection of the proposal.*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Superintendent/Executive Director/Fiscal Agent Signature Date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Co-Applicant/Consortium Signature Date

FORM 4

## Program Specific Assurances

***(Please read carefully before signing)***

The subgrantee hereby assures that, in accordance with the statute, the agency or consortium of agencies submitting this proposal shall comply with the following:

**Assurances from Title IV, Part B, Section 4204 of the Every Student Succeeds Act**

1. The program will take place in a safe and easily accessible facility;
2. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
3. The proposed program is aligned with the challenging State academic standards and any local academic standards;
4. The program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students;
5. Funds under this part will be used to increase the level of State, local, and other non- Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds;
6. The community was given notice of an intent to submit a proposal; and
7. After the submission, the applicant will provide for public availability and review of the proposal and any waiver request.

**General Assurances from Title IX, Part C, Section 9306 of the Elementary and Secondary Education Act (Public Law 107-110)**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and proposals;
2. (A) The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and (B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. The subgrantee will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other applicants responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The subgrantee will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary or other Federal officials;
5. The subgrantee will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The subgrantee will (A) submit such reports to the MDE (which shall make the reports available to the Governor) to perform its duties under the program; and (B) maintain such records, provide such information, and afford such access to the records as the MDE may reasonably carry out the MDE’s duties; and
7. Before the Proposal was submitted, the applicant afforded a reasonable opportunity for public comment on the Proposal and considered such comment.

**According to Mississippi Department of Education (MDE) policy:**

1. The subgrantee agrees to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99. The subgrantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199. The subgrantee shall be an equal opportunity employer and shall perform to all applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
2. The subgrantee adheres to applicable Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards.
3. The LEA/subgrantee assures that the salary and wage charges will be supported by proper time reporting documentation that meets the requirements of OMB Uniform Guidance.
4. All Non-Federal entities/subgrantees that expend $1,000,000 or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with provisions of OMB Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards. **A copy of the most recent single or program- specific audit must be submitted with proposal. If the Non-Federal entity/subgrantee did not expend $1,000,000 or more in a year in Federal awards, a letter MUST be provided stating that this requirement does not apply. Please complete the following:**
   * 1. Do you receive other federal funds? **Please circle one: YES** or **NO**

If yes, list amount of federal expenditures for the last fiscal year ended:

$

* + 1. Period of time the most recent audit covers. From , 20 to , 20
    2. Period of time the next scheduled audit will cover. From , 20 to , 20

1. The subgrantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of subgrantee related to subgrantee's charges and performance under this agreement. Such records shall be kept by subgrantee for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Subgrantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues, which arise from it.
2. The subgrantee assures that it possesses legal authority to apply for and receive funds under this agreement.
3. The subgrantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
4. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through MDE grant modification procedures.
5. The subgrantee shall perform all services as an independent subgrantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by subgrantee with respect to third parties shall be binding on the MDE.
6. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the grant for nonperformance by the subgrantee at any time during the term of the grant. The subgrantee agrees that work, data, etc. created under the auspices of the grant shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the grant for cause by written notification. Furthermore, the MDE and the subgrantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the MDE or the contractor may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The contractor shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.
7. This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.
8. The subgrantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.
9. The LEA further assures that any and all technology purchases made with funds received from this grant meet the minimum technical specifications set forth by the MDE.

**Furthermore,**

1. The subgrantee assures that it meets the three certifications as specified in ED Forum 80- 0013, regarding lobbying, debarment/suspension/responsibility status, and drug-free workplace.
2. The subgrantee assures that it meets as applicable, the assurances relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulation.
3. The subgrantee assures that it will adopt all USDE goals and objectives for the ESSA, Title IV, Part B.

**In addition,**

1. The Applicant(s) hereby assures and agrees that, in accordance with statutes and regulations, submitting this proposal shall comply with the following:
2. The proposed program has engaged in timely and meaningful consultation with private school officials;
3. Property acquired under the 21st CCLC program will remain within the appropriate facility for continued use in the 21st CCLC program after the funding period has expired. If program ends, all property will remain with the District where students attend at the discretion of the MDE;
4. The program will provide services to the proposed number of students on a daily basis, as proposed in the RFP;
5. Student populations to be served by the 21st CCLC program are not being served by another existing 21st CCLC program or proposed within another submitted competitive proposal. A list of schools currently being served by 21st CCLC programs can be found on <https://mdek12.org/wp-content/uploads/sites/22/2025/05/Current-21st-CCLC-Grantees-2025.pdf>
6. All 21st CCLC students will be in attendance during the regular school day;
7. Each 21st CCLC program will operate at least three days per week at a minimum of 9 hours per week of afterschool programming;
8. Each 21st CCLC program must provide students at least 300 additional program hours before or after the traditional school day and/or during the summer.
9. The program will carry out 21st CCLC activities for the hours, days, and weeks of operation as proposed in the RFP;
10. The program will offer daily, nutritious snacks that meet the requirements of the USDA National School Lunch Program for meal supplements. Mississippi 21st CCLC programs that operate on Saturday or non-school days are required to provide either a three or four-hour day depending on the amount requested for core funding. Saturday or non-school day programs will offer a daily nutritious breakfast and/or snack that meets the USDA requirements. This funding cannot be drawn from 21st CCLC funds and must come from other resources;
11. The program understands the formative and summative evaluation reports are required of all 21st CCLC programs, and this report will be compared to all data submitted to the Mississippi Department of Education (MDE). These reports may be used to determine continuation of funding and adequate progress;
12. The subgrantee understands and agrees that the MDE, regardless of the originally approved amount, has the authority to equitably reduce the amount of funding for failing to meet daily student attendance numbers, amount of operation (days and hours), and/or activities, and timely drawing down of funds;
13. The subgrantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the MDE and/or authorized representatives;
14. The new 21st CCLC programs will be operational within 30 days of receiving the MDE award notification or within eight weeks from the first day of school, whichever is later;
15. The subgrantee in an effort to ensure broad-based community involvement, shall establish a local 21st CCLC Advisory Board composed of students, parents, teachers, community agencies, and other stakeholders. At least two meetings per year must be held, with minutes taken and attendance recorded;
16. The continuation 21st CCLC programs will be operational by September 15th (fall), February 1st (spring), and all summer services by June 15th;
17. The subgrantee agrees to participate in all statewide evaluation activities (e.g., cooperate with site-visits, responding to data request, submitting accurate data);
18. The subgrantee will submit all required data and reports, as required and/or requested, to the State of Mississippi and the United States Department of Education (USDE);
19. Non-LEA subgrantee must have a signed data-sharing agreement with partnering LEA.

**While the 21st CCLC grant may include total funding, the years following the initial year are dependent upon the evaluation of data supporting successful program implementation aligned with the components of the Request for Proposal (RFP) submitted.**

1. The subgrantee agrees to submit the Annual Formative and Summative Evaluations, Continuation Plan, Sustainability Plan, Annual Performance Report (21APR) Data, and Year End Performance Report to the Mississippi Department of Education (MDE) as required and outlined in the RFP;
2. The subgrantee understands that if the aforementioned evaluation data does not support program progress as required, the MDE may reduce and/or terminate future funding; and
3. The subgrantee understands that by signing and submitting this form, they are certifying to the best of their knowledge and belief that:
4. The work product in this grant proposal is the original work of the District/applicant and its agents who worked on the Proposal.
5. If a discovery of plagiarism is made known or brought to the attention of officials at the Mississippi Department of Education during a current grant competition, then at the discretion of the MDE, the MDE has the right to remove the grant proposal for funding consideration because of the occurrence of cause.
6. Plagiarism of the work of another person or entity could result in a private cause of action against the undersigned and/or the undersigned's employer, as well as a complaint being filed against the undersigned with the Mississippi Board of Educational Examiners.

I have read and agree to comply with the Program Specific Terms and Conditions. I certify that the contents of this proposal, if funded, will be followed for the implementation of the grant award described herein. Signatures of the Superintendent, Executive Director, Agency Head, and/or Fiscal Agent on this page must match the signatures on the cover page. **I acknowledge completion of section 18 and have signed below. Failure to complete and sign will result in the rejection of the proposal.**

Superintendent/Executive Director/Agency Head/Fiscal Agent Date

Form 5

## Conflict Of Interest Disclosure Form

**Mississippi Department of Education**

Each Applicant must disclose any personal, business, or volunteer affiliations that may give rise to a real or apparent conflict of interest. The purpose of this form is to help MDE identify the actual or potential conflict and ensure the avoidance where necessary. Please complete and sign the form below as it relates to a conflict of interest within the program activities.

I have no conflict of interest to report.

I have the following conflict of interest(s) to report. Please describe any relationships, transactions, positions you hold (volunteer or otherwise), or circumstances that you believe could contribute to a conflict of interest:

I certify that the information set forth above is true and complete to the best of my knowledge. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate, I will notify MDE immediately.

­

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent/Executive Director/Fiscal Agent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of Authorized Person

FORM 6

## Private School Consultation

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

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

Please complete and sign the form below related to the involvement of eligible private schools in Title IV, Part B, 21st CCLC grant activities.

Private schools that have been contacted and were consulted by the applicant and are electing to

**RECEIVE** services

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Private School Name | School Official Contacted Name | School Official Contacted Title | Date(s) and Method(s) of Consultation | Estimated Number Students Served | Describe Level/Type of Participation |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Private schools that have been contacted and were consulted and are electing to **DECLINE**

services or have failed to reply by the deadline

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Private School Name | School Official Contacted Name | School Official Contacted Title | Date(s) and Method(s) of Consultation | Reason(s) for declining to participate | No Response by Deadline (Y/N)? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Superintendent/Executive Director/Agency Head/Fiscal Agent Date

FORM 7

## Participation Letter - Lea

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

This letter must be completed by the superintendent of the participating LEA that the targeted students attend. It is to be addressed to the fiscal agent of the project and it should contain the authorized signature(s) of the responsible parties. Additional lines may be added. **A participation letter from the superintendent must be submitted from the schools listed on the Cover Page - Form 1 for all non-LEA applicants.**

, 2025

Dear (Fiscal Agent Name) :

This letter confirms that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (LEA Name) is an active participant in the project activities included in the proposal submitted by the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Fiscal Agent).

The LEA agrees to collect and share education achievement data annually of all students enrolled in the proposed 21st CCLC program (i.e. grades, GPA, state assessment/MAAP, and teacher surveys), attendance/behavior data, and any other data requested by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Fiscal Agent).

That is necessary for federal and state reporting and evaluation of the program. We have been actively involved in the planning and development of this project and will continue to support its implementation.

Sincerely,

Superintendent or Authorized Signature

Title of Authorized Person

FORM 8

## Participation Letter - School

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

This letter must be completed by the principal of the participating school(s) that the targeted students attend. It is to be addressed to the fiscal agent of the project and it should contain the authorized signature(s) of the responsible parties. Additional lines may be added. **A participation letter must be submitted for each school listed on the Cover Page - Form 1 for all non-LEA applicants.**

, 2025

Dear (Fiscal Agent Name) :

This letter confirms that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School Name) is an active participant in the project activities included in the proposal submitted by the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Fiscal Agent).

The LEA agrees to collect and share education achievement data annually of all students enrolled in the proposed 21st CCLC program (i.e. grades, GPA, state assessment/MAAP, and teacher surveys), attendance/behavior data, and any other data requested by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name of Fiscal Agent).

That is necessary for federal and state reporting and evaluation of the program. We have been actively involved in the planning and development of this project and will continue to support its implementation.

Sincerely,

Principal or Authorized Signature

Title of Authorized Person

FORM 9

## Summary Of Partners Table

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

**Program Name**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Organization** | **Contribution Type** | **Contribution Amount** | **Align to Need/Goal** |
| *Example: Jones Community Bank Club* | *In-kind* | *$1,500* | *Character Education – Teaching students real world concepts about banking and money management* |
| *(Insert additional lines as needed)* |  |  |  |

***(Delete this Shaded Instructions Box Before Submitting)***

***Instructions:*** Delete example and ensure that each partner listed in this table has a signed partner letter included within this Proposal. An individual, agency, or organization that only provides paid services is considered to be a vendor rather than a partner and would not require a signed partner letter and would not need to be included in this chart. All organizations listed on this chart must provide a signed partner letter*.*

***Contribution Type*** *(examples):*in-kind, funding, volunteers, paid staffing, materials/supplies, curriculum, training, transportation*.*

***Contribution Amount:*** This is the estimated value of services provided by the partner. All programs **MUST** retain clear documentation as to how this amount was calculated and documentation about progress towards obtaining this level of service.

FORM 10

## Partner Letter

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

This letter must be completed by a representative from the individual, agency, or organization listed on the Summary of Partner Table - Form 9. It is to be addressed to the fiscal agent of the project and it should contain the authorized signature(s) of the responsible parties. Additional lines may be added.

, 2025

Dear (Fiscal agent) :

If the proposal submitted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fiscal agent) is selected for funding by the Mississippi Department of Education – Nita M. Lowey 21st Century Community Learning Centers, it is the intent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of individual, agency or organization) to collaborate and commit resources as detailed in the Summary of Partner section of the proposal. If you require more information about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of individual, agency or organization), please contact us via \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (contact details).

Sincerely,

Authorized Signature

Title of Authorized Person

FORM 11

## Co-Applicant/Consortium

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

An LEA and any organization that collaborated extensively in the planning, development, design, and implementation of a project is eligible to receive priority points due to sharing of resources and substantial roles in the delivery of services to students. It should be noted that all co-applicants have significant and ongoing involvement and oversight of the program.

The proposed project must be carried out in active collaboration with the school(s) where the targeted students attend. In addition, school Districts must collaborate with at least one community-based organization, faith-based organization, or LEA. Community-based or faith-based organizations must collaborate with a school District.

In the chart below, please indicate the school District(s), community-based organization, and/or faith-based organization that are members of the joint Proposal. Please indicate the fiscal agent of the joint Proposal.

|  |  |  |
| --- | --- | --- |
| Organization | Description of  Resources/Services to be Delivered to the Program | Fiscal Agent Y or N |
|  |  |  |
|  |  |  |
|  |  |  |

A Consortium Letter must be submitted for each member of the joint applicant/consortium.

Form 12

## Co-Applicant/Consortium Letter

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

This letter must be completed by a representative from the individual, agency, or organization listed on the Co-Applicant/Consortium - Form 11. It is to be addressed to the fiscal agent of the project and it should contain the authorized signature(s) of the responsible parties. Additional lines may be added.

, 2025

Dear (Fiscal agent) :

On behalf of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(fiscal agent) and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(co-applicant/consortium member), we are pleased to endorse the above referenced proposal and our intention to collaborate as a consortium.

This letter certifies that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(co-applicant/consortium member) is not delinquent on any federal debt, nor is either institution presently debarred, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by a Federal department or agency.

The appropriate programmatic and administrative personnel of each institution involved in this grant application are aware of the pertinent Federal regulations and policies and are prepared to establish written inter-organizational agreements that will ensure compliance with all such policies. If you require more information about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of individual, agency or organization), please contact us via \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (contact details).

Sincerely,

Authorized Signature

Title of Authorized Person

FORM 13

## Acknowledgement Of Amendments

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

The Question-and-Answer amendment shall be signed, if issued. The Question-and-Answer amendment will be posted on the MDE [website](https://www.mdek12.org/PN/RFP) (www.mdek12.org) under “Public Notice” Request for Applications, Qualifications, and Proposals section. It is the responsibility of all interested vendors to monitor the website for updates regarding any amendments to the solicitations.

I acknowledge all amendments to this RFP. Responses to questions will be treated as amendments to the RFP and will require acknowledgement.

Applicant Signature Date

**FY 26 Nita M. Lowey 21st Century Community Learning Centers RFP**

Title of Request for Proposal

FORM 14

## Verification Of UEI

Verification of the registration of the active Unique Entity ID (UEI) must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, UEI letter, etc.)

## Budget Forms

Budget Overview, Narrative, and Summary

**All Applicants** must submit a ***Budget Overview and*** ***Budget*** and a ***Budget Summary.***

When determining the amount to be requested for school Districts, please consider the need and the number of students to be served. All Applicants must submit a budget and sustainability plan, if applicable.

Allowable Expenses

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

Applicants must list all budgetary costs based upon the narrative components and program design and ensure that the budget includes a line-item description for every allowable cost necessary to carry out the goals and objectives of the proposed program. It is advisable to consult with the financial office of the applying agency prior to submitting the proposal.

Successful Subgrantees may use grant funds for allowable costs only during the grant award period. **Any costs occurring outside the grant award period are solely the responsibility of the Subgrantee and will not be reimbursed by the MDE.**

**Instructions for Budget Forms:**

**General Instructions**

You may request an amount equal to or less than the first year for additional years, if applicable. Pay attention to applicable program specific instructions given in the solicitation.

**BUDGET OVERVIEW**

**Budget Overview Form A (REQUIRED)**

All Applicants must complete Form A and provide an overview to support the budget that is presented as part of this solicitation. This overview must address all components listed, if applicable.

**BUDGET SUMMARY**

**Budget Summary Form B (REQUIRED)**

Applicant must complete Form B and provide a breakdown by the applicable budget categories shown.

Lines 1-10: For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Line 2: Administrative costs should not exceed 20%. (Evaluation and Indirect Cost is an Administrative Cost. The total of the amount budgeted for Evaluation, Indirect cost, and Administrative Cost should not exceed 20%) Project Director, Project Coordinator, Evaluator, Business Manager, and any related positions are considered administrative since there are no direct

services provided to students and should be budgeted in this category. Please note that 21st CCLC is considered a part-time program and no full-time positions should be budgeted under this program.

Line 11, Project Year 1-4: Show the total budget request for each project year for which funding is requested.

**Budget Narrative**

**Budget Narrative Form C for Year One Only (REQUIRED)**

**Please pay attention to applicable program specific instructions and allowable expenditures.**

1. Provide an itemized budget breakdown for each applicable budget category listed in the budget summary pages.
2. Provide the rate and base on which fringe benefits are calculated.
3. Provide other explanations or comments you deem necessary.
4. Administrative and indirect cost rates for non-profits are to be handled according to Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards and in accordance with the governing authority of that specific non-profit.
5. There is a 20% cap on administrative costs.
6. Enter the indirect cost rate that will be in effect during the funding period. Use the restricted rate. In addition, enter the estimated amount of the base to which the rate is applied, and the total indirect expense.

FORM A

### Budget Overview

Provide a brief and concise narrative on the following:

**a. How the items within the budget support the goals of the program;**

1. **How the requested funds will be allocated for accomplishing tasks and activities described in the proposal;**
2. **How the major costs indicated on the Budget Summary will be reasonable and necessary in relation to the number of participants to be served, to the scope of the project, and its anticipated outcomes;**
3. **How grant funds will supplement and not supplant other federal, state, and local funds, and other non-federal funds; and**
4. **How the positions and salaries will be reasonable and necessary, consistent with the demographic area, and adhere to the Applicant organization’s policies and procedures on salary determination.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | FORM B  **Mississippi Department of Education** Budget Summary **Nita M. Lowey 21st Century Community Learning Centers Program** | | | | | FY 26, 27, 28, 29  Projected Budget Summaries | | |
|  | Fund Number: 2812 | | |
| Name of Institution/Applicant: | | | | | Applicants requesting funding for multi-year grants should complete all applicable columns, if applicable. Please read all instructions before completing the form. | | | | |
| **BUDGET SUMMARY – Form B** | | | | | | | | | |
| **Budget Categories** | | | **Project Year 1**  **2025-2026** | **Project Year 2**  **2026-2027** | | **Project Year 3**  **2027-2028** | | **Project Year 4**  **2028-2029** |
| 1. Personnel (Non-Administrative) | | |  |  | |  | |  |
| 2. Administration (Include all costs associated with Admin i.e. salary/benefits, supplies, travel, etc.) | | |  |  | |  | |  |
| 3. Fringe Benefits | | |  |  | |  | |  |
| 4. Travel | | |  |  | |  | |  |
| 5. Equipment | | |  |  | |  | |  |
| 6. Supplies | | |  |  | |  | |  |
| 7. Contractual | | |  |  | |  | |  |
| 8. Other (Specify) | | |  |  | |  | |  |
| 9. Total Direct Costs (lines 1-8) | | |  |  | |  | |  |
| 10. Indirect Costs | | |  |  | |  | |  |
| 11. Total Cost (lines 9-10) | | |  |  | |  | |  |

FORM C

### Budget Narrative

Use the Budget Narrative form to provide a complete budget narrative **for year 1 of the project**. On this page, please provide a **brief** but **detailed** budget narrative that explains the following, if applicable: (1) the basis for estimating the costs of professional personnel salaries, administrative costs, benefits, project staff travel, materials and supplies, consultants, indirect costs, and any projected expenditures and (2) how the major cost items relate to the proposed activities and how these activities will help students achieve higher standards. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and **a clear and concise description** of the computations used to arrive at the total amounts indicated. This page may be reproduced as needed.

Applicant Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| CATEGORY/Activity | **AMOUNT** | **GENERAL DESCRIPTION** |
| 1. Personnel  (Non-Administrative) |  |  |
| 2. Administration |  |  |
| 3. Fringe Benefits |  |  |
| 4. Travel |  |  |
| 5. Equipment |  |  |
| 6. Supplies |  |  |
| 7. Contractual |  |  |
| 8. Other (Specify) |  |  |
| 9. Indirect Costs |  |  |
| Subtotal for Each Page |  |  |
| GRANT TOTAL |  |  |

Applicant Signature: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page of \_\_

FORM D

## Competitive Priority Worksheet

**Nita M. Lowey 21st Century Community Learning Centers**

**COHORT 9 PROPOSAL PACKAGE**

The Competitive Priority Worksheet is only required if applicant is claiming a priority. If the form is submitted incomplete no priority points will be awarded. Please place an ‘X’ next to each item that applies to this proposal.

**Fiscal Agent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of 21st CCLC program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **No Priority Claimed** (0 points)
  + - Competitive Priority Points will be assigned only after an applicant has received the minimum absolute score of 75.
* Priority 1: Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one other eligible entity. Please refer to page 15 of this RFP for more information regarding this criterion. (Maximum of 5 points)
* Priority 2: Program is proposing to serve participants that attend schools that have been designated as CSI, TSI, or ATSI who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities or who lack strong positive role models and the families of such students. (Maximum of 10 points).
* Priority 3: Program is proposing to serve students in grades 9, 10, 11, and/or 12. (Maximum of 2.5 points)
* Priority 4: Program is proposing to serve students in grades 6, 7, and/or 8. (Maximum of 2.5 points)
* Priority 5: Program is proposing to serve participants in a county that is currently **not** receiving 21st CCLC funding in FY26 (July 1, 2025-June 30, 2026). Please see *Supplemental Form C* for list of counties eligible for priority. (Maximum of 2.5 points)
* Priority 6: Program is proposing to target English Learners during each year of the award. (Maximum of 2.5 points)
* Priority 7: Program is proposing to serve preschool students with emphasis on literacy, numeracy, and/or transitions. (Maximum of 2.5 points)
* Priority 8: Program is proposing to include one or more financial literacy activities weekly. (Maximum of 2.5 points

**APPENDIXES**

SUPPLEMENTAL FORM A

## Competitive Priority Points

|  |  |
| --- | --- |
| **Priority Description** | **Points Possible** |
| Proposal is submitted **jointly/collaboratively** between at least one LEA and at least one eligible entity. Please refer to Section 2.4 of this RFP for more information regarding this criterion. | Proposal is Submitted Jointly  = 5 points  Proposal is not Submitted Jointly = 0 points |
| Program is proposing to serve participants that attend schools that have been designated as CSI, TSI, or ATSI.  Please see *Supplemental Form D* or visit <http://www.mdek12.org/OSI> for more information.  Please refer to Section 2.4 of this RFP for more information regarding this criterion. ***(Maximum amount of points awarded for this priority is 10 points)*** | CSI Schools = 3 points per school  TSI/ATSI Schools = 2 points per school |
| Program is proposing to serve students in grades 9, 10, 11 and/or 12. | Yes = 2.5 points |
| Program is proposing to serve students in grades 6, 7 and/or 8. | Yes = 2.5 points |
| Program is proposing to serve participants in a county that is **not** currently receiving 21st CCLC funding in FY26 (July 1, 2025-June 30, 2026). Please see *Supplemental Form C* for list of counties eligible for priority. | Yes = 2.5 points No = 0 points |
| Program is proposing to target English Learners during each year of the award. | Yes = 2.5 points |
| Program is proposing to serve preschool students with emphasis on literacy, numeracy, and/or transitions. | Yes = 2.5 points |
| Program is proposing to include one or more financial literacy activities weekly. (Activity and frequency **must** be included to receive points) | Yes = 2.5 points |

SUPPLEMENTAL FORM B

## Required Elements Checklist

To be eligible to receive a subgrant under this part, an eligible entity shall submit a proposal to the MDE at such time, in such manner, and including such information as the MDE may reasonably require. 20 U.S.C.A. § 7174. The proposal **must** include **all** the required components listed on this form to proceed to Phase 2 of the proposal process. Proposals without all required components and forms will not be reviewed (Phase 2). **The narrative portions of the proposal should not exceed 15 pages.**

All forms MUST be filled out completely. Failure to include the required elements listed below will result in your proposal’s rejection.

**REQUIRED ELEMENTS submitted in this order:**

* Signed Cover Page (Form 1) - *Required Signature(s)*
* Signed Assurances (Form 2) - *Required Signature(s)*
* Signed Standard Terms and Conditions (Form 3) - *Required Signature*
* Signed Program Specific Assurances (Form 4) – *Required Signature*
* Signed Conflict of Interest (Form 5) - *Required Signature*
* Signed Private School Consultation (Form 6) - *Required Signature*
* Signed Participation Letter(s) (Forms 7 and 8) - *Required Signature*
* Completed Summary of Partners Table Consultation (Form 9)
* Signed Partner Letter (Form 10)- *Required Signature*
* Completed Co-Applicant/Consortium (Form 11)- *if applicable*
* Signed Co-Applicant/Consortium Letter (Form 12)- *Required Signature - if applicable*
* Signed Acknowledgement of Amendments (Form 13) - *Required Signature*
* Verification of the registration of the active Unique Entity ID (UEI) must be submitted with the proposal (e.g., [www.sam.gov](http://www.sam.gov) correspondence indicating the status and expiration date, UEI letter, etc.) (Form 14)
* Program Plan
  + Program Abstract
  + Needs Assessment
  + Program Plan
  + Quality Contact Time
  + Recruitment and Retention
  + Staffing and Professional Development
  + Advisory Council and Operating Partnership
  + Collaboration and Communication
  + Student Safety and Transportation
  + Sustainability Plan
  + Evaluation Plan
  + Budget Forms A, B, & C – Complete (Budget Form C - *Required Signature)*
* Completed Competitive Priority Worksheet (Form D)
* Most recent Single or Program-specific Audit (If the organization did not receive $1,000,000 or more in federal awards in the previous fiscal year, please submit a letter stating so.)

**FORMATTING and SUBMISSION DIRECTIONS**

**Applicants must:**

* Include **one (1)** completed **original** proposal with original signatures preferably in blue ink and **one (1)** printed copy, sealed, and secured solely by a single binder clip at the top. **Electronic signatures will not be accepted.**
* Assemble the proposal and submit in the order as noted above

Applicants are encouraged to submit proposals using the following parameters:

* Submitted on 8.5” x 11” white paper using 12-point Arial/Times New Roman font
* Formatted using 1” margins on all sides
* Portrait setting (see narrative requirements for information about Goals, Objectives, Activities, and Timeframe table that must be landscape formatted)
* Double-spaced and single-sided
* Applicant’s name and page number within the footer in the lower right- hand corner
* The complete proposal including all attachments shall be submitted in a searchable Microsoft Office® format, preferably in Word® or Portable Document Format (PDF) only

SUPPLEMENTAL FORM C

**Mississippi 21st Century Community learning centers**

## Data Sharing Agreement

BETWEEN

[PROVIDING ORGANIZATION NAME]   
AND

[REQUESTING ORGANIZATION NAME]

**Purpose of Agreement**

This data sharing agreement will allow for the exchange of student data including but not limited to: academic grades and testing scores, proficiency and growth rates, attendance, and demographic data.

**Duration of Agreement**

This agreement will commence on MM/DD/YYYY. This agreement will remain in place for XXXX (days/months/years/indefinitely) and will end on MM/DD/YYYY (if applicable) or until terminated by either party.

**Description of Data**

The Providing Organization will provide the following to the Requesting Organization twice per year on DATES. Data to be shared include: student grades, student attendance, etc. This data is to be provided in aggregate form to protect the identity of youth enrolled in the PROGRAM NAME.

**Data Access**

Data will be provided in a spreadsheet/Google doc/external flash drive/FORMAT YOU NEED. The Project Director and Program Managers at the Requesting Organization will have access to this data. Data will be shared twice per year on DATES.

Frequency: the information will be shared [each day/month/in response to a specific event]. The information sharing will cease [\*\*]. The information sharing can be terminated by either party on written notice of [\*\*\*]. The terms of this agreement remain binding on any information shared and retained throughout its lifecycle, irrespective of whether the party remains a current signatory to this agreement.

Transfer: will occur by [system to system transfer, Secure File Transfer, NHS Mail etc]. Information will be shared on a strict need to know basis only and the data will only be processed by staff in order for them to perform their duties in accordance with one or more of the defined purposes.

Under no circumstances should personal data be processed in any way that is unsecure or left unattended. It is the responsibility of the sender to ensure that the method is secure and that they have the correct contact details for the receiver.

**Data Security**

Describe security measures around transferring, accessing, and storing data.

**Termination (of Agreement)**

Describe how an organization will terminate services (verbal/writing, length of notice before termination), and what needs to happen once termination of services is provided by either organization (documents returned to Providing Organization or destruction of documents – deleted from hard drives, shredded, burned, etc. by Requesting Organization).

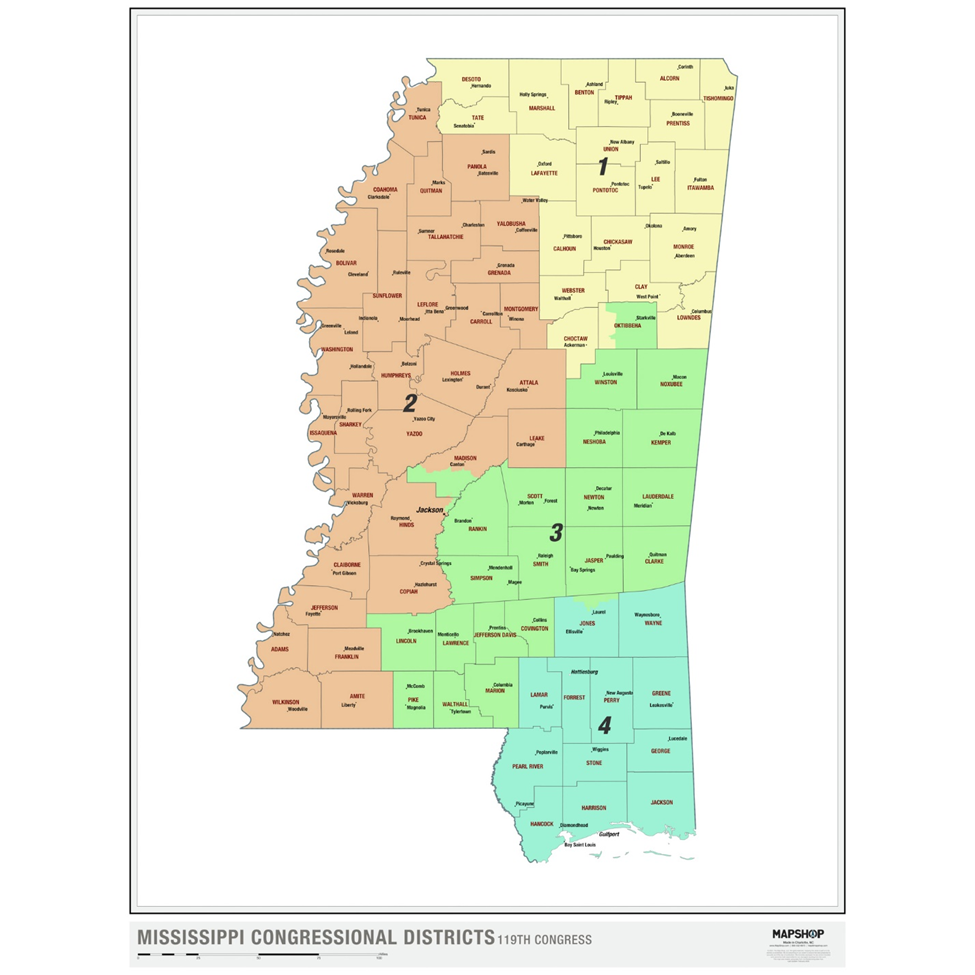
**Signatures**



SUPPLEMENTAL FORM D

## Current 21st Cclc Subgrantees By Geographical Location

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grantee Name** | **City** | **County** | **Geographic Location** | **Urban/Suburban/Rural** |
| Alcorn School District | Corinth | Alcorn | 1 | Rural |
| Bay St. Louis - Waveland School District | Bay St. Louis | Hancock | 4 | Suburban |
| Bay St. Louis - Waveland School District | Bay St. Louis | Hancock | 4 | Suburban |
| Boys & Girls Club of Central MS | Jackson | Hinds | 2 | Urban |
| Boys & Girls Club of Golden Triangle | Columbus | Lowndes | 1 | Urban |
| Boys & Girls Club of Gulf Coast | Gulfport | Harrison | 4 | Urban |
| Boys & Girls Club of MS Delta | Greenwood | Leflore | 2 | Rural |
| Carroll County School District | Carrollton | Carroll | 2 | Rural |
| Clarksdale Collegiate | Clarksdale | Coahoma | 2 | Rural |
| Columbia School District | Columbia | Marion | 3 | Urban |
| Columbus Housing Authority | Columbus | Lowndes | 1 | Urban |
| COOL Education (Forest) | Forest | Scott | 3 | Rural |
| COOL Education (SR1 Academy) | Ridgeland | Madison | 3 | Suburban |
| Corinth School District | Corinth | Alcorn | 1 | Urban |
| Delta Area Association for Improvement of Schools | Cleveland | Bolivar | 2 | Urban |
| Delta Care Hope | Indianola | Sunflower | 2 | Rural |
| Delta Foundation | Greenville | Washington | 2 | Rural |
| Divine Directions | Leland | Washington | 2 | Rural |
| Franklin County School District | Meadville | Franklin | 2 | Rural |
| Grenada School District | Grenada | Grenada | 2 | Rural |
| Hollandale School District | Hollandale | Washington | 2 | Rural |
| Holmes County Consolidated School District | Lexington | Holmes | 1 | Rural |
| Jefferson County School District | Fayette | Jefferson | 2 | Rural |
| Jefferson Conty School District (STEM) | Fayette | Jefferson | 2 | Rural |
| Kemper County School District | DeKalb | Kemper | 3 | Rural |
| Kirkland Group (E. Tallahatchie) | Charleston | Tallahatchie | 2 | Rural |
| Kirkland Group (Yazoo City) | Yazoo City | Yazoo | 2 | Rural |
| Lamar County School District | Purvis | Lamar | 4 | Suburban |
| Leake County School District | Carthage | Leake | 2 | Rural |
| Long Beach School District | Long Beach | Harrison | 4 | Urban |
| Louisville Municipal School District | Louisville | Winston | 3 | Rural |
| Midtown Public | Jackson | Hinds | 2 | Urban |
| MS Delta Academy (Leflore Legacy  Academy) | Greenwood | Leflore | 2 | Rural |
| Newton County School District | Decatur | Newton | 3 | Rural |
| Perry County School District | New Augusta | Perry | 4 | Rural |
| Proverbs 3:6 Ministries | Jackson | Hinds | 2 | Urban |
| Reading Roadmap (Clarksdale) | Clarksdale | Coahoma | 2 | Rural |
| Reading Roadmap (Leland) | Leland | Washington | 2 | Rural |
| Safe Place Daycare | Hazlehurst | Copiah | 2 | Rural |
| Save the Children (Marion) | Columbia | Marion | 3 | Urban |
| Save The Children (W. Tallahatchie) | Duncan | Bolivar | 2 | Rural |
| Scott County School District | Forest | Scott | 3 | Rural |
| South Panola School District | Batesville | Panola | 2 | Rural |
| Spring lnitiative1 | Clarksdale | Coahoma | 2 | Rural |
| Spring Initiative 2 | Clarksdale | Coahoma | 2 | Rural |
| Starkville-Oktibbeha School District | Starkville | Oktibbeha | 3 | Urban |
| Tougaloo College | Tougaloo | Hinds | 2 | Suburban |
| University of Southern Mississippi 1 | Hattiesburg | Forrest | 4 | Urban |
| University of Southern Mississippi 2 | Hattiesburg | Forrest | 4 | Urban |
| Youth Opportunities Unlimited | Marks | Quitman | 2 | Rural |



SUPPLEMENTAL FORM E

## School Improvement School Designation List

**SY 2024-2025**

|  |  |  |
| --- | --- | --- |
| **District** | **School** | **CSI**, **TSI**, or **ATSI** |
| Aberdeen School District | Aberdeen Elementary School | TSI |
| Alcorn School District | Kossuth Middle School | TSI |
| Attala Co School District | McAdams Attendance Center | CSI |
| Baldwyn School District | Baldwyn High School | TSI |
| Bay St Louis Waveland School District | Bay Waveland Middle School | ATSI |
| Benton Co School District | Ashland Middle-High School | CSI |
| Biloxi Public School District | Biloxi High School | TSI |
| Booneville School District | Rh Long Booneville Middle School | ATSI |
| Brookhaven School District | Brookhaven Elementary School | ATSI |
| Brookhaven School District | Alexander Junior High School | CSI |
| Brookhaven School District | Lipsey School | CSI |
| Canton Public School District | Huey L. Porter Middle School | ATSI |
| Calhoun Co School District | Bruce High School | CSI |
| Clarksdale Municipal School District | W.A. Higgins Middle School Academy | CSI |
| Clarksdale Municipal School District | Oakhurst Intermediate Academy | CSI |
| Cleveland School District | Cleveland Central Middle School | CSI |
| Clinton Public School District | Clinton High School | ATSI |
| Clinton Public School District | Lovett Elem School | TSI |
| Coahoma County School District | Coahoma County Jr/Sr High School | CSI |
| Columbia School District | Jefferson Middle School | TSI |
| Columbus Municipal School District | Columbus Middle School | CSI |
| Columbus Municipal School District | Columbus High School | TSI |
| Copiah Co School District | Crystal Springs Middle School | CSI |
| Copiah Co School District | Crystal Springs Elementary School | TSI |
| Covington Co School District | Collins High School | CSI |
| Covington Co School District | Seminary Middle School | CSI |
| Covington Co Schools | Mount Olive Attendance Center | ATSI |
| Desoto Co School District | Horn Lake High | TSI |
| Desoto Co School District | Overpark Elementary | TSI |
| Desoto Co School District | Horn Lake Middle School | CSI |
| Desoto Co School District | Horn Lake Intermediate School | CSI |
| Desoto Co School District | Olive Branch Middle | ATSI |
| Desoto Co School District | Olive Branch Intermediate School | ATSI |
| Desoto Co School District | Southaven Elementary | CSI |
| Desoto Co School District | Southaven High School | ATSI |
| Desoto Co School District | Southaven Middle School | CSI |
| Desoto Co School District | Center Hill Middle School | ATSI |
| Desoto Co School District | Lake Cormorant Middle | ATSI |
| East Jasper Consolidated Sch District | Heidelberg Junior High School | ATSI |
| East Tallahatchie Consol Sch District | Charleston Elementary School | CSI |
| East Tallahatchie Consol Sch District | Charleston Middle School | CSI |
| Enterprise School District | Enterprise Middle School | ATSI |
| Forest Municipal School District | Hawkins Middle School | TSI |
| Franklin Co School District | Franklin County Middle School | ATSI |
| Franklin Co School District | Franklin Upper Elementary | ATSI |
| George Co School District | Rocky Creek Elementary School | TSI |
| George Co School District | George County Middle School | CSI |
| Greene County School District | Leakesville Jr High School | CSI |
| Greenville Public Schools | Coleman Middle School | CSI |
| Greenville Public Schools | T.L. Weston Middle School | TSI |
| Grenada School District | Grenada Middle School | CSI |
| Grenada School District | Grenada High School | TSI |
| Gulfport School District | Bayou View Middle School | TSI |
| Gulfport School District | Central Elem School | ATSI |
| Gulfport School District | Gulfport Central Middle School | ATSI |
| Gulfport School District | West Elem School | ATSI |
| Hancock Co School District | Bel Aire Elem School | ATSI |
| Harrison Co School District | Diberville Middle School | ATSI |
| Hattiesburg Public School District | N R Burger Middle School | ATSI |
| Hazlehurst City School District | Hazlehurst Elementary School | ATSI |
| Hinds Co School District | Byram Middle School | CSI |
| Hinds Co School District | Gary Road Intermediate School | CSI |
| Hinds Co School District | Bolton Edwards Elem/Middle School | ATSI |
| Holly Springs School District | Holly Springs Junior High School | CSI |
| Holmes Consolidate School District | William Dean Jr. Elementary School | CSI |
| Humphreys Co School District | Ida Greene Lower Elementary | CSI |
| Humphreys Co School District | O M Mc Nair Middle School | CSI |
| Jackson Co School District | East Central Middle School | TSI |
| Jackson Co School District | St Martin High School | TSI |
| Jackson Co School District | St Martin East Elementary School | ATSI |
| Jackson Co School District | St Martin Upper Elementary | ATSI |
| Jackson Co School District | St. Martin Middle School | ATSI |
| Jackson Public School District | Blackburn Middle School | CSI |
| Jackson Public School District | Powell Middle School | CSI |
| Jackson Public School District | Cardozo Middle School | CSI |
| Jackson Public School District | Whitten Middle School (Closed-Assigned To Peeples Middle School) | CSI |
| Jackson Public School District | Wingfield High School (Closed Assigned To Jim Hill High School) | CSI |
| Jackson Public School District | Chastain Middle (Closed-Assigned To Powell Middle School) |  |
| Jackson Public School District | Kirksey Middle School | TSI |
| Jackson Public School District | Lester Elem School (Closed) | TSI |
| Jackson Public School District | Wilkins Elem School | TSI |
| Jones Co School District | East Jones Elem School | ATSI |
| Jones Co School District | North Jones Elementary School | ATSI |
| Jones Co School District | South Jones Elementary School | ATSI |
| Jones Co School District | South Jones High School | ATSI |
| Jones Co School District | West Jones Elementary School | ATSI |
| Jones Co School District | West Jones High School | ATSI |
| Kosciusko School District | Kosciusko Junior High School | TSI |
| Kosciusko School District | Kosciusko Lower Elem | TSI |
| Kosciusko School District | Kosciusko Upper Elem | CSI |
| Lafayette Co School District | Lafayette Middle School | ATSI |
| Lamar County School District | Sumrall Middle School | TSI |
| Lamar County School District | Oak Grove Middle School | CSI |
| Lamar County School District | Oak Grove Elem School | ATSI |
| Lamar County School District | Purvis Middle School | ATSI |
| Lamar County School District | Purvis Upper Elem School | ATSI |
| Lauderdale Co School District | Northeast Lauderdale Middle School | CSI |
| Lauderdale Co School District | Northeast Lauderdale Elem School | ATSI |
| Lauderdale Co School District | Southeast Lauderdale Middle School | ATSI |
| Lauderdale Co School District | West Lauderdale Middle School | ATSI |
| Laurel School District | Laurel Middle School | TSI |
| Laurel School District | Laurel Upper Elementary | TSI |
| Lawrence Co School District | Rod Paige Middle School | ATSI |
| Lawrence Co School District | New Hebron Attendance Center | ATSI |
| Leake Co School District | Leake Central Junior High | CSI |
| Leake Co School District | Leake Central Elem | ATSI |
| Lee County School District | Plantersville Middle School | CSI |
| Lee County School District | Verona Elem School | CSI |
| Lee County School District | Satillo High School | TSI |
| Lee County School District | Shannon High School | TSI |
| Lee County School District | Guntown Middle School | ATSI |
| Lee County School District | Shannon Middle School | ATSI |
| Lee County School District | Saltillo Elementary School | ATSI |
| Louisville Municipal School District | Louisville Elementary School | TSI |
| Lowndes Co School District | Caledonia Middle School | ATSI |
| Lowndes Co School District | New Hope Middle School | ATSI |
| Madison Co School District | Ridgeland High School | TSI |
| Madison Co School District | Madison Middle School | ATSI |
| Madison Co School District | Highland Elementary | ATSI |
| Madison Co School District | Old Town Middle | ATSI |
| Madison Co School District | Germantown High School | ATSI |
| Marshall Co School District | Byhalia Middle School (5-8) | TSI |
| Mccomb School District | Higgins Middle School | CSI |
| Meridian School District | Meridian High School | TSI |
| Midtown Public Charter School | Midtown Public Charter School | CSI |
| Moss Point Separate School District | Moss Point Escatawpa Upper Elem | CSI |
| Moss Point Separate School District | Magnolia Middle School | CSI |
| New Albany Public Schools | New Albany High School | TSI |
| New Albany Public Schools | New Albany Middle School | TSI |
| Newton Co School District | Newton County Elem School | ATSI |
| North Bolivar Cons Schools | Northside High School | CSI |
| North Panola Schools | North Panola Middle School | CSI |
| North Pike School District | North Pike Junior High School | CSI |
| Noxubee County School District | Earl Nash Elementary School | CSI |
| Noxubee County School District | B F Liddell Middle School | CSI |
| Oxford School District | Oxford Middle School | TSI |
| Oxford School District | Oxford Intermediate School | ATSI |
| Pascagoula Gautier School District | William M Colmer Middle School | TSI |
| Pascagoula Gautier School District | Gautier Middle School | ATSI |
| Pascagoula Gautier School District | Trent Lott Academy | ATSI |
| Pass Christian Public School District | Pass Christian Middle School | ATSI |
| Pearl River Co School District | Pearl River Central Junior High | ATSI |
| Perry Co School District | Perry Central Middle School | ATSI |
| Picayune School District | Picayune Junior High School | ATSI |
| Pontotoc City Schools | Pontotoc Junior High | ATSI |
| Pontotoc City Schools | Pontotoc Middle School | ATSI |
| Pontotoc Co School District | South Panola Middle School | TSI |
| Poplarville Separate School District | Poplarville Upper Elementary Sch | ATSI |
| Quitman Co School District | Quitman County Middle School | CSI |
| Quitman School District | Quitman Jr High School | TSI |
| Quitman School District | Quitman Upper Elementary School | ATSI |
| Rankin Co School District | Puckett Attendance Center | TSI |
| Rankin Co School District | Brandon Middle School | ATSI |
| Rankin Co School District | Florence Middle School | ATSI |
| Rankin Co School District | Northwest Rankin Middle School | ATSI |
| Rankin Co School District | Northwest Rankin High School | ATSI |
| Reimagine Prep | Reimagine Prep | TSI |
| Scott Co School District | Bettye Mae Jack Middle School | ATSI |
| Senatobia Municipal School District | Senatobia Elementary School | ATSI |
| Simpson Co School District | Magee Elem School | TSI |
| Simpson Co School District | Simpson Central School | ATSI |
| Simpson Co School District | Magee Middle School | CSI |
| Smith Co School District | Raleigh High School | TSI |
| Smith Co School District | Taylorsville Attendance Center | TSI |
| South Panola School District | Batesville Junior High School | ATSI |
| South Pike School District | South Pike Junior High | TSI |
| South Tippah School District | Ripley Middle School | ATSI |
| Starkville- Oktibbeha Cons Sd | Starkville High School | TSI |
| Starkville- Oktibbeha Cons Sd | Armstrong Junior High School | TSI |
| Starkville- Oktibbeha Cons Sd | Sudduth Elem School | ATSI |
| Stone Co School District | Stone Middle School | ATSI |
| Tishomingo Co Sp Mun Sch District | Burnsville Elem School | ATSI |
| Tishomingo Co Sp Mun Sch District | Iuka Middle School | ATSI |
| Tupelo Public School District | Tupelo High School | TSI |
| Tupelo Public School District | Tupelo Middle School | TSI |
| Tupelo Public School District | Milam Elem School | ATSI |
| Tupelo Public School District | Rankin Elem School | ATSI |
| Vicksburg Warren School District | Vicksburg Junior High School | CSI |
| Vicksburg Warren School District | Warren Central High School | CSI |
| Vicksburg Warren School District | Warren Central Junior High School | CSI |
| Vicksburg Warren School District | Beechwood Elem School | TSI |
| Vicksburg Warren School District | South Park Elem School | TSI |
| Vicksburg Warren School District | Vicksburg High School | TSI |
| Vicksburg Warren School District | Vicksburg Intermediate | TSI |
| Vicksburg Warren School District | Warren Central Intermediate | TSI |
| Walthall Co School District | Tylertown High School | CSI |
| Walthall Co School District | Tylertown Primary | TSI |
| Walthall Co School District | Tylertown Elementary School | TSI |
| Water Valley School District | Davidson Elementary School | TSI |
| Wayne Co School District | Waynesboro Riverview Elem School | CSI |
| Wayne Co School District | Buckatunna Elem School | TSI |
| Wayne Co School District | Wayne Central Elem School | TSI |
| Wayne Co School District | Wayne County High School | TSI |
| Wayne Co School District | Beat Four Elem School | ATSI |
| West Bolivar Cons School District | West Bolivar Elem | TSI |
| West Jasper Cons School District | Bay Springs Middle School | TSI |
| West Point Consolidated School District | West Point High School | TSI |
| West Tallahatchie School District | West Tallahatchie High School | CSI |
| West Tallahatchie School District | R H Bearden Elementary School | TSI |
| Western Line School District | O'bannon High School | TSI |
| Western Line School District | Riverside High School | ATSI |
| Wilkinson Co School District | William Winans Middle School | CSI |
| Wilkinson Co School District | Wilkinson Co Elem | ATSI |
| Winona-Montgomery Consolidated Sd | Winona Elementary School | TSI |
| Yazoo City Municipal School District | Mccoy Elementary School | CSI |
| Yazoo City Municipal School District | Yazoo City High School | CSI |
| Yazoo City Municipal School District | Bettie E Woolfolk Middle School | CSI |
| Yazoo Co School District | Yazoo County Middle School | TSI |
| Yazoo Co School District | Bentonia Gibbs School | TSI |

## Resources

The following is a list of resources that may provide additional information regarding out of school programming and federal grants management.

|  |  |  |
| --- | --- | --- |
| http://www.afterschoolalliance.org/_dev2015/img/logo-gr.png | [http://www.afterschoolalliance.org](http://www.afterschoolalliance.org/) | The nation’s leading voice for afterschool, the Afterschool Alliance is an organization dedicated to raising awareness of the importance of afterschool programs and  advocating for more afterschool investments. |
| https://naaweb.org/templates/rt_interstellar/custom/images/logo/logo.jpg | <https://naaweb.org/> | The National Afterschool Association exist to inspire, connect, and equip those who  work on behalf of children and youth during out-of-school time. |
| Image result for beyond the bell | <https://www.beyondthebell.org/> | Beyond the Bell is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff members create and sustain high-quality, effective afterschool and expanded learning programs. |
| Consumer Financial Protection Bureau | [https://www.consumerfinance.gov/](https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/) [practitioner-resources/youth-](https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/) [financial-education/](https://www.consumerfinance.gov/practitioner-resources/youth-financial-education/) | Consumer Financial Protection Bureau supports teachers, administrators, and community leaders who help students build financial knowledge, skills, and habits. The tools and resources listed here show recommended policies and practices for K-  12 financial education. |
| Icon  Description automatically generated with medium confidence | [http://www.ed.gov/policy/fund/reg](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html)  [/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html) | Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations |
| Icon  Description automatically generated with medium confidence | [http://www2.ed.gov/policy/fund/g](http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html) [uid/uniform-guidance/index.html](http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html) | Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards |
| Home | <http://www.foundationsinc.org/> | Foundations, Inc. is a nonprofit, 501(c)(3) organization committed to improving educational experiences for America's children and youth—throughout the day, everywhere they learn. Partnering with education and community leaders, Foundations supports those who enhance the lives and prospects of our most vulnerable children. |
| GFLEC | <http://gflec.org/education/> | Developing education tools and programs based on research is a priority for GFLEC. In order to be most effective, education tools and programs need to incorporate  research findings about financial literacy, financial capability, and financial education. |
| Mississippi Statewide Afterschool Network - learning. more. together. | <http://www.msafterschool.org/> | The Mississippi Afterschool Network works to better our state and its communities by connecting providers, parents, and policymakers with proven tools and resources to increase the quality of and access to high-quality programming. |
| Image result for ms council on economic education | <http://mscee.org/> | The mission of the Mississippi Council on Economic Education (MCEE) is to increase economic and financial literacy in Mississippi by providing resources and training to public and private k-12 school teachers, empowering students to create a  more prosperous future for themselves and Mississippi. |
| A picture containing text  Description automatically generated | [Title IV, Part B (Nita M. Lowey 21st Century Community Learning Centers Grant Program) – Federal Programs](https://mdek12.org/federalprograms/title-iv-part-b-nita-m-lowey-21st-century-community-learning-centers-grant-program/) | The Mississippi Department of Education's Title IV, Part B - 21st Century Community Learning Centers (21st CCLC) home page. |
| Logo  Description automatically generated | [http://www.niost.org](http://www.niost.org/) | NIOST's mission is to ensure that all children, youth, and families have access to high quality programs, activities and opportunities. |
| Image result for stem ready america | <http://stemreadyamerica.org/> | STEM Ready America is a compendium from 40 authors presenting bold and persuasive evidence, as well as real-world examples of effective practices, programs, and partnerships on how science, technology, engineering, and mathematics (STEM) knowledge and skills are preparing  young people to be successful in school today and the workforce tomorrow. |
| 21st CCLC National Technical Assistance Center logo | https://21stcclcntac.org | National Technical Assistance Center is the premier place for out-of-school time professionals to learn, receive resources, and engage with peers and experts. |

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