



District of Columbia
 21st Century Community Learning
 Centers Program School Year (SY)
 2018-2019 Request for Applications
 (RFA)

PROGRAM INFORMATION



PROGRAM NAME

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

SPECIFIC FUNDING AUTHORITY

The 21st CCLC Grant Program is authorized under Part B of Title IV of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015. The grant is supported through federal funds awarded to the District to support the 21st Century Community Learning Centers and through local funds as part of a strategic citywide effort to increase access to high quality child care and support DC's efforts under the Child Care and Development Block Grant Act of 2014, effective November 19, 2014 ((P.L. 113-186; 42 U.S.C. 9858 et seq.) (2012 Repl. and 2015 Supp.)).

FUNDING PURPOSE

The purpose of the 21st CCLC program is to provide students enrolled in and attending a public school in grades pre-kindergarten to grade 12 who are at-risk of academic failure with access to 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 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.

In accordance with Federal guidance from the U.S. Department of Education (USED), the District of Columbia (DC) Office of the State Superintendent of Education (OSSE) requires applicants to assure that the program will be carried out in active collaboration with the Local Educational Agencies (LEAs) that participating students attend, all participants of the eligible entity, and any other partnership entities in compliance with applicable laws relating to privacy and confidentiality. The program must also be carried out in alignment with DC's challenging academic standards.

The 21st CCLC program is funded to provide opportunities for communities to establish or expand activities in community learning centers that—

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state

- academic standards;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by the community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. ESEA, Section 4201 (a), as amended.

'COMMUNITY LEARNING CENTER' DEFINITION

ESEA, Section 4201(b)(1), as amended, states that a 'community learning center' is an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other educational and recreational activities during non-school hours or periods when school is not in session. Program activities must reinforce and complement the regular academic programs of the schools attended by the students served, are aligned with the instruction students receive during the school day, and offers families of students opportunities for active and meaningful engagement in their children's education including opportunities for literacy and related educational development. Note: 21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year for a minimum of three hours per day at four days per week for 25 weeks.

ELIGIBILITY (WHO CAN APPLY)

Any eligible entity defined as an LEA, Community-based organization (CBO), Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a partnership/consortium of two or more such agencies, organizations, or entities is eligible to apply for the 21st CCLC grant. The partnership or consortium must meet the following requirements:

- The partnership or consortium must appoint one of the eligible entities to be the lead applicant and fiscal agent for the grant.

- 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 that specifically outlines all services each partner will provide.

Please note that current 21st CCLC subrecipients in the first and second year of funding are ineligible to apply for the SY 2018-2019 program period. This does not apply to 21st CCLC subrecipients whose awards end Sept. 30, 2018. Current subrecipients can check to see when the next period of eligibility to apply is on OSSE's 21st CCLC webpage at <https://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers-cclc>. Current subrecipients serving more students than projected as documented in quarterly reports may seek supplemental funding subject to availability of additional funds.

Individual schools in an LEA are not eligible to apply directly for funds and cannot sign partnership agreements. All applications and school partnership agreements must be submitted and signed by the LEA on behalf of the school.

Organizations that do not have prior experience in running after-school programs can enter into agreements with an agency that has demonstrated 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. **Applicants should be aware that new grant award 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.** This means that funding may not be used to replace already existing funding for the same activity targeting the same population.

PRESCREENED EXTERNAL ORGANIZATIONS LIST

In accordance with ESEA Section 4203, as amended, OSSE is required to provide a list of prescreened external organizations as a resource for 21st CCLC applicants. The term "external organization" is defined, by ESEA, as: "(A) a nonprofit organization with a record



of success in running or working with before- and after-school (or summer recess) programs and activities; or (B) in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before- and after-school (or summer recess) programs and activities (ESEA, Section 4201(b)(4)).

The list of prescreened organizations is available on OSSE's 21st CCLC webpage at <https://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers-cclc>.

OSSE will periodically verify "good standing" status for each organization using the debarred vendor list found in DC's Excluded Parties List. All prescreened external organizations will remain on the list for two years from the date posted on the OSSE website. This list is not meant to be exhaustive and does not include a complete list of all eligible organizations. Please note that the inclusion of an organization on the list is not an endorsement of the organization, nor is it a certification or guarantee of the quality of service provided by the organization.

ELIGIBILITY FOR SERVICES FUNDED BY TITLE IV, PART B (WHO CAN BE SERVED)

ESEA, Section 4203(a)(3), as amended, requires that a state education agency will make awards under this part to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d); and other schools determined by the LEA to be in need of intervention and support; and the families of such students.

AUTHORIZED PROGRAM ACTIVITIES

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

According to USED guidance, local subrecipients are limited to providing activities within the following list:

- academic enrichment learning programs;
- mentoring programs;
- remedial education activities;
- tutoring services;
- well-rounded education activities, including such activities that enable students to be eligible for

credit recovery or attainment;

- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;
- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy (open to adults who are family members of participating students);
- 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 and counseling programs;
- programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as "STEM"), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 *et seq.*) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 *et seq.*).

HOURS AND DAYS OF OPERATION

Research demonstrates that effective 21st CCLC programs have students participating on a regular (not drop-in) basis. Eligible 21st CCLC programs must offer services for a minimum of three hours per day on at least four days per week for 25 weeks (a total of at least 300 hours per regular school year) of services to students. (OSSE's objective is that 75 percent of funded programs provide no less than 15 hours of services per week). Services to adult family members do not contribute to the 12 hour minimum. The minimum hours do not include summer program hours.

In considering hours of operations of a center, programs should also remember that they must report attendance for students, indicating the number of stu-



dents who are considered “regular attendees.” As described, USED defines “regular attendees” as those students who attend the program for 30 or more days during a program year.

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) Reminder: 21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year for a minimum of three hours per day at four days per week for 25 weeks.

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 specific before-school, after-school, and summer-school (optional) activities to be funded; the way in which the activities will improve student achievement; the way in which students will travel safely to and from the learning center; the nature of the partnership(s) between LEAs and CBOs as appropriate; an evaluation of the community needs; the available resources for the learning center; and other provisions requested in the application.

Annual Continuation Application

All awards are made for a period of no less than three years. Applicants awarded funds will be required to complete and submit an annual continuation application annually prior to being awarded continuation funds in years two and three. The continuation application will be online in OSSE’s EGMS and information regarding the application will be communicated to subrecipients prior to the end of each program period. Continuation of awards in years two and three is contingent upon the availability of Federal funds; the subrecipient’s demonstration 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 the appropriate expenditure of funds throughout each grant award period.

Applications Not Considered for Review

Applications may not be considered for review for various reasons, including but not limited to failure to meet the prescribed deadline for submission of all Request of Applications (RFA) documents and required attachments as stated in this document; failure to meet eligibility criteria; or inclusion in the application of a subrecipient currently in year one or two of a 21st CCLC grant award who is eligible to receive a continuation award for the SY 2018-2019 program period.

MEASURES OF EFFECTIVENESS

The 21st CCLC program is based on sound principles of effectiveness that will guide local subrecipients to identify and implement programs and activities that can directly enhance student academic achievement. In accordance with ESEA Section 4205(b), programs must be based on the following:

- an assessment of objective data regarding the need for before- and after-school (or summer recess) programs and activities in the schools and communities;
- an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- if appropriate, evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards;
- measures of student success that align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A); and
- procedures to collect the data necessary for the measures of student success described.

According to the USED publication “Working for Children and Families: Safe and Smart II-After-School Programs”, there are nine characteristics present in high-quality extended learning programs. The 21st CCLC peer reviewers will look for these qualities in the program design. These qualities are:

- Goal Setting, Strong Management, and Sustainability;
- Quality After-school Staffing;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with CBOs, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and After-school Personnel;
- Monthly Program Activities and Timeline; and
- Evaluation of Program Progress and Effectiveness.



PRIORITIES

In accordance with ESEA Section 4204(i)(1), as amended, priority will be given to applicants that:

- Propose to provide services to students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities (ESEA, Section 1111 (d)) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes (https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/List%20of%20Priority%20and%20Focus%20Schools%20for%20the%202017-18%20School%20Year_1.pdf); enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and the families of students described above;
- Submit applications that are submitted jointly by eligible entities consisting of not less than one LEA receiving funds under part A of title I; and a CBO or other public or private entity; and
- Demonstrate that the activities proposed in the application are not accessible to students who would be served, as of the date of the application, or would expand accessibility to high-quality services that may be available in the community.

SPECIAL RULE. OSSE shall provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality to meet the requirements.

OSSE will also award competitive priority points to programs that propose to:

- Serve students who attend a Priority or Focus school.
- Implement Science, Technology, Engineering, and Mathematics (STEM) programs to 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.
- Provide services to eligible students for no less than 120 hours or more in the summer.
- Serve students in grades six through twelve; students with disabilities; and/or students in early learning programs.

NUMBER AND AMOUNT OF GRANT AWARDS

In accordance with ESEA Section 4204(g) & (h), as

amended, a 21st CCLC grant may not be made in an amount that is less than **\$50,000** or for an award period less than 3 years. No matching funds are required.

Grant award amounts will be made based on a consideration of number of students served, the needs of the students that will be served and services provided to families of participating student.

CHANGE IN THE SIZE OF GRANT AWARDS

Subrecipients are required to serve at least 75 percent of the number of regularly attending student participants for which they have been funded by the end of March 30th of each year of the award. Regular attendees are defined by USED as students who attend the program for 30 days or more during the course of a program year. Program participants must sign a daily attendance sheet that must be maintained by each program. If the subrecipient fails to serve 75 percent of the number for which the program was funded (projected number of participants), OSSE may reduce the award amount to align with the number of students actually being served. The reduction of the award to reflect the number of students being served will start at the beginning of the second or third year of the 21st CCLC award. OSSE will offer technical assistance support to assist subrecipients in developing strategies to increase enrollment and improve attendance of program participants.

Note that if a subrecipient which is demonstrating compliance with grant requirements serves more regularly attending students than projected, it may seek and be considered for supplemental funding subject to availability of additional funds.

GRANT AWARD PAYMENTS

Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the subrecipient to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Drawdown rates are one method of ensuring that programs are being implemented in a timely manner. OSSE encourages subrecipients to meet the following draw down percentages at the end of each quarter in order to stay on track for meeting annual draw down requirements.

- First Quarter: 10 percent or more
- Second Quarter: 30 percent or more
- Third Quarter: 60 percent or more
- Fourth Quarter: 85 percent or more for subrecipients in their first or second year. Note: Subrecipients in their third year must draw down 100 percent of the grant award in the Fourth Quarter.



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 program will become self-sustaining.

GRANT MONITORING

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

PROFESSIONAL DEVELOPMENT TRAINING

In order to ensure that 21st CCLC programs implement effective strategies through ongoing technical assistance and training; and to coordinate professional development for staff in specific content areas and youth development (ESEA, Section 4203(a)(6)), all newly-funded 21st CCLC subrecipients must attend a Post Award Conference (provided for all new program directors and coordinators). The conference will take place shortly after 21st CCLC grants are awarded. Subrecipients will be notified of the time and location.

All subrecipients are required to attend no less than three technical assistance trainings offered by OSSE during each annual award period. 21st CCLC staff that are responsible for the programmatic and fiscal administration of the 21st CCLC program are required to attend training relevant to their respective areas of work. Please contact OSSE if you would like assistance in identifying appropriate professional development opportunities.

In addition, OSSE requires all 21st CCLC subrecipients to attend the following two national conferences:

Beyond School Hours Conference:

One (1) or more program staff members and supporters (to include a reasonable combination of the program director, a site director, instructors, or a partner representative) must attend the annual Foundations, Inc. Beyond School Hours Conference. Participation costs include registration costs of approximately \$600.00 per person plus travel, food, and lodging. For more information about Foundations Inc. go to: www.foundationsinc.org.

21st CCLC Summer Institute:

One (1) or more program staff members and partners must attend the 21st CCLC Summer Institute spon-

sored by USED. There is no cost for registration. Travel, food, and lodging need to be covered.

Note that costs associated with attending allowable conferences, such as registration, travel, lodging, per diem, etc. should be factored into the proposed 21st CCLC budget. See pages 27 & 28 for budget information.

VENDOR REGISTRATION

All entities must register to become a vendor in DC and must have a current Employer ID Number (EIN) in order to submit a 21st CCLC application. Information on how to apply for an EIN can be found [here](#).

Federal Acquisition Regulations (FAR) require any entity applying for Federal grants 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 receiving Federal grant funds will need to produce a unique identifier. OSSE requires subrecipients meet this requirement by securing a Data Universal Number System (DUNS) number. A DUNS number is required to apply for a SAM account and for the 21st CCLC application. Information on how to apply for a DUNS number can be found [here](#).

DECISION ON AWARDS

The review panel for this RFA is composed of external, 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 applications submitted. OSSE reserves the right to inspect the proposed 21st CCLC program site and facilities before an award is approved. OSSE makes the final determination on awards.

GRANT AWARD AND NOTIFICATION

All awards are subject to availability of Federal and local funds as applicable. Grant applications are subject to negotiation with OSSE, and final awards may be lower than proposed. Applicants will receive email notices of the outcome of their application for funding. Grant awards are not final until approved by OSSE and the subrecipient receives a grant award notification (GAN).



RENEWABILITY

OSSE will not participate in the renewability option as found in Section 4204(j) of ESEA. Section 4204(j) of ESEA provides OSSE the option to renew grants awarded to eligible entities under ESEA based on the eligible entity's performance during the preceding grant period. Under section 312 of the Department of Education Appropriations Act, 2016, the provisions of ESEA apply to 21st CCLC program grants awarded during the 2017-18 school year and later years.

OSSE will continue to use ongoing monitoring and reporting systems to track 21st CCLC program performance. The first and second year of the three-year grant award will be reviewed annually for consideration of continued funding. 21st CCLC subrecipients desiring to provide 21st CCLC services beyond the third year of the three-year grant award will need to submit a new 21st CCLC competitive application, but receiving a new award is not guaranteed.

EXTENDED LEARNING TIME

21st CCLC funding may be used to conduct authorized activities before and after school, during the summer, during non-school hours (or periods when school is not in session) and during extended learning time (ELT), or to provide services during a single learning period, such as during ELT only, based on the needs of the students served through the ELT.

ELT does not include the minimum of one hundred eighty (180) regular instructional days that are at least six (6) hours in length for students, including time allotted for and services implemented to meet District requirements pursuant to 5-A DCMR § 2100.3 (<http://dcrules.elaws.us/dcmr/5-a2100>).

Where there is an existing ELT program, 21st CCLC funds may only be used to supplement, and in no case supplant, local resources. If an applicant proposes to use 21st CCLC funding to support an existing ELT program, the applicant must clearly describe how 21st CCLC funding will be used to increase the size and/or scope of the existing program. Increased size and scope of services may include, but are not limited to, the number of sites served, site location changes, grades served, number of students and adults served, hours and days of services, and program curriculum changes that differ from the existing program. For more information regarding the requirement related to supplementing, but not supplanting funds, please see: <https://www2.ed.gov/programs/21stcclc/21stcclc-elt-faq.pdf>

If an applicant proposes to use 21st CCLC funds to support ELT services previously supported with non-

federal funds that are no longer available, the applicant must attach evidence that the program would not be implemented in the absence of a 21st CCLC award.

Acceptable evidence includes documentation to confirm that, in the absence of 21st CCLC funds, the applicant would have eliminated staff or other services in question. Applicants should be mindful that if the entity currently offers ELT services for school year 2017-2018, then 21st CCLC funds can only be used to expand the existing program and not to fund elements of the program for which nonfederal funds have already been reserved.

TIMELINE OF ACTIVITIES

Date	Task
April 13, 2018	Notice of Funds Availability
April 27, 2018	Release of Request for Application (RFA)
May 4, 2018	EGMS Application Available
May 8 & 17, 2018	In-Person Application Training Sessions
May 10 & 15, 2018	Webinar Application Training Sessions
June 18, 2018	Application Deadline
June — July 2018	Peer Review of Applications
July 2018	21st CCLC Grant Award Notification (GAN)
August 2018	Post Award Training Sessions
October 1, 2018	New Programs Must Commence



CONTACT PERSON

For further information regarding this RFA and the associated competitive process, please send your query to 21stcclc.info@dc.gov or contact the following program staff:

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 RFA. The RFA will be available on OSSE's online EGMS website at <http://grants.osse.dc.gov/> and on OSSE's 21st CCLC webpage at <https://osse.dc.gov/service/title-iv-part-b-21st-century-community-learning-centers-cclc>.

For additional information about the application process, contact OSSE's Division of Elementary, Secondary and Specialized Education at (202) 442-3255 or 21stcclc.info@dc.gov.

APPLICATION TRAINING SESSIONS

OSSE will provide two web-based pre-application technical assistance sessions on **Thursday, May 10 and Tuesday, May 15, 2018**. The pre-application technical assistance sessions will include an overview of the 21st CCLC grant program, competition, and EGMS for application submissions; and will provide technical assistance for any grant competition inquiries. Potential applicants may register for the web-based technical assistance sessions by clicking the following dates. Note that each session will contain the same content:

- [May 10 Registration](#)
- [May 15 Registration](#)

Two in-person pre-application technical assistance sessions will be held at OSSE (1050 1st Street, NE, Washington, DC) on **Tuesday, May 8 and Thursday, May 17, 2018**. Potential applicants may register for the session at <https://www.surveymonkey.com/r/YJLDZRD>. Please note that seating will be limited so please limit the number of staff registering and attending the in-person session to three (3) or less.

SUBMISSION LOGISTICS

The 21st CCLC application is available online through OSSE's EGMS website at

<http://grants.osse.dc.gov/>.

Applicants who have not done so will need to create a new vendor account on EGMS. The new vendor account will require an applying organization's EIN, a completed W-9 Request for Taxpayer Identification Number and Certification form, and a completed Master Collection Form (MCF). Links to the W-9 and MCF can be found in the EGMS. Applicants will upload all required documents electronically into the EGMS including:

- Partner Attestation Form
- Proof of Liability Insurance
- Building Use Agreement

APPLICATION QUESTIONS

Applicants are encouraged to email their questions to 21stcclc.info@dc.gov on or before Friday, June 8, 2018. 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.

GENERAL GRANT PROVISIONS

Payments

The subrecipients will be reimbursed pursuant to the grant award notification (GAN). 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 13 & 14 for payment policy information.

Audits

At any time before final payment and five (5) years thereafter, OSSE may have subrecipients' expenditure statements and source documentation audited. See pages 12 & 13 for the payment distribution process.

REPORTING REQUIREMENTS

Interim Reporting

Subrecipients are required to submit quarterly performance 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. Documentation to support interim reports should be readily available for monitoring purposes. Documentation includes, but is not limited to, contracts and agreements, program agendas, lesson plans, and sign-in sheets.

Timely submission of these interim reports is essen-



tial 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.

Annual External Evaluation Report

Subrecipients are required to submit a copy of the annual 21st CCLC program evaluation report to OSSE within 30 days of the beginning of the next 21st CCLC program year.

The external evaluation cost total cannot exceed eight percent of the total award amount. **The annual 21st CCLC program evaluation must be conducted by an external evaluator or organization. See the Frequently Asked Questions section for external evaluation requirements.**

Federal Data Collection System Reporting

In accordance with the terms and conditions of the 21st CCLC grant award, subrecipients are required to collect and submit Annual Performance Report (APR) information through the USED's 21APR data collection system.

The web-based 21APR data collection system funded by the USED is 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 USED with the capacity to respond to Congressional, Office of Management and Budget (OMB), and other USED inquiries about the program.

The 21APR data collection system will provide system-generated reports to help all system users to understand the attributes of programs in their state and nationwide; to assess subrecipient performance relative to the performance indicators for the program; and to obtain information that will inform monitoring, evaluation, and program improvement efforts.

A technical assistance session about 21APR data submission requirements will be provided during spring 2019.

CERTIFICATIONS AND ASSURANCES

Applicants shall complete and submit all certifications and assurances found in the Central Data section of the EGMS prior to submitting the 21st CCLC application. Certifications and assurances must be approved by the applicant's director prior to submission. See

page 20 for Central Data completion information.

All certifications and assurances within the 21st CCLC application must be checked off in EGMS. See the Attachments section on pages 28 & 29 for details.

EQUIPMENT

All technology equipment purchased with 21st CCLC funds must meet the Partnership for the Assessment of Readiness for College and Careers (PARCC) Technology Guidelines found at <https://www.isbe.net/Documents/Technology-Guidelines-for-PARCC-Assessments.pdf>

Equipment must be properly inventoried and labeled to reflect this requirement. Further guidance regarding general grant provisions will be given at the mandatory post-award conference for successful applicants.



FREQUENTLY ASKED QUESTIONS ABOUT THE 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 <https://www2.ed.gov/programs/21stcclc/guidance2003.pdf>.

To the extent that Non-Regulatory Guidance conflicts with ESEA, the statute controls.

Why can't individual schools within an LEA apply directly for funds?

In accordance with ESEA, Section 4201(b)(3), as amended, only LEAs are eligible to apply, not individual schools.

What if an outside agency wants to work with an individual school within an LEA?

The outside agency such as a CBO or faith-based organization (FBO) must enter into an agreement directly with the LEA, **not** the individual school. This will ensure that collaboration is present with the LEA, and in the event the leadership at the individual school changes, the program will be able to continue implementation with, perhaps, minor modifications.

Is collaboration a requirement for organizations eligible to apply?

ESEA, as amended, contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) requires applicants to provide a description of any partnership between an LEA, a CBO, and another public entity or private entity, if appropriate. 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 funds under part A of Title I and another eligible entity. 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 LEAs, 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. Applications 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. (See Title 2 of the Code of Federal Regulations (2 CFR) Section 200.439). Federal funds may be used to rent or lease a vehicle to transport students to and from the facility as long as an analysis is made showing that rental or lease costs are the most economical approach (See 2 CFR Section 200.318(d)).

Can 21st CCLC program funds support services to adults?

Yes. 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 opportunities for active and meaningful engagement in their child's education, including opportunities for literacy and educational development.

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, after-school, evenings, weekends, or summer. 21st CCLC funding may be used to conduct authorized activities during extended learning time (ELT) provided that the ELT does not include the minimum of one hundred eighty (180) regular instructional days that are at least six (6) hours in length for students, including time allotted for and services implemented to meet District requirements pursuant to 5-A

DCMR § 2100.3. 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.

Can 21st CCLC funds be used solely to support summer programs?

21st CCLC funds may not solely be used to support a summer program, as services must be offered during the school year for a minimum of three hours per day at four days per week for 25 weeks.

Several civil rights laws apply to recipients of Federal grants. Do these laws apply to private organizations that receive a grant under this program?

Yes. Civil laws apply to recipients of Federal financial assistance, whether they are public or private. They include Title VI of the Civil Rights Act, which bars discrimination based on race, color, or national origin; Title IX of the Education Amendments of 1972, which bars discrimination based on gender; Section 504 of the Rehabilitation Act of 1973, which bars discrimination based on disability; and the Age Discrimination Act of 1975.

Section 8534 of ESEA, as amended, provides that nothing in ESEA shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under title IX of the Education Amendments of 1972), national origin, or disability in any program funded under ESEA.

Are faith-based organizations (FBOs), including entities such as religious private schools, eligible to receive 21st CCLC grants from OSSE?

Yes. 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 subrecipient, 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, FBOs and CBOs 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 Uniform Administrative Requirements, Cost Principles, and Audit Requirements in 2 CFR Part 200 provides further guidance regarding these accounting requirements.

What criteria are required for conducting a STEM-centered 21st CCLC program?

A STEM-centered 21st CCLC program may include various methodologies, but the basic criteria are as follows:

- 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; and
- Must engage children and youth populations who are underserved and underrepresented in STEM programs and careers (e.g., English Learners, students of color, etc.).

Successful results and outcomes in meeting STEM-centered program goals or objectives must be demonstrated in the 21st CCLC application.

What are the facility requirements for a 21st CCLC subrecipient?

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

Regulations: The applicant’s facilities used during the performance of this agreement shall 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. **A copy of a Building Use Agreement must be submitted with the 21st CCLC application. See the Attachments section for details.**

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; and must be able to show proof of insurance coverage as required by law. **Proof of liability insurance must be submitted with the 21st CCLC application. See the Attachments section for details.**

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 subrecipient?

All programs must be able to ensure that adequate security is provided for participants and that the costs are budgeted.

Can the 21st CCLC program be located in a facility that currently has another after school program?

Yes; however, this is not always the optimal situation. If there is currently an after-school 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?

No. OSSE 21st CCLC awards are given to applying 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?

Recipients of 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 subrecipients 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 subrecipient?

Any subrecipient that expends \$750,000 or more of Federal awards in a fiscal year must have a single or program-specific audit conducted for that year in accordance with the provisions set forth in 2 CFR Part 200, Subpart F – Audit Requirements. Subrecipients must submit a copy of their single audit report and financial statement to OSSE. These reports must be submitted within nine (9) months after the end of the fiscal year, or 30 days after the auditor has signed the report, whichever comes first. If a subrecipient did not expend \$750,000 or more in Federal awards, the subrecipient must complete, sign, and submit to OSSE the Single Audit Exemption Certification form and a copy of its financial statement. Subrecipients may contact the OSSE Office of Grants Management and Compliance for form templates and for more information.

Is there a matching funds requirement?

No. OSSE does not require matching funds.

What are the required clearances for 21st CCLC programs?

Grant administrators will be required to have the following background checks on all of the organization’s staff and volunteers who have regular (at least weekly interaction) and direct contact with children and youth:

- o A cleared FBI background check
- o Results from National Sex Offender Registry
- o DC Criminal Background Check

Clearances must be valid through August 31, 2019. One-day visitors and guests shall at all times be under the direct supervision of a staff member with appropriate clearances. All clearances must be valid for the duration of the grant period and align with the program site requirements (DCPS, DCPCS, etc.). Employees, volunteers or contractors who are newly hired or under contract by the organization and have direct and unsupervised contact with children and youth, must have background checks and clearances prior to working with program participants. Subrecipients must ensure that appropriate documentation is kept within each personnel file.

Grant administrators will also be required to have results of unexpired tuberculosis (TB) tests on file for all of the organization’s staff and volunteers who have regular (at least weekly interaction) and direct contact with children and youth.

Approved 21st CCLC subrecipients must comply with District of Columbia Municipal Regulation 5A-137.1 which requires TB tests (with results) for employees and volunteers annually. Persons with positive test results should be promptly evaluated by a licensed health care practitioner immediately and each following year.

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. Approved 21st CCLC subrecipients must conduct background checks every two years for employees and volunteer staff members prior to allowing these individuals to work directly 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 ESEA, as amended. At the completion of each year of implementation, the 21st CCLC subrecipient will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report submitted to USED; programmatic and fiscal reviews; and the completion of an annual continuation application. See the Reporting Requirements section on pages 8 & 9 for additional information.

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 percent of their annual award may be subject to a reduction of up to 20 percent of their continuation award. Subrecipients in the first and second year of their grant award may carry



over up to 15 percent of their award into the next program year. 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 sub-recipient?

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. Some of the costs that 21st CCLC funds may not support include but are not limited to the following:

- Preparation of the Application Proposal
- 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 not allowable expenditures.)
- Unapproved out-of-state or overnight field trips, including retreats, lock-ins, etc.
- Incentives (e.g. gift cards, prizes, plaques, trophies, stickers, t-shirts, giveaways)
- Promotional or Marketing Items (e.g., flags, banners, buttons, keychains, pens)
- Decorative Items
- Purchase of facilities or vehicles
- Land acquisition
- Furniture
- Capital Improvements or 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

Can I use grant funds to purchase food for the program?

Food may only be purchased using Federal funds when the cost is associated with meetings and conferences in which the primary purpose is the dissemination of technical information, i.e. professional development

conferences and trainings (2 CFR Section 200.432). For additional guidance, see <https://www2.ed.gov/policy/fund/guid/gposbul/faqs-grantee-conferences.doc>.

All applicants are strongly encouraged to apply for the U.S. Department of Agriculture's (USDA's) food and nutrition programs 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 parental involvement and/or student participation, a healthy nutritious snack may need to be provided. All successful applicants are again 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, National School Lunch Program and Summer Food Service Program. These Federal funds are available to reimburse schools and non-profit organizations for nutritious snacks and meals served to children and youth in after-school 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.

Applicants may find the percentage of Free & Reduced Lunch students for DCPS and charter schools on the Learn DC website: <http://learndc.org/>. To access Free & Reduced Lunch data on Learn DC, applicants can search for individual schools and follow the link on each School Profile page to the most recent equity report. Applicants can then find Economically Disadvantaged data under the Student Characteristics section in the equity report. Note that Free & Reduced Lunch data falls under the Economically Disadvantaged category in the Learn DC website.

Applicants can follow the link to the Child Nutrition program on USDA's 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 has additional information regarding food programs and resources: <https://osse.dc.gov/health-and-wellness-0>

What is the indirect cost rate to be used in the 2018-2019 21st CCLC Budget?

Indirect Cost rates for non-profit organizations may be included in the budget in accordance with the restrict-



ed indirect cost rate of eight percent of a subrecipient's 2018-2019 allowable direct costs.

LEAs must submit an indirect cost rate proposal to OSSE for review. The proposal should be submitted to the Office of Grants Management and Compliance at osse.grantscompliance@dc.gov, using the approved LEA Indirect Cost Rate Template found at <https://osse.dc.gov/publication/indirect-cost-information-and-templates>. OSSE will issue a letter stating the approved rate and period for which that rate is applicable, once it is reviewed and approved.

Institutes of Higher Education (IHE's) must provide a letter each fiscal year from The Department of Health and Human Services (DHHS) stating their approved indirect cost rate. If the letter does not specify a separate restricted and unrestricted rate, the De Minimis rate of 8 percent will be used as the restricted rate. The rate on the letter will be used as the unrestricted rate.

For-Profits are not entitled to the De Minimis rate of 8 percent. They must provide an approved indirect cost rate letter from a federal agency to OSSE in order to receive an indirect cost rate on their OSSE grants.

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 percent 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.

Are there guidelines for determining staff compensation?

Compensation for staff should be reasonable. Staff salaries must follow general market rates for hourly wages.

Can employees of the program be hired as independent contractors?

No. 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.

Independent contractors are those individuals who are not affiliated with the subrecipient 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 employment agreement/contract 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 LEA 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.

Can employees receive raises, bonuses, or incentives under this grant award?

Yes. 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 21 percent. For part-time employees, fringe benefits may not exceed eight percent.

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 on-site monitoring visits.

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 fiscal agent subcontract the management of the program?

No. The fiscal 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 subrecipients are constantly building relationships that will result in additional funding resources for program sustainability. Each year, subrecipients 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 subrecipients 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 evidence-based research). The second element involves evaluating the effectiveness of your program using evidence-based principles. For the purpose of the state evaluation, program submissions will include measures toward the state performance indicators as listed on pages 32 & 33 at a minimum. Subrecipients are required to comply with state level evaluation activities.

What is evidence-based research?

21st CCLC programs must indicate how they meet the principles of effectiveness described in the law. According to ESEA Section 8101(21), as amended, 21st CCLC activities, strategies, and interventions must:

- demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - strong evidence from at least one well-designed and well-implemented experimental study;
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

While the ESEA definition of “evidence-based” states that “at least one study” is needed to provide strong evidence, moderate evidence, or promising evidence for an intervention; subrecipients should consider the entire body of relevant evidence and prioritize strong and moderate evidence. Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.



The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context. Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention.

An evidence-based implementation plan, developed with input from stakeholders, sets up subrecipients for successful 21st CCLC program implementation. Implementation plans may include the following components:

- A logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes;
- Well-defined, measurable goals;
- Clearly outlined roles and responsibilities for people involved, including those implementing the intervention on the ground, those with a deep understanding of the intervention, and those ultimately responsible for its success;
- Implementation timelines for successful execution;
- Resources required to support the intervention; and
- Strategies to monitor performance and ensure continuous improvement, including plans for data collection, analysis and/or an evaluation.

Additional evidence-based research and implementation guidance may be found in the *USED Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* at <https://www2.ed.gov/policy/elsec/leg/ESEA/guidanceuseinvestment.pdf>.

What is an evaluation that is 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 USED's definition of scientifically-based evaluation methods, please visit <https://www2.ed.gov/legislation/FedRegister/finrule/2005-1/012505a.pdf>.

What are the components of a high-quality after-school program?

The list below describes the characteristics used to

help integrate the after-school program, the regular school day and existing partnerships within the community. Produced by the North Central Regional Educational Laboratory, the characteristics describe learning taking place in varying formats and designs. After-school 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 after-school programs.

High-quality after-school 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 after-school 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 after-school, 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 subrecipients?

Each subrecipient 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;
- used to assess effectiveness of activities;
- shared with OSSE; and
- made available to the public upon request.

Local subrecipients must work with OSSE to evaluate the academic progress of children participating in the state's 21st CCLC program. Program subrecipients will be required to complete the APR indicating locally-collected data such as: number of hours of programming; enrollment per site; achievement and grade data; regularly-participating students, etc. Subrecipients will also be responsible for participating in activities and evaluation programs 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 subrecipients to distribute and collect said surveys and the information gathered will be reported on the APR.

In addition to the evaluation requirements described, subrecipients 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 eight percent of the award amount.

What are the reporting requirements for local subrecipients?

Each year, subrecipients are required to submit APR data into USED's 21APR data collection system describing program activities, performance measure outcomes, and other data as required by USED. Additionally, quarterly programmatic reports will be required to track and document progress over time. Included in the interim reports will be descriptive data addressing, quarterly projected and actual participant attendance, feeder schools, program activities, partner information, external evaluation status, and lessons learned.

All program data management will be the responsibility

of the subrecipient. General support to include quarterly report templates and technical assistance will be provided to the subrecipients by OSSE.

Timely submission of the Annual External Evaluation Report, APR to USED's 21APR data collection system, 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 subrecipients.

What portions of the Education Department General Administrative Regulations (EDGAR) apply to the 21st CCLC program?

The following regulations are applicable to the 21st CCLC Program: 2 CFR Part 200; Uniform Administrative Requirements, Cost Principles, and Audit Requirements, Subpart B—General Provisions, Subpart C—Pre-Federal Award Requirements and Contents of Federal Awards, Subpart D—Post Federal Award Requirements, Subpart E—Cost Principles, and Subpart F—Audits; 34 CFR Part 76—State-Administered Programs; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; and 34 CFR Part 99—Family Educational Rights and Privacy. The Code of Federal Regulations can be found at <https://www.ecfr.gov/cgi-bin/ECFR?page=browse>

Applicants are reminded of their obligation under Section 504 of the Rehabilitation Act of 1973 (<https://www2.ed.gov/about/offices/list/ocr/504faq.html>) to ensure that their proposed community center program and facility is accessible to persons with disabilities.

What flexibility do 21st CCLC subrecipients have in making changes to a program's size and scope of services?

21st CCLC applicants are awarded funds deemed sufficient to implement the program as described in the application and may not modify the program without written approval from OSSE. Modifications will be considered when the program has been implemented for a period of time sufficient to determine that student needs have changed. Attempting to modify the program after receiving an award and prior to implementa-



tion would circumvent the competitive process and consequently is not allowed.

21st CCLC subrecipients who wish to make changes to a 21st CCLC program's size and scope of services must submit a formal 21st CCLC Program Modification Letter to OSSE. Changes in 21st CCLC program size and scope of services include, but are not limited to, the number of sites served, site location changes, number of students and adults served, hours and days of services, key staff position, and program curriculum changes that differ from the approved program.

Depending on the modification, additional documentation such as best practice research, program lesson plans, and similar evidence must be submitted with the Program Modification Letter to support any modifications.

The 21st CCLC Program Modification Letter must be submitted on the 21st CCLC subrecipient's official letterhead and signed by the 21st CCLC Director. The letter and the supporting documentation may be submitted to OSSE at 21stcclc.info@dc.gov. OSSE will review the letter and supporting documentation, and will provide feedback as needed. Note that if a program modification is rejected by OSSE, the 21st CCLC subrecipient must continue to provide the same scope of services as currently approved.

OSSE has the right to decrease 21st CCLC funding for programs that fail to serve at least 75% of the projected number of students for which funding was provided by the end of the second quarter.



21st Century Community Learning Centers



APPLICATION INSTRUCTIONS

Instructions for completing the 21st CCLC application are available online through OSSE's EGMS website at <http://grants.osse.dc.gov/>. Detailed instructions have been included in each section of the application.

APPLICATION GUIDELINES

CENTRAL DATA

Prior to submitting the 21st CCLC application, applicants are required to complete and submit Central Data in EGMS.

Central Contacts

Applicants will provide "Administrative Office", "Head of School/Organization", and "Business Manager" contact information. If the "Head of the Organization" also fulfills the "Business Manager" role, populate both sections with the same information.

Data Universal Number System (DUNS) Number & System of Award Management (SAM) Account

All entities doing business with the Federal government (receiving Federal grant funds) will need to register for a Data Universal Number System (DUNS) number and a System of Award Management (SAM) account in order to complete the Central Data section. Instructions on how to apply for a DUNS number and SAM account can be found in the EGMS and on page 6 of the RFA. Note that applicants must have a current DUNS number and SAM account. Expired DUNS number and SAM account information will not be accepted.

Assurances

Central Data assurances can be found on pages 35-38 of the RFA. Applicants should refer to the regulations cited in the "Assurances" tab in Central Data to determine the certifications and assurances to which they are required to attest. Applicants should also review the instructions for certifications and assurances included in the regulations before completing them. The certifications and assurances shall be treated as a material representation of fact.

Applicants who do not complete the "Assurances" tab in Central Data will not be eligible to apply for the 21st CCLC grant.

Allocations and Funding Summary

The amounts in the "Allocations and Funding Summary" section will reflect the application budget after the application is submitted and approved. Until the application and budget are approved, the amounts in this section will remain at \$0.

Submit

Applicants must run a consistency check for all Central Data information prior to the final submission. If no issues appear as a result of the consistency check, the applicant may submit Central Data information.

21ST CCLC APPLICATION

Contact Information

Applicants will provide 21st Century "Grant Manager" and "Program Contact" information. If the "Grant Manager" also fulfills the "Program Contact" role, populate both sections with the same information. Up to five additional email addresses may be included for staff who wish to receive copies of automated EGMS approval/disapproval notices.

Site Contact Information

Applicants will include the number of 21st CCLC program sites and will provide 21st CCLC program site contact information including the site name, point of contact, physical address, the point of contact's phone number and email address and the DC ward number.

Funding Distribution

The amounts in the "Funding Distribution" section will reflect the application budget after the application is submitted and approved. Until the application and budget are approved, the amounts in this section will remain at \$0.

Budget Consolidation

This flexibility is only available to LEAs who are implementing schoolwide programs and want to consolidate 21st CCLC funds into a "school-wide program" pool of funds. An LEA that chooses to consolidate and use funds from different Federal programs shall not be required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the Schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that was consolidated to support the Schoolwide program. Consolidation section and create a 21st CCLC budget based on the revised 21st CCLC amount, as applicable.

Program Application Requirements

Criteria 1: Executive Summary (Maximum 5 Points)

All applicants are required to provide a brief summary that describes the proposed 21st CCLC program. The summary must:

- Describe a need for the 21st CCLC program
- Identify the schools to be served and the reasons for selecting the target population
- Include a theory of action



- Identify the program's key design elements and evidence-based practices to achieve desired outcomes
- Describe program partners' capacity to effectively support the 21st CCLC program

Criteria 2: Application Priorities (Maximum of 10 Cumulative Points)

Section 1: Determination of Eligibility

Absolute Priority

Applicants must:

- Propose to provide services to students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities (ESEA, Section 1111 (d)) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes have been identified as in need of improvement (https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/List%20of%20Priority%20and%20Focus%20Schools%20for%20the%202017-18%20School%20Year_1.pdf); enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and the families of students described above;
- Submit applications that are submitted jointly by eligible entities consisting of not less than one LEA receiving funds under part A of title I; and a CBO or other public or private entity; and
- Demonstrate that the activities proposed in the application are not accessible to students who would be served, as of the date of the application, or would expand accessibility to high-quality services that may be available in the community.
- propose to offer activities that are not otherwise accessible to students who would be served, or that would expand access to high-quality services that may be available in the community.

Competitive Priority Points (Maximum 10 points)

Competitive Priority will be awarded to applicants that meet one or more of the following criteria up to a cumulative total of not more than 10 points:

- Five (5) points will be awarded to applicants who propose to provide services to students who attend schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities (ESEA, Section 1111 (d)) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes have been identified as in

need of improvement (https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/List%20of%20Priority%20and%20Focus%20Schools%20for%20the%202017-18%20School%20Year_1.pdf); enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and the families of students described above;

- submit applications that are submitted jointly by eligible entities consisting of not less than one LEA receiving funds under part A of title I; and a CBO or other public or private entity; and
- demonstrate that the activities proposed in the application are not accessible to students who would be served, as of the date of the application, or would expand accessibility to high-quality services that may be available in the community.
- Five (5) points will be given to applicants who plan to implement STEM programs to 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; and/or
- Five (5) points will be awarded to applicants proposing to provide 21st CCLC programs to students for 120 hours or more during the summer break period; and/or
- Five (5) points will be awarded to applicants who propose to serve students in grades six through twelve; students with specialized education needs; or students in early learning grades.

SPECIAL RULE. OSSE shall provide the same priority to an application submitted by an LEA if the LEA demonstrates that it is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality to meet the requirements.

Section 2: Justification of Eligibility

For the competitive priorities selected in Criteria 2, applicants must describe how the program will meet the competitive priorities selected in the competitive priority section.

Criteria 3: Needs and Resource Assessment (Maximum 10 Points)

In accordance with ESEA, Section 4204(b)(2)(I), as amended, each applicant must use evidence-based data to evaluate the needs of students, families, and community to be served; and must describe the available resources to support the proposed 21st CCLC program. In addition to describing the needs and resource assessment and results; the



applicant must describe how the proposed program will address identified needs, including the needs of working families, in order to increase participants' academic performance, and college and career readiness.

This needs assessment must include:

- A description of the needs of students at risk of educational failure in the targeted community.
- A description of services that are aligned with identified needs in the targeted area(s) where the center(s) will be located.
- Statistics, including but not limited to, area poverty rates; the number of students in identified, low-performing schools.
- 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.
- 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 engagement data, and community concerns.
- A summation of the currently available out-of-school time programming (i.e. after-school, before school, summer programs/camps, etc.), and academic support for students and their families in the targeted school areas, or lack of such support for students and families. Summarize service gaps to be addressed by the program. Explain how the 21st CCLC grant will establish 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.
- A description of how the proposed program will help to remedy the risk factors (needs) that have been identified.
- How the applicant collaborated with relevant stakeholders such as students, parents, teachers, and principals, to determine the needs of students and families and the gaps in services.
- 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: Evidence-Based Program Design (Maximum 40 Points)

Applicants are required to demonstrate their experience or 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.



Key Instructional Practices and Design Elements

In accordance with ESEA Section 4201(a) as amended, each application will be evaluated on the basis of the extent to which it is able to clearly and specifically explain how the key instructional practices and major design elements of the program will:

- 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;
- offer students a broad array of services that are designed to reinforce and complement the regular school day academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development to support students learning at home and school.

Services for families should be based on a needs assessment to determine how families can support children's learning at home and partner effectively with their schools to support their children's education. Students and parents should be actively engaged in the design of the program. Program activities and content should support the proposed goals and objectives designed to address the identified needs of the students and their families, and include opportunities for youth development and enrichment through hands-on project-based and community service learning activities.

All program activities should be evidence-based to support students' overall success. Academic activities should be aligned with the day school curriculum and coordinated with the students' day school teachers.

Family literacy services provided to participants on a voluntary basis must be of sufficient intensity and of sufficient duration to make sustainable changes in a family, and integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Parent literacy training that leads to economic self-sufficiency.
- An age-appropriate education to prepare children for success in school and life experiences

Section 1: Measureable Objectives

Applicants must create measureable objectives will be used to evaluate programs and activities with emphasis on alignment with the regular academic program of the

school and the academic needs of participating students.

Applicants must:

- Address the following four components in each measurable objective:
 - subject (who is the target or focus?);
 - behavior (what will be changed/improved?);
 - specific criteria for assessing improvement, readiness, or achievement; and
 - time period for performance or assessment.
- Identify a minimum of five (5) measurable objectives for students as well as family members. Applicants may use the 21st CCLC performance indicators identified on pages 31 & 32 as a guide for creating their own measurable objectives.
- List 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's major activities for the year.

Note: Weekly 21st CCLC program schedules must reflect objectives and activities.

Sample of Measurable Objective:

Twenty percent 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 percent will move from basic to proficient in each subsequent year of the grant award period.

Section 2: Evidence-Based Program Activities and Services

Applicants must provide a specific and detailed description of how proposed program activities are based on the following measures of effectiveness:

- Assessment of objective data regarding the need for the before-school, afterschool programs, and 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.
- Research-based data that provides evidence that the program will help students meet 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.

Applicants must also describe the evidence-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. "Evidence-based" means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

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

The instructional program should embed all nine components of a high-quality afterschool program including enrichment learning activities. 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).
- 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.

Section 3: Program Coordination

Applicants must describe:

- Partnership(s) that will be created with CBOs, 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);

- Student recruitment and retention activities, including those that target private school student participation that will be implemented;
- How students in the proposed program will travel safely to and from the center and home. The applicant must include in its description of transportation/travel procedures how it will ensure that student whereabouts are accounted for throughout the transportation/travel period, including having appropriate procedures for checking students in and releasing students from the transportation/travel. 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. Note that consideration must be given as to how this plan will meet the transportation needs of working families;
- How the 21st CCLC program will 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. I801-0004, Section 427;
- How information will be disseminated to the community about the center(s) (including their location) in a manner that is understandable and accessible. This includes how the information will be disseminated to English Learner populations;
- How program 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;
- How families will be fully engaged in the 21st CCLC activities to support learning at home and school;
- How literacy and other educational services will be offered to families of participating students. All family engagement activities must be clearly stated and measured for effectiveness;
- How the program schedule will meet the schedule of working families;
- How students and families will access technology (i.e. internet access) and how children will be supervised while using the internet;
- If the applicant plans to use volunteers in activities carried out through the community learning center, how the eligible entity will encourage and

use appropriately qualified volunteers;

- Proposed hours of operation and number of days per week; and
- Facility usage.

Note the last two items listed above will be addressed in the Attachments section of the EGMS.

Criteria 5: Program Management and Implementation (Maximum 10 Points)

Program Implementation Timeline

Provide a schedule of activities/events listing projected dates of implementation (Oct. 1, 2018 through Sept. 30, 2019) for all major activities listed in the program design and evaluation section. Please include beginning and ending dates of proposed 21st CCLC program, activities to be offered, and dates when the program will not be in session.

Applicants must describe how the program will ensure that staff have the capacity to manage the 21st CCLC program to effectively meet the goals and objectives of the 21st CCLC program. The applications will be evaluated on the extent to which there is strong evidence that qualified and capable staff will be hired to implement an effective program. There must be a clearly stated commitment to ongoing professional development and training. The role and responsibilities of each program partner who will be providing services to students and families must be discussed in this section.

21st CCLC Program Staff

The selection and hiring of appropriate personnel to conduct and manage program services is critical to the 21st CCLC program success. Program directors, site coordinators and all other staff should be qualified and experienced in providing services to youth, and actively engage family in the education of their children. All 21st CCLC program staff must be able to accomplish the duties outlined in the proposed scope of work for each position. OSSE will evaluate the staffing positions based on the duties and responsibilities described and the relevant and appropriate skills required to implement the proposed program. OSSE reserves the right to require changes based on its review.

Note: Proposed employees must not be named in the application.

Applicants must:

- Clearly describe the staff recruitment and retention strategies that will ensure qualified staff will be hired;
- Clearly describe the required qualifications for pro-



- posed contractors and employees;
- Clearly describe an annual plan and budget for on-going professional development for staff. The plan must support the performance measures and outcomes for the program and must include descriptions of:
 - The frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design;
 - How the program will ensure staff are capable of effectively working with students and their families who have disabilities and or learning English; and
 - How program 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.

Budgeted expenses may include payment of staff for time to plan and attend professional development training, including required and recommended national conferences;

- Clearly describe staff training, including implementation timelines, in the area of safety (i.e. emergency preparedness, CPR, First Aid, etc.);
- 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 English learning students and their families; and
- Clearly explain how program 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.

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.

Required Staffing Positions

Program Director

The program director will be responsible for managing and implementing the fiscal and programmatic components described in the approved application.

This is to ensure that all 21st CCLC programs comply with all local and Federal regulations and guidelines under the grant agreement in a timely manner.

The director's responsibilities include, but are not limited to:

- Overseeing and ensuring implementation of the approved program activities (programmatic and fiscal monitor program/ budget appropriately);
- Completing required reports and ensuring timely submission to OSSE;
- Developing attendance policy and calendar of activities;
- Supervising site coordinators, administrative staff, and program volunteers;
- Conducting program orientation for staff, parents, students, volunteers, and other key program staff;
- Developing and maintaining health and emergency plans/files;
- Attending mandated program directors' meetings and required professional development trainings; and
- Ensuring compliance with evaluation requirements, including data entry into the 21st CCLC program APR data collection system.

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. The Site coordinator must collaborate with the target school to ensure appropriate academic instruction. Support staff must have appropriate expertise and education experience to work with the specified age group(s) assigned. 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.

Site Coordinator responsibilities include, but are not limited to:

- Ensuring staff and students are assigned classrooms;
- Overseeing staff, volunteers, and students' daily sign-in process and documentation;
- Overseeing drop off and pick up of students;
- Coordinating and distributing daily snacks;
- Ensuring activities are delivered as approved;
- Ensuring field trip activities are completed as scheduled and emergency contacts are accessible; and
- 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.

Criteria 6: Program Evaluation and Monitoring (Maximum 10 Points)

In accordance with ESEA, Section 4205(b)(2)(A-B), as amended, applications will be evaluated on the extent to which the administration, methodology, and use of periodic (at minimum annually) evaluations will be used to refine, improve, and strengthen programs, including activities, and to refine measurable goals for the program. The evaluation plan must include ongoing program assessment of program implementation and quality aligned with the applicant's measurable objectives. 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:

- What types of data will be collected;
- When the data will be collected;
- Which design and methods will be used for data collection;
- Instruments that will be used;
- How the data will be analyzed;
- When reports of results and outcomes will be available;
- How information will be used by the program to monitor progress and to provide information to stakeholders about success at the program site(s); and
- How students and family members will be involved in the evaluation planning and implementation.

Each application must:

- Indicate who is responsible for data collection;
- Describe how the program will be monitored and evaluated for effectiveness, quality, and compliance. This description must include how you will identify an external evaluator who will conduct your formative (ongoing) and summative (annual) evaluation;
- Describe students and family members will be involved in the evaluation planning and implementation;
- Indicate how proposed performance measures relate to the intended outcomes of the program, 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 modify, 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 program records, such as activity logs and attendance rosters, will be utilized in the evaluation and how such data relate to specific program objectives;
- Describe 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);
- Describe how evaluation information will be used to monitor progress and to provide accountability information to stakeholders about the success at the program site(s);
- Provide a timeline of evaluation data collection and reporting activities, including who will receive reports;
- State how students and family members will be involved in the evaluation planning and implementation; and
- Make evaluation results available to OSSE, families, schools, and other partners.

External Evaluator

An external evaluator is required to assess the 21st CCLC subrecipient's progress toward achieving its objectives to provide a high-quality out of school time pro-



gram. The external evaluator shall have in-depth knowledge of the 21st CCLC program to collect qualitative data by observing students' participation and parents' engagement to obtain feedback from parents and students about the 21st CCLC program. The evaluator is expected to provide useful feedback about program effectiveness and recommendations for program improvements based on the collection and analysis of data used to assess progress toward meeting the program's goals and objectives as stated in the approved 21st CCLC application. The cost of the external evaluator may not exceed eight percent of the total annual amount of the 21st CCLC budget.

Criteria 7: Sustainability (Maximum 5 Points)

In accordance with ESEA, Section 4204(b)(2)(K), as amended, applications will be evaluated based on the inclusion of a description of a preliminary plan for how the community learning center will continue after funding under this part ends.

Applicants are required to outline a sustainability plan that specifies how the program will accomplish sustainability in years 1-3 and beyond. The plan must include a description of current public/private partnerships, the plan to expand these partnerships, and the plan 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.

The sustainability plan will use effective, realistic means to maintain funding and continue the program after funding has ended. The applicant will provide evidence 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 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 and timelines 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 October 1, 2018.

Criteria 8: Detailed Planning Budget Expenditures (Maximum 10 Points)

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 narratives 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 program 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 professional 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.

The budget costs should be reasonable and appropriate to cover program expenses, including student transportation. Budgets must include travel and lodging for at least one person to attend at least one local or regional professional development event each year and at least one person attending the two required national conferences listed in the RFA. Subrecipients are required to attend specified trainings implemented by OSSE (see page 6). Training attendees may include staff who are not administrators and that work directly with students. All budgetary costs must be allowable.

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.

Fiscal Control and Oversight

Applicants are not permitted to divest more than 20 percent of the total grant award to any single entity, including but not limited to partners. At a minimum, applicants must maintain direct control of 51 percent of the total grant award during the entire grant cycle. Additionally, applicants are not allowed to divest oversight of the program administration or implementation to another agency, this includes, but is not limited



to, existing 21st CCLC programs and other agencies in a grant process. These funds may not be used as a pass-through to another agency to operate a 21st CCLC program.

Fiscal Requirements

Approved 21st CCLC providers are required to keep on file all supporting documentation (i.e. requisitions; cost estimates; requests for bids, proposals, etc.; copies of bids, proposals, etc. submitted; evaluation documents; purchase orders or contracts; invoices; proof that items purchased were received; and/or inventory records) for expenditures and to ensure such documentation is available to other authorized entities for review, upon request. 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

Program funds must be used for activities that directly support the accomplishment of the 21st CCLC program purpose, priorities, and expected outcomes. All expenditures must be consistent with applicable state and Federal laws, regulations, and guidance.

Allowable costs must:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
- Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.
- Be adequately documented; and
- The net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments.

Unallowable Expenses

Program 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.

Unallowable expenses include, but are not limited to:

- Preparation of the 21st CCLC Proposal
- **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.
- 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

Program Budget Summary

Based on the Detailed Planning Expenditure budget for Year 1 of the three-year 21st CCLC grant, applicants will provide an estimate for the Year 2 and Year 3 budget categories. Note that the Year 2 and Year 3 total amounts must equal the Year 1 total amount.

Attachments

Attachment A: Program Summary

Applicants must provide 21st CCLC site information including the percentage of students at each site who receive Free and Reduced Lunch, the percentage of English Learner students, and the estimated number of students and adults to be served. Under ESEA, Section 4203(a)(3), as amended, applicants will need to indicate if a site is an eligible Title I School-Wide building and in Title I School Improvement. Finally, applicants will need to indicate a site's school status as identified by the *DC Education Plan's Accountability System*. If a 21st CCLC site is not a school, the applicant will include the school status for the school from where the 21st CCLC students attend.

Attachment B: Population Served Checklist

For each 21st CCLC site, applicants will indicate which populations will be served, which services will be provided in the 21st CCLC program, and when the 21st



CCLC program will be in operation. Under “Services”, describe in detail how each service will be included in the 21st CCLC program.

Attachment C: Program Operation Information

For each 21st CCLC site, applicants must show the SY 2018-2019 21st CCLC program start and end dates, as well as what days and hours the 21st CCLC program will be held throughout the school year and summer if applicable. Note that 21st CCLC subrecipients are required to provide 21st CCLC services for a minimum of three hours per day at four days per week for 25 weeks (a total of at least 300 hours per school year).

Attachment D: Community Partnership Information

Applicants will list their community partnerships and the types of partnerships involved in the 21st CCLC program.

Attachment E: Partner Attestation Form

All 21st CCLC applicants who collaborate with an LEA or CBO must submit a Partner Attestation Form for each partnering organization. By signing the Partner Attestation Form, an LEA or CBO is committed to ensuring the 21st CCLC program will be carried out in the manner set forth in the application and approved by OSSE, including in the event of leadership change at the individual schools to be served.

A copy of the Partner Attestation Form may be found in EGMS. Partner Attestation Forms must be signed by an authorized LEA or CBO administrator. Once signed, the Partner Attestation Form must be uploaded to EGMS.

Attachment F: Documentation of Private School Consultation

In accordance with ESEA, as amended, private school representatives must be contacted and offered a genuine opportunity to express their view regarding the 21st CCLC RFA. This opportunity must be provided before any decision that affects the opportunities of the students, teachers, and other educational personnel from these nonpublic schools, became final as part of this application.

The Documentation of Private School Consultation form must be signed by the 21st CCLC applicant and by a private school representative to certify that the Participation of Students Enrolled in Private Schools Information on page 30 was read and the private schools were offered an opportunity to participate in the development of the application. The applicant is responsible for maintaining documentation of private school contact and consultation, which is subject to review by OSSE.

A copy of the Documentation of Private School Consultation form may be found in EGMS, and signed documents must be uploaded to EGMS.

Attachment G: Equal Employment Opportunity (EEO) Policy Statement

A copy of the EEO Policy Statement language may be found in EGMS; however, the EEO Policy Statement must be uploaded to EGMS on an applying entity's company letterhead and signed by an authorized officer.

Attachment H: Tax Certification Affidavit

In accordance with the DC Department of Finance and Revenue, 21st CCLC applicants will need to complete and upload the Tax Certification Affidavit form. A copy of the Tax Certification Affidavit form may be found in EGMS.

Attachment I: Proof of Liability Insurance

All applicants must maintain sufficient insurance to protect the items purchased through Federal funds and against accidents that may occur on the property. A copy of the applicant's liability insurance statement must be uploaded to the EGMS.

Attachment J: Building Use Agreement

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. A copy of the applicant's building use agreement must be uploaded to EGMS.

Assurances

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 which are religiously affiliated are prohibited from refusing to hire otherwise qualified staff or denying students who are not of that religion. The application will not be accepted unless the assurances are made by the applicant in the EGMS.

By checking the boxes found in the “Program Specific” and “Organization Specific Assurances” sections, the applicant hereby certifies that he/she has read, understood, and will comply with the assurances. Applicants must make sure that both the “Program Specific”



and “Organization Specific Assurances” are checked and that the check marks are reflected in the “Assurances Agreement” section.

Applicants who do not check both the “Program Specific” and “Organization Specific Assurances” will not be eligible to apply for the 21st CCLC grant.

PARTICIPATION OF STUDENTS ENROLLED IN NONPUBLIC AND PRIVATE SCHOOLS

In accordance with ESEA, Section 8501, as amended, agencies (LEAs, CBOs, including FBOs, 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 subrecipient shall maintain continuing administrative direction and control over funds and property. (No funds can flow directly to the nonpublic via a subrecipient).
- The subrecipient may place equipment and supplies in the nonpublic school for the period of time needed for the grant. The subrecipient 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 cannot be used for construction of nonpublic school facilities.
- Funds must be used to meet **specific needs** of students and staff. (Funds cannot supplant benefits normally provided by the nonpublic school).
- Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employees performs the services under the supervision of the subrecipient.
- All benefits provided, including equipment and materials, must be **secular, neutral and non-ideological**. (Improving America's Schools Act (IASA), Section 14503))

OUT-OF-SCHOOL TIME RESOURCES

The websites below describe some key resources on out-of-school time programs. USED and OSSE do



not endorse the materials 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

<https://y4y.ed.gov/>

Federal Resources for Educational Excellence

<https://www2.ed.gov/free/index.html>

Global Family Research Project

<https://globalfrp.org/Articles/Welcome-to-the-Global-Family-Research-Project>

National Institute for Out-of-School-Time

<https://www.niost.org/>

SEDL National Center for Quality Afterschool

<http://www.sedl.org/afterschool/toolkits/>

Best of Out-of-School Time Collaborative

<http://www.boostcollaborative.org/>

U.S. Department of Education—21st CCLC Program

<https://www2.ed.gov/programs/21stcclc/index.html>

U.S. Department of Health and Human Services

<https://www.hhs.gov/>

U.S. Department of Agriculture — Child Nutrition

<https://www.fns.usda.gov/school-meals/child-nutrition-programs>

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, and sport programs could meet health and fitness standards.

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 needs for your program.

Make sure the data clearly demonstrates the needs 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.

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 (USED) 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 percent 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 percent 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 percent 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

OSSE's 21st CCLC program is aligned with ESEA, 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 subrecipients. The state's performance indicators offer local subrecipients 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 CCLC 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 90 percent daily attendance rate based on daily attendance logs.

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

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

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

1.5 Eighty percent 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 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 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 after-school program for 30 days or more.



APPLICATION CHECKLIST FORM

CLOSING DATE: June 18, 2018

(DO NOT SUBMIT WITH APPLICATION)

- _____ DUNS number and SAM account information has been received and has not expired.
- _____ Central Data in the Enterprise Grants Management System (EGMS) has been checked for consistency and submitted prior to the 21st CCLC 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 2" and "Year 3" budget totals equal the "Year 1" budgeted total amount.
- _____ "External Evaluation" costs total do not exceed 8 percent of the 21st CCLC grant amount.
- _____ 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.



EGMS Central Data Assurances

Applicants will be required to attest to the following specific assurances:

1. If the grant is federally funded, recipient assures that it shall file a disclosure form at the end of each calendar quarter in which there occurs any event that requires disclosure or that materially affects the accuracy of any previously filed disclosure under 28 CFR Part 69, "New Restrictions on Lobby." See 28 CFR § 69.110(c).
2. If the grant is federally funded, recipient assures that it shall give immediate written notice to OSSE if it failed to disclose information required by federal regulations implementing 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," or if due to changed circumstances, the applicant or any of its principals now meet any of the following criteria:
 - A. Are presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
 - B. Have within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility.
 - C. Are presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (B) of this certification.
 - D. Have within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default. See 2 CFR §180.350.
3. We will immediately notify OSSE, in writing, if either of the following occurs during the grant period:
 - A. We or any of our officers, partners, principals, members, or key employees is indicted or has charges brought against them and/or is convicted of (i) of any crime or offense arising directly or indirectly from the conduct of the applicant's organization; or (ii) any crime or offense involving financial misconduct or fraud;
 - B. We or any of our officers, partners, principals, members, or key employees becomes the subject of legal proceedings arising directly from the provision of services by the organization.
4. We shall comply with all terms and provisions of the *OSSE Subrecipient Monitoring Policy*, as may be amended.
5. We shall provide, upon request and pursuant to any timelines and/or formatting requirements established by OSSE in the LEA Data Management Policy, as applicable, or other OSSE data collection directive or policy, any records or data for the purposes of compliance with the federal or state data collection and reporting requirements, including ED Facts, compliance with federal or state grant administration requirements, inclusion, and/or preparation of the Annual School Report Card.
6. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
7. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and that these records will be made available for audit and inspection as required.
8. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;
9. If required by the grant making agency, we are able to secure a bond, in an amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
10. We have the financial resources and technical expertise necessary for the production, construction, equipment and facilities adequate to perform the grant or sub grant, or the ability to obtain them;
11. We have a satisfactory record performing similar activities as detailed in the award or, if the grant award is intended to encourage the development and support of organizations without significant previous experience, that we have otherwise established that we have the skills and resources necessary to perform the grant;
12. We have a satisfactory record of integrity and business ethics;
13. We have the necessary organization, experience, accounting and operational controls, and technical skills to implement the grant, or the ability to obtain them;
14. We are in compliance with the applicable District licensing and tax laws and regulations;
15. We meet all other qualifications and eligibility criteria necessary to receive an award under applicable laws and regulations;



16. We agree to indemnify, defend and hold harmless the Government of the District of Columbia and its authorized officers, employees, agents, and volunteers from any and all claims, actions, losses, damages, and/or liability arising out of this grant, or sub grant from any cause whatsoever, including the acts, errors, or omissions, of any person and for any costs or expenses incurred by the District on account of any claim therefore, except where such indemnification is prohibited by law;
17. We will retain all records, supporting documents, statistical records, and all other records pertinent to a Federal or local award for a period of five years from the date of submission of the final expenditure report or other required report, as appropriate. DC City-Wide Grants Manual and Sourcebook §8.8 Agency Post-Award Responsibilities; 34 CFR §81.31(c).
18. If the grant is locally funded, the recipient assures that it will (1) maintain effective control over, and accountability for, all personal property purchased with local grant funds by adequately safeguarding all assets, particularly equipment and any computing devices, and assuring that they are used solely for authorized purposes and (2) seek disposition instructions from OSSE when equipment (property with a purchase price of greater than \$5,000) acquired under an award is no longer needed. OSSE further reserves the right to require the grantee to return the grant-funded share of any equipment or residual inventory of unused supplies (all tangible property other than equipment) exceeding \$5,000 in total aggregate value at the end of the grant period.
19. Recipient assures it will abide by the prohibitions and protections required by the District of Columbia December 18, 2017 Mayor's Order 2017-313, Sexual Harassment Policy, Guidance and Procedures, as applicable to grantees.

Acknowledgement Assurances

Applicants will be required to acknowledge compliance with the following District and Federal statutes and regulations, as applicable:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. § 12101 et seq.)
2. Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S.C. § 701 et seq.)
3. The Hatch Act, Pub. L. 103-94 (5 U.S. Code § 7321 et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. § 201 et seq.)
5. The Clean Air Act pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85 et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. § 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. § 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. § 621 et seq.)
10. Military Selective Service Act of 1973
11. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. § 1001)
12. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. § 1101)
13. Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. § 6381 et seq.)
14. Assurance of Nondiscrimination and Equal Opportunity (29 CFR § 34.20)
15. District of Columbia Human Rights Act of 1977 (D.C. Official Code § 2-1401.01)
16. Title VI of the Civil Rights Act of 1964
17. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
18. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. § 1352)
19. The Occupational Safety and Health Act of 1970, Pub. L. 91-596, Dec. 29, 1970, 84 Stat. 1590 (26 U.S.C. 651 et.seq.)



Certifications

The applicant shall be required to provide the following certifications:

1. Lobbying

If the grant is federally funded and as required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies, to the best of his or her knowledge and belief, that

- A. No federal appropriated funds have been paid or will be paid, by or on behalf of the aforesigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the aforesigned shall complete and upload Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. The form may be uploaded within the applicant's application in EGMS.
- C. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

If the grant is federally funded and as required by applicable federal regulations implementing Office of Management and Budget (OMB) guidelines at 2 CFR Part 180, "Guidelines to Agencies on Governmentwide Debarment and Suspension (Non-procurement)," for prospective participants in a covered transaction:

- A. The applicant certifies that it and its principals:
 - i. Are not presently debarred, suspended, proposed for debarment, excluded, disqualified, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal Court, or voluntarily excluded from covered transactions by any Federal department or agency.
 - ii. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects your present responsibility;
 - iii. Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in subparagraph (i) of this certification; and
 - iv. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attached an explanation to this application.

3. Criminal Offenses or Legal Proceedings

The applicant certifies that it has provided the following disclosures, in writing, to OSSE as applicable.

- A. Whether the applicant or any of its officers, partners, principals, members, or key employees, within three (3) years prior to the date of the application have been indicated or had charges brought against them (if still pending) and/or been convicted of (i) any crime or offense arising directly or indirectly from the conduct of the applicant's organization or (ii) any crime or offense involving financial misconduct or fraud; or
- B. Whether the applicant has been the subject of legal proceedings arising directly from the provision of services by the organization.
- C. If the response for 3(A) or 3(B) is in the affirmative, the applicant shall fully describe any such indictments, charges, convictions, or legal proceedings (and the status and disposition thereof) and the surrounding circumstances in writing and provide documentation of the circumstances.

"The applicant is prohibited from including any individual's personally identifiable information, including but not lim-



ited to any data protected under the Family Educational Rights and Privacy Act, without also providing that individual's written consent for the release of that information. Personally identifiable information is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual."

4. Political Campaigns and Contributions (for locally funded grants of \$100,000 or more)

If the grant is \$100,000 or more of local funds and in accordance with D.C. Official Code §1-328.15, I certify, under penalty of perjury, that the applicant is eligible to receive this grant award because the applicant and any of its officers, principals, partners, or members has not made a contribution (as that term is defined in D.C. Official Code §1-1161.01) or solicited such a contribution to be made for a District of Columbia general election within the time periods as described below:

- A. The applicant is ineligible to receive this grant from the date a contribution or solicitation for a contribution was made and continuing for one year after the general election for which the contribution or solicitation for contribution was made, whether or not the contribution was made before the primary election, to any of the following:
 - i. An elected District of Columbia official who is or could be involved in influencing or approving the award of this grant;
 - ii. A candidate for elective District of Columbia office who is or could be involved in influencing or approving the award of this grant; or
 - iii. A political committee affiliated with a District candidate or elected District official described in (i) or (ii) above.

5. Compliance with Tax and Other Payments

The applicant certifies that it is current and shall remain current on payment of all federal and District taxes, as applicable, including Unemployment Insurance taxes and Workers' Compensation premiums. This statement of certification shall be accompanied, as appropriate, by a certificate from the District of Columbia OTR stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxes due to the District of Columbia, or is in compliance with any payment agreement with OTR. If applicable, please upload the OTR statement of certification here.

6. Acknowledgment of Accuracy

I certify that, to the best of my knowledge and belief, the information contained in this application is correct. I understand that to falsify information is grounds for denial or termination of any grant award.

21st CCLC Program Specific Assurances (Revised 6/16/2017)

As the duly authorized representative of the applicant I certify that the applicant:

1. Will participate in all required State 21st Century Community Learning Centers Program trainings and post-award conferences as required by the Office of the State Superintendent of Education and the U.S. Education Department.
2. Will place all 21st CCLC award funds and program income in a separate non-interest bearing account.

The applicant assures and certifies compliance with all regulations, policies, guidelines and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures that:

1. The program will take place in a safe and easily accessible facility.
2. The proposed program was developed, and will be carried out, in active collaboration with the schools the students attend and the partners with whom they will collaborate (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality.
3. The proposed program will be carried out in alignment with the challenging State academic standards and any local academic standards.
4. The program will primarily target students who attend schools eligible for school wide programs under Section 1114 and the families of such students, including offering family literacy opportunities.
5. The funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.



6. The applicant has sought out public comment on the 21st Century Community Learning Centers grant proposal before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.
7. The community will be given notice of intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
8. The program will be carried out as proposed in the application.
9. All staff members and volunteers who will be working directly with children have completed FBI fingerprint and criminal background checks, and have current TB test results on file prior to working directly with students.
10. All programs will provide professional development to the staff as needed.
11. The program administrator will prepare and submit to OSSE such reports, in such form and containing such information, as OSSE may require to determine the extent to which activities carried out with funds provided to the program are effective in improving the educational achievement and to meet federal reporting requirements.
12. Provisions for security and building use agreement have been made.
13. All programs will establish an advisory board which will meet regularly and offer input into program operations.
14. Programs will ensure that private school students have access to the program.
15. All partners will comply with the above assurances.
16. The fiduciary agent is financially sound, meeting all Federal, State, and Local tax compliance requirements.

Additional Terms and Conditions

1. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit the Agency to make an award.
2. The Agency reserves the right to accept or deny any or all applications if the Agency determines it is in the best interest of the Agency to do so. The Agency shall notify the applicant if it rejects that applicant's proposal. The Agency may suspend or terminate an outstanding RFA pursuant to its own grantmaking rule(s) or any applicable federal regulation or requirement.
3. The Agency reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
4. The Agency shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
5. The Agency may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
6. The Agency may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
7. The Agency shall provide the citations to the statute and implementing regulations that authorize the grant or subgrant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by the granting Agency; and compliance conditions that must be met by the grantee.
8. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.



21st Century Community
Learning Centers

