

BIE-Bureau of Indian Education



School Grant Application & Guidance

21st Century Community Learning Centers, as amended
by the Every Student Succeeds Act, Title IV, Part B of
Public Law 114-95 CFDA #84.287

2019-2022

(School Years 2019-20; 2020-21; 2021-22)

Application Deadline: March 25, 2019

Contact Information:

Valerie Todacheene, Ed.D., 21st CCLC State Coordinator

Bureau of Indian Education

Division of Performance & Accountability

1011 Indian School Rd. NW, Suite 332

Albuquerque, NM 87104

valerie.todacheene@bie.edu

505-563-5269

The purpose of the 21st Century Community Learning Center (CCLC) is to provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing school; help students meet state and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

TABLE OF CONTENTS

General Information	1
General Requirements.....	2
Application Information.....	8
Deadline	9
Scoring Weights	9
Criteria for Award	10
Review and Scoring Process.....	10
Appeal Process.....	11
Sub-grant Application Part I, II, III, IV.....	12
Application Checklist.....	13
Part I – School Information (REQUIRED-No Points).....	14
Part II – Statement of Assurances (REQUIRED-No Points).....	15
Part III – Program Narrative (75 Points TOTAL)	17
A. Abstract (10 Points)	17
B. Statement of Need (10 Points)	18
C. Program Goals (5 points)	19
D. Program Design (25 points)	20
F. Collaboration and Partnerships.....	25
G. Sustainability	26
Part IV – Budget Spreadsheet/Narrative	27
Budget Spreadsheet.....	27
Budget Narrative.....	28

GENERAL INFORMATION

What is the statutory authority for the program?

The program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (as amended through P.L. 114-95, Enacted December 10, 2015).

Overview

The 21st Century Community Learning Centers (21st CCLC) programs provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

What is a Community Learning Center?

A community learning center –

- assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that
 - Reinforce and complement the regular academic programs of the schools attended by the students served;
 - Are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and
 - Offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Program Purpose

As authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (as amended through P.L. 114-95, Enacted December 10, 2015), the specific purposes of the 21st CCLC program are to provide the following programmatic components:

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;
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; and
3. Offer support opportunities for families of students served by community learning centers for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Who is eligible to apply for a sub-grant?

Only Local Education Agencies (LEA) will be eligible to apply for the 21st CCLC discretionary grant. Within the Bureau of Indian Education (BIE), LEAs are schools or residential programs that are BIE funded¹. BIE schools that have been previously awarded the 21st CCLC discretionary grant are also eligible to apply. BIE schools that are currently awarded the 21st CCLC program through their State Department of Education are not eligible to apply.

Items not included in this subgrant

1. Expanded Learning Program Activities, (ESSA, Sec. 4204(a)(2))
2. Renewability of Awards (ESSA, Sec. 4204(j))

¹ A BIE-funded school is defined as any school providing an academic program from kindergarten through twelfth grade which receives Indian School Equalization Program (ISEP) funds.

GENERAL REQUIREMENTS

All submitted applications must meet the minimum following requirements to be considered for review and rating. Subgrantee applicants who fail to abide by the following requirements will be eliminated from Award consideration.

STATEMENT OF ASSURANCES

The project application must include a Statement of Assurances signed by an authorized school representative who is responsible for meeting all statutory and regulatory requirements for managing the grant. This representative is typically the ranking school administrator or designee.

BIE CONSOLIDATED SCHOOLWIDE APPLICATION

All grant recipients must submit reports into Native Star pursuant to the timeline provided by BIE. Additionally, grant information must be reflected in the school's Schoolwide Application and Budget. Subgrantee will select indicators of effective practice that align to the program activities and engage in tools determined by the BIE that will assist program implementation.

INTEGRATING AFTER-SCHOOL PROGRAMS WITH THE REGULAR SCHOOL DAY

Effective integration of after school programming with the regular school day requires that there be a dedicated effort and strong intention to achieve ongoing communication and articulation of issues between regular school and after school staff. Collaborative efforts may include, but are not limited to; combining meeting or training opportunities, identifying preferred methods of communication, monthly meetings with school leadership, and active participation of school staff in planning and implementation of grant-funded activities.

MEASURES OF EFFECTIVENESS

Subgrant applications shall be based on the following measures of effectiveness (ESSA, Sec. 4205(b)):

- An assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- 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;
- Align with the regular academic program of the school and the academic needs of participating students and include indicators and measures described in section 4203(a)(14)(A);
- Collect the data necessary for the measures of student success described in subparagraph (D); and
- A periodic evaluation to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.

Upon award, the program shall undergo a **PERIODIC EVALUATION** to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. The results of evaluations shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; made available to the public upon request, with public notice of such availability provided; and used by the BIE to determine the continuation of the subgrant (ESSA, Title IV, Part B §4205(b)(2)). Also, all grantees will submit an Evaluation Report at the end of the cohort grant cycle.

GOVERNMENT PERFORMANCE AND RESULTS ACT OF 1993

The Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to manage their activities with attention to the consequences of those activities. In order to comply with GPRA, the U.S. Department of Education has outlined a series of performance indicators for the 21st Century Community Learning Center program, which fall within the following categories: 1) Student Achievement, 2) Student Behavior, 3) Participation in Core Educational Services, and 4) Participation in Other Enrichment Activities

The federal 21st CCLC has established the following performance objectives as part of the Government Performance and Results Act (GPRA):

- GPRA Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
- GPRA Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.
- GPRA Objective 3: Improve the operational efficiency of the program.

AUTHORIZED ACTIVITIES

Each eligible applicant that receives a grant award may use the funds to carry out a broad array of high quality before-school and after-school activities (or activities during other times when school is not in session) that complement the regular academic program of students and advance student achievement. Grantees are limited to providing activities within the following list and are encouraged to implement a combination of these activities to ensure a **comprehensive, quality program** (ESSA, Title IV Part B §4205(a)):

- (1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with (A) the challenging State academic standards and any local academic standards; and (B) local curricula that are designed to improve student academic achievement;
- (2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- (3) literacy education programs, including financial literacy programs and environmental literacy programs;
- (4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- (5) services for individuals with disabilities;
- (6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- (7) cultural programs;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) parenting skills programs that promote parental involvement and family literacy;
- (11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- (12) drug and violence prevention programs and counseling programs;
- (13) programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- (14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

EVIDENCE-BASED INTERVENTIONS

In addition to being an authorized activity, all interventions, strategies and activities for 21st CCLC programs must meet ESSA evidence-based requirements by demonstrating a statistically significant effect on improving student outcomes (i.e., Strong, Moderate, or Promising levels described below) or demonstrating a rationale based on high-quality research findings or positive evaluation. Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

- (A) In General. –except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-
- I. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - i. Strong evidence from at least 1 well-designed and well-implemented experimental study;

- ii. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - iii. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR
- II. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

PROGRAM OPERATIONS AND ATTENDANCE

In order to maximize the impact of the program on student achievement and behavior, regular attendance is necessary. To meet the federal reporting requirements, students must attend programming 30 days or more during the reporting period in order to be part of the annual federal data collection.

- **Typical Operations** – 21ST CCLC services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer), that reinforce and complement the regular academic programs of the schools attended by the students served. It is recommended that:
 - Programs operate at minimum of 24 hours per month or at a minimum of 30 days per semester.
 - If offering summer programming, programs should operate at a minimum of 20 total days.
 - Before school programs must operate at least 30 minutes per day immediately prior to the start of school each day the program is offered.
 - Programs that operate on weekends or during the summer should operate for at least four (4) hours each day the program is offered.
 - Programming should be divided by Fall, Spring, and/or Summer.
- **Program Attendance Requirements** – All programs are required to report attendance for students participating in before school, after school, and/or summer school. As required by BIE, all attendance data must be entered daily in Infinite Campus Native American Student Information System (NASIS) or the Student Information System currently supported by BIE. The BIE monitors all grantees’ programs, including their attendance data, and periodically contacts grantees about the accuracy and results of the attendance as part of ongoing monitoring.
- **Summer Programs** – Grant funds may be used to provide summer activities and programs, but the funds may not be used to fund only summer programs. Summer programs should be designed with the same intentionality of academics and enrichment as the school year programs. No later than April 26, subgrantees must submit the following for approval:
 - Summer School Project Design
 - Summer School Budget and Budget Narrative
 - Calendar with Activities

ACADEMIC PROGRESS

All grant recipients must track the academic progress for all students receiving program funded services through progress monitoring such as Northwest Evaluation Association (NWEA) or similar tools. The school agrees to share program student data with the BIE in order to document the progress of the students served by program funds using non-identifying methodologies.

COLLABORATION AND PARTNERSHIP

The legislation contains several provisions to emphasize the need for collaboration within communities. Partnerships may be in the form of a formalized consortium, or through more informal agreements between the grant recipient and other community-based partners such as law enforcement, businesses, universities, tribal agencies or other youth serving organizations.

By bringing together community organizations with schools, 21st CCLC centers can take advantage of multiple resources in the community. 21st CCLC centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also

ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

- **Letter of Support/Memoranda of Understanding** – Applicants will need to get Letters of Support (LOS) or Memoranda of Understanding (MOU) from some of the staff and/or partners listed above to document their participation in the proposed program. LOS typically indicates the strength of commitment to the program’s goals and activities in a general way, while MOU typically document the specific services that will be provided by the partner. These will include:
 - Memoranda of Understanding from each Community Partner, indicating their participation in the planning of the program, the services they agree to provide, the amount and duration of those services.
 - Letters of Support from the Official Tribal Grant, Contract School or Dormitory Official for BIE-Funded schools stating full compliance, support and financial integrity with the BIE’s 21st CCLC subgrant application requirements and all subsequent requirements issued in a grant award. BIE-Operated schools will need Letters of Support from respective Education Program Administrator.
 - Letters of Support from Community Members: The BIE’s 21st CCLC program encourages involvement of community members in activities. This promotes engagement in civic activities and community life. With the program’s emphasis on service learning activities, community support and involvement activities is strongly preferred. Such letters can be in a petition format, with multiple names on one sheet. Schools can present LOS signed by community supporters, such as tribal elders, parents, or school staff. Off-reservation boarding schools/residential programs can include LOS from community organizations such as public schools, social service agencies or other non-profit groups.

SCHOOL SAFETY RESOURCES

To ensure that the program takes place in a safe and easily accessible facility, cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment. Student safety policies, procedures and requirements must also include description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home (ESSA, Section 4204 (b)(2)(A)(i-ii)). All 21st CCLC volunteers and staff must adhere to the schools’ policies and procedures in working with students such as background check clearances.

STUDENTS WITH DISABILITIES

As recipients of Federal funds, subgrantees must comply with Federal and State civil rights law, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act. This means that applicants must have in place a policy of inclusion and equity with planned strategies to remove or limit any barriers to students with special needs participating in the 21st CCLC-funded programs.

SERVICES TO ADULTS

Applicants must provide services to the families of children who are served in the program. Local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, adult/family programs funded with 21st CCLC funds are open only to adults who are family members of youth participating in 21st CCLC programming.

Activities targeting adult family members may take place during regular school hours, as these times may be the most suitable for serving this population.

PROJECT COORDINATOR

An applicant must include a project coordinator that will work at least 25hrs/week whose role is to manage the 21st CCLC program. This individual will serve as the primary point of contact for the Bureau of Indian Education for information dissemination and coordination of required activities such as reporting, monitoring and evaluation. The Project Coordinator should be someone other than the school administrator. The coordinator should have knowledge of and oversee all aspects of the grant to include:

- Budget management, review, and accountability
- Compliance with EDGAR and Uniform Grant Guidance

- Managing continuous quality improvement activities (program quality assessments and action planning school year and summer)
- Submitting all required reports.
- Attend the required annual meeting/training and an initial orientation
- Participate in BIE-sponsored professional development as part of continuous improvement and program quality work.

Initiating and managing a 21st CCLC program is labor intensive. Organizations with currently existing programs should plan and budget administrative tasks carefully based on the signed assurances and the requirements outlined in this project guide. This application requires at least a .625FTE project coordinator (25 hours per week) to be part of the budget for a new program.

MEALS/SNACKS

Participating students should be offered a daily nutritious snack. As 21st CCLC funds should be used solely to meet grant objectives, student snacks should be provided through partnerships, the USDA Afterschool Food program in which schools receive a reimbursement through the National School Lunch program for offering snacks at school or approved community centers. For more information on the after-school snack/meal programs, go to your designated state Department of Education or www.fns.usda.gov/cacfp/afterschool-programs.

PROGRAM ACCOUNTABILITY-RISK-BASED MONITORING – Grantees are required to submit information and reports requested by the Bureau of Indian Education. Grantees are responsible for creating and maintaining all necessary documentation related to programmatic and fiscal grant management. Grantees will be required to prepare and submit federal reports, including the federal Annual Performance Report (APR). APR data is all of the data that is reported to the federal government, including site and center information, 21st CCLC activities, attendance, staffing, teacher surveys, and assessment scores. The reporting of the APR data is broken into three terms: Summer, Fall, and Spring. The BIE’s 21st CCLC staff submits all the APR data to BIE and BIE submits all data into the federal “21APR” system.

The BIE reserves the right to review and revise reporting and monitoring elements during the duration of the 21st CCLC grant with the purpose of creating a more effective system. Evaluation requirements may change to ensure quality data collection as well as program quality and compliance. The results annual evaluations and monitoring reports will be made available to the general public in compliance with FERPA.

SATISFACTORY PROGRESS – The Bureau of Indian Education will evaluate satisfactory progress based on the following:

- Demonstrated progress, both qualitative and quantitative, toward performance objectives as reported in the Annual Program Review and Annual Performance Report (APR).
- Evidence of alignment of program activities to the regular academic program and student needs.
- Evidence of student success and improvement over time using multiple measures.

CONTINUATION FUNDING REQUIREMENTS/GRANT MODIFICATIONS – Each school year, sub-grantees will be required to submit an Annual Continuation Document to your designated 21st CCLC State Coordinator Point of Contact (POC) in order to set up the budget for the next year and make any programming modifications related to continuous quality improvement. Such modifications must be submitted to your designated 21st CCLC State Coordinator POC for review and approval prior to implementing the change. The continuation will be reviewed for consistency with original grant and allowability by the BIE.

TIMELY USE OF FUNDS & CARRYOVER GUIDELINES-All project funds must be spent according to the approved project proposal in order to be considered for the following year’s funding. A school that receives a 21st CCLC grant may use the funds for allowable costs only during the grant award period. **Carryover of program funds is highly discouraged.** Program funds that were not expended may be carried over to the following year of the subgrant award period. However, a subgrantee may not carryover more than 5 percent of the original grant award amount. If a subgrantee expends less than 95% of the original grant award amount, then this could be an indication of a problem in the

administration of the program. Should it be determined that a subgrantee has a significant amount of carryover, BIE may choose to reduce the subgrantee's amount of award in the new grant cycle year.

The budget should reflect expenditures during the period of availability.

FISCAL MONITORING – Fiscal review and monitoring (periodic submittal of itemized financial records and documents for review) will be implemented by BIE as part of the overall risk analysis and monitoring system.

REPORTING REQUIREMENTS – details regarding the reporting requirements will be provided after awards have been made.

- School Site Location Summary
- Participant Attendance
- Lesson Plans
- Student Achievement Data
- Detailed Budget Expenditure Reports
- 21APR data
- Feedback Summary
- Program Evaluation
- BIE Consolidated Schoolwide Application (Comprehensive Needs Assessment and SMART Goals, Schoolwide Program Plan, signed Title I LEA Assurances, and Schoolwide Budget)
- Indicators of Effective Practices aligned to your 21st CCLC program goals

Deadline

The school (see eligibility requirement on page 1) will submit **ONE** completed application and the application must be received on **March 25, 2019** by the Division of Performance and Accountability (DPA).

The two methods to submit your application are: 1) USPS Mail or 2) Electronically by 11:59 PM (MDT). Hand delivered applications are discouraged. Faxed applications will not be accepted.

- 1) USPS Mail: You can mail your application vial U.S. Postal Service in time delivery on or before March 25, 2019; or via private express mail service, e.g. UPS or Federal Express to, to guarantee delivery on or before March 25, 2019. Address your application package to the attention of --

21st CCLC State Coordinator
ATTN: Valerie Todacheene
Bureau of Indian Education
Division of Performance & Accountability
1011 Indian School Rd. NW, Suite 332
Albuquerque, NM 87104

- 2) Electronic submission: You may also submit your application electronically in Adobe Acrobat PDF format to the email below --

Email: 21stCCLCGrantApplication@bie.edu

If the application is approved, funds will be distributed by July 1st. The application will not be returned but copies will be made available upon request. **Please keep a copy of your application on file.**

Scoring Weights

- The maximum possible points an application can receive is 110 --
 - ✓ Application Format/Organization - 5 points
 - ✓ Part I – Statement of Assurances – 0 points
 - ✓ Part II – School Information - 0 points
 - ✓ Part III – Project Narrative – 75 points
 - ✓ Part IV –Budget Narrative/Spreadsheet - 20 points
 - ✓ Competitive Priority Points – 10 pointsCompetitive priority points will be granted if any of the following are included: 1) STEM, 2) College, Career, and Military Readiness, 3) serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace an internship experiences, 4) fine and performing arts, project-based learning, and social emotional learning as part of well-rounded education framework, and 5) evidence-based family engagement activities.
- Applications that are not submitted in the required format specified on page 10 of this Grant Application and Guidance package and non-submission of any of the four parts required will not be reviewed and automatically disqualified.

Criteria for Award	
CATEGORY	POINTS
<p>Application Format/Organization 5 Pts.</p> <ol style="list-style-type: none"> 1. Application should be typed or printed, single-spaced on white 8 ½" x 11" paper using a font no smaller than 11 point Times New Roman or similar. If printed and mailed must be single sided. 2. All pages should be organized according to the format provided in this document. Each attachment must reference the section to which it corresponds. 3. Applicants are asked to provide a response to each section listed in the application utilizing the space provided in the application which is included in this document. The proposal is limited to a maximum total of 20 pages which includes statement of assurances. Pages provided beyond the aforementioned maximum amount will not be considered during evaluation. 4. Submissions should only include parts 1-4 of the application. 	5
Part I - School Information (Required) This section will include important school information and signatures from School Administrator and School Board President.	0
Part II - Statement of Assurances (Required)	0
<p>Part III - Program Narrative: This section should address the areas A-G listed below in clear concise detail.</p> <ol style="list-style-type: none"> A. Abstract (10 Pts.) B. Statement of Need (10 Pts.) C. Program Goals (10 Pts.) D. Program Design (25 Pts.) E. Evaluation (10 Pts.) F. Collaboration and Partnerships (5 Pts.) <ul style="list-style-type: none"> • Please include Letters of Support/Memoranda of Understanding as attachments to the application – this will not count toward the 20-page limit of your application G. Sustainability (5 Pts.) <p>TOTAL POINTS</p>	75
<p>Part IV - Budget Narrative/Spreadsheet 3 pages</p> <ol style="list-style-type: none"> A. Budget Spreadsheet 1 page (10 Pts.) B. Budget Narrative 2 pages (10 Pts.) <p>TOTAL POINTS</p>	20
<p>COMPETITIVE PRIORITY POINTS (10 Pts.)</p> <p>Competitive priority points will be granted if any of the following are included: 1)STEM, 2) College, Career, and Military Readiness, 3) serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace an internship experiences, 4) fine and performing arts, project-based learning, and social emotional learning as part of well-rounded education framework, and 5) evidence-based family engagement activities.</p>	10
TOTAL POSSIBLE POINTS	110

Review and Scoring Process

APPLICATION REVIEW PROCESS

All applications submitted will be scored. The Bureau of Indian Education staff will only review applications submitted for accuracy and eligibility. All applications will be rated according to the following factors:

1. BIE will identify and assign personnel experienced in expanded learning to review all applications.
2. Each reviewer will rate and score each submitted application pursuant to the criteria described above.
3. Upon completion of all individual reviews, all reviewer ratings will be tabulated and an average score calculated for each non-disqualified application. However, in instances where large discrepancies exist between individual reviewer scores, a meeting of all reviewers will be held and a second, final score shall be calculated with through the consensus of all reviewers.

4. The BIE 21st CCLC State Coordinator will make final funding award determinations based upon:
 - A review the average scores submitted by the reviewers, with applicants ranked from highest score to lowest score.
 - Available funding levels, with each sub-grantee awarded an amount, with each sub-grantee receiving a proportion of funding based upon the number of eligible students identified in the application.

The BIE 21st CCLC State Coordinator will make final funding award determinations based upon:

- A review of the average scores submitted by the reviewers, with applicants ranked from highest score to lowest score.
- Number of students and families to be served.
- Availability of Funds

NOTIFICATION OF FUNDING DECISION

We estimate to inform all applicants of the final funding decisions through email on or before May 31, 2019.

REJECTION OF PROPOSALS

The Bureau of Indian Education reserves the right to reject any application if it does not adhere to eligibility criteria, funding specifications, application preparation instructions, or late submission. If the applicant alleges that the Bureau of Indian Education has violated a Federal statute or regulation through the rejection or disapproval of an application, they may request to appeal this decision (See Appeal Process on this page).

REPLICATING ANOTHER 21ST CCLC GRANT APPLICATION

If the discovery of replicating another 21st CCLC grant application is made known or brought to the attention of officials at the Bureau of Indian Education during the grant competition, at the discretion of the BIE, the BIE has the right to remove the grant application from consideration because of the occurrence of cause. This includes duplication of previously-funded grant proposals that are repurposed for the current competition.

ADDITIONAL INFORMATION REQUEST

BIE staff is available for limited phone consultation with potential 21st CCLC program applicants. Due to the limited amount of staff time available, the BIE requests that applicants first utilize the technical assistance session and written/electronic resources prior to contacting the BIE. Specifically, the BIE can provide general assistance such as answering questions about program requirements and clarifying application instructions. To remain impartial in the grant process, BIE staff cannot recommend a particular program focus or develop program objectives or assist in developing local partners for applicants.

Appeal Process

Appeals will be considered from applicants who are dissatisfied with their application's final score; however, the award amounts are final, and may not be appealed.

The applicant can appeal their final application score within 10 calendar days of receiving official notification of their application funding status. The request must be submitted in writing to the BIE 21st CCLC State Coordinator (contact information provided on Page 8) and must provide specific factual information on the reason for appealing their final score.

The BIE Division of Performance & Accountability (DPA) will review the appeal by convening an internal review team that will consider the merits of the appeal and make the final determination of whether the appeal is approved or denied. The findings of the review team will be shared with the applicant within 30 days of the request for appeal. The BIE DPA office will then make any necessary determinations based upon the review team's decision subject to: 1) the availability of funds; and 2) the school's risk assessment.

**SUB-GRANT APPLICATION
PART I, II, III, IV**

Application Checklist

The application MUST include ALL required components and forms in the order listed. An application missing any required components and/or forms will not be reviewed.

Part I:

- School Information

Part II:

- Statement of Assurance

Part III:

- Section A – Abstract (Narrative)
- Section B – Statement of Need (Narrative)
- Section C – Program Goals (Narrative)
- Section D – Program Design (Narrative)
- Section E – Evaluation (Narrative)
- Section F – Collaboration and Partnership (Narrative)
- Section G – Sustainability and Dissemination Plan (Narrative)

Part IV:

- Section A – Budget Spreadsheet
- Section B – Budget Narrative

Appendices:

- Letters of Support/Memoranda of Understanding
- 21st CCLC Coordinator Position Description

Application Format/Organization 5 Pts.

- Application should be typed or printed, single-spaced on white 8 ½" x 11" paper using a font no smaller than 11 point Times New Roman or similar. If printed and mailed must be single sided.
- All pages should be organized according to the format provided in this document. Each attachment must reference the section to which it corresponds.
- Applicants are asked to provide a response to each section listed in the application utilizing the space provided in the application which is included in this document. **The proposal is limited to a maximum total of 20 pages which includes statement of assurances.** Pages provided beyond the aforementioned maximum amount will not be considered during evaluation.
- Submissions should only include Parts I-IV of the application, and Appendices.

NOTE: Identifiable information is not to be included on the subgrant application.



21st Century Community Learning Centers Subgrant Application

Part I – School Information (REQUIRED-No Points)

School Name					
Mailing Address					
City		State		Zip Code	
Name of Authorized School Representative			Title	Telephone Number	
Email Address				FAX	
Signature				Date	
Name of Project Coordinator (if different than the Authorized Representative)				Title	
Email Address				Telephone Number	
Signature				Date	
School Board President Signature				Date	
ERC Education Program Administrator Signature				Date	

ERC area to be served					
Project Period July 1, 2019 – June 30, 2022			Total Yearly Amount Requested		
Grades Served by School	Number of Students Enrolled in School	Projected Grades to be served by Program	Projected Student Participation in 21 st CCLC	Days of Operation	Check if Received 21 st CCLC Funds in Past <input type="checkbox"/>
					Date(s) Funded: Most recent year's participant attendance:

Part II – Statement of Assurances (REQUIRED-No Points)

School Name:

1. By acknowledging and signing this assurance, the school community recipient of U.S. Department of Education 21st Century Community Learning Centers (21st CCLC) federal funds (CFDA # 84.287C) indicates that they have received the award notification and acknowledge that the after-school program is in compliance with the 21st CCLC assurances as outlined in this initial grant application as well as those listed below.
2. Completion of this acknowledgement also recognizes the understanding that the 21st CCLC subgrantee is bound by this original grant application, any subsequent approved modifications to the original application, and the 21st Century Community Learning Centers guidance parameters.
3. Completion of this acknowledgement also recognizes the understanding that the 21st CCLC subgrantee will comply with all reporting requirements in a timely manner to the Bureau of Indian Education for the Every Student Succeeds Act Federal accountability purposes and submit reports into the Native Star dashboard.
4. All grant recipients must track the academic progress for all students receiving program funded services through progress monitoring such as Northwest Evaluation Association (NWEA) or similar tools. The school agrees to share program student data with the BIE in order to document the progress of the students served by program funds using non-identifying methodologies.
5. Upon request, 21st CCLC recipients must also be able to demonstrate the following:
 - Program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
 - Proper fiscal responsibility to include evidence of how after-school programs are funded as well as access to any books, documents, papers and records pertinent to the grant.
 - Proof of necessary insurances in accordance to programming requirements.
 - Affirmation that the 21st CCLC funds are used to supplement existing funds, not replace (supplant) funds that have been appropriated for the same purpose.
 - Active collaboration and coordination efforts with the local schools and community. Document agreements with partners for in-kind services in writing with a Memorandum of Understanding or letters of support, and ensure that partners will be available for any audits, monitoring, or on-site visits.
 - Evidence that programming and transportation needs are safe and accessible.
 - Establishment of educational and enrichment activities that are targeted to student needs and aligned to school day instruction and positive youth development as well as an intentional aim to meet established performance measures.
 - Adherence to the goals and objectives of the grant application and overall 21st CCLC program.
 - An assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application
 - Use of evidenced-based strategies to meet measureable objectives.
 - Use of the Measures of Effectiveness in implementing, improving, and evaluating the program locally.
 - Cooperate in carrying out any evaluation of program conducted by the Bureau of Indian Education (BIE), the U.S. Department of Education, or other Federal officials.
 - Make reports to BIE as may be necessary to enable the BIE to perform its duties and maintain such records, provide such information to the BIE, and afford such access to the records as the BIE may find necessary to carry out the BIE's duties.
 - Program will expend all awarded funds within the program period, July 1st through June 30th.
 - Compliance with Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.

- Compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.
- Compliance with Section 504 of the Rehabilitation Act of 1975, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

If any of the assurances outlined above or within the program operations are not in compliance, please attach an accompanying explanation. 21st CCLC funding is contingent upon the availability of future congressional appropriations, approval of a yearly continuation application, and compliance with grant guidelines.

Signature of School Board President:	Print Name:	Date:
Signature of School Administrator:	Print Name:	Date:

Part III – Program Narrative (75 Points TOTAL)

A. Abstract (10 Points) – Provide a brief overview of the project, which includes a description of a typical day, activities proposed, and the intended outcomes. Also include a brief description of how the activities will meet the Measures of Effectiveness.

(2000 Characters)

B. Statement of Need (10 Points) – Review your Schoolwide Comprehensive Needs Assessment and SMART goals to identify gaps and needs for your 21st CCLC program. In the space provided below, summarize your needs assessment with additional background data and related information about the students, families, and community that justifies the selection of the project, and include how the 21st CCLC program will be coordinated between existing programs and services (ESSA, Title IV Part B § 4205(b)(1)(A)).

When completing the statement of need, please keep in mind the three goals of the 21st CCLC grant and the need for a program designed to align with those goals. Per ESSA, Title IV Part B §4201(a), the purpose of the 21st CCLC grant is to:

- 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.
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

(3500 Characters)

C. Program Goals (5 points) – 21st CCLC programs are expected to engage in a continuous improvement process that involves collecting and analyzing data, and using the results of the data to refine, improve, and strengthen the program. In this section, applicants will develop local program goals that align to the 21st CCLC program purpose.

In the tables below, list local goals, expected outcomes, and data sources for each of the program purpose. **Local goals** should consist of the program’s specific focus area(s) and should reflect the specific needs of targeted students, school, and families. **Expected outcomes** should reflect the impact the program hopes to have on participants and should be measurable. **Data sources** refer to the specific types of evidence the program will collect to measure progress toward goals and outcomes. Data sources may include standardized instruments, locally-developed surveys, student activity logs, or other tools.

21st CCLC Program Purpose #1: Provide opportunities for academic enrichment.

Local Goal(s):
Expected Outcome(s):
Data Source(s):

21st CCLC Program Purpose #2: Offer students additional services, programs and activities to reinforce and complement the regular academic program.

Local Goal(s):
Expected Outcome(s):
Data Source(s):

21st CCLC Program Purpose #3: Offer families of students active and meaningful engagement in their children’s education.

Local Goal(s):
Expected Outcome(s):
Data Source(s):

D. Program Design (25 points) – In this section, applicants will provide detailed description of their proposed plan. This plan should provide an overview of the activities that will be implemented to support the achievement of the program’s goals, outlined in the previous section.

1. **Program Activities (10 Points)** – The activities included in the program design should address the local needs identified in the Statement of Need and align with the program and local goals of the 21st CCLC program, described in the previous section. Program activities should also address the three purposes of the 21st CCLC grant, which are to provide students with opportunities for academic enrichment, to offer students a broad array of additional services, programs, and activities designed to complement the school day, and to provide family members with opportunities for meaningful engagement in their children’s education. **Note that after school activities should complement, but not replicate school day instruction.**

Program Activities must include:

- **At least two** types of academic enrichment programming that aligns with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. **Note:** All 21st CCLC participants should have access to academic enrichment programming that goes beyond remedial education activities or tutoring services. (ESSA, Sec. 4204(b)(2)(B) and ESSA, SEC. 4204(b)(2)(D)(ii));
- **At least two** types of services, programs, and/or activities that contribute to overall student success (i.e., youth development activities, social and emotional learning activities, or recreational activities). (ESSA, SEC. 4204(b)(2)(J))
- A parent and family engagement activity (ties) for providing active and meaningful opportunities to the children served by the program
- **Competitive Priority Points (10 Points)** – Competitive priority points will be granted if any of the following are included in the program activities: 1)STEM, 2) College, Career, and Military Readiness, 3) serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace an internship experiences, 4) fine and performing arts, project-based learning, and social emotional learning as part of well-rounded education framework, and 5) evidence-based family engagement activities.

Below is a list of authorized activities for 21st CCLC programs. Include the types of activities your program will offer in table below:

- A. Mentoring programs
- B. Remedial education activities
- C. Tutoring services
- D. Service learning
- E. Activities that enable students to be eligible for credit recovery
- F. Literacy education programs
- G. Mathematics education programs
- H. Arts and music programs
- I. Counseling programs
- J. Financial literacy
- K. Environmental literacy
- L. Nutritional education
- M. Regular, structured physical activity programs
- N. Services for individuals with disabilities
- O. Programs for English Language Learners

- P. Cultural programs
- Q. Telecommunications and technology education
- R. Expanded library service hours
- S. Parenting skills programs that promote parental involvement and family literacy
- T. Programs that provide assistance to students who have been truant, suspended, or expelled
- U. Drug and violence prevention programs and counseling programs
- V. Programs that build skills in science, technology, engineering, and mathematics (STEM)
- W. Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce

Below a list of services that will be considered for competitive points 21st CCLC programs. Include services (if you are offering this) in table below which aligns to the authorized activities:

1. STEM Project
2. College, College, Career, and Military Readiness
3. Serving middle and high schools that partner with business, industry and/or post-secondary providers to offer workplace an internship experiences
4. Fine and performing arts
5. Project-based learning
6. Social Emotional learning
7. Evidence-based family engagement activities

Authorized Activity, see above (enter appropriate letter, i.e. A, B, C)	Competitive Services (enter appropriate number, i.e. 1, 2, 3)	Local Goals	Program Activities	Task(s)/Responsible Staff
Enter Authorized Activity here.	Enter Competitive Services here.	Enter Priority here	Enter Activity here	Tasks assigned
Enter Authorized Activity here	Enter Competitive Services here.	Enter Priority here	Enter Activity here	Tasks Assigned

Enter Authorized Activity here.	Enter Competitive Services here.	Enter Priority here	Enter Activity here	Tasks Assigned
Enter Authorized Activity here.	Enter Competitive Services here.	Enter Priority here	Enter Activity here	Tasks Assigned
Enter Authorized Activity here.	Enter Competitive Services here.	Enter Priority here	Enter Activity here	Tasks Assigned

2. **Recruitment of Students (5 Points)** – Describe the process that will be used to identify and recruit students for participation in the 21st CCLC program. Refer to the results of your needs assessment and goals of the application, where applicable. Your response should include the following:

(1500 Characters)

3. **Retention of Students (5 Points)** - Describe the strategies the program will implement to retain students once they are enrolled in order to ensure they become regular attendees.

Note: A regular attendee is defined as a student who attends the program 30 or more days over the course of the school year.

(1500 Characters)

4. **Staffing Plan (3 Points)** – In this section, applicants will provide an overview of how the proposed program will be staffed. This description should clearly demonstrate that the program is adequately staffed in order to implement the program goals.

a. Program Coordinator Position Description: Include a position description for the program coordinator in the appendices. All programs are required to employ a dedicated program coordinator for a minimum of 25 hours per week. The position description should include (1) the number of hours per week the coordinator will work, (2) the responsibilities associated with the position, and (3) the required qualifications.

In space below, describe the following: (1) the projected staff-to-student ratio, (2) a list of all program positions, (3) the responsibilities associated with each position, and (4) the required qualifications for each position. (3000 Characters)

b. If the program plans to use volunteers, describe how the program will recruit and use appropriately qualified individuals to serve as volunteers. (1500 Characters)

c. Describe potential 21st CCLC-specific professional development (PD) opportunities that will be offered to program staff. PD opportunities should align with the Program Plan and/or program goals. PD activities should also be identified in the program budget. (1500 Characters)

5. **Accessibility (2 Points)** – In this section, applicants will describe how they will ensure that transportation needs of students are met. Applicants will also describe how the community will be made aware of the availability of the 21st CCLC program.

a. Transportation between school and home cannot be a barrier for any student who wishes to attend the 21st CCLC. Describe how your transportation plan will ensure that students participating in the program will travel safely to and from the center and home. (1000 Characters)

b. Describe how the broader community will be made aware of the availability and location of the 21st CCLC in a manner that is understandable and accessible. (1000 Characters)

Afterschool Snacks/Meals - Describe how snacks and/or meals will be provided to students through the US Department of Agriculture child nutrition program or other program funds (21st CCLC grant funds cannot be used for snacks): (1500 Characters)

E. Program Evaluation (5 Points) – 21st CCLC Programs are required to undertake evaluation efforts on a periodic basis. 21st CCLC subgrantees are expected to submit the following reports (see appendices):

1. Federal Data Collection System
2. Feedback Summaries
3. Student Achievement Data
4. Participant Attendance
5. Detailed Budget Expenditure Reports
6. Evaluation Report

In this section, applicants will describe how they plan to comply with local and federal reporting requirements to support program evaluation.

1. How will the 21st CCLC program coordinate with the regular day school operations to ensure that the program has access to relevant data it needs to comply with the reporting requirements stated above?

(1000 Characters)

2. Using data from the required reports and working with the school leadership team, describe the continuous improvement process the program will implement to refine, improve, and strengthen the 21st CCLC program. The description should include answers to the following questions:
 - How often will data be collected and analyzed?
 - Who will be involved in collecting and analyzing the data?
 - How will the school apply the Indicators of Effective Practices to assess and monitor the successful implementation of the program?
 - How will evaluation results be translated into programmatic changes?

(2500 Characters)

3. Describe how the program's evaluation results will be made available to the general public and how the public will be notified of the availability of those results.

(1500 Characters)

F. Collaboration and Partnerships 1 page (5 points.): Provide a description on how your proposed project will coordinate and collaborate with other community-based partners such as law enforcement, businesses, universities, tribal agencies or other youth serving organizations. In collaborating partners, include the sharing of resources and/or funds, volunteers and/or time, and advice and guidance. Also provide a description of how the school will disseminate information about the 21st CCLC program and its location to the community in a manner that is understandable accessible (Section 4204 (b)(2)(A)(iii). Please include copies of your Letters of Support/Memoranda of Understanding in the Appendices of this subgrant application.

	List Partners	Coordinated Task(s)/Activities	When was partnership/ Collaboration established or will be established?
1	Enter Partner Name.	Enter task/activity.	Month/Year
2	Enter Partner Name.	Enter task/activity.	Month/Year
3	Enter Partner Name.	Enter task/activity.	Month/Year

Please summarize your collaboration and partnership efforts below:

(2500 Characters)

G. Sustainability (5 points.): Schools applying to create a 21st CCLC program are required to engage in sustainability planning from the beginning of the process. 21st CCLC programs are strongly encouraged to identify other sources of support and funding through partnerships and advocacy around the value to the community or high-quality, effective expanded learning programs. Please describe the strategies for sustainability that your school engages in to continue programming beyond the third year. The plan should include, but is not limited, to the following:

- Identify the role of the school leadership teams in nurturing high quality programs and building awareness of the value of the youth outcomes.
- Identify and engage collaborative partners who can contribute to developing a vision and planning model for financial capacity to support, and eventually sustain, the community learning center after the three-year grant funding ceases.
- Identify other forms of program support anticipated from the school, community, and/or private sector.

(3000 Characters)

Part IV – Budget Spreadsheet/Narrative (20 pts.)

Budget Spreadsheet (10 Pts.)

21st Century Community Learning Center Grant Budget School Year 2019-2020			
YEAR ONE ALLOCATION			
TOTAL GRANT YEARLY AWARD REQUESTED			
Budget Line Items	Before School	After School	Summer School
Personnel Services			
Employee Benefits			
Travel/Professional Development			
Family Engagement			
Materials and Supplies			
Equipment			
Purchased Services			
Transportation – Fuel			
SUB-TOTAL			
GRAND TOTAL (this should equal your grant yearly award requested)			

Budget Narrative (10 Pts.) – Please provide a descriptive explanation of costs for the line items listed which must be reflected in the amounts entered into the spreadsheet. Please refer to allowable costs located in the appendices.

Budget Line Item	Sub-Total:
-------------------------	-------------------

Personnel Services:

Employee Benefits:

Travel/Professional Development:

Family Engagement:

Materials and Supplies:

Equipment:

Purchased Services:

Transportation - Fuel:

Budget Definitions:

- Personnel Services (2 C.F.R. §200.430): Costs incurred for employment people to meet the goals and objectives of program operations.
- Employee Benefits (2 C.F.R. §200.431): Cost incurred that supplement an employee’s salary such as health insurance, retirement, PERSI, and so forth.
- Travel/Professional Development (2 C.F.R. §200.474): Costs incurred for employees to participate in training, professional development, and conferences. Costs may include travel, per diem, lodging, registration fees, conferences (2 C.F.R. §200.432), and other such costs.
- Supplies (2 C.F.R. §200.94): All tangible personal property other than those described in equipment and/or a computing device is a supply if the acquisition cost is less than \$250.
- Equipment (2 C.F.R. §200.33 and 2 C.F.R. §200.313): All (1) tangible personal property having a useful life of more than one year and (2) a per-unit acquisition cost which equals or exceeds \$250. Computing devices are classified as equipment. Costs incurred for equipment must be used to carry out program operations are allowable if directly connected to the program objectives and design.
- Purchased Services: Costs incurred when purchasing a service, which includes contracts (2 C.F.R. §200.22 – a legal instrument by which the sub-grantee purchases property or services needed to carry out the program).
- Transportation: Fuel and contracted bus driver services costs incurred for the transportation of program participants to travel safely to and from the 21st CCLC site and off-site locations including academic enrichment activities and home.

Restricted Costs:

- Remodeling
- Construction
- Indirect Cost
- Rental Facilities
- Equipment - No more than 5% of the grant award (does not include transportation support costs);

Allowable Expenses: All expenses should follow Statutory Requirements outlined in *Elementary and Secondary Education Act, Sec. 4205(a) - Authorized Activities*. All costs must be **reasonable and necessary** to carry out the program’s goals and objectives; allocable; properly documented; consistent with the grant program; not used for cost-sharing or match; and legal under Federal law. 21st CCLC program funds can be used to supplement, but in no case supplant, Federal, State, local funds or other non-federal funds. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through another source. Please consult EDGAR (Education Department General Administrative Regulations) Part 76 as well as the Uniform Grant Guidance for comprehensive regulations regarding Federal education funds. <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>

Allowable Expenses:

Cost	Status	Citation	Notes
Conferences	Allowable	2 C.F.R. §200.432	
Capital expenditures for special purpose equipment	Allowable	2 C.F.R. §200.439	
Curriculum	Allowable		
Personnel & Fringe Benefits	Allowable		
Supplies and Materials	Allowable		
Training and Education (Professional Development)	Allowable	2 C.F.R. §200.472	
Transportation	Allowable	2 C.F.R. §200.473	

Travel	Allowable	2 C.F.R. §200.474	Allowable for transportation, lodging, subsistence, and related items incurred by employees traveling on official business.
--------	-----------	-------------------	---

Allowable Expenses with Restrictions:

Cost	Status	Citation	Notes
Advertising & Public Relations	Allowable with Restriction	2 C.F.R. §200.421	For recruitment of personnel, procurement of goods or services, or disposal of scrap metal.
Advisory Councils/School board	Allowable with Restriction	2 C.F.R. §200.422	
Field Trips	Allowable with Restriction		
Food	Allowable with Restriction		
Indirect Costs	Allowable with Restriction	2 C.F.R. §200.56	
Participant Support	Allowable with Restriction	2 C.F.R. §200.456	Prior approval by the Federal Award Agency.
Remodeling Existing Facility Costs	Allowable with Restriction	Up to \$500	
Rental Costs of Real Property and Equipment	Allowable with Restriction	2 C.F.R. §200.465	Rates are comparable to that of other rental property in the locale.
Scholarships and Student Aid	Allowable with Restriction	2 C.F.R. §200.466	Prior approval by the Federal Award Agency.
Student Activity	Allowable with Restriction	2 C.F.R. §200.469	

Unallowable Expenses:

Cost	Status	Citation	Notes
Alcoholic Beverages	Unallowable	2 C.F.R. §200.423	
Alumni/ae Activities	Unallowable	2 C.F.R. §200.424	
Contributions & Donations	Unallowable	2 C.F.R. §200.434	
Capital expenditures for general purpose equipment, buildings, and land	Unallowable	2 C.F.R. §200.439	
Decorative Items	Unallowable		
Entertainment	Unallowable	2 C.F.R. §200.438	Costs for entertainment, amusement, diversion, and social activities.
Facilities	Unallowable		
Fund Raising and Investment Management Costs	Unallowable	2 C.F.R. §200.442	
Gifts	Unallowable	This may include prizes, gift cards, awards, and other	

		items that appear to be gifts.	
Goods or Services for Personal Use	Unallowable	2 C.F.R. §200.445	
Government Costs	Unallowable	2 C.F.R. §200.444	
Grant Writing Services	Unallowable		
Incentives	Unallowable		
Lobbying	Unallowable	2 C.F.R. §200.450	
Pre-Award Costs	Unallowable		
Program Operations that take place during the Regular School Day	Unallowable	Sec. 4201(b)(1)(A)	
Selling and Marketing	Unallowable	2 C.F.R. §200.467	
T-Shirts	Unallowable		
Vehicle	Unallowable		