

2024-25 Nita M. Lowey 21st Century Community Learning Center Grant

This document is meant to serve as a resource detailing the content found on the application and is NOT the application to be completed and submitted for consideration. All applications must be submitted via https://webportalapp.com/sp/login/wdpi_21st_cclc in order to be considered for review. Please note, the online application may not display all the questions shown on this document due to conditional logic tied to how an applicant responds to a preceding question. As a result, the online application may look slightly different for each applicant.

I. GENERAL INFORMATION

Q1.1 Name your application: Name of Applicant Agency and Primary School Served *

Example: Happyville School District: Happyville Elementary

Q1.2 Select the Applicant Agency type from the list below *

Q1.3 Describe the "Other Public or Private Entity" type *

Q1.4 Select the Applicant Agency from the list below:

Type to search...

Q1.5 Check here if you were unable to find your agency OR if your agency's information is incorrect.

☐ I am unable to find my agency OR my agency's information is incorrect.

Q1.6 Name of Applicant Agency *

Q1.7 District Administrator/Agency Lead Contact Title *

Q1.8 District Administrator/Agency Lead Contact First Name *

Q1.9 District Administrator/Agency Lead Contact Last Name *

Q1.10 District Administrator/Agency Lead Contact Phone Number *

(xxx) xxx-xxxx

Q1.11 District Administrator/Agency Lead Contact Email *

Q1.12 District Administrator/Agency Lead Contact Mailing Address *

Q1.13 District Administrator/Agency Lead Contact Mailing City *

Q1.14 District Administrator/Agency Lead Contact Zip Code *

Q1.15 Unique Entity ID (UEI) *

Entities that intend to receive federal funding must use the System for Award Management (SAM) at SAM.gov to obtain a UEI. For more info or to obtain a UEI, please visit <https://dpi.wi.gov/sfs/finances/aids-register/unique-entity-id-sam-transition>.

Q1.16 Select the Primary School to be served from the list below:

Type to search...

Q1.17 Check here if you were unable to find your school OR if your school's information is incorrect. (Select only one.)

☐

I am unable to find my school.

☐

My school's information is incorrect.

Q1.18 School Name *

Q1.19 Mailing Address *

Q1.20 Mailing City *

Q1.21 Mailing Zip *

Q1.22 Cooperative Educational Service Agency (CESA) Number *

Q1.23 School Principal First Name *

Q1.24 School Principal Last Name *

Q1.25 School Principal Phone Number *

(xxx) xxx-xxxx

Q1.26 School Principal Email *

Q1.27 Will you be the Primary Contact for the 21st CCLC grant? *

☐

Yes

☐

No

Q1.28 Primary 21st CCLC Contact Title *

Q1.29 Primary 21st CCLC Contact First Name *

Q1.30 Primary 21st CCLC Contact Last Name *

Q1.31 Primary 21st CCLC Contact Email *

Q1.32 Is the fiscal contact different than the Primary 21st CCLC Contact? *

☐ Yes ☐ No

Q1.33 Fiscal Contact's Title *

Q1.34 Fiscal Contact First Name *

Q1.35 Fiscal Contact Last Name *

Q1.36 Fiscal Contact Phone Number *

(xxx) xxx-xxxx

Q1.37 Fiscal Contact's Email *

Q1.38 Fiscal Contact's Mailing Street Address *

Q1.39 Fiscal Contact's Mailing City *

Q1.40 Fiscal Contact's Mailing Zip *

Q1.41 Do you represent a consortium (i.e., application jointly submitted by two or more local education agencies, community-based organizations, Indian tribes or tribal organizations, other public/private entities)? *

☐ Yes
☐ No

Q1.42 Download and complete the Consortium Verification form

(<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f9580-iv-b-cv.pdf>). Upload the completed Consortium Verification form here. *

Choose File

II. OVERVIEW

Authorized under Title IV, Part B of the federal Elementary and Secondary Education Act (ESEA) and targeting qualifying schools and communities in need of services, the purpose of the 21st CCLC grant program is threefold.

Funded entities must:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

III. ABSTRACT

Q3.1 Summarize the proposal, and make sure to address the targeted population, the key needs, and what the project ultimately seeks to implement. (Limit to 1500 characters.) *

A rectangular box with a thin border, intended for the user to enter a summary of the proposal. It includes small navigation icons (back, forward, and a search icon) in the bottom right corner.

IV. ASSURANCES

The Applicant understands and agrees that the following Certifications and Assurances are pre-award requirements generally imposed by federal and state law or regulation and do not include all federal and state regulations that may apply to the Applicant or its project. Most requirements are posted to [Uniform Administrative Requirements; Educational Department of General Administrative Regulations](#) (EDGAR); or the [Wisconsin Uniform Financial Accounting Requirements](#) (WUFAR).

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions:

Step 1—Read each assurance that follows.

Step 2—Sign and date the certification statement.

Step 3—Include signed certifications and assurances with your application materials.

Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs.
2. **Statutes and Regulations:** The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—a. Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4].b. Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683].c. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794].d. The Age Discrimination Act [42 U.S.C. 6101 et seq.].
3. **Allowable Costs:** Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Subpart E-Cost Principles].
4. **Budget Modifications:** The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)]. This applies to all grants unless there are more restrictive or specific requirements of the grant award which may be the case with discretionary grants.
5. **Confidentiality:** The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].
6. **Conflict of Interest:** No board or staff member of a Local Education Agency (LEA) or Cooperative Educational Service Agency (CESA) may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].
7. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.327] Procurement Standards.

8. **Debarred and Suspended Parties:** A contract (see 2 CFR §180.220) must not be made to parties listed on the government wide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." The Excluded Parties List in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
9. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the DPI or U.S. Department of Education (USDE) or by their contractors [2 CFR §200.329(1)].
10. **Copyright, Acknowledgement, and Publications:** The Applicant/ Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the DPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support. The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and DPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the DPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.
11. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §200.302 (a), (1), (3); §200.303(a), (b)].
12. **Indirect Costs:** If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the DPI. Indirect costs cannot be charged against capital objects.
13. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].
14. **OMB Standard Form 424B:** The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the 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 applicable federal laws, executive orders and regulations. SF-424 Family Forms
15. **Programmatic Changes:** The Applicant will obtain the prior approval of the DPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308©(1,2,3,6,7)].
16. **Record Retention:** In accordance with 2 CFR §200.334(b), this is written notification to the subrecipient that DPI requires an extension to the record retention period for grants addressed in the [Wisconsin Records Retention Schedule for School Districts](#). All applicants will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.
17. **Reporting:** The Applicant will ensure all required financial and program data is reported to the DPI timely on a schedule established by the DPI. The Applicant will report to DPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].
18. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the DPI. Grant evaluation information provided to the DPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR §300.328(c)(1)].
19. **Single Audit:** Any entity that expends in total (all sources) \$750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].

20. **Text Messaging and E-Mailing While Driving:** The Applicant/ Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513](#), "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009."
21. **Time and Effort Supporting Documentation:** For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
22. **Trafficking in Persons:** The grant condition specified in 2 CFR §175.10 includes the following language: "I. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not, i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A subrecipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

Program Specific Assurances

Assurance is further provided that:

1. The program will take place in a safe and accessible facility.
2. The proposed program was developed and will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), in compliance with applicable laws relating to privacy and confidentiality.
3. The proposed program was developed and will be carried out in alignment with 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 of the ESEA and the families of such students.
5. Subgrant funds 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 will be given notice of an intent to submit an application, and the application and any waiver request will be available for public review after submission of the application.

V. CERTIFICATION SIGNATURE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements. The undersigned states, to the best of his or her knowledge and belief, that:(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil

penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. If applicant agency cannot certify this information, applicant must complete the [lobbying disclosure form](#).

I, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of my knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; that I am authorized by the agency designated in this application to bind the agency to the certifications and assurances contained in this application; and, that the indicated agency designated in this application is authorized to administer this grant.
I FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of my knowledge.

Signature of District/Agency Authorizer *

Typing in your name acts as your electronic signature.

Title of District/Agency Authorizer *

Date *

VI. PROGRAM ELIGIBILITY AND SUMMARY

Using the prompts below, provide an overview of the proposed program. This section will determine eligibility for grant funds, provide information on the school(s) to be served, indicate the amount of funding requested, and provide the projected average daily attendance (ADA) of the program.

Q6.1 Grades to be served by the proposed 21st CCLC grant (include the primary school to be served and any additional schools) *

☐ PK☐ K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12

Q6.2 Is the primary school to be served identified as Title I Schoolwide or eligible for schoolwide Title I services? *

☒ Yes☐ No

Q6.3 What is the 2023-24 school year economically disadvantaged status rate for the primary school to be served? Cite the data source referenced. (Limit 250 characters.) *

Q6.4 Is the primary school to be served a Comprehensive Support & Improvement (CSI) School? *

☐ Yes ☐ No ☐ N/A (i.e., school targeted by the grant for services is a private school)

To determine if the site has been identified by DPI as a CSI school, click "Save Draft" below, and then see <https://dpi.wi.gov/accountability>.

Q6.5 Is the primary school to be served a Targeted Support & Improvement School (TSI) School? *

☐ Yes ☐ No ☐ N/A (i.e., targeted school by the grant is a Private School)

To determine if the site has been identified by DPI as TSI school, click "Save Draft" below, and then see <https://dpi.wi.gov/accountability>.

Q6.6 Is the primary school to be served identified by the Local Education Agency (LEA) as in need of services for academic improvement or improvement of other student outcomes? *

☐ Yes ☐ No

The DPI does not maintain a list of schools determined as in need of services by the LEA, nor does the DPI dictate what specific elements a LEA must reference when making this determination. See the Guidelines for more information.

Q6.7 Which of the following additional need(s) has been identified?

- ☐ Significant population of students at risk for academic failure
- ☐ Significant population of students at risk of dropping out of school
- ☐ Significant population of students involved in criminal or delinquent activities
- ☐ Significant population of students that lack positive adult role models
- ☐ None of the above

Thank you for your interest in the 21st CCLC grant program. Unfortunately, based on your response your school is not eligible for funding at this time.

Q6.8 Number of students enrolled in the primary school *

Q6.9 Has this site received 21st CCLC funds in the past five years? *

☐ Yes ☐ No

Q6.10 Average daily attendance (including primary site and all additional schools) of the 21st CCLC's most recent year of operation *

Q6.11 Will any additional schools (i.e., feeder schools) be served by this center? *

☐ Yes ☐ No

Q6.12 How many additional schools? (Note: if you plan to serve more than four additional schools, please contact DPI.) *

Q6.13 List additional school 1: *

Q6.14 List additional school 2: *

Q6.15 List additional school 3: *

--

Q6.16 List additional school 4: *

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Q6.17 Will 51 percent or more of the 21st CCLC participants served by the program be enrolled in the primary school targeted by the grant? *

☐ Yes ☐ No

Applicants proposing to serve additional, or feeder schools, must indicate that at least 51 percent of students who will be enrolled in the proposed program will come from the primary school served by the grant. While feeder schools are allowed, the majority of students enrolled must come from the primary school targeted for grant services.

Funding Tier

Select the tier of funding for which you are applying. Base the request on the average number of students who are projected to be served by the program on a daily basis (including primary school and all additional schools) during the school year (ADA) and on the amount of funds needed to serve those students on a daily basis. Note: 21st CCLC funds may only be used to supplement, not supplant, other funding sources. If other sources of funding are currently being used to support out-of-school time programming at the proposed site, please take those into account when determining the amount of 21st CCLC funds to request. Applicants may apply for a lower level of funding than the proposed ADA allows. The ADA range listed next to each funding amount represents the minimum number of students the program must serve on a daily basis. The program can serve more students if it has the capacity to do so.

Q6.18 Funding Tier *

- ☐ \$80,000 / 25-40 ADA
- ☐ \$100,000 / 41-55 ADA
- ☐ \$115,000 / 56-70 ADA
- ☐ \$130,000 / 71-85 ADA
- ☐ \$145,000 (MAX) / 86+ ADA

Q6.19 Provide a brief justification for the projected ADA selected above given the size of the school's population (include the ADA from any feeder schools proposed to be served). (Limit to 2000 characters.) *

Q6.20 Applicants Previously Funded by 21st CCLC Grant: If previously funded by the 21st CCLC grant and the projected ADA differs from the ADA during the program's final year of funding, provide a detailed justification for the difference. If the ADA does not differ, please indicate this below. (Limit to 2000 characters.) *

VII. READINESS

In this section, describe the stakeholders and communication structures in place to ensure successful implementation of the grant project.

Stakeholders

Stakeholders may include the population to be served, families, community partners, school staff and administrators, as well as agency administrators. Be sure to include stakeholders who demographically represent the target population(s).


Q7.1 Who are the stakeholders identified for this grant project and what roles did each stakeholder play in the planning and design of the proposed program? Responses must include, but are not limited to, the primary school to be served, a community-based organization, or another public entity or private entity. (Limit to 2500 characters.) *

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Q7.2 What roles will each stakeholder or stakeholder group (listed in question 7.1 above) have in the implementation (i.e. delivery of services, sharing of resources, program improvement efforts, etc.) and oversight of this grant project? (Limit to 2500 characters.) *

A large rectangular text input area with a light gray border. On the right side, there are three small square icons: a triangle pointing up, a square, and a triangle pointing down. At the bottom left, there is a left-pointing arrow icon, and at the bottom right, there is a right-pointing arrow icon.

Q7.3 How will stakeholders continue to be engaged if the grant project is funded? How will diverse stakeholders continue to partner with the project for continuous improvement? (Limit to 2500 characters.) *

A large rectangular text input area with a light gray border. On the right side, there are three small square icons: a triangle pointing up, a square, and a triangle pointing down. At the bottom left, there is a left-pointing arrow icon, and at the bottom right, there is a right-pointing arrow icon.

Q7.4 Upload a Letter of Support from the principal of the primary school to be served using the template available on the DPI 21st CCLC Grant Program Competition website (<https://dpi.wi.gov/sspw/clc/grant-competition>).

Choose File

VIII. PLAN

The purpose of this section is to identify the needs for before- and after-school (including summer recess periods if applicable) programs and activities in the primary school to be served and the targeted community. Applicants must have an organized and systematic approach to use data for meaningful analysis. Data analysis includes an assessment of the needs experienced by the target population.

Demonstration of Need

Q8.1 Identify the specific need(s) for the target population to be addressed by the grant project. Include and cite data that is being used to determine the need(s). This should include student needs, needs of working families, and community needs. (Limit to 3000 characters.) *

Q8.2 What is the likely root cause(s) (i.e., factors, resource inequities, opportunity gaps, etc.) contributing to the need(s) to be addressed in this grant project? (Limit to 3000 characters.) *

IX. DO (Action Plan)

The four State Goals and related priority areas for the 21st CCLC program are listed below and in the next section. In this section, you will identify the priority areas for the proposed grant project, related SMART goals, and the specific activities to be carried out in the program. The purpose of this section is to develop an action plan to implement the proposed program and describe how the project will address one or more of the root causes identified in the previous section.

For each State Goal, select up to two of the priorities that best address one or more root causes identified in the previous section of the application. Refer to the 21st CCLC State Goals and Objectives for information and descriptions of the priority areas.

Applicants must include SMART (Specific, Measurable, Attainable, Relevant and Timely) goals that align with the priority areas associated with the corresponding State Goal. The SMART goals should include the performance indicators and performance measures that will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the school and the academic needs of participating students, where applicable. SMART Goals should use the following format, or similar. Failure to do so will impact the application score.

Example State Goal 1, Priority Area 1 (quality staff): By June 30, 2025, 100% of 21s CCLC staff will demonstrate increased knowledge and skills of how to successfully support social emotional learning of program participants as measured by pre and post-training staff questionnaires.

Example State Goal 2, Priority Area 1 (quality academic programming): 75 percent of students attending the program 30 days or more in grades 1 - 5 will meet or exceed their literacy growth target from fall 2024 to spring 2025 as measured by MAP reading assessment scores.

Example State Goal 3, Priority Area 1 (opportunity gap): By June 2025, 95% of 21st CCLC participants who attend the program 30 or more days will report having new experiences at the 21st CCLC that they would not have otherwise had if they were not program participants as measured by student surveys.

Example State Goal 4, Priority Area 1 (outreach to families): By June 2025, at least 60% of adult family members of 21st CCLC participants will be able to identify at least one tool/strategy to support their child’s education learned as a result of participating in a 21st CCLC sponsored family event as measured by family surveys.

Describe up to four activities or services for each SMART goal. Activities and services should demonstrate how the proposed program will address the needs (including the needs of working families) listed for each priority area. Activity and service descriptions should be specific and directly tie to the SMART goal identified.

For each activity and service described, indicate the frequency with which it will occur.

State Goal 1: All programs will provide a stable, safe, and supportive environment to meet the needs of the target population.

Q9.1 Priority Area(s): (Select a maximum of two) *

- ☐ Priority 1.1: Quality staff
- ☐ Priority 1.2: Coverage and access
- ☐ Priority 1.3: Target population
- ☐ Priority 1.4: Program climate

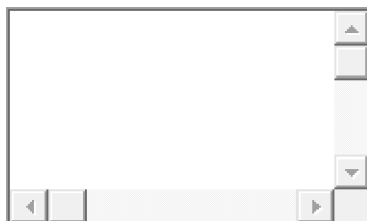
State Goal 1, Priority 1.1 (Quality Staff)

Q9.2 How many SMART Goals are needed for State Goal 1, Priority 1.1 (quality staff)? *

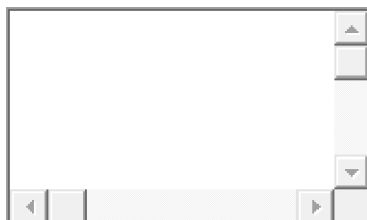
☒ 1 (required) ☐ 2 (optional)

State Goal 1, Priority 1.1, SMART Goal 1

Q9.3 SMART Goal 1 to Address the State Goal 1, Priority 1.1 (quality staff): *



Q9.4 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.1, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 1, Priority 1.1, SMART Goal 2

Q9.5 SMART Goal 2 to Address the State Goal 1, Priority 1.1 (quality staff): *



Q9.6 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.1, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 1, Priority 1.2 (Coverage and Access)

Q9.7 How many SMART Goals are needed for State Goal 1, Priority 1.2 (coverage and access)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 1, Priority 1.2, SMART Goal 1

Q9.8 SMART Goal 1 to Address the State Goal 1, Priority 1.2 (coverage and access): *

Q9.9 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.2, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 1, Priority 1.2, SMART Goal 2

Q9.10 SMART Goal 2 to Address the State Goal 1, Priority 1.2 (coverage and access): *

Q9.11 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.2, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

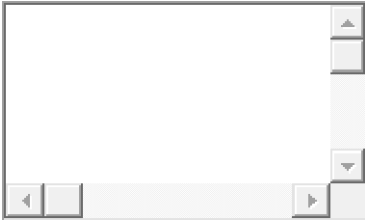
State Goal 1, Priority 1.3 (Target Population)

Q9.12 How many SMART Goals are needed for State Goal 1, Priority 1.3 (target population)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 1, Priority 1.3, SMART Goal 1

Q9.13 SMART Goal 1 to Address the State Goal 1, Priority 1.3 (target population): *

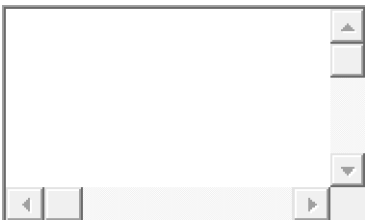


Q9.14 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.3, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 1, Priority 1.3, SMART Goal 2

Q9.15 SMART Goal 2 to Address the State Goal 1, Priority 1.3 (target population): *



Q9.16 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.3, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 1, Priority 1.4 (Program Climate)

Q9.17 How many SMART Goals are needed for State Goal 1, Priority 1.4 (program climate)? *

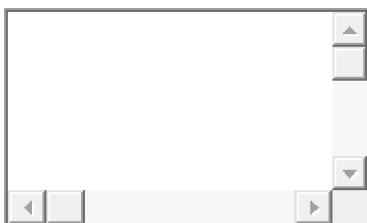
☐ 1 (required) ☐ 2 (optional)

State Goal 1, Priority 1.4, SMART Goal 1

Q9.18 SMART Goal 1 to Address the State Goal 1, Priority 1.4 (program climate): *

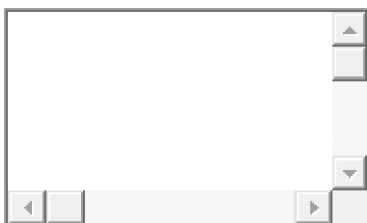


Q9.19 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.4, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 1, Priority 1.4, SMART Goal 2

Q9.20 SMART Goal 2 to Address the State Goal 1, Priority 1.4 (program climate): *



Q9.21 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 1, Priority 1.4, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 2 (Academic Enrichment): Programs will challenge youth to develop as learners.

Q9.22 Priority Area(s): (Select a maximum of two) *

- ☐ Priority 2.1: Quality academic programming
- ☐ Priority 2.2: Improvements in school engagement, school performance, and academic habits

State Goal 2, Priority 2.1 (Quality Academic Programming)

Q9.23 How many SMART Goals are needed for State Goal 2, Priority 2.1 (quality academic programming)? *

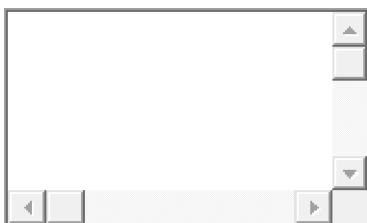
☐ 1 (required) ☐ 2 (optional)

State Goal 2, Priority 2.1, SMART Goal 1

Q9.24 SMART Goal 1 to Address the State Goal 2, Priority 2.1 (quality academic programming): *

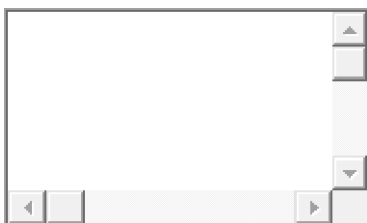
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Q9.25 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 2, Priority 2.1, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

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State Goal 2, Priority 2.1, SMART Goal 2

Q9.26 SMART Goal 2 to Address the State Goal 2, Priority 2.1 (quality academic programming): *

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Q9.27 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 2, Priority 2.1, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

A large, empty rectangular text box with a light gray border. On the right side, there are three small, vertically stacked square buttons with upward-pointing arrows. On the bottom left, there is a small square button with a left-pointing arrow. On the bottom right, there is a small square button with a right-pointing arrow.

State Goal 2, Priority 2.2 (Improvements in School Engagement, School Performance, and Academic Habits)

Q9.28 How many SMART Goals are needed for State Goal 2, Priority 2.2 (improvements in school engagement, school performance, and academic habits)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 2, Priority 2.2, SMART Goal 1

Q9.29 SMART Goal 1 to Address the State Goal 2, Priority 2.2 (improvements in school engagement, school performance, and academic habits): *

Q9.30 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 2, Priority 2.2, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 2, Priority 2.2, SMART Goal 2

Q9.31 SMART Goal 2 to Address the State Goal 2, Priority 2.2 (improvements in school engagement, school performance, and academic habits): *

Q9.32 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 2, Priority 2.2, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 3 (Youth Development and Other Skills Necessary for Overall Success): Programs will support the development of other skills necessary for success. *For more information on allowable and required activities see the 2024-25 21st CCLC Grantee Guidance. Applicants must select up to two priority areas below. A minimum of two youth development activities or services must be described when prompted regardless of the number of Priority Areas selected.

Q9.33 Priority Area(s): (Select a maximum of two) *

- ☐ Priority 3.1: Opportunity gap
- ☐ Priority 3.2: Voice and choice
- ☐ Priority 3.3: Social and emotional development
- ☐ Priority 3.4: Improvements in youth behaviors

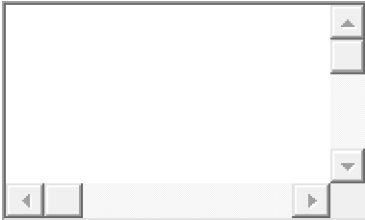
State Goal 3, Priority 3.1 (Opportunity Gap)

Q9.34 How many SMART Goals are needed for State Goal 3, Priority 3.1 (opportunity gap)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 3, Priority 3.1, SMART Goal 1

Q9.35 SMART Goal 1 to Address the State Goal 3, Priority 3.1 (opportunity gap): *



Q9.36 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.1, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 3, Priority 3.1, SMART Goal 2

Q9.37 SMART Goal 2 to Address the State Goal 3, Priority 3.1 (opportunity gap): *



Q9.38 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.1, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 3, Priority 3.2 (Voice and Choice)

Q9.39 How many SMART Goals are needed for State Goal 3, Priority 3.2 (voice and choice)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 3, Priority 3.2, SMART Goal 1

Q9.40 SMART Goal 1 to Address the State Goal 3, Priority 3.2 (voice and choice): *

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Q9.41 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.2, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

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State Goal 3, Priority 3.2, SMART Goal 2

Q9.42 SMART Goal 2 to Address the State Goal 3, Priority 3.2 (voice and choice): *

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Q9.43 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.2, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

An empty text box with a light gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with small square handles.

State Goal 3, Priority 3.3 (Social and Emotional Development)

Q9.44 How many SMART Goals are needed for State Goal 3, Priority 3.3 (social and emotional development)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 3, Priority 3.3, SMART Goal 1

Q9.45 SMART Goal 1 to Address the State Goal 3, Priority 3.3 (social and emotional development): *

Q9.46 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.3, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 3, Priority 3.3, SMART Goal 2

Q9.47 SMART Goal 2 to Address the State Goal 3, Priority 3.3 (social and emotional development): *

Q9.48 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.3, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 3, Priority 3.4 (Improvements in Youth Behaviors)

Q9.49 How many SMART Goals are needed for State Goal 3, Priority 3.4 (improvements in youth behaviors)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 3, Priority 3.4, SMART Goal 1

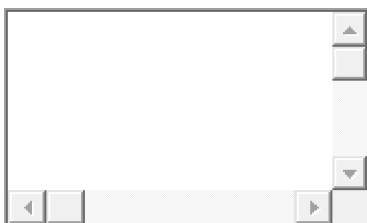
Q9.50 SMART Goal 1 to Address the State Goal 3, Priority 3.4 (improvements in youth behaviors): *

Q9.51 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.4, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

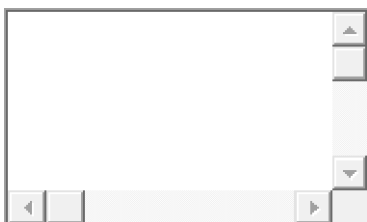


State Goal 3, Priority 3.4, SMART Goal 2

Q9.52 SMART Goal 2 to Address the State Goal 3, Priority 3.4 (improvement in youth behaviors): *



Q9.53 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 3, Priority 3.4, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



State Goal 4 (Family Engagement): Programs will engage families and the broader community in support of student learning.

Q9.54 Priority Area(s): *

- ☐ Priority 4.1: Outreach to families (required)
- ☐ Priority 4.2: Involvement of community partners
- ☐ Priority 4.3: Advisory Board

State Goal 4, Priority 4.1 (Outreach to Families)

Q9.55 How many SMART Goals are needed for State Goal 4, Priority 4.1 (outreach to families)? *

- ☒ 1 (required) ☐ 2 (optional)

State Goal 4, Priority 4.1, SMART Goal 1

Q9.56 SMART Goal 1 to Address the State Goal 4, Priority 4.1 (outreach to families): *

Q9.57 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 4, Priority 4.1, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 4, Priority 4.1, SMART Goal 2

Q9.58 SMART Goal 2 to Address the State Goal 4, Priority 4.1 (outreach to families): *

Q9.59 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 4, Priority 4.1, SMART Goal 2 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 4, Priority 4.2 (Involvement of Community Partners)

Q9.60 How many SMART Goals are needed for State Goal 4, Priority 4.2 (involvement of community partners)? *

☐ 1 (required) ☐ 2 (optional)

State Goal 4, Priority 4.2, SMART Goal 1

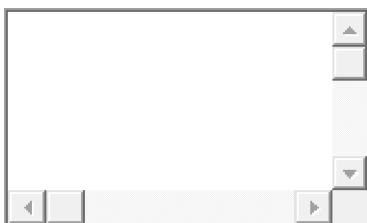
Q9.61 SMART Goal 1 to Address the State Goal 4, Priority 4.2 (involvement of community partners): *

Q9.62 In the text box below indicate the following: 1) the specific activities and services the program will implement in order to address State Goal 4, Priority 4.2, SMART Goal 1 and 2) the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *

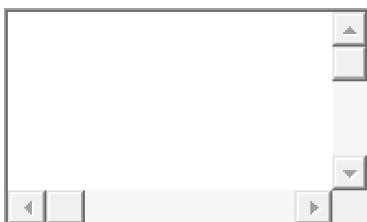


State Goal 4, Priority 4.2, SMART Goal 2

Q9.63 SMART Goal 2 to Address the State Goal 4, Priority 4.2 (involvement of community partners): *



Q9.64 In the text box below indicate the following: 1) the action steps the program will implement in order to address State Goal 4, Priority 4.2, SMART Goal 2 and 2) for each action step, the frequency with which the activity or service will take place (i.e., daily, weekly, monthly, etc.). *



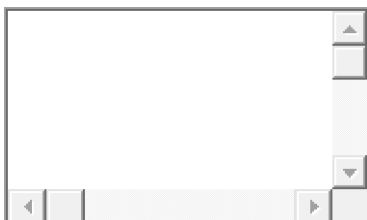
State Goal 4, Priority 4.3 (Advisory Board)

Q9.65 How many SMART Goals are needed for State Goal 4, Priority 4.3? *

☐ 1 (required) ☐ 2 (optional)

State Goal 4, Priority 4.3, SMART Goal 1

Q9.66 SMART Goal 1 to Address the State Goal 4, Priority 4.3 (advisory board): *



Q9.67 In the text box below indicate the following: 1) the action steps the program will implement in order to address State Goal 4, Priority 4.3, SMART Goal 1 (the action steps should include the targeted stakeholders for the advisory board and the purpose of the board) and 2) for each action step, the frequency with which it will take place (i.e., daily, weekly, monthly, etc.). *

State Goal 4, Priority 4.3, SMART Goal 2

Q9.68 SMART Goal 2 to Address the State Goal 4, Priority 4.3 (advisory board): *

Q9.69 In the text box below indicate the following: 1) the action steps the program will implement in order to address State Goal 4, Priority 4.3, SMART Goal 2 (the action steps should include the targeted stakeholders for the advisory board and purpose of the board) and 2) for each action step, the frequency with which it will take place (i.e., daily, weekly, monthly, etc.). *

X. BEST PRACTICES

The purpose of this section is to persuade the reviewer that the applicant has developed a program model based on evidence-based practices that will meet the need(s) of the targeted population.

Q10.1 Describe how the proposed activities and services for youth articulated in the Do (Action Plan) section are expected to compliment and improve student academic achievement, address postsecondary success, and other positive youth outcomes. Reference the evidence or research to support how these activities and services will have an impact on the desired outcomes and goals identified (see 21st CCLC Grant Program Application Guidelines for definition of Evidence-Based Strategies and suggestions). Include in your description an explanation of how the strategies selected are appropriate for out-of-school time settings. (Limit to 2500 characters.) *

Q10.2 Describe how the program will align with challenging state academic standards, local academic standards, and local curricula that are designed to improve student achievement. (Limit to 1500 characters.) *

XI. PROGRAM OPERATING SCHEDULE

The purpose of this section is to demonstrate that the proposed 21st CCLC will meet programming requirements while addressing the needs of the students, families, and communities it serves.

Q11.1 Number of Weeks per School Year Program Will Operate *

Q11.2 Total Number of Days per School Year *

Note: 21st CCLC programs are required to operate for a minimum of 115 days per school year.

After-School Hours Indicate below the number of hours each day the program will operate after school. If the 21st CCLC will not offer programming on a particular day enter a 0. Enter partial hours as a decimal (e.g., .25, .5, .75). Note: 21st CCLC programs are required to operate for a minimum of 10 hours per week.

Q11.3 Monday *

Q11.4 Tuesday *

Q11.5 Wednesday *

Q11.6 Thursday *

Q11.7 Friday *

Q11.8 Total After-School Hours (auto calculated)

0.00

Before-School Hours

Q11.9 Will the program offer before-school programming? *

☐ Yes ☐ No

Indicate below the number of hours each day the program will operate before school. If the 21st CCLC will not offer programming before school on a particular day enter a 0. Enter partial hours as a decimal (e.g., .25, .5, .75). If you plan to offer before-school programming, refer to the 21st CCLC Grant Program Application Guidelines before-

school programming requirements. Note: before-school programs must operate for at least 45 minutes any day that they are offered.

Q11.10 Monday *

Q11.11 Tuesday *

Q11.12 Wednesday *

Q11.13 Thursday *

Q11.14 Friday *

Q11.15 Total Before-School Hours Per Week (auto calculated)

0.00

Q11.16 Total Before- and After-School Hours Per Week (auto calculated)

0.00

Weekend Hours

Q11.17 Will the program offer weekend programming? *

☐ Yes ☐ No

Select "yes" only if weekend programming is provided regularly (i.e., every Saturday or Sunday during the weeks the program operates).

Indicate below the number of hours each weekend day the program will operate. If the 21st CCLC will not offer programming on a particular day enter a 0. Enter partial hours as a decimal (e.g., .25, .5, .75).

Q11.18 Saturday *

Weekend hours are included only if programming is provided regularly (i.e., every Saturday or Sunday during the weeks the program operates).

Q11.19 Sunday *

Weekend hours are included only if programming is provided regularly (i.e., every Saturday or Sunday during the weeks the program operates).

Q11.20 Total Weekend Hours Per Week (auto calculated)

0.00

Q11.21 Total Hours Per Week (auto calculated)

0.00

Summer Program Services

Q11.22 Will the program offer summer programming? *

☐ Yes ☐ No

Q11.23 Number of weeks for summer program services *

Q11.24 Total hours of operation for summer program services *

Q11.25 Number of students targeted by summer program services *

Q11.26 Will the summer program offer the same services and activities described in the Do (Action Plan) Section? *

☐ Yes ☐ No

Q11.27 If not, describe the services and activities to be provided during the summer program. (Limit to 2500 characters.) *

XII. STAFFING

The purpose of this section is to provide an overview of how the proposed 21st CCLC program will be staffed, including the staffing model and use of volunteers.

Q12.1 Describe the staffing model this program will use. Include 1) a list of all staff positions; 2) the responsibilities associated with each position; and 3) the required qualifications for each position. (Limit to 3000 characters.) *

Q12.2 Will the program use volunteers? *

☐ Yes ☐ No

Q12.3 Describe how the program will encourage and use appropriately qualified people to serve as volunteers. (Limit to 1500 characters.) *

XIII. STUDY/CHECK

The purpose of this section is to describe the continuous improvement process the project will employ to refine, improve, and strengthen the project.

Evaluation

Q13.1 What is the plan to ensure you will have access to the relevant student-level data necessary to meet federal and state reporting requirements? Please see the Application Guidelines document for a list of the data needed to comply with federal reporting requirements. (Limit to 1500 characters.) *

Q13.2 Is the applicant agency a public school district, charter school, or private school? *

☐ Yes ☐ No

Q13.3 Attach a signed Memorandum of Understanding (MOU) establishing an agreement between the applicant and the school to be served indicating that participant records (i.e. student academic data, suspension data, and school day attendance data) needed to meet the requirements of the program will be shared with the applicant. Please see the Applications Guidelines document for a sample MOU. *

Choose File

Q13.4 What is the process that will be used to collect and analyze grant specific data? (Limit to 2500 characters.) *

Q13.5 Should the data indicate a need for change, what is the process for changing or making improvements to the action steps? (Limit to 2500 characters.) *

Q13.6 What is the process to share the evaluation results with the public? (Limit to 2000 characters.) *

XIV. ACT (COORDINATION AND SUSTAINABILITY)

The purpose of this section is to describe the process used to coordinate with other programs during the grant period and sustain the project beyond the grant period.

Coordination

Q14.1 Describe any existing or available before school, after school, or summer programs and their funding sources currently being utilized to serve the school(s) identified. If no other funding sources are being utilized to operate such programming, indicate that or write “Not applicable” in the space below. *

Q14.2 Address how the scope of the program will change if awarded the 21st CCLC grant. If no other funding sources are currently being utilized to provide out-of-school time services to the students in the identified school, write “Not applicable.” Note: 21st CCLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to support before-, after-, or summer school programming. (Limit to 2500 characters.) *

Q14.3 What are the protocols for active communication and collaboration regarding the grant project with internal and external stakeholders, such as but not limited to, the LEA, partners, participants, etc.? (Limit to 2500 characters.) *

Sustainability

Q14.4 How will the grant project be coordinated with other federal, state, and local resources (e.g. funding, other program initiatives) to make the most effective use of public funds during the grant period? (Limit to 2500 characters.) *

Q14.5 What procedures and policies are in place to sustain the grant project after the grant period? (Limit to 2500 characters.) *

XV. ACCESSIBILITY

The purpose of this section is to address how the applicant will ensure the program is safe and accessible for potential program participants.

Q15.1 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 (including multiple languages and in formats accessible for someone with visual impairments). (Limit to 1500 characters.) *

Q15.2 If the program is to be located in a facility other than an elementary school or secondary school, explain how the program will be at least as available and accessible (i.e., ADA compliance, adequacy of space, etc.) to the students to be served as if the program were located in an elementary or secondary school, including how the students will travel from the school to the program location. If the program will take place in a school building, indicate that or write “Not applicable” in the space below. (Limit to 1500 characters.) *

Q15.3 Transportation between school, center, and home cannot be a barrier for any student attending the 21st CCLC. Describe the proposed program’s transportation plan, including how the program will ensure that all students travel safely to and from the center and home. (Limit to 2000 characters.) *

Q15.4 Are there private schools within the geographic service area of the proposed program? *

☐ Yes ☐ No

XVI. ASSETS

The purpose of this section is to highlight how the proposed 21st CCLC program will engage with the existing strengths and resources the school and community offer. This section will be scored by a panel of youth reviewers.

Q16.1 How will a 21st CCLC elevate the school community's assets, health, and well-being? (See video submission instructions and details in Application Guidelines.) *

Choose File

Upload a video file. (3 minute limit.)