Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant

FY24 Pre-application Technical Assistance Webinar

June 6 and 13, 2023

Housekeeping

- This meeting is **being recorded**.

- When not speaking, please **mute your microphone**.

- Participants may **ask questions** by:

  - Writing them into Microsoft Team's chat function; or

  - Waiting for designated Q&A portions throughout the meeting and at its end.

- This presentation **will be posted to the OSSE website**.

Agenda

- Welcome and introductions

- Overview of the Nita M. Lowey 21st CCLC grant program

- Purpose of the 21st CCLC Request for Applications

- The application review process

- Overview of EGMS application portal

- Technical assistance and Q&A opportunities

21st CCLC Program Staff

Valrie Brown, Ed.D.
Program Specialist
Valrie.Brown@dc.gov | (202) 746-6148

Alex Mackey, M.Ed.
Grant Specialist
Alexander.Mackey@dc.gov | (202) 316-8726

Kelly Rudd Safran, Ed.D.
State Director, 21st CCLC Program
KellyRudd.Safran@dc.gov | (202) 215-3235

Karen Rivas
Director, Special Populations and Programs
Division of Systems and Supports, K–12

Purpose of 21st CCLC Programs

21st CCLC, funded by the US Department of Education (USED) and managed by the Office of the State Superintendent of Education (OSSE), is designed to **provide opportunities for academic enrichment** for K–12 students, particularly those in high-poverty areas and low-performing schools.

- Support students to meet challenging state and local standards.

In addition to academic support, 21st CCLC funded programs should offer students a **broad array of additional enrichment services, programs and activities** designed to reinforce and complement the regular school day academic program.

- For example, youth development opportunities; drug and violence prevention programs; counseling; art, music, sports and recreation opportunities; technology education and character education.

Purpose of 21st CCLC Programs

The 21st CCLC learning environments must be **safe** and **engaging** and take place during out-of-school time hours, including:

- Before school hours;

- After school hours;

- Weekends and holidays; or

- Summer.

21st CCLC programs must also partner with **community groups and schools** to support students, which supports a broad array of services for participants.

Families of students served by 21st CCLC community learning centers must also have opportunities for **literacy and related educational development**.

What is a Community Learning Center?

A community learning center is an entity that provides academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. These programs help students meet state and local standards in core academic subjects such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

—Elementary and Secondary Education Act, Title IV, Part B, Section 4201(b)(1)

Required Program Scheduling

Each 21st CCLC site must be open for a minimum number of hours **during the school year** depending on the grade level(s) in which students are enrolled:

- Pre-K through grade 8: 3 hours per day, 4 days per week, for 25 weeks (at least 300 hours)

- Grades 9–12: 3 hours per day, 3 days per week, for 25 weeks (at least 225 hours)

Services to adult family members do not contribute to these minimum hours.

21st CCLC services may be offered before school, after school, during weekends and on holidays or non-school weekdays.

Funds **may not** be used to support programs that only operate during the summer months. 21st CCLC services must be held during the school year for a program to offer summer programming.

Eligibility: Schools Served

By statute, grants must be awarded to programs that serve students who attend schools with a high concentration of low-income students. This includes:

- Schools that are eligible for designation as Title I school program schools;

- Schools where at least 40 percent of students are low-income;

- Schools that are identified as Comprehensive Support and Improvement–Type 1 (CS–1), Comprehensive Support and Improvement–Type 2 (CS–2), or Targeted Support and Improvement Schools (TS) under OSSE's School Transparency and Reporting (STAR) accountability framework; or programs that partner with schools determined by the local education agency (LEA) to need intervention and support to improve student academic achievement and other outcomes; or

- Enrollment of 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.

Eligible Applicant Organizations

Public and private organizations may provide 21st CCLC services to students. This includes, but is not limited to:

- LEAs: DC Public Schools (DCPS) and public charter school networks, but **not individual schools** within an LEA;

- Independent private schools;

- District government agencies;

- Institutions of higher education (IHEs);

- Community-based organizations (CBOs);

- Faith-based organizations;

- Private and for-profit companies; and

- Not-for-profit organizations.

Current 21st CCLC awardees whose funding ends Sept. 30, 2023, are eligible to apply. All other current awardees are not eligible to apply.

Funding

- This is a **competitive** application process. Not all applicants receive funding.

- Award sizes vary based on the number of proposed students to be served. An applicant may apply for **up to $2,225 per proposed student**.

  - Applicants are not required to match funds awarded by this grant opportunity.

  - The award period is five years, contingent on available funding.

  - Funds may only supplement, not supplant, existing expenditures. Funding must be used to add services and may not be used to replace locally- or federally-funded activities and services.

  - Subgrantees receive the same amount of funds each year contingent upon funding availability, demonstrated progress and compliance metrics.

Program Design

- Academic programming must align with DC's challenging academic standards.
  - Homework help does not constitute academic programming.

- Instructional practices must be high-quality, research-based and specifically designed to support student learning and development.

- Programming must be delivered outside the regular school day while complimenting the academic program a student experiences during the regular school day.

- The program must have a **program director** and one **site coordinator per site**.

Program Site Location

21st Century Community Centers program sites must be housed in elementary, middle, or high schools or other similarly accessible community-based facilities.

- All 21st Century Community Learning Centers must post their hours, locations and activity schedules.

- The program must have appropriate equipment, security, resources and a clear strategy for the safe transport of students to and from the center and home. The center must meet all Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA), and other relevant federal and District of Columbia facility requirements.

- Background and tuberculosis checks are required for all staff working with students.

Required Staffing

To fully support the program and align with best practices, grantees must budget salary for these required staff positions:

- **Full-Time Project Director:** One dedicated full-time project director qualified to manage day-to-day and overall operations of the 21st CCLC program; ensure compliance with all grant requirements; and lead the program through a process of continuous improvement.

- **Site Coordinator(s):** One coordinator **for each site** who is qualified to manage the design and implementation of all site-level activities including maintaining student and family member attendance records.

Examples of Program Activities

Tutoring	Activities promoting parental involvement
Mentoring	Career or job training for youth or parents
Recreational activities	Financial education
Drug and violence prevention	Technology and telecommunications training
Library services	Science, technology, engineering and math (STEM)
Community service	Animal science
Service learning	Cultural activities
Youth leadership development	Social studies instruction
Counseling	Health and nutrition activities
Character education	
Arts and music education	
Entrepreneurial experiences	

Prescreened External Organizations List

OSSE will provide a list of prescreened external organizations as a resource to 21st CCLC applicants.

Applicants are not required to contract or partner with organizations on the provided list when developing an application or managing a grant. Applicants may use the organizations as a resource when developing application content and subgrantees may choose to partner with the organizations to receive mentoring or guidance.

- The list of prescreened external organizations is available on OSSE's 21st CCLC site.

- Inclusion of an organization on the list is neither an endorsement by OSSE of the organization nor is it a certification or guarantee of the quality of service provided by an organization included on the list.

Request for Applications (RFA)

OSSE has published a request for applications, or RFA, that outlines the process to submit a complete application and provides guidance about essential requirements associated with the application and administration of 21st CCLC programs.

The RFA contains information including, but not limited to:

- Background information about the 21st CCLC program;

- Requirements for program operation (e.g., minimum site operation hours);

- A full list of the questions included in the application; and

- The weight of each application section when being scored.

Supplemental Documents

In addition to the request for applications, there are several documents that support application creation and submission, including:

- Application guidance;
- Frequently asked questions;
- Grant writing tips;
- Measures of evaluation and effectiveness guide;
- Out-of-school time external resources;
- Required positions descriptions;
- Performance measure writing guide;
- Scoring rubric; and
- User guide for online grant submission platform.

These are documents you must submit as part of your application
- Partner attestation form;
- Program-specific assurances review; and
- Post-application documentation requirements, if applicable.

Application Process

Start-Up

Before the Application

Enterprise Grants Management System (EGMS)

OSSE uses EGMS to manage grant applications and administration.

- ▪ Without exception, all applications must be submitted in EGMS by the deadline.

EGMS can be accessed at this link:

- ▪ grants.osse.dc.gov/

EGMS

Information required to create an organizational account in EGMS:

- Federal Employer ID Number (FEIN); and

- W-9 form

Potential applicants can log into EGMS with their email address and use the "Forgot Password" link to determine if EGMS credentials have already been created.

- If no credentials are found, use the FEIN prompt to request credentials under the "New User Link" button.

- If an organization does not have a FEIN recognized in EGMS, it will need to contact the EGMS Help Team (osse.callcenter@dc.gov) to confirm that an up-to-date W-9 form has been submitted.

Note: It may take up to 48 hours for the credentialing process to be completed.

Central Data

21st CCLC applications and budgets **cannot be submitted until Central Data is completed in EGMS**.

Information required to complete Central Data in EGMS includes:

- Central organizational contacts;

- Dun & Bradstreet's Data Universal Numbering System (DUNS) number;

- Active, not expired, System for Award Management (SAM) account;

- Agreement of certifications and assurances, including certifications regarding lobbying; debarment, suspension and other responsibility matters; criminal offenses and legal proceedings; political campaigns and contributions; tax and payment compliance; and accuracy acknowledgement. (Assurances are based on federal and local statutes); and

- Allocations and funding summary, including programs, allocations, current year funds and prior year funds.

Central Data

Learn more about Central Data by accessing the EGMS user manual.

- osse.dc.gov/publication/enterprise-grants-management-system-egms-user-manual

Questions about Central Data may be submitted to the OSSE Help Desk.

- Hours of operation: 8 a.m. to 5 p.m., Monday through Friday

- Email: osse.callcenter@dc.gov

- Phone: (202) 719-6500

Application Elements
21st CCLC Application

1. Contact Information

Organizational contact information, including:

- Grant Manager Contact.
  - First and last name, phone, fax and email.

- 21st CCLC Programs Contact.
  - First and last name, position or title, phone, fax and email.

Optionally add up to five email addresses to receive copies of automated approval and disproval notices.

2. Site Contact Information

List the number of sites that will be served by your proposed 21st CCLC program during the 2023–24 school year.

For each site, provide contact information including:

- Required: Site name, street address, ZIP code and ward number; and

- If available: Site contact's first and last name, phone number and email address.

Applicants proposing to serve more than 10 sites must contact OSSE's 21st CCLC program staff for additional instructions.

- Email 21stcclc.info@dc.gov

3. Funding Distribution

Allocations will appear in the Funding Distribution section of the EGMS application **if an applicant is awarded**. During the application process, all allocation amounts will be listed as $0.

4. Application Requirements

The application is comprised of eight subsections ("criterion"). Each criterion contains thematically-related questions about the proposed program.

The prompts comprising each criterion are outlined in the RFA and available in the application in EGMS.

Criterion #	Section	Maximum Points
1	Executive Summary	3
2	Priority(-ies)	15
3	Needs and Resources Assessment	22
4	Evidence-Based Program Design	31
5	Program Management and Implementation	61
6	Program Evaluation and Monitoring	40
7	Sustainability	10
8	Detailed Planning Expenditures (Budget)	33
Maximum Possible Points		215

4. Application
Criterion 1: Executive Summary

The applicant will provide overview and summarized information about the proposed project, including:

- Need for the proposed 21st CCLC program;

- Names of the schools proposed to be served;

- Reason(s) for selecting the target population;

- Theory of action that identifies the proposed program's key design elements and evidence-based practices to achieve desired outcomes;

- Program partners' capacity to support the proposed program; and

- Overview of the wards and neighborhoods to be served.

4. Application
Criterion 2: Priority

This section is optional. Additional points on the scoring rubric are available to applicants that select competitive preference priority(-ies) as a component of their application and provide a narrative description about how they will meet the requirements of the selected priority(-ies). **Applicants may select no competitive priorities, one competitive priority, or two competitive priorities**.

There are five competitive priorities from which to select.

4. Application
Criterion 2: Priority

#	Priority	Points
1	The applicant proposes a program where 50 percent of students are enrolled in high school with programming that includes credential programs, internships, residencies, workforce development activities, test preparation, or readiness for advanced or honors-level courses. This includes alternative programs serving grades 9–12 within high schools.	5
2	The applicant proposes to offer summer programming at sites that combined serve at least 50 percent of all proposed students and the summer programming, per site, is at least 120 hours or more during the summer break period.	5
3	The applicant proposes to use the Forum for Youth Investment's Program Quality Assessment (PQA) tool within their program evaluation.	5

4. Application
Criterion 2: Priority

#	Priority	Points
4	The applicant proposes to implement at least one evidence-based practice specifically designed for low-income middle and high school students that increases school day attendance and engagement, reduces rates of chronic absenteeism and enhances connections between those students and their school, family and program partners. (Note: Applicants who select this competitive priority and adequately justify their related programming in the application will be eligible one year of supplemental funding.)	10
5	OSSE will give competitive priority to applications that <u>both</u> propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) <u>and</u> that are submitted jointly between at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization.	5

4. Application
Criterion 3: Needs and Resources Assessment

Each applicant must use evidence-based data to evaluate the needs of students, families and community to be served, in accordance with ESEA, Section 4204(b)(2)(I), as amended. The needs assessment must include:

- Detailed description of the community's needs, using the most current data available;

- Needs of, and gaps in services for, students at risk of educational failure;

- The need for academic enrichment opportunities designed to help students meet the District of Columbia academic achievement standards in the core academic subject areas;

- How proposed activities will remedy identified needs of students and families;

- The need for opportunities for family literacy and related educational development;

- Description of how stakeholders were active participants in the development of the proposed program, how those stakeholders helped identify the needs and service gaps identified and how those stakeholders will remain engaged in the ongoing operation and evaluation of the proposed 21st CCLC program; and

- Description of the resources available to supplement the proposed 21st CCLC program.

4. Application
Criterion 3: Needs and Resource Assessment

For each proposed program site, the application must provide:

- Whether the proposed programming is new or an expansion of existing programming;

- A listing of the various funding sources used to supplement the proposed 21st CCLC program and the percentage of overall funding the source represents; and

- Description of how the proposed program directly supports the school improvement plan for each school served by the site.

4. Application
Criterion 4: Evidence-Based Program Design

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

4. Application
Criterion 4: Evidence-Based Program Design

The nine characteristics present in high-quality expanded learning programs are:

- Partnerships exist between community learning centers and schools, local education agencies, community-based organizations, juvenile justice agencies, law enforcement, youth groups and other public or private entities, if appropriate;

- Goal setting, strong management and sustainability;

- Quality after-school staffing;

- Attention to safety, health and nutrition issues;

- Strong involvement of families;

- Enriching learning opportunities;

- Linkages between the school day and after-school personnel;

- Evidence-based instructional activities and practices;

- Weekly schedule of activities; and

- Evaluation of program progress and effectiveness.

4. Application
Criterion 4: Evidence-Based Program Design

In this section applicants must:

- Describe the evidence-based research that supports the services and activities (programs, models, instructional methods and techniques) to be implemented to achieve each program objective;

- Describe the alignment between the proposed program and **each of the nine identified characteristics** of a high-quality extended learning program;

- Describe how the proposed instructional practices align with the academic activities that participants experience during their day school curriculum;

- Describe how the proposed programming will help students meet state and local student achievement standards; and

- Describe how the proposed program will provide students with non-academic positive outcomes such as, but not limited to, social-emotional development.

4. Application
Criterion 4: Evidence-Based Program Design

Applicants must have at least six performance measures, all of which are directly aligned to the USED's Government Performance and Results Act (GPRA) performance measures for 21st CCLC.

- A template is provided in the RFA (Appendix G) to help with the writing of these performance measures.

- For each performance measure, applicants must:

  - Write out the performance measure for their program, making adjustments to the GPRA measures **only to account for the grade levels served by the program**;

  - Describe the activities that will be occur to meet the performance measure;

  - Describe the milestones in the process of meeting the performance measure; and

  - Describe the metric(s) for how progress toward the performance measure will be assessed.

4. Application
Criterion 4: Evidence-Based Program Design

#	GPRA Measure Indicators	Grade Levels	Performance Measure/Data
1a	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.	4–8	State Assessment, Reading and Language Arts
1b	Percentage of students in grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.	4–8	State Assessment, Mathematics

4. Application
Criterion 4: Evidence-Based Program Design

#	GPRA Measure Indicators	Grade Levels	Performance Measure/Data
2	Percentage of students in grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted grade point average (GPA) of less than 3.0 who demonstrated an improved GPA.	7–8 and 10–12	GPA
3	Percentage of students in grades 1–12 participating in 21st CCLC during the school year who had a school day attendance rate at/or below 90 percent in the prior school year and demonstrated an improved attendance rate in the current school year.	1–12	Attendance

4. Application
Criterion 4: Evidence-Based Program Design

#	GPRA Measure Indicators	Grade Levels	Performance Measure/Data
4	Percentage of students in grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	1–12	In-School Suspension
5	Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	1–5	Engagement in Learning

4. Application
Criterion 4: Evidence-Based Program Design

Optional - Applicants may write up to two additional performance measures that are specific to the applicant's program and not the GPRA measures.

- A list of approved subjects that these performance measures must be connected to are outlined in the RFA (e.g., reading/literacy, math, science, tutoring, character education).

For each proposed optional performance measure, the applicant must:

- Develop a SMART objective (specific, measurable, achievable, relevant, and time-bound);

- Describe the activities that will be occur to meet the performance measure;

- Describe the milestones in the process of meeting the performance measure; and

- Describe the metric(s) for how progress toward the performance measure will be assessed.

4. Application
Criterion 5: Program Management & Implementation

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

- Provide evidence-based academic enrichment activities to help students—particularly students who attend low-performing schools—to meet state and local academic achievement standards in core academic subjects such as English language arts, mathematics and science;

- Offer students a broad array of services that are designed to reinforce and complement the academic program offered during the regular school day for participating students; and

- Offer the families of students served by community learning centers opportunities for literacy and related educational development to support students learning at home and school.

4. Application
Criterion 5: Program Management and Implementation

Section 1: Instructional Program/Enrichment Learning Activities

- The instructional program should embed all nine components of a high-quality after-school program. These components should be embedded in the program's instructional activities. These activities can fall within one of three activity domains:

  - Academic programming and instruction. (note: does not include "homework help");

  - Enrichment (can include lessons in social skills, teamwork, leadership and competition; generally interactive and project-based); and

  - Recreation (e.g., arts, sports, music, dance, cooking).

Applicants must describe the specific approaches that will be incorporated into the proposed 21st CCLC program for each of the three domains, including at least one of the nine characteristics of high-quality extended learning programs.

4. Application
Criterion 5: Program Management and Implementation

Section 2: Literacy and Related Educational Programs for Parents

Applicants must describe the opportunities for literacy and related educational development for families of students and other training for parents and families.

Section 3: Program Implementation Timeline

Applicants must provide a timeline to implement program activities and services for students and families. The services and activities must demonstrate that the 21st CCLC program will expand learning opportunities and clearly connect the program to students' daily classwork.

Section 4: Partnerships

Applicants must describe the partnership(s) that will be created and how each partner will provide services to participating students and their families.

- Partner roles must be delineated by the partner including who will do what, when, where, to what end and with what anticipated results.
- Signed Letter(s) of Commitment or Memorandum of Understanding that clearly indicates the role and capacity of each partnering organization must be provided.

4. Application
Criterion 5: Program Management & Implementation

Section 5: Participation

Applicants must describe:

- Student recruitment and retention efforts, including
  - Specific efforts that target private school students;
- How students will travel safely to and from the center and home;
- How students' whereabouts will be accounted for throughout transportation;
- How the proposed program will ensure equitable access to and participation in, the federally-assisted program for those individuals with disabilities; and
- How the program will ensure English language learners receive meaningful access to the offered programming.

4. Application
Criterion 5: Program Management and Implementation

Section 6: Coordination

Applicants must describe:

- How information about the proposed community learning center(s) will be disseminated to the community, including the English language learner population;

- How program staff will collaborate with regular school day teachers and staff to ensure a strong connection between the program and school;

- How the program schedule will meet the schedule of working families;

- How students and families will access technology;

- How students will be supervised when using the internet; and

- How the program will provide a safe environment for students and staff.

4. Application
Criterion 5: Program Management and Implementation

Section 7: Staffing

Applicants must describe:

- Staff recruitment and retention efforts (includes volunteers, if applicable);

- Qualifications for each proposed position (including required positions);

- Safety-related training to be conducted (including subjects and timeline);

- Non-safety staff training to be conducted (including subjects and timeline);

- How program staff will offer differentiated and varied programming in academic programming, enrichment and recreational activities;

- The methodology and frequency of staff evaluation methods; and

- The professional development plan for staff and volunteers.

4. Application
Criterion 6: Program Evaluation and Monitoring*

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. Applicants must describe:

- Data used to evaluate the program, its outcomes and progress toward performance measures;

- Who will be responsible for collecting and analyzing each data source;

- The frequency of data collection for each data collection instrument;

- How the proposed performance measures relate to the program's intended outcomes;

- How routine, internal evaluations will be shared with parents and other stakeholders;

- The qualifications required by the program of an external evaluator (and selection method);

- How continuous improvement will occur based on evaluation outcomes; and

- The capacity to access and collect appropriate evaluation data.

*In accordance with ESEA, Section 4205(b)(2)(A-B), as amended

4. Application
Criterion 7: Sustainability*

Applications will be evaluated based on the inclusion of a description of a preliminary plan for how the community learning center will continue after 21st CCLC funding under this part ends. Applicants must describe:

- Evidence of commitment of the program partners, including:

  - Facilities, supplies and equipment and in-kind contributions;

- How federal, state and local funds will be cooperatively utilized ("braided") and leveraged against one another for the most effective use of public resources; and

- A preliminary plan for sustaining the community learning center(s) after federal funding ends.

*In accordance with ESEA, Section 4205(b)(2)(A-B), as amended

4. Application
Criterion 8. Detailed Planning Expenditures

This is the applicant's proposed budget.

- Applicants may request up to $2,225 per student proposed to be served.

- Applicants must budget for the same amount of funds each year.

The budget is comprised of six budget categories:

- Salaries and benefits;

- Professional services;

- Equipment;

- Supplies and materials;

- Fixed property costs; and

- Other objects.

4. Application
Criterion 8. Detailed Planning Expenditures

Applicants are **not permitted to divert 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 each year and throughout the entire grant period.

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.

4. Application
Criterion 8. Detailed Planning Expenditures

Salaries and Benefits

- Only includes individuals paid as program staff, not contractors.

- Must include all required positions.

- Benefits may be included, but in this budget cannot exceed:
  - 23 percent for full-time staff; and
  - 8 percent for part-time staff.

- When applying **do not include staff names**; put "TBD" instead.

- Ensure that each position's program category aligns to the work of the role.
  - Selections include 10–Instruction, 20–Support Services, 30–Administration, 40–Operations and Maintenance and 50–Student Transportation.
  - A guide for properly selecting program categories is available in EGMS on each budget tab.

4. Application
Criterion 8. Detailed Planning Expenditures

Professional Services

- Must include external evaluation services.

  - Cannot exceed 8 percent of the total budget.

- Includes any contracted services, including non-staff personnel.

- Ensure that each contract's program category aligns to the work of the contract.

  - Selections include 10–Instruction, 20–Support Services, 30–Administration, 40–Operations and Maintenance and 50–Student Transportation.

  - A guide for properly selecting program categories is available in EGMS on each budget tab.

4. Application
Criterion 8. Detailed Planning Expenditures

Equipment

- Any single item costing more than $5,000 per unit.

- Ensure that each item's program category is properly selected.

Supplies and Materials

- Any items costing less than $5,000 per unit.
  - Examples: general supplies, textbooks, instructional aids or software, books, testing materials.

- Ensure that each item's program category is properly selected.

4. Application
Criterion 8. Detailed Planning Expenditures

Fixed Property Costs

- Prorated costs associated with the maintenance of properties in which the community learning center takes place.
  - Examples: rental of equipment or vehicles, property rents, utilities, insurance, cleaning services.
- Ensure that each cost's program category is properly selected.

Other Objects

- Expenses that are not best categorized in other sections of the budget.
  - Examples: dues and fees, conference fees, travel fees, other transportation costs associated with transporting students.
- Ensure that each object's program category is properly selected.

5. Attachments

Attachments are a component of the EGMS application, and must be submitted through EGMS, not attached as documents to emails.

Attachment A: Program Summary

- List of site(s) where the program will be held.
- Percentage of students classified as at-risk.
- Percentage of English language learner students.
- Estimated number of students to be served.
- Estimated number of adults to be served.
- The school or site's classification as a Title I schoolwide program.
- The school or site's classification as a Comprehensive Support and Improvement Type 1 (CS–1), Type 2 (CS–2), or Targeted Support (TS) school according to OSSE's STAR Accountability Framework.

Note: For community learning centers not located at a school, use the school data from which most of your 21st CCLC program participants attend.

5. Attachments

Attachment B: Populations Served Checklist

- Population(s) to be served at each site.
  - Preschool, elementary school, middle school, high school and/or adults.

- Services to be provided at the site.
  - Both select from a checklist of approved services <u>and</u> include a description of each of the services selected in the checklist.

- Time periods when the program is in operation.
  - Before school, after school, holidays/weekends and/or summer.

5. Attachments

Attachment C: Sites 1–5 and Sites 6–10

For each site:

- Schedule for before school, after school, weekend/holiday and/or summer programming, including:

  - Start and end dates;

  - Total number of days of programming;

  - Total number of weekly hours; and

  - Hours of operation per day of the week.

The minimum hours of operation must be met at **each site** proposed by an applicant. These minimum hours are listed in the RFA.

If you are proposing to serve more than 10 sites, please contact OSSE for further instructions about including this information.

5. Attachments

Attachment D: Community Partnership Information

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

A signed partnership attestation form must be included for each partner named in the list.

- The partner attestation form is available in the RFA and on the OSSE website.

- Any applicant that is not an LEA and proposing a program site located in a school must include that school's LEA as a program partner and provide a signed partner attestation form. (Note: A non-LEA application proposing multiple school sites, all operated by the same LEA, only needs to include one partner attestation form for the LEA, not one partner attestation form per site.)

6. Budget Consolidation

This flexibility is only available to LEAs implementing school-wide programs that want to consolidate 21st CCLC funds into a "schoolwide 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 funds if the school maintains records that demonstrate that the school-wide program, considered as a whole, addresses the intent and purposes of each of the federal programs that was consolidated to support the school-wide program.

- LEAs opting to consolidate funds may consolidate up to 100 percent of 21st CCLC funds.
  - Unconsolidated, remaining 21st CCLC funds must be budgeted within the 21st CCLC budget.

- LEAs that opt to consolidate funds must complete the Budget Consolidation section and create a new budget based on the revised award amount, if applicable.

7. Program Budget Summary

Applicants must project how funds will be used for the second, third, fourth and fifth year of the projected grant period.

- A summary of how funding has been allocated by the applicant for the first year of the program will be prepopulated based on the information provided in the Detailed Planning Expenditures budget section.

- As applicable, applicants will include estimated in-kind contributions.

8. Assurances

Applications will be evaluated to ensure that the proposed program will comply with federal, state and local health and safety standards as well as civil rights protections for program employees and participants.

Prior to starting a 21st CCLC program and working directly with students, all successful applicants must:

- Have documentation on file demonstrating that all staff members and volunteers who will be working directly with children have or will receive FBI fingerprint and criminal background checks and unexpired tuberculosis (TB) test results. (Successful applicants must conduct background checks every two years and TB tests annually);

- Have all required applicable licenses and/or certifications for health and safety on file; and

- Have emergency and safety procedures on file.

- Applicants who do not check both the "Program Specific" and "Organization Specific" assurances will not be able to submit the application.

Tips for Writing a Strong Application

- Understand the purpose of the grant–pay attention to the information requested in the RFA.
- Justify the need for a 21st CCLC program by clearly stating the needs of the target population and community to be served. The information provided must be supported by the most recent research-based data and proposed activities to remedy the identified needs.
- The program design and implementation must be detailed, relevant and clear for the reviewers to visualize what the applicant is proposing and how the proposed program will address the identified needs of the population to be served.
- Limit the information about relevant theories and discuss in detail evidence-based activities, applications and benefits/expected outcomes of each activity. Tell the reviewers how the proposed activities will address the identified needs of students and families, how the program activities/services will improve students' academic performance and behavior and how parents will be supported to help their children to learn.
- Provide clear, specific and relevant information for each criterion.
- Avoid conflicting information.
- Spend adequate time developing a strong application.

Application Review

Deadline and Follow-Up

Applications and all supporting documentation are due by **12 p.m. on Aug. 11, 2023**.

- Once the application is submitted, a panel 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 will review and score all components of each application 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 all awards.

Review Panel Information

Applications will be reviewed by a panel of three individuals who have been selected for at least one of the following qualifications:

- Knowledge of the impact that afterschool learning opportunities have on improving the academic achievement of students;

- Experience in an education-related field;

- STEM education experience;

- Specialized education experience;

- English learner education experience;

- Social and emotional learning experience;

- Experience working with a variety of community members to forge meaningful partnerships that foster commitment to improving the lives of youths and families; or

- Previous experience/expertise as a grant reviewer.

Review and Scoring

Applications will be selected for funding based on these criteria:

- Final score assigned by the application review team based on the scoring indicators in the RFA (Appendix J);

- Availability of funds; and

- OSSE's approval.

- This is a **competitive application process** and submission of an application does not guarantee that it will be selected for funding.

Key Dates

Date	Action
June 14, 2023	Notice of funding opportunity published.
June 28, 2023	Release of 21st CCLC RFA.
June 28, 2023	Release of 21st CCLC application in EGMS.
July 19, 2023	Questions due to OSSE for public Q&A.
July–August 2023	Public Q&A responses published on OSSE's 21st CCLC website.
Aug. 11, 2023	Application submission deadline.
August–September 2023	Peer review of applications (anticipated).
September 2023	Grant award notifications announced (anticipated).
September 2023	Post-award training sessions (anticipated).
Oct. 1, 2023	Date by which new programs must commence.

Questions

Public Q&A

All questions received by OSSE before **July 19, 2023**, including questions raised during these preapplication sessions, will be answered by OSSE and published in a document to be posted on the OSSE 21st CCLC website.

Questions should be submitted to 21stCCLC.info@dc.gov.

Q&A

21st CCLC Program Staff

Please direct RFA-specific questions to **21stCCLC.info@dc.gov**.

Valrie Brown, Ed.D.
Program Specialist
Valrie.Brown@dc.gov | (202) 746-6148

Alex Mackey, M.Ed.
Grant Specialist
Alexander.Mackey@dc.gov | (202) 316-8726

Kelly Rudd Safran, Ed.D.
State Director, 21st CCLC Program
KellyRudd.Safran@dc.gov | (202) 215-3235

Karen Rivas
Director, Special Populations and Programs
Division of Systems and Supports, K–12