District of Columbia
21st Century Community Learning Centers Program School Year (SY) 2014-2015 Request for Applications (RFA)

## PROGRAM INFORMATION

### PROGRAM NAME

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

### SPECIFIC FUNDING AUTHORITY

Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) Number 84.287C

### FUNDING PURPOSE

The purpose of the program is to create 21st CCLC programs that provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities intended to enhance the students' regular academic program. Another component of the 21st CCLC program is the engagement of adult family members of active student participants through educational and personal development opportunities. 21st CCLC programs offer safe environments for students during extended learning time (before and after school hours, weekends, holidays, and summer), and may have one or multiple centers/sites, which may be located in schools, community facilities, and/or faith-based facilities. All centers must offer an assortment of high-quality services to support student learning and development, including, but not limited to: tutoring, mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), service learning, character education, physical education and recreational activities, and dropout prevention.

In accordance with federal guidance from the United States Department of Education (USED), the District of Columbia Office of the State Superintendent of Education (OSSE) mandates applicants to submit proposals which establish a partnership of at least one local education agency (LEA) and one non-school entity. Applicants can establish a partnership or consortium to apply for the grant. The partnership or consortium must meet the following requirements:

- The partnership or consortium must appoint one of the applicants/participants to be the applicant and fiscal agent for the grant. The applicant agency must be an eligible grant recipient. All other partners/consortium members must be eligible grant participants, as defined by the program statute or regulation.
- The applicant must receive and administer the grant funds and submit the required reports to account for the use of grant funds.
- The applicant must require consortium partners to sign an agreement with the fiscal agent that specifically outlines all services each partner will provide.

The specific purposes of the programming according to the law are to:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by the community learning centers opportunities for literacy and related educational development. [Elementary and Secondary Education Act, Section [4201(a)].

## APPLICATION

To apply for grant funds, a local 21st CCLC grant application must be completed and submitted by the deadline using OSSE's online Enterprise Grant Management System (EGMS). The application must describe information such as: the before-school, after-school, and summer-school (optional) activities to be funded; how the activities will improve student achievement; how students will travel safely to and from the learning center; the partnership(s) between LEAs, community-based public or private organizations (as appropriate); an evaluation of the community needs; available resources for the learning center; and other provisions requested in the application package.

Annual Continuation Application

Effective Summer 2014, applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two and three (Awards are for a period of 3 years). The continuation application will be on OSSE"s online EGMS and information regarding the application will be communicated to awardees Summer 2014. Continuation of awards in years two and three is contingent upon the availability of federal funds, the grantee's demonstrating that substantial progress has been made toward meeting the objectives set forth in the approved application, operation of the grant program as submitted in the application, and appropriate expenditure of funds made throughout each grant award period.

Applications Not Considered for Review

Applications may not be considered for review for any of the following reasons:

1. Failure to obtain a signature or an original signature from an authorized representative of the applicant (required for all submissions), and co-applicant (LEA) in which students proposed to be served are located;
2. Failure to meet the prescribed deadline for submission of all RFA documents and required attachments as stated in this document;
3. Failure to meet eligibility criteria; or
4. Inclusion in the application of a sub-recipient currently in year one or two of a Title IV-B grant award, and, therefore eligible to receive a continuation award for 2015-2016.

## DEFINITION OF "COMMUNITY LEARNING CENTER"

A 'community learning center' is an entity within a local education agency, a community-based organization, public or private organization, or a consortium of such agencies and organizations which offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess).

## WHO CAN APPLY

Public and private organizations may apply for funding. Examples of public and private organizations include, but are not limited to, local educational agencies, non-profit agencies, city government agencies, faith-based organizations, institutions of higher education, community-based organizations and for-profit agencies.

Please note that current 21st CCLC awardees are ineligible to apply if another award will make them active in more than one cohort for the SY 2014-2015 program period. This means that 21st CCLC programs ending September 30, 2014 are eligible to apply for funding. **Awardees serving more students than projected as documented in quarterly reports may seek supplemental funding subject to availability of additional funds.**

Individual schools in a LEA are not eligible to apply directly for funds. All applications, including partnership agreements, must be submitted by the LEA on behalf of the school.

The legislation requires applicants to demonstrate prior experience or promise of success in providing educational or related activities.

Applicants should be aware that new funds must be used only to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the 21st CCLC program.

## SCHOOLS ELIGIBLE UNDER 21ST CCLC

Applicants/partnerships should consider the priority target for 21st Century Community Learning Centers funds. The Elementary and Secondary Education Act, Section 4203(a)(3) requires that a state education agency "…will make awards under this part only to eligible entities that propose to serve students who primarily attend schools eligible for school wide programs under Section 1114; or, schools that serve a high percentage of students from low income families; and the families of students…" in those schools. Low income, in this competition, is defined as schools that have at least 40% of students participating in the free and reduced lunch program. Eligibility is summarized as follows:

- **Schools eligible under Title 1 Section 1114 School wide program (must have at least a rate of 40% Free and Reduced lunch program student participation)**
- **Schools Identified as in Need of Improvement under Title 1 Section 1116 in 2013-2014**
- **Non-Title I Schools are eligible if student participation in the Free and Reduced Lunch program is at least 40%. In the absence of such data, eligibility can be justified by providing information such as the poverty levels of the students attending, the poverty level of the parents of the students, the percent of Limited English Proficient students, the number of single-parent families, the unemployment rate, drop-out rate, literacy rate and educational levels of the community.**

## AUTHORIZED PROGRAM ACTIVITIES

Under the Elementary and Secondary Education Act Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before- and after-school, school holidays, or summer recess) that advance student academic achievement.

According to the U.S. Department of Education guidance, local grantees are limited to providing activities within the following list:

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to allow students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide extended learning activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- Drug and violence prevention programs, counseling programs, and character education programs; and
- Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, 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, programs are open only to those adults who are family members of participating children.

## PRINCIPLES OF EFFECTIVENESS

The 21st Century Community Learning Centers program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to the Elementary and Secondary Education Act, [4205(b)] programs must be based on the following principles:

- An assessment of objective data identifying the need for before and after school programs (including during summer recess period(s) and activities in the school and communities);
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and

- If appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.

According to the U.S. Department of Education publication "Working for Children and Families: Safe and Smart II-After-School Programs", there are nine characteristics present in high-quality afterschool programs. Our reviewers will look for these qualities in the program design. These qualities are:

- Goal Setting, Strong Management, and Sustainability;
- Quality Afterschool Staffing;
- High Academic Standards;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and Afterschool Personnel; and
- Monthly program activities and timeline
- Evaluation of Program Progress and Effectiveness.

## NUMBER AND AMOUNT OF GRANT AWARDS

By Federal statute, a 21st CCLC grant may not be less than **$50,000** per year for a minimum of three years. This year, OSSE anticipates awarding approximately 5 to 7 new grants. No matching funds are required. However, all awardees should be prepared to commence full operation of their program no later than Tuesday, October 1, 2014. The following table gives the specific details regarding maximum amounts. Funding limits for programs operating 12 or more hours a week:

| Proposed # of Students Attending 30 days or more | Maximum Request* |
|---|---|
| 040 – 074 | $150,000 |
| 075 – 100 | $200,000 |
| 101 – 150 | $250,000 |
| 151 – 200 | $300,000 |
| 200 – 300 | $350,000 |
| 300 – 400 | $400,000 |
| 400+ | $500,000 |

*STEM-centered programs may exceed the Maximum Request cap

## GRANT AWARD PAYMENTS

Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the awardee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. All awards will be reviewed annually for consideration of continued funding. Compliance with programmatic and fiscal implementation and reporting will be considered. A material term of the grant award is that subgrantees must enroll at least 75% of the projected enrollment as documented in the approved application by the end of the second quarter (March 30th) of each year. If this target is not reached, OSSE may reduce the award to align with the number of children actually served. Regular attendees are defined by ED as students who attend the program for 30 days or more during the course of a program year (See http://ppics.learningpt.org/PPICSNet/public/supportDefinitions.aspx for definition).

Program participants must sign a daily attendance sheet that must be maintained by each program.

## HOURS AND DAYS OF OPERATION

Each site in the application is required to be open for a minimum of three hours per day at four days per week for 30 weeks (a total of at least 360 hours per school year) of services to students. Services to adult family members do not contribute to the 12 hour minimum. Services to students are those services where most of enrolled students are able to participate. Services may be offered as follows:

- Before school (at least one hour per day, ends just before school begins);
- After school (at least two hours per day, begins when school dismisses);
- Both before and after school (at least one hour before and two hours after);

- Non-school weekdays during the typical school year and Saturdays (at least 4 hours per day); and
- Summer break (at least four hours per day) Note: 21st CCLC funds may not be used to support a solely summer program, as services must be offered during the school year for 4 days per week and 12 hours per week (See pages 13 & 14 for further guidance on hours and days of operation). OSSE's objective is to ensure that 75% of funded programs provide no less than 15 hours of service per week.

Priority points will be awarded to applicants who propose to serve students a total of 120 hours or more during the summer break period.

## MATCHING REQUIREMENT

The District of Columbia does not require matching funding. However, one of the goals of this program is to sustain activities beneficial to students and their families. Consequently, the application must demonstrate how the project will become self-sustaining.

## GRANT MONITORING

OSSE will monitor grants by analyzing and approving budget worksheets prior to the start of each program year. OSSE will also conduct announced and unannounced on-site visits to grantees. For the announced monitoring visits, the grantee may be required to present additional, pertinent information that will allow OSSE to conduct a constructive, proficient, and successful site visit.

## PROFESSIONAL DEVELOPMENT TRAINING

All newly-funded 21st CCLC subgrantees must attend a Post Award Conference (provided for all new program directors and coordinators). The conference will take place Friday, September 12, 2014. Time and location to be determined.

In addition, OSSE requires all 21st CCLC subgrantees to attend three national conferences:

**Beyond School Hours Conference (Required):**
One (1) or more project staff members and supporters (to include a reasonable combination of the project director, a site director, one teacher, and a partner representative) must attend a Foundations Inc. Beyond School Hours Conference. Registration cost is approximately $400.00 per person plus travel, food, and lodging. For more information about Foundations Inc. go to: www.foundationsinc.org;

**21st CCLC Regional Conferences (Required):**
One (1) or more project staff members and partners to attend one of the 21st CCLC Regional Conferences sponsored but the U.S. Department of Education. Registration cost is free; only travel, food, and lodging should be considered; and

**Out-Of-School Time (OST) National or Local Conference:**
One (1) or more project staff members and partners to attend at least one additional Out-Of-School Time (OST) national or local conference. Below is a list of some additional out-of-school time conferences:

- National After-School Association's Annual Conference. For more information, visit the website at www.naaweb.org.
- The Center for Summer Learning National Conference. For more information, visit the website at www.summerlearning.org.
- Afterschool for All Challenge Conference. For more information visit the website at www.afterschoolalliance.org.
- The After-School Institute Eastern Regional Conference. For more information, visit the website at www.afterschoolinstitute.org
- Best of Out-of-School Time (BOOST) Conference. For more information, visit the website at www.boostconference.org

Note that costs associated with attending these conferences such as registration, travel, lodging, per diem, etc. should be factored into the proposed 21st CCLC budget. See pages 29 & 30 for budget information.

## STAFFING REQUIREMENTS

OSSE's minimum staffing requirements and the duties and responsibilities of each are listed below. Organizations must make sure that all 21st CCLC program staff have adequate time to execute these duties. OSSE will evaluate the management plan, including staffing, based on the fundamentals to implement the project and adhere to program requirements. OSSE reserves the right to require changes based on this review.

**Program Director**
The program director will be mainly responsible for managing and implementing the educational program and budget described in the approved application to ensure that the agency meets its responsibilities to OSSE under the grant agreement in a timely manner. Additional duties include, but are not limited to:

- Oversee and ensure implementation of the approved project activities (monitor program/

budget appropriately)

- Complete required reports and ensure timely submission to OSSE;
- Develop attendance policy and calendar of activities;
- Supervise site coordinators, administrative staff, and program volunteers;
- Conduct program orientation for staff, parents, students, volunteers, and other key program staff;
- Develop and maintain health and emergency plans/files;
- Attend mandated program directors' meetings and required professional development trainings; and
- Ensure compliance with evaluation requirements, including data entry into the state data collection systems.

**Site Coordinator**

This position is required for each site. This person will be responsible for the daily operation, coordination and delivery of services at their respective program sites. If an agency has only one site the program may opt to hire a site coordinator to assist the director in the administration and oversight of the program. Responsibilities include, but are not limited to:

- Ensure staff and students are assigned classrooms
- Oversee staff, volunteers, and students daily sign-in process and documentation
- Oversee drop off and pick up of students;
- Coordination and distribution of daily snacks
- Ensure activities are delivered as approved
- Ensure field trip activities are completed as scheduled and emergency contacts are accessible
- Communicating with school-day teachers regarding specific student needs.

**Administrative Support**

This position is required for all programs. This person will be responsible for gathering registration forms, attendance sheets and other forms required by the program. Additionally, this person is responsible for other administrative tasks as assigned by the Program Director.

## VENDOR REGISTRATION

All approved 21st CCLC applicants must register to become a vendor in DC prior to the commencement of their programs. Applying organizations must have a current Employer ID Number (EIN). Information on how to apply for an EIN can be found here.

Federal Acquisition Regulation (FAR) requires that any entity applying for federal grants is required to register for a System for Award Management (SAM) account prior to the commencement of their programs. Click here for SAM guidance from FAR. Note that SAM has incorporated the Central Contractor Registration (CCR). If an applicant has an active record in CCR, it also has an active record in SAM. Information on how to apply for a SAM account can be found here.
All entities doing business with the federal government, i.e. receiving federal grant funds, will also need to register for a Data Universal Number System (DUNS) number. Information on how to apply for a DUNS number can be found here.

Upon receiving an EIN, SAM account, and DUNS number, approved applicants will submit a W-9 Request for Taxpayer Identification Number and Certification form to Mr. Melbern McCoy at Melbern.McCoy@dc.gov. A copy of the W-9 form is available at http://irs.gov/pub/irs-pdf/fw9.pdf

## DECISION ON AWARDS

The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development.
The review panel will score all components of each application submitted. Applicants that score at or above the State determined score will participate in an on-site interview with OSSE prior to the final award decision. OSSE reserves the right to reduce the amount of the final awards with successful applicants. **OSSE makes the final determination on awards.**

## GRANT AWARD AND NOTIFICATION

All awards are subject to availability of Federal funds. Grant applications are subject to negotiation with OSSE, and final awards may be lower than proposed. Grant awards are not final until approved by OSSE and a grant award letter is received from OSSE.

## TIMELINE OF ACTIVITIES

| Date | Task |
|---|---|
| June 6, 2014 | Notice of Funds Availability |
| **July 3, 2014** | **Release of Request for Application (RFA)** |
| July 2014 | In-Person Application Training Session |
| July 9 & 22, 2014 | Webinar Application Training Sessions |
| **August 12, 2014** | **Application Deadline** |
| August 12—29, 2014 | Peer Review of Applications |
| September 2 – 5, 2014 | On-Site Reviews |
| September 8, 2014 | **21st CCLC Grant Award Notification (GAN)** |
| September 12, 2014 | Post Award Conference |
| No later than October 1, 2014 | **New Programs Commence** |

## CONTACT PERSON

For further information regarding this RFA competitive process, please send request to: 21stcclc.info@dc.gov

Myles Cliff
21st CCLC Program Analyst
Phone: (202) 442-3255
Email: 21stcclc.info@dc.gov

Sheryl Hamilton
21st CCLC State Director
Phone: (202) 741-6404
Email: 21stcclc.info@dc.gov

## APPLICATION INFORMATION

Application information can be found by using OSSE's 21st CCLC Request for Applications (RFA). The RFA will be available on OSSE's online Enterprise Grants Management System (EGMS) website at https://osse.mtwgms.org/wdcossegmsweb/logon.aspx and on OSSE's 21st CCLC webpage at http://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers.
For additional information about the application process, contact OSSE's division of Elementary and Secondary Education at (202) 442-3255 or 21stcclc.info@dc.gov

## APPLICATION TRAINING SESSIONS

An in-person application training session will be held at OSSE (810 1st Street, NE, Washington DC) in July 2014. Date and time to be determined. This training session will give applicants greater insight into the 21st CCLC program, and OSSE staff will be on hand to help applicants with online application questions.

Two webinar-based application training sessions will be provided on Wednesday, July 9, 2014 from 11 AM to 12 PM and Tuesday, July 22 from 11 AM to 12 PM for applicants who cannot attend one of the in-person trainings. Register here for the webinar training session on July 9 and here for the webinar on July 22.

## SUBMISSION LOGISTICS

The 21st CCLC application is available online through OSSE's Enterprise Grant Management System website at https://osse.mtwgms.org/wdcossegmsweb/logon.aspx

Applicants who have not done so will need to create a new user account on EGMS. The new user account will require an applying organization's DUNS number and similar information. Applicants will upload all required documents electronically into the EGMS including:

- Certifications
- Resumes of Proposed Key Staff Personnel
- Letters of Commitment and/or Memoranda of Understanding (MOU)
- Attestations of Partnership
- Certificate of Indirect Cost Rate, if applicable
- Proof of Liability Insurance

**Hard Copy/Paper submissions will not be accepted**, unless electronic submission poses a hardship, in which case the prospective provider should contact OSSE at 21stcclc.info@dc.gov or 202-442-3255 by no later than Tuesday, July 29, 2014 to make arrangements.

## HARD COPY/PAPER SUBMISSIONS

**If a hard copy/paper submission is allowed,** the prospective provider will use the following format standards in its narrative responses. The use of a different format may result in the application being denied.

- 1-inch margins
- Double-spaced
- 11-point font
- Pages numbered (if multiple pages are needed)
- Typed in Calibri font

Application Printing Instructions

The cover page must be printed for original signatures and submission. To print the cover page only for signature(s) and submission, open the cover pages sheet and click on the print icon. To print the entire application to keep on file locally (numbered sequentially, from pages 1 to 44) select menu bar commands in the following order:

>>File<<

>>Print<<

Check the >>Entire Workbook<< selection

Click on >>OK<<

**Applications must be submitted** on or before **Tuesday, August 12, 2014 by 5:00 p.m. EST**. Two (2) copies of Attachment C should be affixed to the outside of the package. One copy will be used for the applicant's receipt and one copy will be used for OSSE's receipt.

**This application package must be submitted to: OSSE Elementary and Secondary Education, 810 1st Street, NE, 5th Floor, Washington, DC 20002, ATTN: Mr. Myles Cliff.** Applications will not be forwarded to the review panel if the applicant fails to submit any component of the application or if any of the above logistical requirements are not met. Applications submitted at or after 5:01 p.m. EST Tuesday, August 12, 2014 will not be forwarded to the review panel for funding consideration.

Hand Delivery Instructions

If allowed, the complete application package must be hand delivered to the address listed above before **5:00 p.m. EST on Tuesday, August 12, 2014.**

Incomplete, late, or faxed applications will not be accepted and/or forwarded for review. Any items missing from the original application cannot be accepted after the closing date of the RFA competition.

Mail/Courier/Messenger Delivery

Applications arriving via mail or messenger/courier services after the posted deadline of 5:00 p.m. EST on **Tuesday, August 12, 2014** will not be forwarded to the review panel.

Applicants are encouraged to email their questions to 21stcclc.info@dc.gov on or before Tuesday, July 29, 2014. Applicants should expect a response via email within two business days. Questions submitted after the deadline date may not receive responses due to the volume of questions submitted. Questions not received via email will not receive responses.

**DISTRICT OF COLUMBIA**
**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

**21st Century Community Learning Centers**

# GENERAL GRANT PROVISIONS

## PAYMENTS

OSSE will make payments upon execution of a Grant Award Agreement with the subgrantees. The subgrantees will be reimbursed pursuant to the subgrant agreement. Grant recipients shall receive payments for services that have been rendered and for costs that have been paid (not merely incurred) after they substantiate that the cost is allowable for submitted program expenditures. See pages 17 & 18 for payment policy information.

## AUDITS

At any time before final payment and five (5) years thereafter, OSSE may have subgrantee's expenditure statements and source documentation audited. See pages 17 & 18 for payment distribution process.

## REPORTING REQUIREMENTS

Beginning of Year Survey

21st CCLC subgrantees are required to complete a Beginning of Year (BOY) Survey. The BOY Survey collects the following information from subgrantees:

- 21st CCLC Program Site Locations (Names and Addresses)
- Program Service Start Dates
- Days & Hours of Operation
- Daily Program Fee (if applicable)
- Meals Served
- Site Director Name & Contact Information
- Wards where Sites are Located
- Number of Students Served per Site
- Grades Served per Site

Weekly Program Hours Calendar

Subgrantees are required to show the number of 21st CCLC program services hours to be provided each week for the duration of the SY 2014-2015 21st CCLC program.

Interim Reporting

Subgrantees are required to submit quarterly performance, financial, and inventory reports to OSSE. These interim reports describe program activities, process data, accomplishments, performance measures, outcomes and other data as required by Federal and State requirements, and as outlined in the grant application and any subsequent contingencies. Required documentation to support interim reports should be readily available for monitoring purposes. Required documentation includes, but is not limited to, contracts, purchase orders, cancelled checks, professional development agendas and sign-in sheets, etc.

Timely submission of these interim reports is essential to ensure compliance with State protocol in managing this grant. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet these reporting requirements. Failure to submit timely interim reports may result in delayed award payments and possible suspension of the grant award.

Program Quality Self-Assessment for Continuous Improvement Planning

The Program Quality Self-Assessment for Continuous Improvement Planning is a tool designed for program evaluation and use in measuring 21st CCLC programs' progress towards implementing a quality after school program by evaluating the program against quality indicators. This report must be submitted with the first quarter Interim Report and at the end of the program year.

Annual External Evaluation Report

Subgrantees are required to submit a copy of the annual 21st CCLC program evaluation report at the beginning of the 21st CCLC program each school year. **The annual 21st CCLC program evaluation must be conducted by an external evaluator or organization.**

Profile and Performance Information Collection System Reporting

In accordance with the terms and conditions of the 21st CCLC grant award, subgrantees are required to collect and submit Annual Performance Report (APR) information through the 21st CCLC Profile and Performance Information Collection System (PPICS).

The PPICS is a web-based data collection system funded by the U.S. Department of Education and designed to collect comprehensive information on program characteristics, services, and performance data across a broad range of outcomes from state-administered 21st CCLC programs. Data is collected in order to monitor how the program is operating under state administration, and to provide the U.S. Department of Education with the capacity to respond to Congressional, Office of Management and Budget (OMB), and other Departmental inquiries about the program. PPICS provides system-generated reports to help all system users to understand the attributes of programs in their state and nationwide, to assess grantee performance relative to the performance indicators for the program, and to obtain information that will inform monitoring, evaluation, and program improvement efforts.

Information about PPICS and APR data submission requirements can be found at:
http://ppics.learningpt.org/PPICSNet/public/default.aspx

## FREQUENTLY ASKED QUESTIONS ABOUT 21st CCLC PROGRAM

**DISTRICT OF COLUMBIA**
**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**

**21st Century Community Learning Centers**

*Adapted from the 21st Century Community Learning Centers Non-Regulatory Guidance, February 2003, U.S. Department of Education, Office of Elementary and Secondary Education. STEM language adapted from the U.S. Department of Education's Academic Improvement and Teacher Quality Programs, Office of Elementary and Secondary Education.*

*Complete Non-Regulatory Guidance document is located at:*
http://www.ed.gov/programs/21stcclc/guidance2003.pdf

**What is the 21st Century Community Learning Centers Program?**
Part B of Title IV of the Elementary and Secondary Education Act, as amended (Pub.L.107-110), provides opportunities for communities to establish or expand activities in community learning centers. The 21st CCLC program seeks to create *community learning centers* that provide academic, artistic and cultural enrichment opportunities for children and their families, and a safe environment for students when school is not in session.

The purpose of the program is to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers which can be located in elementary, middle, and secondary schools, or other similarly accessible facilities must provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers must help working parents by providing a safe environment for students when school is not in session. Programs implemented under this grant shall operate on weekends, evenings, and summer when school is not in session.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended, the law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;

- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by the community learning centers opportunities for literacy and related educational development. *Elementary and Secondary Education Act*, Section [4201(a)].

**How does the 21st CCLC program comply with Elementary and Secondary Education Act requirements?**

The *Elementary and Secondary Education Act, as amended,* made several significant changes to the USED-administered 21st CCLC program. These changes ensure that the program focuses on helping children in high-need schools succeed academically through the use of scientifically-based practice and extended learning time. The 2001 statute provides additional state and local flexibility in how funds can be used to support higher academic achievement and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

Changes to the 21st CCLC program's authorizing statute include:

- **Section 9501 of the Elementary and Secondary Education Act statute applies to the 21st CCLC program.** This section deals with the requirement for *equitable participation of private school children* in federally-funded elementary and secondary school programs. Public and private school students are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, subgrantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant. In other words, any child who either lives in or attends school in an area served by a 21st CCLC grant is eligible to participate in the program on an equitable basis, regardless of where the program is housed or who manages the grant. Furthermore, if a public school or district is applying, they *must* consult with private school officials during the design and the development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided must be secular, neutral, and non-ideological.
- **Implementing activities based on rigorous scientific research.** The current 21st CCLC statute provides *principles of effectiveness* to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and be based on scientific research.
- According to ESEA, Section 4205(b) <u>programs must be based on the following principles</u>:
- An assessment of objective data regarding the need for before and after school programs (including summer) and activities in the school and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, be based upon scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. (Scientifically-based Research is defined in Title IX as research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and objectives.)
- **Focusing services on academic enrichment opportunities.** Under *ESEA* legislation, subgrantees **must** provide academic enrichment activities to students in high-poverty schools to help them meet State and local standards in the core content areas such as reading, mathematics, and science. In addition, applicants must also provide services to the families of children who are served in the program. (Under the previous statute, subgrantees provided a broad array of services to children and community members.) *ESEA* legislation allows community learning centers to serve adult family members of students, not the community at-large.
- **Transferring program administration from the Federal to the State level.** *ESEA* turned over responsibility for administering the 21st CCLC program to the State Education Agency (OSSE) in each State. The U.S. Department of Education (USED) allocates funds to OSSE by formula. OSSE manages grant competitions

and awards grants to eligible organizations for local programs. States are accountable to the U.S. Department of Education for ensuring that all statutory requirements are met.

- **Expanding eligibility to additional entities.** *ESEA* allows public and private organizations to receive funds directly from the State under this program. (Under previous authority, only public schools or local educational agencies could directly receive grants.) USED continues to strongly encourage all applicants to collaborate with other public and private agencies, including the local school districts, to create programs as comprehensive and high-quality as possible.
- **Targeting services to poor and low-performing schools.** *ESEA* legislation requires States to award grants only to applicants that will primarily serve students who attend schools with a high concentration of poor students. In addition, States must give priority to applications for projects that will serve children in schools designated as in need of improvement under Title I and that are submitted jointly by school districts receiving Title I funds and community-based organizations or public or private organizations. (The previous legislation restricted eligibility to inner-city or rural schools and strongly encouraged schools to collaborate with community-based organizations.)
- **Extending the duration of grant awards.** States have the discretion to award grants to local organizations for a period of three to five years. (The previous law limited the duration of the grants to three years.) In DC, the 21st Century Community Learning Centers programs will be approved on a yearly basis, up to a three-year period. At the completion of each year of implementation, the 21st CCLC subgrantee will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report to the Department of Education and review of programmatic and fiscal reports to OSSE. Funding is subject to availability.
- **Increasing accountability at the State and local levels.** The new legislation requires States to develop performance indicators and performance measures that they can use to evaluate programs and activities. States must require local subgrantees to implement programs that meet the *principles of effectiveness*. In addition, subgrantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment. Subgrantees are required to conduct annual 21st CCLC program evaluations using an external evaluator. The external evaluator will conduct the formative (ongoing) and summative (annual) evaluation. The external evaluator cost total cannot exceed 10% of the 21st CCLC grant award amount or $15,000 without a written waiver from OSSE.
- **Expanding the range of locations in which local programs may take place.** *ESEA* provides support for services for children and their families in elementary or secondary schools or in any other location that is at least as available and accessible as the school. (The previous legislation allowed for community learning centers to be located only in public elementary and secondary schools.)
- **Requiring funds to supplement not supplant.** Local subgrantees must use program funds to supplement, not supplant, other Federal, State, and local funds. (This "supplement not supplant" provision was not included in the previous statute.)
- **Providing OSSE with funds to carry out administrative responsibilities.** Five percent (5%) of DC's 21st CCLC allocation will be reserved by OSSE for administrative and support responsibilities associated with implementing a high quality program. These funds will be used to plan the competition, manage a review process, award the grants, monitor progress, and strengthen the program by providing training and technical assistance to local sub grantees, as well as conduct evaluations.

**What organizations are eligible to apply for 21st CCLC funds?**

Any public or private organization is eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: Local Educational Agencies, school districts, non-profit agencies, city government agencies, faith-based organizations, institutions of higher education, community-based organizations and for-profit corporations. The statute encourages eligible organizations to collaborate with Local Educational Agencies (LEAs) when applying for funds.

OSSE has determined that 21st CCLC awardees whose grant award will expire by September 30, 2014 may reapply. Please note that current 21st CCLC awardees are ineligible to apply if another award will make them active in more than one cohort for the SY 2014-2015 program period. In order to be awarded, current 21st CCLC awardees whose grant award will expire by Sep-

tember 30, 2014 must compete by submitting an application and undergo the review process as described in this RFA, demonstrate how funds will be used to expand and/or enhance the existing program, and complete the official grant close-out process for the current award.

*Individual schools in a LEA are not eligible to apply directly for funds.* All applications must be submitted by the LEA on behalf of the school.

Organizations do not have to demonstrate prior experience in providing afterschool programs to be eligible to apply for a grant. However, in its application to OSSE, an organization that does not have such experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Additionally, organizations must demonstrate that they are financially sound. 21st CCLC payments are based on a reimbursement system through OSSE. Organizations must demonstrate that they have sufficient funding and resources to maintain a 21st CCLC program during the reimbursement process. OSSE anticipates that payments will be issued approximately 30 days from the day a reimbursement is submitted.

**Why can't individual schools within a LEA apply directly for funds?**
Under Public Law 107-110 Sec. 4201(b)(3), LEAs are eligible to apply, not individual schools.

**What if an outside agency wants to work with an individual school within a LEA?**
The outside agency such as a community-based or faith-based organization must enter into a memorandum of understanding and/or partnership agreement directly with the Local Educational Agency, ***not*** the individual school. This will ensure that collaboration is present with the Local Educational Agency, and in the event the leadership at the individual school changes, the program will be able to continue implementation with, perhaps, minor modifications.

**Who should sign the memorandum of understanding for a LEA?**
The entity who signs the memorandum of understanding and/or partnership agreement for a LEA varies. For charter LEAs, the individual who signs the memorandum of understanding is the Executive Director and Board of Trustees Chairperson of the LEA. For the DCPS LEA, applicants must secure the signature of the Director of the Office of Out of School Time or the designee**. A principal may not sign the memorandum of understanding and/or partnership agreement.**

**Is collaboration a requirement for organizations eligible to apply?**
The legislation contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) requires applicants to provide a description of any partnership between a Local Education Agency, a community-based organization (CBO), and/or other public or private organizations. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that States give priority to applications submitted jointly by an LEA receiving Title I funds and a CBO or other agency proposing to serve students in schools in need of improvement under Section 1116. This priority also applies to LEAs targeting schools in need of improvement, but which demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality. By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning 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. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

**May a community learning center be located or take place outside of a school?**
Yes, application for a community learning center to be located in a facility other than elementary or secondary school may be approved. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. This determination will be made by OSSE.

**If the community learning center is located outside of a school, must it provide transportation?**
Whether the program takes place in a school building or other facility, the application must address student transportation (i.e. how students will travel safely to and from the community learning center(s) and home) and the budget for transportation, if applicable. Please note that federal funds may not be used for the purchase of a vehicle to transport students to and from the facility.

**Are there any requirements for the hours of operation of a center or the number of students and families a local program must serve?**
The statute specifies that the community learning cen-

ters must offer services during non-school hours or periods when school is not in session, including before-school, afterschool, evenings, weekends, holidays, during the summer, or other vacation periods. Each community should base its application on the needs of its students and their families. Please note that this includes a provision that services to families must also be offered during times when school is not in session.

While the statute does not mention specific hours of operation or a minimum or a maximum number of students a center (or one site of an applicant's center) must serve, OSSE has determined that best research indicates that centers should be open for:

- a minimum of one hour per day if providing before school programming;
- a minimum of two hours per day if providing afterschool programming;
- a minimum of three hours per day if providing both before and afterschool programming;
- a minimum of four hours per day if providing weekend and holiday programming; and
- a minimum of four hours per day of providing summer programming.

Research also demonstrates that effective 21st CCLC programs have students participating on a regular (not drop-in) basis. In DC, 21st CCLC programs must offer services for a minimum of three hours per day at four days per week for 30 weeks (a total of at least 360 hours per school year) of services to students. (OSSE's objective is that 75% of funded programs provide no less than 15 hours of services per week)

In considering hours of operations of a center, programs should additionally remember that they must report attendance for students, indicating the number of students who are considered "regular attendees." The federal statute defines "regular attendees" as those students who attend the program for 30 or more days during a program year (See http://ppics.learningpt.org/PPICSNet/public/supportDefinitions.aspx for definition).

**Can 21st CCLC program funds support services to adults?**
Yes. Only primary care givers of students attending a community learning center may participate in educational services or activities appropriate for adults. In particular, 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, programs are open only to those adults who are caregivers or members of the families of participating children and must be provided during hours that students are not in the regular school day.

**Can 21st CCLC student activities take place during the regular school day?**
No. The statute specifically indicates services are to be provided outside the regular school day, that is, before school, afterschool, evenings, weekends, or summer. The program may offer services to students during normal school hours on days when school is not in session, e.g. school holidays or teacher professional development days.

**Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?**
In accordance with Title VI of the Civil Rights Act of 1964, (P.L. 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, disability, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity receiving 21st Century Community Learning Centers Program Grant funds.

Pursuant to Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended, recipients of Federal financial assistance may not discriminate against disabled persons by excluding disabled persons from participation or by denying benefits and services offered to non-disabled persons. Providers of elementary and secondary educational programs must ensure that disabled students receive a free, appropriate public education through a combination of services designed to meet the educational needs of the disabled student.

**Are religious organizations, including entities such as religious private schools, eligible to receive 21st CCLC grants from OSSE?**
Yes. Faith-based organizations (FBOs) are eligible to apply for local grants provided they meet all statutory and regulatory requirements of this program. In order to ensure that a local subgrantee, including a FBO, meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, OSSE will not discriminate against grant applicants with regard to religion. Thus, faith based and community-based organizations are encouraged to apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religion instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply

with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. The U.S. Office of Management and Budget (OMB) Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements.

**For what activities may a subgrantee use 21st CCLC program funds?**

According to OSSE *Accountability Plan* (available online at http://osse.dc.gov/publication/accountability-plan-sr10-03), all DC schools that receive Federal funds (this includes public and public charter schools) are required to make Adequate Yearly Progress (AYP). AYP is defined as having the required percentage of students per year achieving proficient or better on the State Assessment. Additionally, schools must achieve the required attendance (for elementary) and graduation rates. The goal is for 100% of students attending DC schools to achieve proficiency or better and to meet the additional academic indicator. In support of schools achieving AYP, there are three focus areas required for all 21st CCLC: reading/math, attendance and graduation. Programs must determine performance measures in each of these focus area. Since they are not a part of the State Accountability Plan, private schools must clearly define how activities will demonstrate program effectiveness in the three focus areas if State Assessments are not used with private school students.

Under ESEA, Section 4205(a) each eligible entity that receives an award may use the award funds to carry out a broad array of out-of-school activities (including before and afterschool, Saturdays, school holidays, or summer recess) that advance student academic achievement.

According to U.S. Department of Education Guidance, local subgrantees are limited to providing activities within the following list:

- Academic enrichment learning programs and remedial education activities, including providing additional assistance to students to allow the students to improve their academic achievement;
- Reading, mathematics, and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Community service learning activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy are required;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.

**What criteria is required in conducting a STEM-centered 21st CCLC program?**

A Science, Technology, Engineering, and Mathematics (STEM) centered 21st CCLC program may include various methodologies, but the basic criteria is as follows:

- Program goals and objectives must focus on STEM-related curriculum and activities;
- May address or involve one, multiple, or interdisciplinary STEM topics, career, or "real life" applications, skills, processes, knowledge, or academic subject area;
- Must demonstrate the use of out-of-school approaches of informal education, hands-on learning, relevancy, child/youth development, family engagement, demonstrations of learning, or similar;
- May be lead or facilitated by program staff, by specialists, partners, family or community members, or combinations;
- Must engage children and youth populations who are underserved and underrepresented in STEM programs and careers (e.g., English Language Learners, students of color, etc.); and
- Success in meeting goals or objectives will be/has been demonstrated, or evidence of success, results, or outcomes will be described or presented in the 21st CCLC application.

**What are the facility requirements for a 21st CCLC subgrantee?**

The facility requirements for a 21st CCLC subgrantee are as follows:

- *Regulations*: The applicant's facilities used during the performance of this agreement shall

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meet all applicable Federal, state and local regulations of its intended use throughout the duration of the Grant Agreement. The applicant shall maintain current required permits and licenses for the facilities. The applicant's failure to do so shall constitute a failure to perform under the agreement and be a basis for termination of the agreement for default.

- *Accessibility*: All facilities offered for the provision of service under the Grant Agreement shall be accessible to persons with mobility and other limitations (e.g. persons who are visually or hearing impaired), consistent with the Rehabilitation Act of 1973, P.L. 95-602 (Section 504), and the Americans with Disabilities Act, P.L. 101-336, as appropriate, which shall be incorporated into the Grant Agreement. The facilities must be opened for visiting by families and convenient to reach by public transportation. The execution of a Building Use Agreement must be in place *prior* to the release of funding under this grant.

- *Insurance:* All applicants must maintain sufficient insurance to protect the items purchased through federal funds and against accidents that may occur on the property. The applicant is responsible for securing all property and ensuring that the facility is maintained in an acceptable condition.

- Site Inspection: OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved.

**What are the security requirements for a 21st CCLC subgrantee?**
All programs must be able to ensure that adequate security is provided for participants and that the costs are budgeted.

**What are the insurance requirements for a 21st CCLC subgrantee?**
The applicant, when requested, must be able to show proof of insurance coverage required by law. <u>All subgrantees that receive awards under this RFA must show proof of insurance prior to receiving grant funds.</u>

**Can the 21st CCLC program be located in a facility that currently has another after school program?**
In general, the answer to this question is yes. However, this is not always the optimal situation. If there is currently an afterschool program in a facility, careful negotiations should be made to ensure that the programs work together, rather than competitively. Issues of

space, resources, and students often become sources of conflict. Consideration of merging programs to expand on an existing program or create a new program using the techniques, activities, objectives, and philosophies of the different programs is encouraged.

Only one 21st CCLC program may be located in a single facility, unless two separate organizations are serving two different populations of students (i.e. one program is geared toward elementary and the other is geared toward secondary students). Each program would be individually accountable for its program outcomes.

**Can a 21st CCLC program serve students who live outside of Washington, DC?**
OSSE 21st CCLC award is given to an applicant organizations who will serve students who attend private, public, and charter schools in Washington, DC.

**Who is the target population to be served by the 21st CCLC grant program?**
According to the 21st CCLC Non-Regulatory Guidance, recipients of the a 21st CCLC award must demonstrate that the program will market its services to all students across the District of Columbia. This includes students who attend private schools, charter schools, parochial schools, and other community residents and their families. All 21st CCLC sub-recipients must provide comparable opportunities for all students within the area to be served by the grant.

**What are the audit requirements for a 21st CCLC subgrantee?**
At any time or times before final payment and three (3) years after, the District may have the subgrantee's expenditure statements and source documentation audited. Any awardee who receives $500,000.00 or more of federal grant funding (in any combination) must complete and submit an annual A-133 Audit to OSSE Division of Education Excellence.

**Is there a matching funds requirement?**
OSSE does not require matching funds. However, 21st CCLC funding may not be used to supplant existing federal, state, and local funds. This means that funding may not be used to replace already existing funding for the same activity targeting the same population. Additionally, all subgrantees are required to demonstrate that sufficient partnerships are in place to provide services, often in-kind, to the program's benefit. Awardees are required to report the estimated value of all in-kind contributions towards the program activities.

**What are the required clearances for 21st CCLC programs?**
All paid and volunteer staff members are required to annually show appropriate evidence of the following clearances prior to working directly with students:

- A cleared background FBI fingerprint check
- Results of an unexpired TB test on file

It is important to note that all 21st CCLC programs are solely responsible for payment of background and FBI fingerprint checks and TB testing. LEAs have the discretion to have additional clearance requirements for providers who will interact with students.

Additionally, all 21st CCLC programs must annually show that they are in compliance with all District and Federal tax codes and requirements.

**What is the award period?**
21st CCLC grant funds are awarded for a minimum of three years in accordance with the ESEA, as amended. At the completion of each year of implementation, the 21st CCLC subgrantee will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report submitted to the Department of Education and programmatic and fiscal reviews and reports submitted to OSSE. See Reporting Requirements section on page 9 for additional information.

A material term of the grant award is that subgrantees must enroll at least 75% of the projected enrollment as documented in the approved application by the end of the second quarter (March 30th) of each year. If this target is not reached, OSSE may reduce the award to align with the number of children actually served. Note that if an awardee serves more students than projected, an awardee may seek supplemental funding subject to availability of additional funds. Regular attendees are defined by OSSE as students who attend the program for 30 days or more during the course of a program year.

**How are award payments distributed?**
Requests for reimbursement must be submitted at least once quarterly but no more than once monthly. OSSE highly recommends submission of reimbursement requests on a monthly basis. Programs that fail to expend a minimum of 85% of their annual award may be subject to a reduction of up to 20% of their continuation award. Note that programs may carry over 15% of their award into the next program year in years 1 and 2. No carryover is allowed during the third and final year of the program. All funds must be liquidated by November

15th of the final year. All awards will be reviewed annually for consideration of continued funding. Compliance with programmatic and fiscal implementation and reporting will be considered.

**What is the grant award amount to 21st CCLC subgrantees?**
The minimum funding amount under this competition will be **$50,000** per application, per year, for a minimum of three years. Costs per center may vary; depending on the number of individuals served, the array of activities, the hours of operation, transportation costs, and the availability of additional resources.

**Are there any restrictions on purchases made with 21st CCLC funds?**
21st CCLC funds must be used in accordance with applicable federal guidance. There are several restrictions on purchases made with 21st CCLC funds.

- Grant awards may not support construction projects;
- Vehicles may not be purchased or leased using grant funds; and
- All equipment purchased with grant funds are property of OSSE 21st CCLC and must be inventoried and labeled as such. OSSE has the discretion to dispose of the property at the conclusion of the grant period.

**Can I use grant funds to purchase food for the program?**
According to Office of Management and Budget (OMB) Circular A-87, food cannot be paid using federal funds unless it is included with costs associated with meetings and conferences in which the primary purpose is the dissemination of technical information, i.e. Professional Development conferences. Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, **meals**, lodging, rentals, transportation, and gratuities) are unallowable. Refer to OMB-87, Cost Principles for Federal Grants, available at http://www.whitehouse.gov/omb/circulars_a087_2004#14 for more information.

All applicants are strongly encouraged to apply for the USDA reimbursements available to organizations who work with students during out-of-school time hours. The federal government understands that in many cases in order to get the parental involvement and/or student participation, a healthy nutritious snack may need to be provided. All successful applicants will again be strongly encouraged to apply for existing federal programs that assist with providing snacks and meals to students and their families.

After school programs can access funds from the USDA's Food and Nutrition Service through the Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP) and Summer Food Service Program (SFSP). These federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in afterschool programs. Accessing these funds depends on the economic characteristics of the community being served; for example, eligibility to access funds is often linked to the percent of students that qualify for free and reduced price meals and snacks.

Follow the link to the Child Nutrition program on the U.S. Department of Agriculture website: www.fns.usda.gov/cnd. The Child Nutrition program under the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

OSSE's Wellness and Nutrition Services Department (WNS) has additional information regarding food programs and resources: http://www.seo.dc.gov/service/wellness-and-nutrition-services

**What is the indirect cost rate to be used in the 2014 21st CCLC Budget?**
The indirect cost rate is being negotiated with the Department of Education. Upon successful award, applicants will be given an opportunity to revise their award budgets to reflect indirect cost rate. Applicants should estimate that not more than 10% of their award may go to indirect costs.

**Can a 21st CCLC program hire full-time employees?**
The federal statute does not prohibit full-time employees in a 21st CCLC program. If a program chooses to employ full-time workers, the justification of scope of work must be determined reasonable and 100% of duties must be related to the implementation of the 21st CCLC program. As a best practice, OSSE finds that in order to effectively manage and administer the program, no more than one full-time employee is needed, depending on the size and scope of the program. Applicants should be aware that 21st CCLC program funds must be used only to supplement, not supplant, any Federal, state, or local dollars available to support activities allowable under the 21st CCLC program.

Please note that the total of all salaries must not exceed 50% of the grant award amount.

**Are there guidelines for determining staff compensation?**
Compensation for staff should be reasonable. OSSE recommends that staff salaries follow the DCPS admin-

istrative premium guidelines of payments between $12.50 and $30.00 per hour. Compensation for independent vendors may vary depending on the scope of work, equipment and manpower needed, and number of hours worked. Generally $50.00 an hour is deemed reasonable. Site directors and program administrators may be paid up to $35.00 an hour.

Please note that the total of all salaries must not exceed 50% of the grant award amount.

**Can employees of the program be hired as independent contractors?**
Employees of the program, such as tutors and program administrators, may ***not*** be hired as independent contractors. These individuals must be listed under the personnel line item, and standard Federal tax deductions must be accounted for in the budget. This budget line should not exceed 50% of the grant award amount.

Independent contractors are those individuals who are not affiliated with the fiduciary agent **or its partners** and who work for organizations that are contracted as vendors to provide a service to the program participants, i.e. security services, contracted instruction, external evaluators, etc.

All employees and independent contractors must have a detailed contract/employment agreement outlining scope of work, days and hours to be worked, hourly payment rate, and duration of employment. All contracts and/or employment agreements must be presented to OSSE upon request.

**Can LEAs employees be hired as 21st CCLC staff?**
Yes. LEA employees acting as independent contractors unaffiliated with the awardee or its partners will need to follow the independent contractor requirements described in the preceding section. LEA staff not acting as independent contractors but who are 21st CCLC staff will need to complete monthly Time and Effort documentation indicating that 21st CCLC funds did not supplant payments received from an LEA for their daytime program job responsibilities (http://www.osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Time%20and%20Effort%20Guidance%20%20EDGAR%20%20February%202010.pdf). Salaries for program employees who are also employees of the awardee must adhere to the 50% salaries limit described in the preceding sections.

**Can employees receive raises, bonuses, or incentives under this grant award?**
Employees may receive additional compensation under this award as long as it is accepted in the final approved application and budget and the conditions by which these increases will be granted is explicitly stated in both the application and the contracts/employment agreements. Programs should keep in mind that award increases will not be implemented to support these salary increases.

**What fringe benefits are allowed under this grant award?**
For full-time employees, fringe benefits may not exceed 20%. For part-time employees, fringe benefits may not exceed 7.65%.

Annual, sick, and holiday leave may be paid for under this grant award. Health benefits also may be paid for under this grant award.

**Can a program charge fees?**
The intent of the 21st CCLC Program is to establish programs that offer academic assistance and enrichment to low-income students and their families. Although not contrary to federal law, OSSE strongly discourages charging fees to these low-income students and families. Programs are encouraged to consider their student population as defined in the Needs Assessment of the application to determine the practicality of this practice.

Programs proposing fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. All program fees must be approved by OSSE and determined reasonable and encouraging the spirit of the law. All program fees must be reported to OSSE and use of the funds are strictly for the 21st CCLC program. Use of fees will be reviewed during the interim reporting cycles.

All activities related to the collection, reporting, and expenditure of program fees are subject to audit and monitoring activities. These guidelines apply to any and all fees related to participating in a 21st CCLC program including, but not limited to, registration fees, tuition, membership fees, transportation, and penalties such as late pick-up fees. OSSE reserves the right to reduce requested funds based on the proposed fees.

If an applicant decides that program fees are necessary to ensure program sustainability, the application must clearly state the process by which fees will be collected and what policies and procedures will be in effect to ensure that all students who wish to participate in the program, regardless of ability to make payment of the fee, are able to take part in the program. These procedures will be annually reviewed in order to ensure that appropriate implementation has occurred.

**Can the fiduciary agent subcontract the management of the program?**
No. The fiduciary agent may not subcontract the management of the program.

**What are the requirements for sustainability under this grant?**
In accordance with the federal statute, all programs must demonstrate the ability to sustain programming after the federal grant award has been exhausted. Throughout the grant award period, it is understood that subgrantees are constantly building relationships that will result in additional funding resources for program sustainability. Each year, subgrantees are required to collect data that can help them analyze and refine their programs based on the impact of the activities. Programs with proven records of effectiveness are those that are most likely to be sustained after federal funding ends.

OSSE has found that one of the best practices in sustainability efforts has been for new subgrantees to build partnership relationships with existing program counterparts. This relationship allows for a sharing of ideas and services in order to maximize fund usage and provide a more efficient use of program resources.

**In regards to evaluation and accountability, what evidence is required from state and local programs to determine whether 21st CCLC programs are research-based and effective?**
There are two elements to evaluation and accountability. The first element involves basing your program on activities that have proven effectiveness (activities proven through scientifically-based research). The second element involves evaluating the effectiveness of your program using scientific principles. For the purpose of the state evaluation, program submissions will include measures toward the state performance indicators as listed on page 34 of the RFA at a minimum. Subrecipients are required to comply with state level evaluation activities. Each is explained further in the proceeding section.

**What is scientifically-based research?**
Local programs must indicate how they meet the principles of effectiveness described in the law. According to the statute, programs and activities must be based on:

- an assessment of objective data regarding the need for before, after, and summer school programs and activities in schools and communities
- an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities
- Scientifically-based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

Scientifically-based research, as defined in Title IX of the reauthorized OSSE, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- employs systematic, empirical methods that draw on observation or experiment
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn
- relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observation, and across studies by the same or different investigators
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

For example, scientifically-based research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- *Phonemic Awareness* – The ability to hear, identify, and manipulate the individual sounds – phonemes- in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

- *Phonics* – The understanding that there is a predictable relationship between pho-

nemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically decode unfamiliar words.

- *Vocabulary Development* – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: (1) listening vocabulary; (2) speaking vocabulary; (3) reading vocabulary; and (4) writing vocabulary.

- *Reading Fluency, including oral reading skills* – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

- *Reading Comprehension Strategies* – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

What is evaluation based on scientific principles? In addition to choosing activities for your program that are based on sound scientifically-based research, you will need to base your evaluation on scientific principles that align with the aforementioned description of scientifically-based research. When feasible, programs should strive to use experimental or quasi-experimental research designs to test the effectiveness of their activities in achieving objectives. If such designs are not possible due to low enrollment or other reasons, such reasons should be stipulated and more appropriate evaluation methods chosen and justified. For more information on the U.S. Department of Education's proposed definition of scientifically-based evaluation methods, please visit http://www.ed.gov/legislation/FedRegister/proprule/2003-4/110403b.html.

**What are the components of a high-quality afterschool program?**

The list below describes the characteristics used to help integrate the afterschool program, the regular school day and existing partnerships within the community. Produced by the North Central Regional Educational Laboratory (NCREL), the characteristics describe learning taking place in varying formats and designs. Afterschool programs are rich with educational opportunities. Programs can make what is learned during the traditional day vibrant and relevant to the lives of children. Comprehensive programs that are integrated into the regular school program and draw on resources within the community can yield positive outcomes for students and families. Moreover, the process of integration can actually compound the positive results of afterschool programs.

High-quality afterschool programs seek to create connections with the curriculum and instruction offered by the school during traditional hours. However, they do not duplicate or repeat. Confidence and skills that come from that experience can translate into academic skills when a child gains competency in sports. Positive experiences in recreational programs and the development of strong relationships with staff and peers may motivate a child to get excited about learning and to do better in school.

High-quality programs stress not only core skills (i.e. reading, writing and math), but also problem-solving, communication, teamwork, perseverance and conflict resolution. The key to this integration is planning and strong relationships between the afterschool program management and the teachers and staff working with students during regular school hours.

The following are 20 characteristics that lead to comprehensive program planning for integration:

- Climate for inclusion
- Community partnerships
- Qualified staff
- Cohort retention
- Consistent attendance and participation by cohorts
- Monthly program of activities schedule
- Coordination with the regular school day learning program and community partners
- Culturally-sensitive climate
- Engaging the public
- Evaluation design
- Facilities management
- Focus on at-risk students
- Funding
- Leadership and governance
- Linkages between afterschool, regular school and community partner personnel
- Parental involvement
- Recreational programming
- Safe and healthy environments
- Staffing - qualifications and training; and
- Volunteers

**What are the evaluation requirements for local subgrantees?**
Each subgrantee must budget for and conduct ongoing evaluation activities to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on the factors included in the *principles of effectiveness*. The results of the evaluation must be:

- used to refine, improve, and strengthen the program and to refine the performance measures
- assess effectiveness of activities
- shared with OSSE
- made available to the public upon request.

Local subgrantees must work with OSSE to evaluate the academic progress of children participating in the state's 21st CCLC program. Program subgrantees will be required to complete an Annual Performance Report (APR) indicating locally-collected data such as: number of hours of programming; enrollment per site; achievement and grade data; regularly-participating students, etc. Subgrantees will also be responsible for participating in activities and evaluation projects conducted by the State by its statewide evaluator. These activities may include, but are not limited to, conducting State-mandated surveys and participating in interviews with the statewide evaluator. It will be the responsibility of the subgrantees to distribute and collect said surveys and the information gathered will be reported on the APR.

In addition to the evaluation requirements described, subgrantees are required to conduct annual 21st CCLC program evaluations using an external evaluator. The external evaluator will conduct the formative (ongoing) and summative (annual) evaluation. The external evaluation cost total cannot exceed 10% of the 21st CCLC grant award amount or $15,000 without a written waiver from OSSE.

**What are the reporting requirements for local subgrantees?**
Each year, subgrantees are required to complete the Annual Performance Report (APR) found on the U.S. Department of Education's Profile and Performance Collection System (PPICS) website: (http://ppics.learningpt.org).
The Annual Performance Report describes program activities, process data, accomplishments, performance measures, outcomes and other data as required by the U.S. Department of Education. The purposes of the Annual Performance Report are to:

- demonstrate that substantial progress has been made toward meeting the performance measures of the program as outlined in the grant application and
- collect other indicators for the 21st Century Community Learning Centers program.

Additionally, quarterly programmatic and fiscal reports will be required to track and document progress over time. Included in the interim reports will be:

- Descriptive data to include (a) grant-level information showing current progress toward goals/ objectives narrative, lessons learned, budget, and extent of community collaboration, and (b) center-level data such as dates and hours of operation, staff, ages/grades served, number of student and adult family members participating, student demographic data, enrollment, activities, and linkages to the regular school day.
- Achievement data to include reports on regular attendees (those who have attended for at least 30 days) during the reporting year or all students if a center has fewer than 100 regular attendees. The data shall include overall grades, achievement test results, teacher survey results, and other data sources, as requested; and achievement data on individual target students – those regularly participating in program activities.
- Equipment inventory data to include a detailed description of all equipment purchased by the program.
- Itemized expenditure data to include detailed descriptions of all encumbered and paid transactions. These reports must include all back-up documentation to support expenditures.

Submission of the Beginning of Year Survey and Weekly Program Hours Calendar will be required prior to the start of an awardee's 21st CCLC program. Both the survey and calendar provide logistical information that aligns with an awardee's approved 21st CCLC program. **Note that an approved 21st CCLC program may not beginning until both the survey and calendar are completed and submitted to 21stcclc.info@dc.gov.**

The Program Quality Self-Assessment for Continuous Improvement Planning is a tool designed for program evaluation and use in measuring 21st CCLC programs' progress towards implementing a quality after school program by evaluating the program against quality indicators. This report must be submitted with the first quarter Interim Report and at the end of the program year.

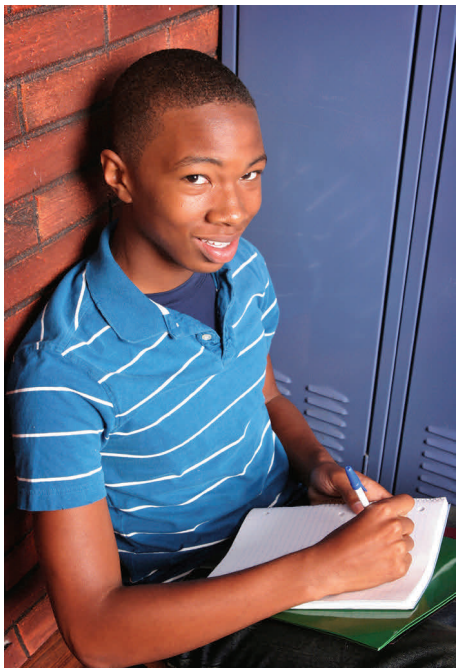
Subgrantees are required to submit a copy of the annual 21st CCLC program evaluation report at the beginning of the 21st CCLC program each school year. The annual 21st CCLC program evaluation must be conducted by an external evaluator or organization.

All program data management will be the responsibility of the awardee. General support to include templates and technical assistance will be provided to the awardees by OSSE.

Timely submission of the BOY Survey, Weekly Program Hours Calendar, Program Quality Self-Assessment, Annual External Evaluation Report, Annual Performance Report to PPICS, quarterly reports, and up-to-date data management is essential to ensure compliance with State protocol in managing the 21st CCLC grant. All applicants are strongly encouraged to review and evaluate their organizational capacity to meet the rigorous Federal and State reporting requirements of this grant. Failure to submit timely reports may result in delayed award payments and possible suspension of the grant award.

The results of announced and unannounced site visits will also be a part of the reporting process for 21st CCLC subgrantees.

**What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program?**
The following regulations are applicable to the 21st Century Community Learning Centers Program: 34 Code of Federal Regulations (C.F.R.) Part 74 - Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations; 34 C.F.R. Part 75 - Direct Grant Programs; 34 C.F.R. Part 76 - State-Administered Programs; 34 C.F.R. Part 77 - Definitions that Apply to Department Regulations; 34 C.F.R. Part 80 - Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments; 34 C.F.R. Part 82 - New Restrictions on Lobbying; 34 C.F.R. Part 85 - Government-wide Debarment and Suspension (Nonprocurement) and 34 C.F.R. Part 84 Government-wide Requirements for Drug-Free Workplace (Financial Assistance Grants); and 34 C.F.R. Part 99 - Family Educational Rights and Privacy. In addition to the portions of EDGAR noted above, the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement released in March 2003 identifies 34 C.F.R. Part 79 - Intergovernmental Review of Department of Education Programs and Activities and 34 C.F.R. Part 81- General Education Provisions Act-Enforcement as applicable to the 21st CCLC program. Circular A-122 Cost Principles for Nonprofit Organizations also applies to the 21st CCLC program. The Code of Federal Regulations can be found at http://www.ecfr.gov/cgi-bin/text-idx?sid=51d67b9f4bd9d82ead8f410b9046637e&c=ecfr&tpl=%2Findex.tpl
edgar.html. The OMB circulars can be found at http://www.whitehouse.gov/omb/circulars/. Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 (http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html) to ensure that their proposed community learning center program and facility is accessible to persons with disabilities.



## APPLICATION GUIDELINES

### PURPOSE OF PROGRAM AND GENERAL USE OF FUNDS

The 21st Century Community Learning Centers (CCLC) grant program was established by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended. The purpose of the 21st CCLC program is to establish or expand community learning centers that provide students with academic achievement enrichment opportunities along with activities designed to complement the students' academic program, and to offer families of students served by community learning centers opportunities for literacy and related educational development.

Through a competitive process, the Office of the State Superintendent of Education (OSSE) of the District of Columbia will award 21st CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.

OSSE will fund projects that provide significant expanded learning opportunities for children and youth, that will assist students to meet or exceed the District's standards in core academic subjects, and offer families of students served by community learning centers opportunities for literacy and related educational development. Applicants are to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21st CCLC.

## ABSOLUTE PRIORITY

By statute, grants must be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority specifically defines these schools as those eligible for designation as a Title I school-wide program school.

## INSTRUCTIONS FOR COMPLETING THE APPLICATION

Instructions for completing the 21st CCLC application are available online through OSSE's Enterprise Grant Management System (EGMS) website at https://osse.mtwgms.org/wdcossegmsweb/logon.aspx. Detailed instructions have been included in each section of the application.

## APPLICATION CRITERIA

**Criteria 1: Program Abstract (No Points)**
**Each application must include:**

- A theory of action, an "if, then" statement based on strategic thinking describing how the program will achieve desired outcomes. The theory of action must include research and evidence of success.
- A summation of the key elements and overall purpose of the proposed 21st CCLC program.

**Criteria 2: Competitive Priority Points (20 Points)**
**Section 1: Determination of Eligibility**
Absolute Priority are as follows (required):

1. the application proposes to serve students attending a school in need of improvement under Section 1116 of Title I;
2. If the application is submitted jointly by at least one local education agency receiving funds under Title I, Part A and at least one community-based or faith-based organization, or other public or private entity.
3. If the application proposes to serve students who attend schools that serve a high percentage of students from low-income families (pursuant to Section 1116 of Title I, Part A)

Competitive Priority Points will be awarded as follows (Maximum 20 points):

1. Five (5) points will be awarded to applicants who propose to exclusively serve schools that have been identified by OSSE as Priority Schools for the 2013-2014 school year. The applicant shall indicate each school's status (priority, focus, etc.) in the Attachment A: Program Summary section of the online application; **OR**
2. Four (4) points will be awarded to applicants who propose to serve schools that have been identified by OSSE as Focus Schools for the 2013-2014 school year. The applicant shall indicate each school's status (focus school) in the Attachment A: Program Summary section of the online application in order to receive the four priority points.
3. Four (4) points will be awarded to applicants who specifically target students that have not demonstrated reading or math proficiency on the state assessment or an alternate assessment used by private schools.
4. Three (3) points will be given to applicants who will implement Science, Technology, Engineering, and Mathematics (STEM) programs that inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.
5. Three (3) points will be given to applicants who will specifically provide services aligned to the needs of students with Individual Education Plans (IEPs).
6. Two (2) points will be awarded to applicants proposing to provide 21st CCLC programs to students for 120 hours or more during the summer break period.
7. Three (3) points will be awarded to applicants who propose to serve students in high schools. The application must propose to serve high schools only unless the school is a combined school. If the application is for a combined school, the project must include a primary focus on interventions targeting high school students; **OR**
8. Three (3) points will be awarded to applicants who propose to provide 21st CCLC programs to preschoolers attending schools with early learning programs.

**Section 2: Justification of Eligibility**
Describe how the applicant meets the application priorities as outlined on page 24 and describe the origin of the partnership between the school/school district receiving Title I funds and the community-based organizations or public or private organizations submitting the jointly proposed project.

**Criteria 3: Needs and Resource Assessment (15 Points)**
In accordance with P.L. 107-110 Sec. 4204(b)(2)(I), each application must demonstrate that it has identified specific community needs and available resources for the community learning center and describe how the proposed program will address those needs, including the needs of working families. This needs assessment must include:

1. A description of the needs of students at risk of educational failure in the targeted community.
2. A description of services that are aligned with identified needs in the targeted area(s) where the center(s) will be located;
3. Statistics, including but not limited to, area poverty rates; the number of students in identified, low-performing schools;
4. The percentage of Title I students, dropout rates; literacy rates; youth risk behavior statistics (i.e. violence, sexual activity, drug and alcohol use), and student State assessment results.
5. Relevant needs data regarding the family members of the students to be served, including but not limited to educational levels in the targeted area(s) where the center(s) will be located, parental involvement statistics, and community concerns.
6. A summation of the currently available out-of-school time programming (i.e. afterschool, before school, summer programs/camps, etc.) and academic support for students and their families in the targeted school areas. This includes the availability of Supplemental Educational Services and any other Extended Learning Opportunities. Summarize service gaps to be addressed by the project. Explain how the 21st CCLC grant will establish, enhance or expand on these current programs available for students at the schools being served. Please note that this listing must be comprehensive, and may not include only the programs that the applicant organization administers.
7. A description of how the proposed project will help to remedy the risk factors (needs) that have been identified.
8. A comprehensive identification and description of Federal, State and local programs, if any, that will be combined or coordinated with the proposed 21st CCLC program to make the most efficient use of public resources.

**Criteria 4: Research-Based Program Design and Implementation (30 Points)**
In accordance with P.L. 107-110 Sec. 4201(a) each application will be evaluated based on the extent to which it is able to clearly and specifically explain how the key instructional practices and major design elements of the program are able to (1) provide academic enrichment to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects such as reading, mathematics and science; (2) offer students a broad array of services that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development. Each application must include:

**Section 1: Research-Based Program Design**
1. Applicant must provide a specific, detailed description of how proposed program activities are based on the following principles of effectiveness:

- Assessment of objective data regarding the need for the before-school, afterschool programs, and/or summer recess activities and other proposed activities in the schools and community;
- Established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities
- A scientifically-based research that provides evidence that the program will help students meet the State and local student achievement standards.
- A detailed description of how the proposed program activities will address the 21st CCLC Program goal, objectives, and indicators and state performance indicators. This description must include measurable performance goals for improved outcomes that will assist the program in successfully accomplishing the state performance indicators.

2. Applicant must also describe the scientifically-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation or experiment;

2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**Section 2: Measurable Objectives:**

1. Measurable Objectives

- Include the four components of a measurable objective: 1) subject (who is the target or focus?); 2) behavior (what will be changed/improved?), 3) specific criteria for assessing improvement, readiness, or achievement; and 4) time period for performance or assessment.
- State up to seven (7) program objectives for students as well as family members; at least one for each 21st Century component. The objectives should align with the 21st Century Community Learning Centers performance indicators identified on pages 33 & 34.
- State the objectives that will guide the development of the program to be funded with the requested funds. These are to be clearly identified and measurable.
- Provide a timeline for completion of each objective major activities for the year.

Note: Weekly schedules must reflect component objectives and activities.

2. Sample of Measurable Performance Objective:

Twenty percent (20%) of students will move from the basic to proficient category in math on the annually administered standardized assessment after the first year of 21st CCLC program implementation and an additional 10% will move from basic to proficient in each subsequent year of the grant award period.

3. Instructional Program:

Describe the instructional program and services to be offered. The instructional program should embed all nine components of a high-quality afterschool program.

4. Enrichment Learning Activities:

The enrichment learning activities being offered should be described. Enrichment learning activities can fall within one of the three primary types of afterschool activities:

- Tutoring/Homework Help – Extends the students' daily class work into afterschool. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.
- Enrichment – Expands on students' learning in ways that are different from the school day. They are often interactive and project-focused, allowing participants (students and/or their family members) to apply knowledge and skills stressed in school to real-life experiences.
- Recreation – Does not necessarily address academic concepts, but can include lessons learned in recreational activities including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or reading/language arts.

5. Coordination:

Describe the following as applicable to the program:

- The federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- The partnership(s) created with community-based organizations, juvenile justice agencies, law enforcement agencies and youth groups, and how the partnership(s) will provide services to students participating in the community learning center and the families of those students (clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results);
- How students in the proposed program will travel safely to and from the center and home. Programs located in facilities other than school buildings must demonstrate that the program is at least as available and accessible as if the program were located in a school building. Please note that consideration must be given as to how this plan will meet the transportation needs of working families;
- A description of student recruitment and retention activities, including those that target private school student participation. The steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for

students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. l801-0004, Section 427;

- How the applicant will disseminate information about the center(s) (including their location) to the community in a manner that is understandable and accessible. This includes how the information will be disseminated to Limited and Non-English Proficient populations;
- Clearly describe how project staff will continuously collaborate with regular school day teachers, school and LEA administrators to ensure the program connection is maintained with local school and District initiatives;
- How parents, teachers, students, the business community, a variety of disciplinary and professional fields, and recipients of services will be included in planning for and operating the program;
- The application must also address how the program schedule will meet the schedule of working families;
- If the application includes a plan for technology use (i.e. internet access), it must include information on how and where children will access services. The applicant must discuss the supervision provided while children are using the internet; and
- If the applicant plans to use senior volunteers in activities carried out through the community learning center, how the eligible entity will encourage and use appropriately qualified seniors as volunteers;
- Proposed hours of operation and number of days per week;
- Facility usage; and
- Staff and volunteer needs.

**Criteria 5: Program Staff and Training (10 Points)**
Applications will be evaluated based on the extent to which it offers strong evidence of hiring qualified, effective staff and demonstrates a commitment to ongoing professional development. Each application must:

- Indicate an annual plan and budget for travel, food, and lodging for the following requirements:
    - at least **one (1) or more** project staff members and supporters, to include a reasonable combination of the project director, a site director, one teacher, and a partner representative at a Foundations Inc. Beyond School Hours Conference. Registration cost is approximately $400.00 per person plus travel, food, and lodging. For more information about Foundations Inc. go to http://www.foundationsinc.org;
    - at least **one (1) or more** project staff members and partners to attend one of the 21st CCLC Regional Conferences sponsored but the U.S. Department of Education. Registration cost is free; only travel, food, and lodging should be considered; and
    - at least **one (1) or more** project staff members and partners to attend at least one additional Out-Of-School Time (OST) national or local conference (i.e. National Afterschool Association Conference, Best of Out-of-School Time Conference, National Conference on Summer Learning, etc.)
- Clearly describe an annual plan and budget for ongoing staff training. The plan must support the performance measures and outcomes for the program. Expenses may include payment of staff for time to plan and attend the training;
- Clearly describe staff training, including implementation timelines, in the area of safety (i.e. emergency preparedness, CPR, First Aid, etc.);
- Clearly describe the staff recruitment and retention strategies that will ensure qualified staff. Clearly describe measures to be taken to ensure consistent professional development/staff training in case of staff turn-over during the program year;
- Include a tentative listing of professional development/staff training topics and a projected timeline for implementation;
- Clearly describe the frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design;
- Clearly describe how the program will ensure staff are capable of effectively working with Special Education and Limited English and Non-English Proficient students and their families; and
- Clearly explain how project staff will vary their approaches to help meet the individual needs of students and improve their achievement in core academic areas to meet or exceed local and state standards.

Please note that while combining professional development/staff training resources is encouraged to help promote sustainability and linkage to the school day, all professional development/staff training must be focused on best-practices for out-of-school-time activities.

**Criteria 6: Program Evaluation and Monitoring (15 Points)**
In accordance with P.L. 107-110 Sec. 4205(b)(2)(A-B), applications will be evaluated based on the extent to which the administration, methodology, and use of periodic (at minimum annual) evaluations will be used to refine, improve, and strengthen programs, including

activities, and to refine measurable goals for the program.

This section should include an evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. It should describe the evaluation design by indicating:

1. Types of data that will be collected;
2. When the data will be collected;
3. Design and methods that will be used for data collection;
4. Instruments that will be used;
5. How the data will be analyzed;
6. When reports of results and outcomes will be available; and
7. How information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).

Each application must:

- Specifically describe how the program will be monitored and evaluated for effectiveness, quality, and compliance. This description must include identifying an external evaluator who will conduct your formative (ongoing) and summative (annual) evaluation. The resume and/or company description of the evaluator must be included in the Appendices;
- Indicate how proposed performance measures relate to the intended outcomes of the project, will be used to collect reliable and valid quantitative and qualitative data, and will realistically verify student accomplishment;
- Identify clear benchmarks (assessed annually or more often) to monitor progress toward specific objectives (e.g., stating how students will be involved regularly in what activities for six months in order to reach an objective relating to improved reading and/or math scores or grades after one year of involvement);
- Explain how staff will collaborate with regular school day teachers to assess and measure student needs;
- Include a clear description of evaluation tools that will be used to measure the program's impact on the population being served, including **all** students, families and the community at large. These tools can assess outcomes that impact student learning and behavior including but not limited to standardized test scores, quarterly report cards, teacher, parent, or student surveys, interviews and/or other data collection instruments;
- Describe a definite plan as to how the evaluation data will be used to refine, improve and strengthen the program;
- Describe what designs or methods will be used (e.g., participants compared to a similar group of non-participating students case study, pre/post assessment), avoiding overly general statements, (i.e. "qualitative and quantitative data will be collected");
- Describe what types of data will be collected (must include student reading and math achievement data) noting what data from project records, such as activity logs and attendance rosters, will be utilized in the evaluation and how such data relate to specific project objectives;
- How the data will be analyzed (indicate appropriate examples of quantitative and/or qualitative analysis, such as comparison of means, or content coding of responses);
- How evaluation information will be used to monitor progress and to provide accountability information to stakeholders about the success at the project site(s); and
- A timeline of evaluation data collection and reporting activities, including what audiences will receive reports. OSSE must be included as a recipient of evaluation reports.

Applicants should budget a maximum 10% (or $15,000 with a written waiver from OSSE) of the requested grant award towards evaluation activities and stay within the going rate for educational evaluation services within the metropolitan D.C. area.

**Criteria 7: Sustainability (20 Points)**

In accordance with P.L. Law 107-110 Sec. 4204(b)(2)(K) applications will be evaluated based on the extent to which it offers strong evidence or presents compelling preliminary evidence of the applicant's ability to sustain services over time.

Outline a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability in years 1-3 and beyond. Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships. It is expected that all programs will acquire funds to assist in sustaining the program after the end of funding. Current research suggests that ongoing, relevant professional development for both program coordinators and line staff is essential for recruitment and retention of qualified staff.

The sustainability plan will use effective, realistic means to maintain funding and continue the program after funding has ended. The applicant will provide evi-

dence of understanding the commitment of sufficient in-kind/matching funds to continue the original level of service to the original number of students proposed to be served after funding has ended.

Each application must:

- Provide the applicant's experience, or capacity (promise of success) to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students;
- Provide a Memorandum of Understanding for **each** collaborating partner that clearly addresses and includes the following:
    - a detailed statement acknowledging and supporting the goal and objectives of the project;
    - statements explicitly indicating each participant's expected gains from the project;
    - Statements explicitly indicating the expertise, resources and financial contributions each participant is making towards the project. Financial contributions (in-kind and cash) must be quantified, even if estimated and/or subcontracting agreement must be stated;
    - A clear statement detailing the roles, responsibilities, and capabilities of the partners; a clear statement that the partners intend to continue the partnership beyond the grant period.
- Provide a convincing, reasonable preliminary plan for *sustaining* the community learning center(s) after Federal funding ends. This preliminary sustainability plan must address efforts to garner increased community involvement and support and set goals for fundraising activities to support the program activities after the grant award.
- Provide evidence that the proposed program will be able to begin full service no later than Tuesday, October 1, 2014.

**Year 1 Budget Narrative/Budget (10 Points)**

Found within the Detailed Planning Expenditures section of the online application, applicants must provide a detailed description of the costs for all proposed activities according to categories of expenditures provided. This section should say exactly what will be purchased and who the intended users will be. The budget and budget narrative must:

- **Clearly** justify the per pupil amount against the anticipated number of students and family members to be served, anticipated results, and benefits. Costs must be allocated (and will be judged) against the scope of your project and its anticipated benefits;
- **Clearly** establish what resources/money will be used to ensure that evaluation/data collection, family literacy and family educational, and staff development opportunities will occur;
- **Clearly** address the plans for meeting the cost of security, facility usage, and transportation;
- **Clearly** identify the amount of Federal, State and local program funding, if any, that will be combined or coordinated with the proposed 21st CCLC program to make the most efficient use of public resources;
- **Clearly** identify the estimated amount and actual use of ***all*** in-kind contributions and any anticipated program fees;
- Justify the use of all resources; and
- **Clearly** reflect the expenditures described in the budget narrative and the program description in earlier parts of the narrative.

Note that the budgeted Salaries and Benefits cost total may not exceed 50%, and the budgeted Evaluator cost total may not exceed 10% or $15,000 with a written waiver from OSSE of the total annual 21st CCLC grant award amount.

**Fiscal Requirements:**

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

**Allowable Expenses:**

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

**Unallowable Expenses:**

Project funds may not be used to supplant existing programs and/or funding. Additionally, all expenditures must be consistent with applicable state and federal laws, regulations and guidance.

**Examples of Unallowable Expenditures:**

- Preparation of the Proposal
- Pre-Award Costs
- **Food Costs** (see http://www2.ed.gov/programs/21stcclc/guidance2003.pdf & page 18 of the RFA)
- **Entertainment and Refreshments**: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or

food associated with parties or socials are non-allowable expenditures (see http://www.whitehouse.gov/omb/circulars_a087_2004#14)

- Unapproved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g. prizes, plaques, trophies, stickers, t-shirts, giveaways)
- Promotional or Marketing Items (e.g., Flags, banners)
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Furniture
- Capital Improvements, Permanent Renovations
- Supplanting federal, state or local funds (e.g., using grant dollars to fund summer school classes previously offered and paid for by district or other funds)
- Direct charges for items/services that the indirect cost rate covers
- Dues to organizations, federations or societies

**It is strongly suggested that the applicant's business office is consulted when preparing the budget worksheet and budget narrative. REMEMBER: The program should drive the budget, not the budget driving the program.**

**Criteria 8: Compliance with Federal, State, and Local Health & Safety Standards, and Civil Rights Protections REQUIRED (0 Points)**

Applications will be evaluated based on the extent to which the proposed program will comply with Federal, State and local health & safety standards as well as civil rights protections for program employees and participants. It should be noted that programs who are religiously affiliated are prohibited from refusing to hire otherwise qualified staff or denying students who are not of that religion. The application must ensure that instruction is secular, neutral and non-ideological. Each applicant must:

- Submit documentation demonstrating all staff members and volunteers who will be working directly with children, have or will receive FBI fingerprint and criminal background checks, and current TB test results prior to working directly with students;
- Describe and submit a copy of all required applicable licenses and/or certifications for health and safety; and
- Describe the organization's safety record and submit the organization's safety procedures as in the Appendices.

Additionally, each application must contain Assurances that:

- The applicant complies with Federal, State and local civil rights protections for its employees;
- The applicant complies with Federal, State and local civil rights protections for its students;
- The programming offered is secular, neutral and non-ideological;
- The applicant complies with IDEA, Section 504, and ADA requirements;
- The program will take place in a safe and easily-accessible facility;
- The program was developed and will be carried out through the life of the grant in active collaboration with the LEAs and schools the students attend;
- The program will primarily target students who attend schools eligible for Title I and their families, and students who attend private schools who are eligible for Title I services;
- The funds under the program will be used to increase the level of State, local, and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State, local, or non-Federal funds;
- All funds under the program will be placed in a separate non-interest bearing account; and
- The fiduciary agent is fiscally sound, including being in full compliance with Federal, State, and local tax regulations.

In addition to the preceding assurances, specific assurances must be met by the following:

<u>All LEAs must assure that they:</u>

1. have developed and implemented an individualized intervention plan for each school under their jurisdiction that has been identified by OSSE as a focus school;
2. have developed and implemented an individualized intervention plan that address all seven (7) turnaround principles, or has adopted a School Improvement Grant model of turnaround, for each school under their jurisdiction that has been identified by OSSE as a priority school;
3. will report to OSSE biannually on their progress towards milestones in implementation of intervention plans for focus and priority schools; and
4. will annually administer the DC CAS and/or DC CAS Alt (as applicable) to their students in conformance with OSSE test integrity protocols.

<u>All Charter LEAs must assure that they will develop, pilot, and implement a teacher and leader evaluation system that:</u>

1. will be used for continual improvement of instruc-

tion;
2. meaningfully differentiates performance using at least three performance levels;
3. uses multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities);
4. evaluates teachers and principals on a regular basis;
5. provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
6. will be used to inform personnel decisions.

All LEAs that receive Title I funds must assure that they:

1. will reserve 20% of their Title I allocations for the purpose of carrying out interventions and supports in schools under their jurisdiction that either have been identified by OSSE as priority and focus schools, or have failed to meet the same Annual Measurable Objective target for two consecutive years; and
2. have amended their Title I plans to include interventions and supports for any school under their jurisdiction that has failed to meet the same Annual Measurable Objective target for two consecutive years.

As an applying LEA, DC Public Schools (DCPS) must assure that it will develop, pilot, and implement a teacher and leader evaluation system that meets the requirements of the statewide guidelines developed by OSSE.

## PARTICIPATION OF STUDENTS ENROLLED IN NONPUBLIC AND PRIVATE SCHOOLS INFORMATION

In accordance with federal requirements (ESEA, Sec 9501), agencies (local educational agencies, community-based agencies, including faith-based organizations, other public and private entities, or a consortium of two or more such agencies, organizations, or entities) applying to receive federal financial assistance for the 21st CCLC grant program are required to provide needed services relative to this grant program to eligible private school children, teachers, and other personnel consistent with the number of eligible children enrolled in private elementary and secondary schools in the LEA's service area, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school children, teachers, and other personnel participating in the program and they must be provided in a timely manner.

To ensure equitable participation, the applicant must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide needed services consistent with this grant program; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

Federal regulations contain requirements for timely and meaningful consultation between appropriate public and private school officials. The goal of the consultation process is to design and implement a program that will provide equitable services and meet the needs of eligible private school students and/or teachers and other education personnel. Consultation between the entity receiving federal financial assistance and private school officials must occur before any decision is made that could affect the ability of private school students, teachers and other education personnel to receive benefits under the grant and must continue throughout the implementation and assessment of activities. Consultation generally must include discussion on such issues as: how children's needs will be identified; what services will be offered; how and where the services will be provided; who will provide the services; how the services will be assessed and how the results of assessment will be used to improve those services; the amount of funds available for services; the size and scope of the services to be provided; and how and when decisions about the delivery of services will be made.

In addition, a thorough consideration of the views of private school officials on the provision of contract services through potential third-party providers must take place, and, where the entity receiving assistance disagrees with the views of the private school officials on the provision of services through a contract, the entity must provide a written explanation of the reasons why the entity has chosen not to use a contractor.

**Use of Funds Requirements** (*EDGAR 76.650 - 76.662*)
When providing benefits to nonpublic school students with federal funds, the following must be addressed:

- The grantee must maintain administrative control over all funds and property. *(No funds can flow directly to the nonpublic via a subgrant).*
- The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. **The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic school without remodeling the nonpublic school facility.**
- Funds can not be used for construction of nonpublic

school facilities.

- Funds must be used to meet **specific needs** of students and staff. *(Funds can not supplant benefits normally provided by the nonpublic school).*
- Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the grantee.
- All benefits provided, including equipment and materials, must be **secular, neutral** and **non-ideological**. (*IASA, Sec 14503)*

## OUT-OF-SCHOOL TIME RESOURCES

*The websites below describe some key resources on out-of-school time programs. The U.S. Department of Education and OSSE do not endorse the findings or programs that are featured on the web sites not directly affiliated with either agency. This list is not meant to be exhaustive.*

**You For Youth**
http://www.y4y.ed.gov/

**Academy for Educational Development**
http://www.afterschool.org

**The After-School Institute**
http://www.afterschoolinstitute.org/

**Federal Registry for Educational Excellence (FREE)**
http://www.free.ed.gov/

**Harvard Family Research Project**
http://www.hfrp.org

**National Institute for Out-of-School-Time**
http://www.niost.org

**SEDL National Center for Quality Afterschool**
http://www.sedl.org/afterschool/toolkits/

**Federal Find Youth Info Program**
http://findyouthinfo.gov/

**Best of Out-of-School Time Collaborative**
http://www.boostcollaborative.org/

**U.S. Department of Education—21st CCLC Program**
http://www2.ed.gov/programs/21stcclc/index.html

**U.S. Department of Health and Human Services**
http://www.hhs.gov/

**U.S. Department of Agriculture — Child Nutrition**
http://www.fns.usda.gov/cnd/

## GRANT WRITING TIPS

While matching funds are not required, including matching funds shows a commitment from the providing partners to maximize every State provided dollar. When addressing issues of sustainability, matching funds demonstrate a long-term commitment to continuing the program long past the life of the grant.

Include contingency plans for emergency or unexpected interruptions to the schedule.

Look for solid connections to curriculum and content standards. For example, an activity involving drama could meet a reading and writing standard.

Examine your program activities to find ways to incorporate the school curriculum and State standards. For example, a sports activity could award bonus points for answering an academically-related question.

A sustainability plan should include management and partnership roles as well as financial sources.

Clearly identify steps to gain the support and finances.

The management structure should address who does what and when.
Staff development should relate to program design as well as support retention. Answer the question, "What does the staff need to be prepared and supported while managing the program?"

Provide information on the specific programs to be implemented, not just the organizational history.

Wherever possible, use and connect to assessments already completed such as those included in the school improvement plan.

The needs and resource assessment is the opportunity to clearly demonstrate, based on data, the need for your program.

Make sure the data clearly demonstrates the need and validates any and all assertions.

If a grant writer writes the application for your organization, ensure that the program is totally reflective of the capacity and intent of the applicant organization. A constant flow of communication must be maintained to submit an application in which the applicant organization can defend.

When writing a Memorandum of Understanding (MOU) or Memorandum of Understanding (MOU), ensure that the document formalizes a casual working relationship

between the applicant and a partnering agency/ organization. The document will describe how the two (or more) organizations will work together when opportunities to do so occur. This document is needed to demonstrate:

- Trusts exists between the partner and the community organization,
- The partner and the community organization can identify specific beneficial ways to work together,
- The exchange of assistance is equitable and balanced,
- Expectations can be stated in simple, straightforward terms,
- An exchange of money may or may not part of the understanding,
- There is no formal benchmark for measuring performance or penalty for failure to perform, and
- The arrangement is for a specified period of time.

## U.S. DEPARTMENT OF EDUCATION 21ST CCLC PROGRAM GOALS, OBJECTIVES, AND INDICATORS

### Performance Indicators

**Listed below are the Objectives and Indicators the U.S. Department of Education has required for all 21st CCLC:**

Goal: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural and recreational needs of their communities.

**Objective 1:** Participants in 21st CCLC programs will demonstrate education and social benefits and exhibit positive behavioral changes.

1.1 Achievement—Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.

1.2 Behavior—Students participating in the program will show improvement on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

**Objective 2:** 21st CCLC will offer a range of high-quality educational, developmental and recreational services.

2.1 Core educational services—More than 85% of Centers will offer high quality services in core academic areas, e.g., reading/literacy, mathematics and science

2.2 Enrichment and support activities—More than 85% of Centers will offer enrichment activities such as nutrition and health, art, music, technology and recreation.

2.3 Community involvement—Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implanting and sustaining programs.

2.4 Services to adult family members of participating students—All Centers will offer services to eligible adult family members.

2.5 Extended hours—At least 75% of approved applicants will provide at least 15 hours a week of program services on average and provide services when school is not in session, such as during the summer and holidays.

**Objective 3:** 21st CCLC will serve children and community members with the greatest needs for expanded learning opportunities.

## DISTRICT OF COLUMBIA 21ST CCLC STATE PERFORMANCE INDICATORS

The District of Columbia Office of the State Superintendent of Education's (OSSE) 21st Century Community Learning Centers program is aligned with the Elementary and Secondary Education Act, as amended to support students in meeting the state's challenging Standards of Learning. The program's authorizing statute (Title IV, Part B) requires that OSSE will *evaluate the effectiveness of the program using performance indicators.*

The goal and objectives cited below provide the overall framework not only for the District-wide program, but for local subgrantees. The state's performance indicators offer local subgrantees and their external evaluators a set of standards to which their local programs can aspire and against which to measure their growth based on a **continuous improvement model**. The evaluation will use the performance indicators to guide data collection and monitor District-wide program development, best practices and technical assistance delivery.

**Goal:** The District of Columbia's 21st Century Community Learning Centers Program will enhance and support participating student academic achievement by providing enriched, content-based learning opportunities supported by meaningful parent and community engagement.

**Objective 1:** District of Columbia students consistently attending a 21st CCLC program will show gains in their state assessment results, grades, and engagement in learning applications.

**Performance Measures for Objective 1:**

1.1 Regular program attendees will have a ninety percent (90%) daily attendance rate based on daily attendance logs.

1.2 Forty percent (40%) of regular program attendees participating in core content enrichment activities will make gains in grades from fall to spring.

1.3 Between 5 and 10 percent (5%-10%) of regular program attendees in grades 3-8 and 10 will have a five percent (5%) gain in percentage points on the Language Arts and math state assessment.

1.4 Between 5 and 10 percent (5%-10%) of regular program attendees in grades 10-12 will score five percent (5%) above state averages in their PSAT and SAT reading and math results.

1.5 Eighty percent (80%) of regular program attendees will show improvement (from fall to spring) in homework completion based on surveys completed by the school classroom teacher.

1.6 Seventy-five percent (75%) of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness based on surveys completed by the school classroom teacher.

**Objective 2:** Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

**Performance Measures for Objective 2:**

2.1 Sixty percent (60%) of student program participant family members will attend program events as measured by attendance logs.

2.2 At least two family members of student program participants will serve on program planning and/or oversight committee as documented by program rosters.

2.3 Programs will offer at least three academically-enriched student/family events designed to increase parent engagement and knowledge of their student's academic program as measured by program activity logs and surveys.

**Objective 3:** Programs will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program.

**Performance Measures of Objective 3:**

3.1 Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.

3.2 Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.

3.3 Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

## GLOSSARY OF TERMS

**Continuous Improvement:** Program management strategy that strives for ongoing program improvement through frequent measurement of what you do and what you accomplish. A constant asking: "How can I make my program even better?"

**Program Indicators:** Provide specific criteria to plan results and measure accomplishments. Provide a standard for program quality.

**Goal:** What you hope to accomplish in the long-term or when your program has concluded.

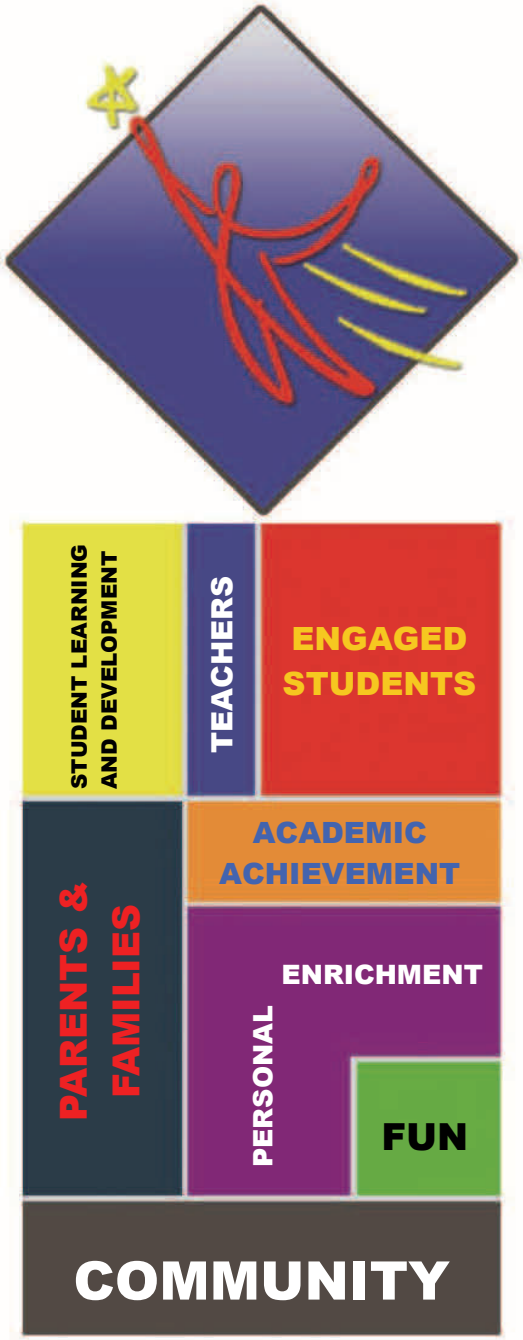
**Objective:** The specific event or action that occurs to achieve your goal.

**Outcome:** The benefit or change for individuals during or after participating in program activities.

**Regular program attendance:** Students who attend the afterschool program for 30 days or more.

**21st Century Community Learning Centers**

**21st Century Community Learning Centers**



# APPLICATION CHECKLIST FORM

## CLOSING DATE: Tuesday, August 12, 2014

## (***DO NOT SUBMIT WITH APPLICATION***)

____ The applicant organization/entity has responded to all sections of the Request for Application (RFA).

____ Each section in the application has been completed according to the standards set in the RFA.

____ All required assurances have been completed.

____ All required attachments have been completed and uploaded.

____ All budget narrative responses are descriptive and align with the correct program categories.

____ The Year 1 budget aligns with the 21st CCLC grant award amount.

____ Salaries and Benefits total does not exceed 50% of the 21st CCLC grant award amount.

____ External Evaluation cost total does not exceed 10% of the 21st CCLC grant award amount or $15,000 without a written waiver from OSSE

____ If applicable, a hard copy/paper submission of the application follows the formatting standards found on page 8 of the RFA. Applications that do not conform to formatting standards will not be forwarded to the review panel.

____ The applicant received confirmation from OSSE's online application system that the application and required, uploaded documents have been received.

**The review panel will not review applications with missing content.**

21st Century Community
Learning Centers