

REQUEST FOR APPLICATIONS (RFA) #0306-08

DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM GRANT



The OSSE invites the submission of applications for funding from the U. S. Department of Education, authorized under Title IV, Part B, of the Elementary and Secondary Education Act.

Announcement Date: March 6, 2008
RFA Release Date: March 6, 2008

Application Submission Deadline: April 25, 2008, 4:00 p.m.

**LATE OR INCOMPLETE APPLICATIONS WILL NOT BE FORWARDED TO THE
REVIEW PANEL.**



21st Century Community Learning Center Program

N O T I C E

MANDATORY PRE-APPLICATION CONFERENCES



Three (3) pre-application conferences have been scheduled for the following dates:

Wednesday, March 19, 2008

Saturday, March 29, 2008

Tuesday, April 8, 2008

All pre-application conferences will take place at:

**The Old Council Chamber
One Judiciary Square
441-4th Street, NW, Ground Floor
Washington, DC 20001
1:00 p.m. to 3:00 p.m.**

**CONTACT PERSON: Ashaki E. Goodall
(202) 741-6417
ashaki.goodall@dc.gov**

21st Century Community Learning Centers Program Grant

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM GRANT

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21st Century Community Learning Centers Program Grant

GENERAL INFORMATION

The Office of the State Superintendent of Education (OSSE) is pleased to announce the seventh (7th) state 21st Century Community Learning Center (21st CCLC) competition for grants to establish and/or expand community learning centers that will assist learning and development for school-age children and their families during out-of-school time. The program is authorized under Title IV, Part B of the Elementary and Secondary Education Act, H.R. -1. Allocations for each state are based upon the state's student enrollment and Title 1 participation.

The OSSE awards are given to organizations that will serve students who attend schools in the District of Columbia.

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

Who Can Apply: Public and private organizations may apply for funding. Examples of public and private organizations include, but are not limited to, Local Educational Agencies, non-profit agencies, city government agencies, faith-based organizations, institutions of higher education, community-based organizations and for-profit agencies.

Please note that current 21st CCLC awardees are ineligible to apply if another award will make them active in more than one cohort.

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

Number and Amount of Grant Awards: By Federal statute, a 21st CCLC grant may not be less than **\$50,000** per year. This year, OSSE anticipates awarding approximately 1 to 3 new grant awards. Awards will be approved on a yearly basis, up to a five-year period. Funding for year four (4) drops to 75% of the grant award and to 50% in year five (5). No matching funds are required. However, all awardees should be prepared to commence full operation of their program no later than September 1, 2008, or the first day of school, whichever date comes first.

Grant Award Payments: Traditionally, grant award payments are reimbursable on a quarterly basis. The OSSE reserves the right to issue a one-time initial start up payment to ensure awardees are able to begin services in a timely manner. All awards will be reviewed annually for consideration of continued funding. Programmatic and fiscal implementation and reporting will be considered. Additionally, if an awardee is unable to annually serve the agreed upon number of students, OSSE reserves the right to institute an award adjustment for the next program implementation year. Awardees are expected to have as regular attendees a minimum of 75% or more of the agreed upon number of students. Regular attendees are defined by the OSSE as students who attend the program for 60 days or more during the course of a program year. If an awardee shows evidence of serving 10% or more students (as defined by the OSSE

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definition of regular attendees), the awardee may be considered for any additional funding that may become available during that program year.

Application Priority: Priority points will be given to applications that propose to serve students in low-performing schools designated as “in need of improvement” **and** are submitted jointly with a Local Educational Agency receiving funds under Title I, Part A **and** a community-based or other public or private entity.

Additional priority points will be given to applications that:

- Provide sufficient evidence that **meaningful** and **timely** consultation with the private school community has occurred during the development of the proposed center;
- Propose to use qualified senior volunteers in carrying out center activities;
- Propose to significantly incorporate a Research-based afterschool curriculum.

Decision on Awards: The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the fields of elementary and secondary education and youth development. The review panel will score applications, and this score will comprise 80% of the applicant’s final score. Representatives of OSSE will also score applications using the State-only rubric and this score will comprise 20% of the applicant’s final score. Applications that score at or above the State determined score will participate in an on-site interview with OSSE prior to final award decisions being made. OSSE reserves the right to negotiate the amount of the final awards with successful applicants.

OSSE makes the final determination on awards.

Contact Person: For further information regarding this RFA competitive process, please contact:

Ashaki Goodall, Program Management Officer
District of Columbia Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, Lower Level
Washington, DC 20001
Phone (202) 741-6417
Fax (202) 442-6491
ashaki.goodall@dc.gov

SUBMISSION OF APPLICATIONS

How To Apply: Use OSSE’s 21st CCLC Request for Applications (RFA) to apply for the grant. The RFA will be available on OSSE’s website, www.osse.dc.gov, and or by contacting the Division of Education Excellence at (202) 741-6401.

Applicants are **required** to attend *one* of three Mandatory Pre-Application Conferences to be held from 1:00 p.m. to 3:00 p.m. on Wednesday, March 19, 2008; Saturday, March 29, 2008; and Tuesday, April 18, 2008. All Pre-Application Conferences will be held in The Old Council Chamber, One Judiciary Square, 441-4th Street, NW, Ground Floor, Washington DC 20001. **Failure to attend one of the Pre-Application Conference will disqualify applicants.**

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Submission Logistics: Eligible applicants must submit an original application (marked original) printed on three-hole paper with five (5) copies of the application (**for a total of 6 applications**) and one electronic copy (on CD-ROM only) on or before April 25, 2008 at 4:00 p.m. Two (2) copies of Attachment A should be affixed to the outside of the envelope or package. One copy will be used for the applicant's receipt and one copy will be used for OSSE's receipt.

This application package must be submitted to the OSSE Division of Education Excellence, 51 N Street, NE, Lower Level, Washington, DC 20001, ATTN: Ashaki Goodall.

Applications will not be forwarded to the review panel if the applicant fails to submit the required **six** applications and electronic copy (CD-ROM). **Emailed, telegraphic, and facsimile submissions will not be accepted.**

Applications submitted at or after 4:01 p.m. April 25, 2008 will not be forwarded to the review panel for funding consideration.

Application Delivery. An original printed on three hole paper, five (5) copies, and an electronic copy (CD-ROM only) of the application must be delivered to the following location:

District of Columbia Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, NE, Lower Level
Washington, DC 20001
ATTN: Ashaki Goodall

Mail/Courier/Messenger Delivery. Applications that are mailed or delivered by messenger/courier services must be sent in sufficient time to be received by 4:00 p.m. on April 25, 2008. Applications arriving via messenger/courier services after the posted deadline of 4:00 p.m. on April 25, 2008 will not be forwarded to the review panel.

Further Questions. Applicants are encouraged to email their questions to ashaki.goodall@dc.gov on or before Tuesday, April 10, 2007. Applicants should expect a response via email within two business days. Questions submitted after the deadline date will not receive responses. Questions not received via email will not receive responses.

GENERAL GRANT PROVISIONS

Payments. The OSSE Division of Education Excellence will make payments upon execution of a Grant Award Agreement with the subgrantee. The subgrantee will be paid pursuant to the subgrant agreement.

Audits. At any time or times before final payment and three (3) years thereafter, the District may have subgrantee's expenditure statements and source documentation audited.

Reporting Requirements. Subgrantees are required to submit interim performance, financial, and inventory reports to the OSSE Division of Education Excellence. These interim reports describe program activities, process data, accomplishments, performance measures, outcomes

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and other data as required by Federal and State requirements and as outlined in the grant application and any subsequent contingencies. Required documentation to support interim reports includes contracts, purchase orders, cancelled checks, professional development agendas and sign-in sheets, etc.

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

Certifications and Assurances. Applicants shall complete and return with the application the information requested on pages 50 and 54 and Attachments F and G.

Nondiscrimination in the Delivery of Services. In accordance with Title VI, of the Civil Rights Act of 1964, (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity operating under the District of Columbia's 21st Century Community Learning Centers Program.

Equipment. All equipment purchased with 21st CCLC federal funds are the property of the Office of The State Superintendent of Education. All equipment must be properly inventoried and labeled to reflect this. (Please see equipment disposal policy attached to this application.) Further guidance regarding this general grant provision will be given at the mandatory post-award meeting for successful applicants.

FREQUENTLY ASKED QUESTIONS ABOUT 21st CCLC PROGRAM

Adapted from "21st Century Community Learning Centers Non-Regulatory Guidance, February 2003", US Department of Education, Office of Elementary and Secondary Education

What is the 21st Century Community Learning Centers Program?

Part B of Title IV of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001* (Pub.L.107-110), provides opportunities for communities to establish or expand activities in community learning centers. The 21st CCLC program seeks to create *community learning centers* that provide academic, artistic and cultural enrichment opportunities for children and their families, and a safe environment for students when school is not in session.

The purpose of the program is to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers - which can be located in elementary, middle, and secondary schools, or other similarly accessible facilities – must provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers must help working parents by providing a safe environment

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for students when school is not in session. Programs implemented under this grant shall operate on weekends, evenings, and summer when school is not in session.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001 (NCLB)*, the law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by the community learning centers opportunities for literacy and related educational development. *No Child Left Behind (NCLB)*, Section [4201(a)].

How does the 21st CCLC program comply with NCLB requirements?

The *No Child Left Behind Act of 2001* made several significant changes to the USED-administered 21st CCLC program. These changes ensure that the program focuses on helping children in high-need schools succeed academically through the use of scientifically based practice and extended learning time. The 2001 statute provides additional state and local flexibility in how funds can be used to support higher academic achievement and dramatically expands eligibility for 21st CCLC funding to public and private educational and youth-serving organizations.

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

- **Section 9501 of the No Child Left Behind statute applies to the 21st CCLC program.** This section deals with the requirement for *equitable participation of private school children* in federally funded elementary and secondary school programs. Public and private school students are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families. In designing a program that meets this requirement, subgrantees must provide comparable opportunities for the participation of both public and private school students on the areas served by the grant. In other words, any child who either lives in or attends school in an area served by a 21st CCLC grant is eligible to participate in the program on an equitable basis, regardless of where the program is housed or who manages the grant. Furthermore, if a public school or district is applying, they *must* consult with private school officials during the design and the development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided must be secular, neutral, and non-ideological.

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- **Implementing activities based on rigorous scientific Research.** The current 21st CCLC statute provides *principles of effectiveness* to guide local subgrantees in identifying and implementing programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and be based on scientific Research.

According to *NCLB*, Section 4205(b) programs must be based on the following principles:

- An assessment of objective data regarding the need for before and after school programs (including summer) and activities in the school and communities;
 - An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
 - If appropriate, be based upon scientifically based Research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. (Scientifically based Research is defined in Title IX of the reauthorized EOSSE, as Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and objectives.)
- **Focusing services on academic enrichment opportunities.** Under *NCLB* legislation, subgrantees **must** provide academic enrichment activities to students in high-poverty schools to help them meet State and local standards in the core content areas, such as reading, math, and science. In addition, applicants must also provide services to the families of children who are served in the program. (Under the previous statute, subgrantees provide a broad array of services to children and community members.) *NCLB* legislation allows community learning centers to serve adult family members of students, not the community at large.
 - **Transferring program administration from the Federal to the State level.** *NCLB* turned over responsibility for administering the 21st CCLC program to the State Education Agency (OSSE) in each State. The U.S. Department of Education (the Department) allocates funds to the OSSE by formula. The OSSE manages grant competitions and awards grants to eligible organizations for local programs. States are accountable to the U.S. Department of Education for ensuring that all statutory requirements are met.
 - **Expanding eligibility to additional entities.** *NCLB* allows public and private organizations to receive funds directly from the State under this program. (Under previous authority, only public schools or local educational agencies could directly receive grants.) The U.S. Department of Education continues to strongly encourage all applicants to collaborate with other public and private agencies, including the local school districts, to create programs as comprehensive and high-quality as possible.
 - **Targeting services to poor and low-performing schools.** *NCLB* legislation requires States to award grants only to applicants that will primarily serve students who attend schools with a high concentration of poor students. In addition, States must give priority

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to applications for projects that will serve children in schools designated as in need of improvement under Title I and that are submitted jointly by school districts receiving Title I funds and community-based organizations or public or private organizations. (The previous legislation restricted eligibility to inner-city or rural schools and strongly encourages schools to collaborate with community-based organizations.)

- **Extending the duration of grant awards.** States have the discretion to award grants to local organizations for a period of three to five years. (The previous law limited the duration of the grants to three years.) In DC, the 21st Century Community Learning Centers programs will be approved on a yearly basis, up to a five-year period. Funding for year four (4) drops to 75% of the grant award and to 50% in year five (5). At the completion of each year of implementation, the 21st CCLC subgrantee will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report to the Department of Education and review of programmatic and fiscal reports to the OSSE.
- **Increasing accountability at the State and local levels.** The new legislation requires States to develop performance indicators and performance measures that they can use to evaluate programs and activities. States must require local subgrantees to implement programs that meet the *principles of effectiveness*. In addition, subgrantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high-quality opportunities for academic enrichment.
- **Expanding the range of locations in which local programs may take place.** *NCLB* provides support for services for children and their families in elementary or secondary schools or in any other location that is at least as available and accessible as the school. (The previous legislation allowed for community learning centers to be located only in public elementary and secondary schools.)
- **Requiring funds to supplement not supplant.** Local subgrantees must use program funds to supplement not supplant other Federal, State, and local funds. (This “supplement not supplant” provision was not included in the previous statute.)
- **Providing OSSE with funds to carry out administrative responsibilities.** Five percent (5%) of DC’s 21st CCLC allocation will be reserved by the OSSE for the administrative and support responsibilities associated with implementing a high quality program. These funds will be used to plan the competition, manage a review process, award the grants, monitor progress, and strengthen the program by providing training and technical assistance to local sub grantees, as well as conduct evaluations.

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

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

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This year the OSSE has determined 21st CCLC awardees whose grant award will expire by September 30, 2008 may apply for continuation funding. In order to be awarded, current 21st CCLC awardees whose grant award will expire by September 30, 2008 must submit an application and undergo the review process as described in RFA #0306-08, demonstrate how funds will be used to expand and/or enhance the existing program, and complete the official grant close-out process for the current award.

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

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

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

Under Public Law 107-110 Sec. 4201(b)(3), LEAs are eligible to apply, not individual schools.

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

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

Who should sign the memorandum of understanding for a LEA?

The entity who signs the memorandum of understanding and/or partnership agreement page for a LEA varies. For charter LEAs, the individual who signs the memorandum of understanding is the Executive Director and Board of Trustees Chairperson of the LEA. For the DCPS LEA, applicants must secure the signature of the Chancellor or his/her clearly stated designee. ***A principal may not sign the memorandum of understanding and/or partnership agreement page.***

What must a local organization include in its application to the OSSE?

The application narrative guidelines are described beginning on page 19 of this RFA. Grants will be awarded to eligible organizations on a competitive basis in accordance with the statute.

Is collaboration a requirement for organizations eligible to apply?

The legislation contains several provisions about the importance of collaboration. Section 4204(b)(2)(H) requires applicants to provide a description of any partnership between a local education agency, a community-based organization (CBO), and/or other public or private organizations. If the local applicant is another public or private organization, it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend. In addition, Section 4204(i)(1)(B) requires that States give priority to applications submitted jointly by an LEA receiving Title I funds and a CBO or other agency

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proposing to serve students in schools in need of improvement under Section 1116. This priority also applies to LEAs targeting schools in need of improvement, but which demonstrate an inability to partner with a CBO within reasonable geographic proximity and of sufficient quality. By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaboration can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

May a community learning center be located or take place outside of a school?

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

If the community learning center is located outside of a school, must it provide transportation?

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

Are there any requirements for the hours of operation of a center or the number of students and families a local program must serve?

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

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

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

Research also demonstrates that effective 21st CCLC programs have students participating on a regular (not drop-in) basis and operate at least 3 hours a day for at least 3 days a week.

In considering hours of operations of a center, programs should additionally remember that they must report attendance for students, indicating the number of students who are considered “regular attendees.” The federal statute defines “regular attendees” as those students who attend the program for 30 or more days during a program year. However, states are given the discretion

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to increase the definition of “regular attendee” to include additional days beyond the mandated 30. The OSSE considers a student a “regular attendee” if he or she attends the program for 60 days or more.

Can 21st CCLC program funds support services to adults?

Yes. Only primary care givers of students attending a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, programs are open only to those adults who are caregivers or members of the families of participating children and must be provided during hours that students are not in the regular school day.

Can 21st CCLC student activities take place during the regular school day?

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

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

In accordance with Title VI, of the Civil Rights Act of 1964, (P.L. 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, disability, or political opinion, be denied the benefits of, or be subjected to discrimination under any program or activity receiving 21st Century Community Learning Centers Program Grant funds.

Are religious organizations, including entities such as religious private schools, eligible to receive 21st CCLC grants from the OSSE?

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

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religion instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs may wish to keep grant funds in a separate account or accounts to ensure that they are not used inappropriately. The U.S. Office of Management and Budget (OMB) Circulars A-21 (for educational institutions) and A-122 (for non-profit organizations) provide further guidance regarding these accounting requirements.

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

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According to the OSSE *Accountability Plan* (available online at www.k12.dc.us) all DC schools that receive Federal funds (this includes public and public charter schools) are required to make Adequate Yearly Progress (AYP). AYP is defined as having the required percentage of students per year achieving proficient or better on the State Assessment. Additionally, schools must achieve the required attendance (for elementary) and graduation rates. The goal is for 100% of students attending DC schools to achieve proficiency or better and to meet the additional academic indicator. In support of schools achieving AYP, three focus areas: reading/math, attendance and graduation are required for all 21st CCLC. Programs must determine performance measures in each of these focus area. Since they are not a part of the State Accountability Plan, private schools must clearly define how activities will demonstrate program effectiveness in the three focus areas if State Assessments are not used with private school students.

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

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

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

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

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

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

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- **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 shall be open for visiting by families and convenient to reach by public transportation. The execution of a Building Use Agreement must be in place *prior* to the release of funding under this grant.
- **Insurance:** All applicants must maintain sufficient insurance to protect the items purchased through federal funds and against accidents that may occur on the property. The applicant is responsible for securing all property and ensuring that the facility is maintained in an acceptable condition.

What are the security requirements for a 21st CCLC subgrantee?

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

What are the insurance requirements for a 21st CCLC subgrantee?

The applicant, when requested, must be able to show proof of insurance coverage required by law. All subgrantees that receive awards under this RFA must show proof of insurance prior to receiving grant funds.

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

In general, the answer to this question is yes. However, this is not always the optimal situation. If there is currently an afterschool program in a facility, careful negotiations should be made to ensure that the programs work together, rather than competitively. Issues of space, resources, and students often become sources of conflict. Consideration of merging programs to expand on an existing program or create a new program using the techniques, activities, objectives, and philosophies of the different programs is encouraged.

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

Can a 21st CCLC program serve students who live outside of Washington, DC?

The OSSE 21st CCLC award is given to applicant organizations who will serve students who attend private, public, and charter schools in Washington, DC.

Who is the target population to be served by the 21st CCLC grant program?

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

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What are the audit requirements for a 21st CCLC subgrantee?

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

Is there a matching funds requirement?

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

What are the required clearances for 21st CCLC programs?

All paid and volunteer staff members are required to annually show appropriate evidence of the following clearances prior to working directly with students:

- a cleared background FBI fingerprint check and
- the results of an unexpired TB test on file.

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

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

What is the award period?

In OSSE will approve all 21st CCLC program funding on a yearly basis, up to a five-year period. Funding for year four (4) drops to 75% of the grant award and to 50% in year five (5). At the completion of each year of implementation, the 21st CCLC subgrantee will be required to demonstrate evidence of successful implementation of their plan through an Annual Performance Report submitted to the Department of Education and programmatic and fiscal reviews and reports submitted to the OSSE.

How are award payments distributed?

Traditionally, grant award payments are reimbursable on a quarterly basis. The OSSE reserves that right to issue a one-time initial start up payment to ensure awardees are able to begin services in a timely manner. All awards will be reviewed annually for consideration of continued funding. Programmatic and fiscal implementation and reporting will be considered. Additionally, if an awardee is unable to annually serve the agreed upon number of students, OSSE reserves the right to institute an award adjustment for the next program implementation year. Awardees are expected to have as regular attendees a minimum of 75% or more of the agreed upon number of students. Regular attendees are defined by the OSSE as students who attend the program for 60 days or more during the course of a program year. If an awardee shows evidence of serving 10% or more students (as defined by the OSSE definition of regular

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attendees), the awardee may be considered for any additional funding that may become available during that program year.

What is the grant award amount to 21st CCLC subgrantees?

The minimum amount of grants under this competition will be **\$50,000** per application, per year for the first 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.

This year, the OSSE has determined that 21st CCLC awardees whose grant award will expire by the end of FY 2008 may apply for continuation funding. These awards are among the approximate 3 to 8 awards the OSSE anticipates giving as a result of this competition. In consideration of P.L. 107-110 Sec. 4202(2)(K) which discusses the sustainability requirements for the 21st CCLC awards, the OSSE has limited continuation funding amounts to **\$100,000.00** per application, per year for the first three years.

Are there any restrictions on purchases made with 21st CCLC funds?

There are several restrictions on purchases made with 21st CCLC funds.

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

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

In general, grant funds are not able to be used to purchase food such as snacks for students. All applicants are strongly encouraged to apply to for the USDA reimbursements available to organizations who work with students during out-of-school time hours.

While this is the general rule, the federal government understands that in many cases in order to get the parental involvement and/or student participation, a healthy nutritious snack may need to be provided. There is room for negotiation on this matter. However, all successful applicants will again be strongly encouraged to apply for existing federal programs that assist with providing snacks and meals to students and their families.

What is the indirect cost rate to be used in the 2008 21st CCLC Budget?

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

Can a 21st CCLC program hire full-time employees?

The federal statute does not prohibit full-time employees in a 21st CCLC program. If a program chooses to employ full-time workers, the justification of scope of work must be determined reasonable and 100% of duties must be related to the implementation of the 21st CCLC program. As a best practice, OSSE finds that in order to effectively manage and administer the program, no more than one full-time employee is needed, depending on the size and scope of the program.

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Please note that the all salaries should not exceed 33% of the grant award amount.

Are there guidelines for determining staff compensation?

Compensation for staff should be reasonable. The OSSE recommends that staff salaries follow the DCPS administrative premium guidelines of payments between \$12.00 and \$30.00 per hour. Compensation for independent vendors may vary depending on the scope of work, equipment and manpower needed, and number of hours worked. Generally \$50.00 an hour is deemed reasonable. Site directors and program administrators may be paid up to \$35.00 an hour. Full time employees must be paid an hourly rate and benefits such as health insurance and annual and sick leave are not provided with federal funds.

Please note that the all salaries should not exceed 33% of the grant award amount.

Can employees of the program be hired as independent contractors?

Employees of the program, such as tutors, and program administrators may ***not*** be hired as independent contractors. These individuals must be listed under the personnel line item, and standard Federal tax deductions must be accounted for in the budget. This budget line should not exceed 33% of the grant award amount.

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

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

All contracts and/or employment agreements must be presented to the OSSE upon request.

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

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

What fringe benefits are allowed under this grant award?

Fringe benefits under this grant award are defined as payroll taxes only. For full-time employees, fringe benefits may not exceed 20%. For part-time employees, fringe benefits may not exceed 7.65%.

Annual, sick, and holiday leave may not be paid for under this grant award. Health benefits also may not be paid for under this grant award.

Can a program charge fees?

The Federal statute does not prohibit charging program fees. All program fees must be reported to the OSSE and use of the funds are strictly for the 21st CCLC program. All program fees must

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be approved by the OSSE and determined reasonable and encouraging the spirit of the law. Programs are encouraged to consider their student population as defined in the Needs Assessment of the application to determine the practicality of this practice. Use of fees will be reviewed during the interim reporting cycles.

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

Can the fiduciary agent subcontract the management of the program?

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

What are the requirements for sustainability under this grant?

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

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

During the third year of program implementation, OSSE will discuss with subgrantees the sustainability plans that they have in place in order to ensure that the same level of service is available in years four and five, although funding amounts will be decreased by 25% and 50%, respectively.

In regards to evaluation and accountability, what evidence is required from state and local programs to determine whether 21st CCLC programs are research-based and effective?

There are two elements to evaluation and accountability. The first element involves basing your program on activities that have proven effectiveness (activities proven through scientifically based research). The second element involves evaluating the effectiveness of your program using scientific principles. Each is explained further below.

- *What is scientifically-based research?*

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

- an assessment of objective data regarding the need for before- and after- and summer- school programs (including summer school programs) and activities in schools and communities;

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- an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and
- Scientifically-based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.
- Scientifically-based research, as defined in Title IX of the reauthorized EOSSE, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:
 - employs systematic, empirical methods that draw on observation or experiment;
 - involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observation, and across studies by the same or different investigators;
 - is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

1. *Phonemic Awareness* – The ability to hear, identify, and manipulate the individual sounds – phonemes- in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. *Phonics* – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically decode unfamiliar words.
3. *Vocabulary Development* – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: (1) listening vocabulary; (2) speaking vocabulary; (3) reading vocabulary; (4) writing vocabulary.
4. *Reading Fluency, including oral reading skills* – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and

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comprehension. Fluent readers recognize words and comprehend at the same time.

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

- *What is evaluation based on scientific principles?*

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

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

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

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

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

The following are 16 characteristics that lead to comprehensive program planning for integration:

1. Climate for inclusion;
2. Community partnerships;
3. Coordination with the regular school day learning program and community partners;

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4. Culturally sensitive climate;
5. Engaging the public;
6. Evaluation design;
7. Facilities management;
8. Focus on at-risk students;
9. Funding;
10. Leadership and governance;
11. Linkages between afterschool, regular school and community partner personnel;
12. Parental involvement;
13. Recreational programming;
14. Safe and healthy environments;
15. Staffing - qualifications and training; and
16. Volunteers.

What are the evaluation requirements for local subgrantees?

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

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

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

What are the reporting requirements for local subgrantees?

Each year, subgrantees are required to complete the web-based Annual Performance Report (APR) developed by Learning Point Associates and required of subgrantees nationally. This Annual Performance Report describes program activities, process data, accomplishments, performance measures, outcomes and other data as required by the U.S. Department of Education. The purposes of the Annual Performance Report are to:

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

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

- *Descriptive data* to include (a) grant-level information showing current progress toward goals/objectives narrative, lessons learned, budget, and extent of community collaboration; and (b) center-level data such as dates and hours of operation, staff, ages/grades served, number of student and adult family members participating, student demographic data, enrollment, activities, and linkages to the regular school day.
- *Achievement data* to include reports on regular attendees (those who have attended for at least 60 days) during the reporting year or all students if a center has fewer than 100 regular attendees. It includes overall grades, achievement test results, teacher survey results, and other data sources, as requested; and achievement data on individual target students – those regularly participating in program activities.
- *Equipment inventory data* to include a detailed description of all equipment purchased by the program.
- *Itemized expenditure data* to include detailed descriptions of all encumbered and paid transactions. These reports must include all back-up documentation to support expenditures.

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

Timely submission of Annual Performance Reports, interim 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.

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

What federal regulations apply to this program?

The following regulations are applicable to the 21st Century Community Learning Centers Program: The U.S. Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75,77,79,80,81,82,85, and 86, and (b) 34 CFR Part 299. The EDGAR regulations can be found on the Department's website: <http://www.ed.gov/about/offices/list/index.html?src=mr>.

APPLICATION FORMAT GUIDELINES

Applicants should include all information as described below needed to adequately describe their proposed program. Each submitted application must contain the following sections in the order identified. *If your application does not contain all the following sections in the specified sequence, it will be difficult for the reviewers to identify your information. This could result in a lower rating score, and subsequent failure to receive funding.*

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1. Application Receipt Form

Two copies of this Application Receipt Form should be included on the outside of the entire application package.

2. Application Cover Page

The applicant must provide all contact descriptive information requested on the required Application Cover Page. This must be the first page of the application. The most important part of this page is the required signatures that give legal testimony to the applicant's approval and commitment to the application.

3. Table of Contents

The applicant must include a Table of Contents with all sections and page numbers clearly identifiable for the application reviewers. This section of the application serves as a list of major sections of the application with quick reference page indexing.

4. Program Summary and Abstract

The applicant must complete this section in order to provide a basic summary of the program. This section describes the community needs being addressed, the participants to be served, the program objectives, the activities proposed to meet the objectives, the intended outcomes, program evaluation activities, and all other requested information. Please note that all applicants who intend to partner with a school (or schools or the DCPS LEA in its entirety) **must** obtain the signature of the DCPS LEA Chancellor or his/her clearly stated central office designee. *A principal may **not** sign this page indicating a partnership is in effect.*

5. Program Narrative

This section of the application should contain the program narrative that justifies and describes the program to be implemented. The program narrative may not exceed 25 double-spaced pages (no single spaced pages) on 8 ½ by 11-inch paper. The program narrative should include the information requested under the scoring criteria.

6. Partner Commitment Page

The applicant must attach a Partner Commitment Page for each identified partner. Additionally, a formal Memorandum of Understanding (MOU) for each partner must be included in the application appendix. This page is **not** included in the 25-page application narrative limit.

7. Documentation of Private School Consultation and Participation

The applicant must complete the Documentation of Private School Consultation and Participation form. This page is **not** included in the 25-page application narrative limit.

8. Budget Worksheet

Complete the provided Budget Worksheet for the **first** year of your project. *While the grant award is for a five year period, the Budget Worksheet for the first year is requested at this time. A new detailed budget will be requested annually. Budget revisions and modifications are also permitted provided changes are approved by the OSSE. This page is **not** included in the 25-page application narrative limit.*

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9. Budget Narrative

Provide a detailed budget narrative for the **first** year that clearly explains:

- the mathematical basis for estimating the costs of professional personnel salaries, benefits, project staff travel, student transportation, materials and supplies, consultants and subcontracts, indirect costs, and other project expenditures;
- how the major cost items relate to the proposed activities;
- the cost of your project's ongoing and yearly evaluations; and
- a detailed description explaining in-kind support and/or funding/resources provided by partners in the project.

*A new detailed budget narrative will be requested annually and whenever budget revisions and modifications are approved. These pages are **not** included in the 25-page application narrative limit.*

10. Certifications and Assurances

The applicant must include the appropriate signatures on all Certifications and Assurances. These pages are **not** included in the 25-page application narrative limit.

11. Appendices

The applicant must attach **only** the following Appendices:

- Memorandums of Understandings that **clearly** document in detail the role and contribution of each collaborating partner, including any fee to be paid and for what services, etc. (see Attachment C);
- a description of staff qualifications, to include resumes and licenses (if applicable);
- job descriptions of key staff;
- written safety procedures and protocols;
- a summary of any evaluation studies, reports, or Research that document the effectiveness or success of the collaborating partners, and/or the activities and services described in the narrative section of your application;
- tax certification affidavit;
- indication of non-profit incorporation status, if applicable;
- roster of Board of Directors; and
- proposed organizational chart for the 21st CCLC program.

The application must be printed on 8 ½ by 11-inch paper, double-spaced (including bulleted items), on one side, using 12-point type font (New Times Roman or Courier type recommended) with one inch margins. The maximum number of pages for the total Narrative Section **cannot exceed 25 double-spaced pages. The original application must be labeled and printed on three-hole paper.**

Pages must be numbered.

Applications that do **not conform to the aforementioned formatting requirements will not be forwarded to the review panel.**

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SCORING CRITERIA

All applicants responding to this RFA shall be evaluated by the following scoring criteria, with a total possible score of 100 points. Eighty (80%) of the applicant's score will be based on the review of our external panel of experts. Twenty (20%) of the applicant's score will be based on the review from OSSE staff. Please see rubric below.

Criteria 1 Needs and Resource Assessment (12 Points)

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

- a detailed description of how school(s) and communities with which the program will be conducted were identified. If applicable, previous and current direct relationships with a school or LEA must be identified (i.e. Supplemental Educational Services Provider; existing out-of-school time provider; consultant for services during school day, charter LEA foundation or management company, etc.).
- a detailed description of the needs of students at risk of educational failure in the targeted community, including:
 - a description of gaps in services that are available 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 involvement statistics; and community concerns.
- a detailed listing of the currently available out-of-school time programming (i.e. afterschool, before school, summer programs/camps, etc.) and academic support for students and their families in the targeted school areas. This includes the availability of Supplemental Educational Services and any other Extended Learning Opportunities. Summarize service gaps to be addressed by the project. Using the chart that follows, explain how the 21st CCLC grant will establish or enhance/ 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 detailed description of how the proposed project will help to remedy the risk factors (needs) that have been identified. Use the chart that follows. Include a description of how the project will adequately provide computer labs, libraries, classrooms, outdoor facilities, equipment, supplies, personnel, and other resources required for the tasks and activities described in the application. **Direct references to the partnering LEA and/or local School Improvement Plans must be included.** (See example that follows.)

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- 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. Use the chart that follows to indicate such combination and/or coordination.

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School name/Grade Levels Served	Current Programs (services, time, days, # students)	Service Gaps To Be Addressed By Proposed Program	New Program? Program Enhancement? Program Expansion?	Combined and/or Coordination of Program Funding Resources	Direct Reference to School Improvement Plan
School ABC/ 6-8	No current out-of-school time programming available in the school itself or within a 15 block radius.	21 st CCLC program would offer afterschool programming for students at the school five days a week. The program will be designed to decrease the amount of gang activity in the neighborhood.	New program	75% 21 st CCLC Grant Funding 5% Title I Funding 10% Title IV Funding 10% School Improvement Funding	School has been identified as SIP year 2. This program will help the school meet it's obligation under Sec. 1116 of NCLB in which extended day learning opportunities will be used to increase student achievement in mathematics.
School XYZ/1-5	Currently after school programming for 100 students in grades 3 through 5, five days a week from 3:30 to 5:00 p.m.	21 st CCLC program would expand the program in order to allow students in grades 1 and 2 to participate in programming, thus bolstering the number of older children who are able to stay for programming as many of these older children are obligated to "baby sit" younger siblings after school and expand to include a summer enrichment program	Expansion program	50% 21 st CCLC program 10% Title I Funding 5% Title V Funding 25% CYITC Out-of-School time Grant 5% Summer School Funding 5% Program Income	School has not met AYP. Program will address continued school efforts to ensure summer learning loss does not occur with older students.

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Criteria 2 Research-Based Program Design and Implementation (21 Points)

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

- a specific, detailed description of the before school, afterschool and/or summer/holiday recess activities to be funded;
- the number and demographics of expected student participants;
- a detailed plan describing student recruitment and retention activities, including those that target private school student participation. This plan **must** ensure equitable access of all students to participate in the community learning center;
- the proposed program location(s);
- a detailed plan of how students in the proposed program will travel safely to and from the center and home. Programs located in facilities other than school buildings must demonstrate that the program is at least as available and accessible as if the program were located in a school building. Please note that consideration must be given as to how this plan will meet the transportation needs of working families;
- a specific, detailed plan of how the applicant will disseminate information about the center(s) (including their location) to the community in a manner that is understandable and accessible. This includes how the information will be disseminated to Limited and Non-English Proficient populations;
- a detailed description of how activities of the center are expected to improve student academic achievement, particularly in the core academic subject areas of reading/language arts, mathematics, and science. This description must include:
 - evidence of high quality instructional strategies and components for students at risk of educational failure as described in the needs assessment;
 - a description of how the academic component of the program aligns with the ten standards recommended by the National Council of Teachers of Mathematics. These include: Number & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability, Problem Solving, Reasoning & Proof, Communication, Connections and Representation;
 - a description of how the academic component of the program addresses the five dimensions of reading: Phonemic Awareness, Fluency, Comprehension, Phonics and Vocabulary;
 - a description of how the academic component of the program aligns with the National Science Education standards, to include but not limited to the Science Content Standards and the Science Education Programs using a Research-based afterschool science curriculum;
 - a description of the program's connection to State and local achievement standards that correspond to a specific DC Curriculum Content Standard(s) (available online at www.osse.dc.gov) and/or a clearly identified national standard used by a charter LEA or private school. If the standard is not from the DC

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Curriculum Content Standard(s), please indicate what standard is being referenced. This description must include the following chart:

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Program Activity	Academic Achievement Objective	Specific Corresponding DC Curriculum Content Standard(s)	Relationship To School Improvement Plans
Math Challenge (Tutoring)	To move 20% of students from basic to proficient on annual standardized math assessment	Follows DC Math Curriculum Strand for Geometry 6.G.1. Match three-dimensional objects and their two-dimensional representations (e.g., nets, projections, and perspective drawings).	School ABC has not made AYP in the area of math for 3 consecutive years. This activity will continue to reinforce geometry skills for sixth grade students in order to increase assessment scores.

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- evidence of the program's effectiveness, including data that supports student academic progress toward proficiency in the attainment of State and local standards in reading/language arts and/or mathematics as measured by the DC State assessment
- provide additional evidence of improved outcomes, such as school grades, family/parent satisfaction, student discipline, student attendance, and/or retention/promotion rates, citing available Research studies, including independent evaluation results.
- a detailed description of specific activities that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty, and students with limited English proficiency;
- a specific, detailed description of how proposed program activities are based on the following principles of effectiveness:
 - assessment of objective data regarding the need for the before-school, afterschool programs, and/or summer recess activities and other proposed activities in the schools and community;
 - established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - A scientifically based Research that provides evidence that the program will help students meet the State and local student achievement standards;
- a detailed description of how the proposed program activities will address the 21st CCLC Program Goal, Objectives, and Indicators and State Performance Indicators described in Attachments D and E. This description must include measurable performance goals for improved outcomes that will assist the program in successfully accomplishing the State Performance Indicators.

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

- a detailed description of 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;
- a detailed list of major partnering organizations with an explanation of the roles to be played by each partner in carrying out activities, describing who will do what, when where, and for what purposes. Additionally, provide a description of the experience or promise of success of each community partner has in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students and their families;
- a proposed general daily or weekly program schedule, outlining activities to be conducted. If the program will also operate during the summer months or during school Holiday breaks, provide a proposed general schedule for programming, if different. The application must also address how the program schedule will meet the schedule of working families;
- if the application includes a plan for technology use (i.e. internet access), it must include information on how and where children will access services. The applicant must discuss the supervision provided while children are using the internet; and

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- a detailed description, if applicable, of how senior volunteers will be used to carry out center activities and develop inter-generational relationships.

Criteria 3 Program Staff and Training (10 Points)

Applications will be evaluated based on the extent to which it offers strong evidence of hiring qualified, effective staff and demonstrates a commitment to ongoing professional development.

Each application must:

- indicate an annual plan and budget for travel, food, and lodging for the following requirements:
 - at least **three (3)** project staff members and supporters to include a reasonable combination of the project director, a site director, one teacher, and a partner representative at a Foundations Inc. Beyond School Hours Conference. Registration cost is approximately \$400.00 per person plus travel, food, and lodging. For more information about Foundations Inc. go to wwwFOUNDATIONSINC.org;
 - at least **four (4)** project staff members and supporters to attend one of the 21st CCLC Summer Institutes. Registration cost is free, so only travel, food, and lodging should be considered; and
 - at least **three** project staff members and supporters to attend at least one additional Out-Of-School Time (OST) national or local conference (i.e. National Afterschool Association Conference, Johns Hopkins Summer Learning Institute, etc.)
- clearly describe an annual plan and budget for ongoing staff training. The plan must support the performance measures and outcomes for the program. Expenses may include payment of staff for time to plan and attend the training;
- clearly describe staff training, including implementation timelines, in the area of safety (i.e. emergency preparedness, CPR, First Aid, etc.);
- clearly describe 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;
- indicate how staff development plans will have the support and involvement of program designers, consultants/contractors, and participants;
- clearly describe the staff recruitment and retention strategies that will ensure qualified staff;
- clearly describe the frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design;
- if applicable, a detailed description of how the applicant will encourage and use qualified senior citizens to serve as volunteers;
- clearly describe how the program will ensure staff are capable of effectively working with Special Education and Limited English and Non-English Proficient students and their families;
- clearly describe how project staff will continuously collaborate with regular school day teachers, school and LEA administrators to ensure the program connection is maintained with local school and District initiatives;

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- clearly explain how project staff will vary their approaches to help meet the individual needs of students and improve their achievement in core academic areas to meet or exceed local and state standards; and
- clearly describe the role parents will play in the program staffing design.

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

Criteria 4 Program Evaluation and Monitoring (13 Points)

In accordance with P.L. 107-110 Sec. 4205(b)(2)(A-B), applications will be evaluated based on the extent to which the administration, methodology, and use of periodic (at minimum annual) evaluations will be used to refine, improve, and strengthen programs, including activities, and to refine measurable goals for the program. Each application must:

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

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- a timeline of evaluation data collection and reporting activities, including what audiences will receive reports. The OSSE must be included as a recipient of evaluation reports.

Applicants should budget maximum 10% of the requested grant award towards evaluation activities and stay within the going rate for educational evaluation services within the metropolitan D.C. area.

Criteria 5 Financial and Organizational Capacity, including Sustainability (10 Points)

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

- provide the applicant's experience, or capacity (promise of success) to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students;
- provide a proposed organizational chart for the 21st CCLC program to include the fiduciary agent's Board of Trustees and/or Executive Board;
- provide charts and timelines to describe the structure, responsibilities, and milestones for the program;
- clearly describe procedures for managing the project, and clearly relate program objectives, activities, beneficiaries, staff, and time of expected results;
- clearly describe the roles and responsibilities of all key community and school staff. Position descriptions for key staff members should be included. The project director **and** business manager/accountant (even if not paid with grant funds) must be identified and resumes submitted in the Appendices;
- present compelling evidence of the applicant's organizational capacity to meet rigorous reporting and training requirements, including, but not limited to interim financial and programmatic reporting, annual State evaluations, annual evaluations to the U.S. Department of Education; monthly meetings; and mandatory trainings.
- clearly describe the plan for acquiring, conducting and reporting all participation and programmatic data to the OSSE. The description must include:
 - who will collect the data;
 - when the data will be collected;
 - what data collection methods will be used;
 - what process will be used for entering data.
 - how data will be analyzed; and
 - how reports will be disseminated to OSSE and the public
- provide clear evidence that the applicant is financially sound. Evidence must include, but is not limited to:
 - tax certification affidavit;
 - indication of non-profit incorporation status, if applicable;
- provide a Memorandum of Understanding for **each** collaborating partner that clearly addresses and includes the following:
 - a detailed statement acknowledging and supporting the goal and objectives of the project;
 - the explicitly stating each participant's expected gains from the project;
 - the explicitly stating the expertise, resources and financial contributions each participant is making towards the project. Financial contributions (in-kind

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- and cash) must be quantified, even if estimated and/or subcontracting agreement must be stated;
- a clear statement detailing the roles, responsibilities, and capabilities of the partners;
- a clear statement that the partners intend to continue the partnership beyond the grant period.
- provide a convincing, reasonable preliminary plan for *sustaining* the community learning center(s) after Federal funding ends. This preliminary sustainability plan must address efforts to garner increased community involvement and support and set goals for fundraising activities to support the program activities after the grant award.
- provide evidence that the proposed program will be able to begin full services no later than September 1, 2008, commence full operation of their program no later than September 1, 2008, or the first day of school, whichever date comes first.

Criteria 6 Budget and Budget Narrative (10 Points)

Applicants must provide a detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased and who the intended users are. The budget and budget narrative must:

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

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

Criteria 7 Compliance with Federal, State and Local Health & Safety Standards and Civil Rights Protections (4 Points)

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

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

Additionally, each application must contain Assurances that:

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

Criteria 8 OSSE Review and Application Priority (20 Points)

The application must clearly and specifically describe how the proposed program meets the following application priorities. Unless otherwise specified, all items are worth 2 points each.

- proposes to serve students who attend schools currently identified as in need of improvement, corrective action, or restructuring as defined under P.L. 107-110 Sec. 1116 **and** is submitted jointly by at least one (1) Local Educational Agency receiving Title I, Part A funds **and** at least (1) community-based organization or other public or private entity (4 pts.);
- provides sufficient evidence that **meaningful** and **timely** consultation with the private school community has occurred during the development of the proposed center;
- proposes to use qualified senior volunteers in carrying out center activities in a meaningful and intentional way;
- proposes to significantly incorporate a Research-based afterschool curriculum;
- proposes to serve an area and/or in a site that currently has no afterschool programming;
- proposes to serve in a combination
- proposes a reasonable budget that adheres to appropriate state and federal fiscal regulations and that demonstrates effective use of all resources to support activities;

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- presents a unique application; and
- proposed fiduciary agent is not on the state or federal debarment list and/or designated as High Risk in accordance with the OSSE High Risk Policy.

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APPLICATION CHECKLIST FORM (DO NOT SUBMIT WITH APPLICATION)

- ☐ The applicant organization/entity has responded to all sections of the Request for Application.
- ☐ Attachment A contains all the information requested for the receipt of your application.
- ☐ **The application is printed on 8½ by 11-inch paper, double-spaced (no single spaced pages), on one side, using 12-point type with one inch margins. Original application must be printed on three-hole paper. Applications that do not conform to this requirement will not be forwarded to the review panel.**
- ☐ The total application is complete and the narrative is within the 25-page limit for the RFA submission.
- ☐ **The applicant is submitting the required original printed on three-hole paper and five (5) copies of its application and an electronic copy (CD-ROM only). Applications will not be forwarded to the review panel if the applicant fails to submit the required six (6) applications with one of the six stamped “original” and an electronic copy (CD-ROM only).**
- ☐ The application conforms to the “Application Format” :
 - ☐ Cover Page;
 - ☐ Table of Contents;
 - ☐ Program Summary and Abstract Page;
 - ☐ Program Narrative;
 - ☐ Partner Commitment Page;
 - ☐ Documentation of Private School Participation
 - ☐ Budget Worksheet Page and Budget Narrative;
 - ☐ Certifications and Statement of Assurances; and
 - ☐ Appendices.

Required Application Format:

- 1-inch margins
- Double-spaced
- 12-point font
- Pages numbered
- Typed in Arial or New Times Roman
- One sided only
- Original printed on three-hole paper

The review panel will not review applications that do not conform to the application format.

- ☐ The Certifications, Statement of Assurances, and Attachments beginning on pages 61 and in Attachments F and G are complete and contain the requested information.
- ☐ The appropriate appendices, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed. *Do not attach any additional support materials, school profiles, or appendices. Do not use spiral binding, staples or tape.*
- ☐ The application (original, five (5) copies, and CD-ROM) is submitted to OSSE Division of Education Excellence no later than 4:00 p.m., on the deadline date of Friday, April 25, 2008.
- ☐ The application is submitted with two original receipts, found in Attachment A, both attached to the outside of the envelope or package for approval.

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**Application Cover Page
RFA #0306-08**

Annual Amount Requested (1st 3 years): \$ _____ **First Award for This Grant:** ☐ Yes ☐ No
Per Pupil Amount Breakdown: \$ _____

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below and in the partnership commitment form have authorized me, as their representative, to file this application.

Authorizing Signature: _____

Date: _____

Printed Name: _____

Position/Title: _____

Applicant Name (<i>Name of fiscal agent</i>):		Tax ID Number:
Ward:	Student Populations Served (Please check all that apply.) <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Private School <input type="checkbox"/> Charter School <input type="checkbox"/> DCPS Public School	
Name of Director of Applicant Agency:	Office Address: _____ _____	
Phone Number:	Fax Number:	E-mail Address:
Director of Applicant Agency Signature: _____ Date: _____		
Name of Grant Contact:	Office Address: _____ _____	
Phone Number:	Fax Number:	E-mail Address:

Type of Organization for the Applicant Agency:

- | | |
|---|---|
| <input type="checkbox"/> Community Based Organization | <input type="checkbox"/> Private School |
| <input type="checkbox"/> DCPS Local Educational Agency | <input type="checkbox"/> For Profit Business |
| <input type="checkbox"/> Public Charter School Local Educational Agency | <input type="checkbox"/> Faith Based Organization |
| <input type="checkbox"/> College/University | <input type="checkbox"/> Other: _____ |

21st Century Community Learning Centers Program Grant

Program Summary and Abstract

Name of each school and/or site and contact person to be served by 21 st CCLC (Include contact phone number and email address)	% of students receiving free or reduced lunch or part of other poverty indicator	% Limited English Proficient (LEP/NEP) students	Estimated # of students to be served by 21 st CCLC	Estimated # of adults to be served by 21 st CCLC	Eligible Title I School-wide Building (Y) Yes (N) No	In Title I School Improvement (Y) Yes (N) No
School/Site: School/Site Contact Name: Phone Number: Email Address:					<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School/Site: School/Site Contact Name: Phone Number: Email Address:					<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School/Site: School/Site Contact Name: Phone Number: Email Address:					<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School/Site: School/Site Contact Name: Phone Number: Email Address:					<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School/Site: School/Site Contact Name: Phone Number: Email Address:					<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
For the entire grant--			Total:	Total:		

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Program Summary and Abstract

Times, Days and Hours of Operation. Please complete one form for each proposed site listed in the previous section. Please duplicate as necessary.

Regular School Year Program for Students							
Before School Site Schedule (Must run for at least one hour per day of service.)							
Before School Start Date							
Before School End Date							
Total # of Days Before School							
	MON	TUE	WED	THU	FRI	Total Weekly Hours Before School	
Service Begin Time (e.g. 7:00 AM)							
Afterschool Site Schedule (Must run for at least two hours per day of service.)							
After School Start Date							
After School End Date							
Total # of Days After School							
	MON	TUE	WED	THU	FRI	Total Weekly Hours After School	
Service Begin Time (e.g. 3:30 AM)							
Service End Time (e.g. 5:30 AM)							
Weekends and Holiday Site Schedule (Must run for at least four hours per day of service.)							
List All Dates that Site Will Be Open							
Total # Non-School Days							
	SAT	SUN					
Service Begin Time (e.g. 7:00 AM)							
Service End Time (e.g. 5:30 PM)							
Summer Program For Students (Must run for at least four hours per day of service.)							
Summer Start Date							
Summer End Date							
Total # of Days in Summer							
	MON	TUE	WED	THU	FRI	SAT	Total Summer Hours Per Week
Service Begin Time (e.g. 8:30 AM)							
Service End Time (e.g. 5:30 AM)							
Parent Literacy Activities (NOT periodic parent involvement activities, but ongoing adult education program.)							
Date Site Open (Adults)							
Date Site Closed (Adults)							
Total # of Days							
	MON	TUE	WED	THU	FRI	SAT	Total Adult Hours Hours Per Week
Service Begin Time (e.g. 7:00 PM)							
Service End Time (e.g. 8:30 PM)							

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Program Summary and Abstract

-continued-

Types of Community Partners Involved (Please indicate the number of all that apply.)

_____ Colleges or Universities	_____ Faith-Based Organizations
_____ Libraries or Museums	_____ Hospitals/Clinics/Health Providers
_____ Businesses	_____ For Profit organizations
_____ Local Education Agency	
_____ Community-Based Organizations (local non-profits, foundations)	
_____ County or Municipal Agencies (e.g. police, Parks & Recreation, Social Services)	
_____ National Organization (e.g. Boys & Girls Clubs, YMCA/YWCA, Big Brother/Big Sister)	

*All partners in the 21st Century Community Learning Center **must** be listed on the Partner Commitment Form, and a Memorandum of Understanding for each partnership clearly explaining the expectations of the partnership should be included in the application appendix.*

ATTESTATION OF PARTNERSHIP

I HEREBY CERTIFY that the following application is being submitted in collaboration with a Local Educational Agency. The Local Educational Agency is committed to ensuring the program will be carried out in the manner set forth in the application and approved by the OSSE, including in the event of leadership change at the individual schools to be served.

DCPS LEA ONLY

Chancellor of DCPS LEA (or clearly stated designee):

Typed Name and Title: _____

Signature: _____

Date: _____

CHARTER LEA ONLY

Name of Charter LEA: _____

Board of Trustees President:

LEA Executive Director/Principal

Typed Name: _____

Typed Name: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

COMMUNITY-BASED ORGANIZATION OR OTHER PUBLIC/PRIVATE ENTITY

Name of CBO or other Public/Private Entity: _____

Typed Name and Title: _____

Signature: _____

Date: _____

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PARTNER COMMITMENT PAGE

Partner Organization Name:		Brief Description of Commitment (Expanded description should be given in narrative form in the Partnerships section of Program Narrative). Attach an MOU for each partner in the Appendices section of the application.
Partner Signature:		
Print Name:		
Address: _____ _____ _____		
Phone Number:	Fax Number:	
Email Address:		

Summary of Services to Be Provided (Please check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Remedial education | <input type="checkbox"/> Academic enrichment |
| <input type="checkbox"/> Mathematics and Science education | <input type="checkbox"/> Arts and Music education |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> LEP programs | <input type="checkbox"/> Technology and Telecommunications education |
| <input type="checkbox"/> Drug and violence prevention | <input type="checkbox"/> Recreational activities |
| <input type="checkbox"/> Entrepreneurial education | <input type="checkbox"/> Parental involvement and Family Literacy |
| <input type="checkbox"/> Expanded Library services | <input type="checkbox"/> Character education |
| <input type="checkbox"/> Assistance for expelled, suspended or truant students to improve academic achievement | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Counseling programs | |

Is this a paid partnership? ☐ Yes ☐ No **Estimated value of partnership:** \$

Please indicate which of 21st CCLC schools/sites this partnership will support.

_____	_____
_____	_____
_____	_____

Please indicate the following time commitment this partnership will support.

Partner Commitment (Check all that apply.)	After School	Before School	Summer	Weekend	Other (Specify)
# of schools/sites					
# of hours per day					
# of days per week					

Please provide additional comments or clarification if the partnership will be different at schools/sites.

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DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION

**21st Century Community Learning Centers Program
RFA #0306-08**

Applicant Name: _____

In accordance with the federal NCLB requirements, the following private school representatives were contacted. They were offered a genuine opportunity to express their view regarding the above Request for Applications. This opportunity was 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. (Note: Signature below of the applicant's CSA/CEO/or equivalent officer certifies that the Participation of Students Enrolled in Private Schools Information Sheet was read and the private schools were offered an opportunity to participate in the development of the application. The applicant is responsible to maintain documentation of private school contact and consultation, which is subject to review by the State and the awarding federal agency.)

Name of Consulted Private School:

Private School Contact Person:

Telephone Number:

Email Address:

Date of Consultation:

Brief Summary of Consultation:

Outcome of Consultation: ☐ Yes, will participate ☐ No, will not participate

(Use additional sheets as necessary and please sign each sheet.)

Signature of Director of Applicant Agency

____/____/_____
Date Signed

Signature of Private School Representative

____/____/_____
Date Signed

Participation of Students Enrolled in Nonpublic and Private Schools Information Sheet

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

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

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

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

Use of Funds Requirements (EDGAR 76.650 - 76.662)

When providing benefits to nonpublic school students with federal funds, the following must be addressed:

- The grantee must maintain administrative control over all funds and property. (*No funds can flow directly to the nonpublic via a subgrant*).
- The grantee may place equipment and supplies in the nonpublic school for the period of time needed for the grant. **The grantee must ensure that the materials are used only for the purposes of the grant and can be removed from the nonpublic without remodeling the nonpublic school facility.**
- Funds can not be used for construction of nonpublic school facilities.
- Funds must be used to meet **specific needs** of students and staff. (*Funds can not supplant benefits normally provided by the nonpublic school*).
- Funds may be used to pay for services of an employee of the nonpublic school if the employee performs the services outside of his or her regular hours and the employee performs the services under the supervision of the grantee.
- All benefits provided, including equipment and materials, must be **secular, neutral and non-ideological**. (*IASA, Sec 14503*)

*A nonpublic school is defined in N.J.A.C. 18A:46A-1 as an elementary or secondary school within the State, other than a public school, offering education for grades kindergarten through 12, or any combination of them, wherein any child may legally fulfill compulsory school attendance requirements and which complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). A list of nonpublic schools by LEA district can be found on the New Jersey Department of Education website at <http://www.nj.gov/njded/nonpublic/>.

21st Century Community Learning Centers Program Grant

21st CCLC BUDGET WORKSHEET AND BUDGET NARRATIVE

Complete this form for the first year of the proposed program

Amount Requested (1st 3 years): \$ _____ **Per Pupil Breakdown:** \$ _____
Financial Contact Person: _____ **Phone:** _____ **Fax:** _____ **Email:** _____

Year 1	
Federal Funding Line Items	
Personnel <i>(maximum 33% of annual award amount)</i>	
Administrative salary (Program Director, Secretary, Administrative Assistant)	\$
Salary (teachers/tutors)	\$
Fringe Benefits <i>(maximum 7.65% PTE / 20% FTE)</i>	\$
Subtotal	\$
Programmatic	
Travel reimbursement (meetings/conferences)	\$
Equipment	\$
Supplies/consumables	\$
Training	\$
Transportation	\$
Evaluation <i>(maximum 10% of annual award amount).</i>	\$
Contractual	\$
Rental	\$
Security	\$
Other Expenses(describe _____)	\$
Subtotal	\$
TOTAL DIRECT COSTS	\$
Indirect Cost <i>(estimate no more than 10% of annual award amount)</i>	\$
TOTAL FEDERAL FUNDING REQUESTED	\$

21st CCLC funds may NOT supplant other federal, state, or local funds for the same purpose.

Local Funding & Contributions <i>(information about estimated value of cash & in-kind donations as well as partnership contributions required)</i>		
	Amount	Funding Source (Partner, Local Funds, Entitlement Funds, Private Funds, Program Income, Other)
Salary (administrative)	\$	
Salary (teachers/tutors)	\$	
Fringe Benefits	\$	
Supplies/consumables	\$	
Travel reimbursement (meetings/conferences)	\$	
Equipment	\$	
Training	\$	
Transportation	\$	
Evaluation	\$	
Contractual	\$	
Rental	\$	
Security	\$	
Program Income (fees)	\$	
Other (describe _____)	\$	
TOTAL LOCAL FUNDING CONTRIBUTIONS	\$	
TOTAL PROGRAM BUDGET (FEDERAL + LOCAL)		\$

21st Century Community Learning Centers Program Grant

Example Budget Narrative Items

Your proposal must have a budget narrative explaining each line item of your first year Budget Worksheet. List each of your requested budget items, whether it is federally funded or a local contribution, the purpose, and the math used to estimate it.

<u>Budget Item</u>	<u>Funding Type</u>	<u>Examples of Funding Purposes and Calculations</u>
Salary	federal	1 project director x \$2,500/month x 12 months = \$30,000 + fringe benefits = \$ _____
	federal	1 staff x \$20/hr x 5,400 hrs = \$108,000 + fringe benefits = \$ _____
	federal	1 aide x \$10/hr x 5,400 hrs = \$54,000 + fringe benefits = \$ _____
	local	1 piano instructor x \$100/day x 36 days = \$3,600 provided by the Community Fine Arts Association
	local	1 karate teacher x \$100/day x 72 days = \$7,200 provided by the local YWCA
	local	1 dentist x \$300/day x 72 days = \$21,600 provided by the local health clinic
Supplies and consumables	local	half time receptionist x 180 days x \$50/day = \$9,000 provided by the local school
	federal	writing materials = \$2,000
	federal	computer software = \$2,300 (list items)
	local	copy paper – 1,000 reams x \$6/ream = \$6,000 provided by the local school
	local	gardening tools = \$500 provided by the Neighborhood Garden Club
Transportation	local	vegetable & flower seeds, plants, fertilizer = \$700 provided by We-Grow-Em Landscape
	federal	driver for field trips x \$1,600/mo x 9 mo = \$14,400
	local	bus for field trips x \$200/day x 10 trips = \$2,000 provided by local school

21st Century Community Learning Centers Program Grant

Example Budget Narrative Items

-continued-

Travel	federal	6 staff x 3 training sessions x \$300/trip = \$5,400
	federal	6 people x \$300 workshop registration fee = \$1,800
Evaluation	federal	1 consultant @ \$3,000
	local	1 staff x \$20/hour x 100 hours = \$2,000
Equipment	federal	6 computers/printers/monitors x \$1,200 = \$7,200
	local	miscellaneous classroom equipment = \$5,000 provided by the Boys & Girls Club
Rental/ Lease	federal	photo copier x \$200/mo x 12 mo = \$2,400
	federal	facility utilities \$.32 per KWH (use local utility rate) x 4,500KWH x 9 mo = \$12,960
	local	school computer room x 1,600 ft ² x \$6.00/ft ² per mo x 9 mo = \$86,400
Other	federal	6 field trips x \$500/trip = \$3,000
	local	tutors x 1680 hours x \$13.65/hr = \$22,932 provided by Senior Citizen Auxiliary
	local	6 craft consultants x \$1,000/person = \$6,000
	local	cash donation from Bell Atlantic = \$1,000
	local	cash donation from City National Bank = \$5,000

Note: It is your responsibility to maintain documentation (for 5 years) to support expenditures. Invoices, receipts, contracts, and timesheets will be required documents when submitting interim reports.

21st Century Community Learning Centers Program Grant

21st CENTURY COMMUNITY LEARNING CENTERS (21st CCLC) PROGRAM

**RFA #0306-08
SCORING RUBRIC**

Application #: _____

Name of Applicant: _____

Reviewer's Initials: _____

Date of Review: _____

Directions: Please indicate the appropriate point values and place the total score in the last column for each selection criteria as listed in the RFA. Additionally, please write comments regarding specific strengths and weaknesses for each criterion. Each criterion should have a minimum of one substantive comment for each strength and weakness. Whenever possible, and as appropriate, please indicate a specific page number to illustrate this citation.

Criteria 1 Needs and Resource Assessment (12 Points)

Each application must demonstrate that they have identified specific community needs and available resources for the community learning center and describe the how the proposed program will address those needs, including the needs of working families.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant described in detail how school(s) and communities with which the program will be conducted were identified. If applicable previous and current direct relationships with a school or LEA were identified.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant provided a detailed description of the needs of students at risk of educational failure in the targeted community, including relevant data and statistics for students, community, and family members.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant provides a detailed listing of the currently available out-of-school time programming (i.e. afterschool, before school, summer programs/camps, etc.) and academic support for students and their families in the targeted school areas.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant included a complete charting of how the proposed 21 st CCLC program will establish or enhance or expand on current programs available for students at the schools to be served.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant included an adequate detailed description of how the proposed project will help to remedy the risk factors (needs) that have been identified. In order to receive points for full evidence, direct reference to the LEA or school SIP plan must be present on the charting.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant included a comprehensive identification and description of Federal, State and local programs, if any, that will be combined or coordinated with the proposed 21 st CCLC program to make the most efficient use of public resources. In order to receive points for full evidence, specific resources must be identified on the charting.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
TOTAL POINTS FOR NEEDS AND RESOURCE ASSESSMENT CRITERIA OUT OF 12 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

CRITERIA 2 RESEARCH-BASED PROGRAM DESIGN AND IMPLEMENTATION (21 Points)

Each application will be evaluated based on the extent to which it is able to clearly and specifically explain how the key instructional practices and major design elements of the program are able to (1) provide academic enrichment to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects such as reading and mathematics; (2) offer students a broad array of services that are designed to reinforce and complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant provided a specific, detailed description of the before school, afterschool and/or summer/holiday recess activities to be funded.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided the number and demographics of expected student participants.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a specific, detailed plan describing student recruitment and retention activities, including those that target private school student participation. This plan must ensure equitable access of all students to participate in the community learning center.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant proposed program location(s) have been explicitly named.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant described a detailed plan of how students in the proposed program will travel safely to and from the center and home. Programs located in facilities other than school buildings have demonstrated that the program is at least as available and accessible as if the program were located in a school building.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided evidence of high quality instructional strategies and components for students at risk of educational failure as described in the needs assessment.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided an adequate description of how the academic component of the program aligns with the ten standards recommended by the National Council of Teachers of Mathematics. These include: Number & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability, Problem Solving, Reasoning & Proof, Communication, Connections and Representation.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	

21st Century Community Learning Centers Program Grant

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant provided an adequate description of how the academic component of the program addresses the five dimensions of reading: Phonemic Awareness, Fluency, Comprehension, Phonics and Vocabulary.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a description of how the academic component of the program aligns with the National Science Education standards, to include but not limited to the Science Content Standards and the Science Education Programs using a Research-based afterschool science curriculum.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided an adequate description of the program's connection to State and local achievement standards that correspond to a specific DC Curriculum Content Standard(s) and/or a clearly identified national standard used by a charter LEA or private school.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided evidence of the program activities' effectiveness, including data that supports student academic progress toward proficiency in the attainment of State and local standards in reading/language arts and/or mathematics as measured by the DC State assessment.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided additional evidence of improved outcomes, such as school grades, family/parent satisfaction, student discipline, student attendance, and/or retention/promotion rates, citing available Research studies, including independent evaluation results.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a specific, detailed plan of how the applicant will disseminate information about the center(s) (including their location) to the community in a manner that is understandable and accessible. This included how the information will be disseminated to Limited and Non-English Proficient populations.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a detailed description of specific activities that address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty, and students with limited English proficiency.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a specific, detailed description of how proposed program activities are based on the principles of effectiveness described in the RFA.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	

21st Century Community Learning Centers Program Grant

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant provided a detailed description of how the proposed program activities will address the 21 st CCLC Program Goal, Objectives, and Indicators and State Performance Indicators. Measurable performance goals for improved outcomes must be included.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	Total Score for Criteria
The applicant provided a detailed description of 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	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a detailed list of major partnering organizations with an explanation of the roles to be played by each partner in carrying out activities, describing who will do what, when where, and for what purposes. The applicant also provided a description of the experience or promise of success of each community partner has in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students and their families. This list of partners is adequate to meet the needs of the program.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant submitted a proposed general schedule outlining activities to be conducted. The application also addressed how the program schedule will meet the schedule of working families	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
If the application included a plan for technology use (i.e. internet access), it must have included information on how and where children will access services. The applicant must discuss the supervision provided while children are using the internet. <i>If this is not part of the proposed program, full evidence will be given.</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a detailed description, if applicable, of how senior volunteers will be used to carry out center activities and develop inter-generational relationships.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR RESEARCH BASED AND PROGRAM DESIGN AND IMPLEMENTATION CRITERIA OUT OF 21 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

CRITERIA 3 PROGRAM STAFF AND TRAINING (10 Points)

Applications will be evaluated based on the extent to which it offers strong evidence of hiring qualified, effective staff and demonstrates a commitment to ongoing professional development.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant adequately described an annual plan and budget for travel, food, and lodging for required trainings indicated in the RFA.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described the qualifications of the personnel who will be administering instruction, or a plan to hire qualified staff. This included what is required of the instructors with respect to previous knowledge and experience. The description also includes the frequency and methodology that will be used to evaluate the effectiveness of staff members and the staffing design and clearly described the staff recruitment and retention strategies that will ensure qualified staff.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described the ongoing support and training instructors receive to ensure effective implementation of the program. The applicant also adequately addressed training issues that may be as a result of staff turn over.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant indicated how staff development plans will have the support and involvement of program designers, consultants/contractors, and participants. The applicant also clearly described how project staff will continuously collaborate with regular school day teachers, school and LEA administrators to ensure the program connection is maintained with local school and District initiatives.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described how the program will ensure Staff members are capable of effectively working with Special Education and Limited English Proficient Students.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described the amount, type, and quality of training provided to program staff. This description included a tentative listing of staff development/training topics with a projected timeline for implementation. The training included required training as stated in RFA.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	

21st Century Community Learning Centers Program Grant

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant submitted resumes for key program management and staff members.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly described the role parents will play in the program staffing design.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly explained how project staff will vary their approaches to help meet the individual needs of students and improve their achievement in core academic areas to meet or exceed local and state standards.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
As applicable, the applicant presented clear evidence that there is a separation of duties, time and effort, and pay between the 21 st CCLC program and other out-of-school time programs.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR PROGRAM STAFF AND TRAINING CRITERIA OUT OF 10 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

CRITERIA 4 PROGRAM EVALUATION/MONITORING (13 Points)

Applications will be evaluated based on the extent to which the administration, methodology, and use of periodic (at minimum annual) evaluations will be used to refine, improve, and strengthen programs, including activities, and to refine measurable goals for the program.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant specifically described how the program will be monitored and evaluated for effectiveness, quality, and compliance.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant identified an external evaluator to be used to identify areas to conduct your formative (ongoing) and summative (annual) evaluation.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant indicated how proposed performance measures relate to the intended outcomes of the project, will be used to collect reliable and valid quantitative and qualitative data, and will realistically verify student accomplishment.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant identified clear benchmarks (assessed annually or more often) to monitor progress toward specific objectives.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly and adequately explained how staff will collaborate with regular school day teachers to assess and measure student needs.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant included 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 will assess outcomes that impact student learning and behavior.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant described a definite plan as to how the evaluation data will be used to refine, improve and strengthen the program.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant described what designs or methods will be used, avoiding overly general statements.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant described what types of data will be collected, including mandatory student reading and math achievement data, noting what data from project records, such as activity logs and attendance rosters, will be utilized in the evaluation and how such data relate to specific project objectives.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described how the data will be analyzed.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	

21st Century Community Learning Centers Program Grant

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant adequately described how evaluation information will be used to monitor progress and to provide accountability information to stakeholders about the success at the project site(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a timeline of evaluation data collection and reporting activities, including what audiences will receive reports.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant included adequate funding in the budget maximum for evaluation activities.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR PROGRAM EVALUATION/MONITORING CRITERIA OUT OF 13 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

CRITERIA 5 FINANCIAL AND ORGANIZATIONAL CAPACITY, including SUSTAINABILITY (10 Points)

Applications will be evaluated based on the extent to which it offers strong evidence or presents compelling preliminary evidence of the applicant's ability to sustain services over time.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	
The applicant presented clear evidence of the applicant's experience, or capacity (promise of success) to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant included an organizational chart for the 21 st CCLC program to include the fiduciary agent's Board of Trustees and/or Executive Board.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided charts and timelines to describe the structure, responsibilities, and milestones for the program. This information is realistic and related measurable performance goals.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly described procedures for managing the project, and clearly related program objectives, activities, beneficiaries, staff, and time of expected results.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly and adequately described the roles and responsibilities of all key community and school staff. Position descriptions for key staff members have been included, and the project director <u>and</u> business manager/accountant (even if not paid with grant funds) were identified.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided adequate evidence of organizational capacity to meet rigorous reporting and training requirements.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided clear evidence that the applicant is financially sound.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided a Memorandum of Understanding for each collaborating partner that clearly addressed the requirements stated in the RFA.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	

21st Century Community Learning Centers Program Grant

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant provided a convincing, reasonable preliminary plan for <i>sustaining</i> the community learning center(s) after Federal funding ends. This preliminary sustainability plan addressed efforts to garner increased community involvement and support and set goals for fundraising activities to support the program activities after the grant award.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant provided evidence that the proposed program will sustain implementation of activities for a minimum of three (3) months during each program award year, as payments are disbursed on a quarterly reimbursable basis.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR FINANCIAL AND ORGANIZATIONAL CAPACITY, including SUSTAINABILITY CRITERIA OUT OF 10 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

Criteria 6 Budget and Budget Narrative (10 Points)

The application will be evaluated based on the extent to which the applicant describes how the cost of the services to be provided will be worth the benefit to the student. Applicants must provide detailed description of the costs for all proposed activities according to category of expenditures provided. This section should say exactly what will be purchased and who the intended users are.

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant provided a detailed description of the cost of the program.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly justified the per pupil amount against the anticipated number of students and family members to be served, anticipated results, and benefits.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly established what resources/money will be used to ensure that evaluation/data collection, family literacy and family educational, and staff development opportunities will occur.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly addressed the plans for meeting the cost of security, facility usage, and transportation.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly identified the amount of Federal, State and local program funding, if any, that will be combined or coordinated with the proposed 21 st CCLC program to make the most efficient use of public resources.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant clearly identified the estimated amount and actual use of in-kind contributions and any anticipated program fees	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately justified the use of all resources.	0	0	1	
The applicant adequately ensured that expenditures described in the budget worksheet and budget narrative are directly related to the program.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant has clearly indicated what will be purchased and who the intended users are.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR PRICING FOR BUDGET AND BUDGET NARRATIVE CRITERIA OUT OF 10 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

**CRITERIA 7 COMPLIANCE WITH FEDERAL, STATE, AND LOCAL
HEALTH & SAFETY STANDARDS AND CIVIL RIGHTS PROTECTION (4 Points)**

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

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant submitted documentation demonstrating all employees have or will receive FBI fingerprint and criminal background checks and current TB test results prior to working directly with students.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant described and submitted a copy of all required licenses and/or certifications for health and safety.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant adequately described the organization's safety record and procedures in the Appendices.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
The applicant submitted all required certifications and assurances.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	
TOTAL POINTS FOR COMPLIANCE WITH FEDERAL, STATE, AND LOCAL HEALTH & SAFETY STANDARDS AND CIVIL RIGHTS PROTECTION CAPACITY CRITERIA OUT OF 4 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

CRITERIA 8 OSSE REVIEW AND APPLICATION PRIORITY (20 Points)

Scoring Criteria	Little or No Evidence	Partial Evidence	Full Evidence	Total Score for Criteria
The applicant proposes to serve students who attend schools currently identified as in need of improvement, corrective action, or restructuring as defined under P.L. 107-110 Sec. 1116	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The application is submitted jointly by at least one (1) Local Educational Agency receiving Title I, Part A funds <u>and</u> at least (1) community-based organization or other public or private entity	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The applicant provides sufficient evidence that meaningful and timely consultation with the private school community has occurred during the development of the proposed center;	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The applicant proposes to use qualified senior volunteers in carrying out center activities in a meaningful and intentional way;	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant proposes to significantly incorporate a Research-based afterschool curriculum;	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant proposes to serve an area and/or in a site that currently has no afterschool programming;	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The applicant proposes a reasonable budget that adheres to appropriate state and federal fiscal regulations and that demonstrates effective use of all resources to support activities.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
The applicant proposes to serve (in a combination) students at two or more of the following ways: before school, afterschool, summer school, and/or holidays.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The proposed fiduciary agent is not on the state or federal debarment list and/or designated as High Risk in accordance with the OSSE High Risk Policy.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
The applicant presents a unique application.	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	
TOTAL POINTS FOR APPLICATION PRIORITY CRITERIA OUT OF 20 POINTS				

Strengths:

Weaknesses:

21st Century Community Learning Centers Program Grant

External Reviewer Score:

Criteria 1: _____

Criteria 2: _____

Criteria 3: _____

Criteria 4: _____

Criteria 5: _____

Criteria 6: _____

Criteria 7: _____

TOTAL: _____

OSSE Reviewer Total: _____

TOTAL APPLICATION POINTS _____ **out of 100 points**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used for feedback to the applicants. Whenever possible please reference a specific page number.*

Strengths:

(1) _____

(2) _____

(3) _____

Weaknesses:

(1) _____

(2) _____

(3) _____

Signature of Reviewer _____

Date _____



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer**

**Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

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 that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of 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 Federally 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 undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, 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 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 or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) 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; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

1. Drug-Free Workplace (Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for s, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The applicant's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and

- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: OSSE, DCPS, 51 N Street, NE, Lower Level, Washington, DC 20001. Notice shall include the identification number(s) of each effected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
 - (1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e) and (f).

B. The applicant may insert in the space provided below the sites for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for s as defined at 28 CFR Part 67; Sections 67 615 and 67.620—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

Office of the State Superintendent of Education, Division of Education Excellence, 51 N Street, NE, 7th Floor, Washington, DC 20001.

As the duly authorized representative of the applications,
I hereby certify that the applicant will comply with the above certifications.

1. Applicant Name and Address

2. Application Number and/or Project Name

3. Applicant IRS/Vendor Number

4. Typed Name and Title of Authorized Representative

5. Signature

6. Date

21st Century Community Learning Centers Program Grant

ASSURANCES

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A-87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project.

Also, the Application assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 P.L. 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
4. It will comply with the minimum wage and maximum hour's provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the

21st Century Community Learning Centers Program Grant

EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase “Federal Financial Assistance,” includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.
12. It will comply, and all its contractors will comply, Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975.
13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.

21st Century Community Learning Centers Program Grant

15. It will comply with the provisions of the Coastal Barrier Resources Act (P.L 97-348), dated October 19, 1982, (16 USC 3501 et. seq.) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.
- 16 It will participate in all State 21st Century Community Learning Centers Program training and post-award conferences.
- 17 It will submit, in a timely manner, all required State reports, to include data, financial and performance reports as requested.
- 18 It will maintain financial accounting and program evaluation records and will make available such records for review by the OSSE, legislative auditors, and all other required personnel for at least 3 years after the end of the 21st Century Community Learning Centers Program.
19. It will place all 21st CCLC award funds and program income in a separate non-interest bearing account.

Authorizing Signature_____

Print or Type
Name: _____

Organization/Agency: _____

Date Signed : _____

21st Century Community Learning Centers Program Grant

Assurance Form

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.
3. 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.
4. 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.
5. 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.
6. The application and any other waiver request will be available for public review.
7. The project will be carried out as proposed in the application.
8. The results of periodic evaluation of the program will be made available to the public upon request, with public notice of such availability provided.
9. The project director will attend all required meetings by the Office of the State Superintendent of Education and the U. S. Education Department.
10. All projects will provide professional development to the staff as needed.
11. The required information and reports will be submitted as requested using the Webstars system and any other format as required by the Office of the State Superintendent of Education.
12. Provisions for security and building use agreement have been made.
13. All projects will establish an advisory board which will meet regularly and offer input into program operations.
14. Projects will insure that private school students have access to program.
15. All partners will comply with the above assurances.
16. The project will place all 21st CCLC award funds and program income in a separate non-interest bearing account.
17. The fiduciary agent is financially sound, meeting all Federal, State, and Local tax compliance requirements.

Authorizing Signature: _____

Print or Type

Name: _____

Organization/Agency: _____

Date Signed: _____

ATTACHMENT A

DISTRICT OF COLUMBIA OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Division of Education Excellence

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM RFA #0306-08

Division of Education Excellence Receipt of Application

(Contact Name/Please Print Clearly)

(School Name)

(Address, City, State, Zip Code)

(Telephone Number)

(Fax Number)

(Email Address)

Amount Requested (for first year)

OSSE USE ONLY

Please Indicate Time: _____ a.m./p.m.

ORIGINAL APPLICATION, _____ COPIES, and _____ CD-ROMs.

RECEIVED ON THIS DATE ____/____/ 2008

RECEIVED BY: _____

ATTACHMENT B

The websites below describe some key resources on afterschool programs. The U.S. Department of Education and OSSE do not endorse the findings or programs that are featured at these web sites. This list is not meant to be exhaustive.

Academy for Educational Development – www.afterschool.org

Benton Foundation Kids Campaign – www.connectforkids.org

C.S. Mott Foundation – www.mott.org

ERIC Clearinghouse on Information & Technology – www.thegateway.org

The Finance Project – www.financeproject.org

**Federal Resources for Educational Excellence (FREE) –
<http://www.ed.gov/free/>**

Harvard Family Research Project – <http://www.gse.harvard.edu.hfrp/>

**National Institute for Out-of-School-Time –
<http://www.wellesley.edu/WCW/CRW/SAC>**

The National Governor’s Association – <http://www.nga.org/>

National Network for Child Care (NNCC) – <http://www.nncc.org/>

**North Regional Educational Laboratory (NCREL) –
<http://www.ncrel.org/after/>**

**Northwest Regional Educational Laboratory (NWREL) –
<http://www.nwrel.org/learns/>**

U.S. Department of Education – <http://www.ed.gov/index.isp>

U.S. Department of Health and Human Services – <http://www.hhs.gov/>

U.S. Department of Justice – <http://www.usdoj.gov/kidspage/>

ATTACHMENT C

Grant Writing Tips

- Ensure that all formatting requirements are met. The guidelines are very specific as to how many pages and what margins to use, etc.
- While matching funds are not required, including matching funds shows a commitment from the providing partners to maximize every State provided dollar. When addressing issues of sustainability, matching funds demonstrate a long-term commitment to continuing the program long past the life of the grant.
- Include contingency plans for emergency or unexpected interruptions to the schedule.
- Look for solid connections to curriculum and content standards. For example, an activity involving drama could meet a reading and writing standard.
- Examine your program activities to find ways to incorporate the school curriculum and State standards. For example, a sports activity could award bonus points for answering an academically related question.
- A sustainability plan should include management and partnership roles as well as financial sources.
- Clearly identify steps to gain the support and finances.
- The management structure should address who does what and when.
- Staff development should relate to program design as well as support retention. Answer the question, “What does the staff need to be prepared and supported while managing the program?”
- Provide information on the specific programs to be implemented, not just the organizational history.
- Wherever possible, use and connect to assessments already completed such as those included in the school improvement plan.
- The needs and resource assessment is the opportunity to clearly demonstrate, based on data, the need for your program.
- Make sure the data clearly demonstrates the need and validates any and all assertions.
- If a grant writer writes the application for your organization, ensure that the program is totally reflective of the capacity and intent of the applicant organization. A constant flow of communication must be maintained to submit an application in which the applicant organization can defend.
- When writing a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA), ensure that the document formalizes a casual working relationship between the applicant and a partnering agency/organization. The document will describe how the two (or more) organizations will work together when opportunities to do so occur. This document is needed to demonstrate:
 - Trusts exists between Extension and the community organization,
 - Extension and the community organization can identify specific beneficial ways to work together,
 - The exchange of assistance is equitable and balanced,
 - Expectations can be stated in simple, straightforward terms,
 - An exchange of money may or may not part of the understanding,
 - There is no formal benchmark for measuring performance or penalty for failure to perform, and
 - The arrangement is for a specified period of time.

ATTACHMENT D

21ST CCLC PROGRAM GOAL, OBJECTIVES, AND INDICATORS Performance Indicators

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

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

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

- 1.1 *Achievement*---Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades and/or teacher reports.
- 1.2 *Behavior*—Students participating in the program will show improvement on measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.

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

- 2.1 *Core educational services*—More than 85% of Centers will offer high quality services in core academic areas, e.g., reading/literacy, mathematics and science
- 2.2 *Enrichment and support activities*—More than 85% of Centers will offer enrichment activities such as nutrition and health, art, music, technology and recreation.
- 2.3 *Community involvement*—Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implanting and sustaining programs.
- 2.4 *Services to parents and other adult community members*—All Centers will offer services to parents, senior citizens and other adult community members.
- 2.5 *Extended hours*—More than 75% of Centers will offer services at least 15 hours a week 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.

ATTACHMENT E

District of Columbia 21st Century Community Learning Centers State Performance Indicators

The District of Columbia Office of the State Superintendent of Education's (OSSE) 21st Century Community Learning Centers program is aligned with the 2001 No Child Left Behind Act to support students in meeting the state's challenging Standards of Learning. The program's authorizing statute (Title IV, Part B) requires that OSSE will *evaluate the effectiveness of the program using performance indicators*.

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

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

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

Performance Measures for Objective 1:

- 1.1. Regular program attendees will have a 90% 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 5 and 10 percent of regular program attendees in grades 3-8 and 10 will have a 5% gain in percentage points on the Language Arts and math state assessment.
- 1.4. Between 5 and 10 percent of regular program attendees in grades 10-12 will score 5% 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 provide increased parent engagement and knowledge of their student's academic program as measured by program activity logs and surveys.

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

Performance Measures of Objective 3:

- 3.1. Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.
- 3.2. Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.
- 3.3. Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

Glossary of Terms

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

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

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

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

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

Regular program attendance: Students who attend the afterschool program for 60 days* or more.

** Effective October 1, 2006, OSSE will define regular program attendance as students who attend the program for 60 days or more.*

ATTACHMENT F

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY STATEMENT

(Statement shall be submitted on Company Letterhead)

SHALL NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP.

AGREES TO AFFIRMATIVE ACTION TO ENSURE THAT APPLICANTS ARE EMPLOYED, AND THAT EMPLOYEES ARE TREATED DURING EMPLOYMENT, WITHOUT REGARD TO THEIR RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP. THE AFFIRMATIVE ACTION SHALL INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING: (A) EMPLOYMENT, UPGRADING, OR TRANSFER; (B) RECRUITMENT OR RECRUITMENT ADVERTISING; (C) DEMOTION, LAYOFF, OR TERMINATION; (D) RATES OF PAY, OR OTHER FORMS OF COMPENSATION; AND (E) SELECTION FOR TRAINING AND APPRENTICESHIP.

AGREES TO POST IN CONSPICUOUS PLACES THE PROVISIONS CONCERNING NON-DISCRIMINATION AND AFFIRMATIVE ACTION.

SHALL STATE THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT PURSUANT TO SUBSECTION 1103.2 THRU 1103.100 OF MAYOR'S ORDER 85-85, "EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS".

AGREES TO PERMIT ACCESS TO ALL BOOKS, PERTAINING TO ITS EMPLOYMENT PRACTICES, AND TO REQUIRE EACH SUBCONTRACTOR TO PERMIT ACCESS TO BOOKS AND RECORDS.

AGREES TO COMPLY WITH ALL GUIDELINES FOR EQUAL EMPLOYMENT OPPORTUNITY APPLICABLE IN THE DISTRICT OF COLUMBIA.

SHALL INCLUDE IN EVERY SUBCONTRACT THE EQUAL OPPORTUNITY CLAUSES, SUBSECTION 11203.2 THROUGH 1103.10 SO THAT SUCH PROVISIONS SHALL BE BINDING UPON EACH SUBCONTRACTOR OR VENDOR.

AUTHORIZED OFFICIAL AND TITLE

AUTHORIZED SIGNATURE

FIRM/ORGANIZATION NAME

DATE

441 4th Street, NW * Washington, DC 20001 * (202) 724-1385 * FAX (202) 724-3786

ATTACHMENT G

DEPARTMENT OF FINANCE AND REVENUE TAX CERTIFICATION AFFIDAVIT

Name of Organization/Entity: _____

Address: _____

Principal Officers: _____

Business Telephone No: _____

Finance and Revenue Registration No: _____

Federal Identification No: _____

DUNS No.: _____ Contract No.: _____

Unemployment Insurance Account No: _____

I hereby certify that:

1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.
2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

District:		Current	Not Current
	Sales and Use	()	()
	Employer Withholding	()	()
	Hotel Occupancy	()	()
	Corporation Franchise	()	()
	Unincorporated Franchise	()	()
	Personal Property	()	()
	Professional License	()	()
	Arena/Public Safety Fee	()	()
	Vendor Fee	()	()

3. If not current, as checked in item 2, I am in compliance with a payment agreement with the Department of Finance and Revenue ____ Yes ____ No
Attach copy of the Agreement.

If outstanding liabilities exists and no agreement has been made, please attach a listing of all such liabilities.

The Department of Finance and Revenue also requires:

- (A) **Copies of Form FR-532 (Notice of Registration) or a copy of an FR-500 (Combined Registration Form)**
- (B) **Copies of canceled checks for the last tax period(s) filed for each tax liability; i.e., sales and use, employer withholding, etc.**

The District of Columbia Government is hereby authorized to verify the above information with appropriate Government authorities. Penalty for making false statements is a fine of not more than \$1,000.00, imprisonment for not more than one (1) year, or both, as prescribed in D.C. Code Sec. 22-2514. Penalty for false swearing is a fine of not more than \$2,500.00, imprisonment for not more than three (3) years, or both, as prescribed in D.C. Code sec. 220-2513.

Signature of Person Authorized
to Sign this Document

Title

Printed Name

Notary: DISTRICT OF COLUMBIA, ss:

Subscribed and sworn before me this _____ day of _____
Month and Year

Notary Public

My Commission Expires _____

ATTACHMENT H

Office of the State Superintendent of Education Statement of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the D.C. Human Rights Act of 1977, the Office of the State Superintendent of Education, including Public Charter Schools, do not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity or expression, personal appearance, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business in its programs and activities. Sexual harassment is a form of sex discrimination, which is prohibited by the D.C. Human Rights Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at OCR.DC@ed.gov or call 1(800) 421-3481.

For further information on the D.C. Human Rights Act of 1977, contact the D.C. Office of Human Rights at www.ohr.dc.gov or call (202) 727-4559.

ATTACHMENT I

Office of the State Superintendent of Education

Equipment Inventory and Disposal Policy

Purpose: A State Education Agency (OSSE) is subject to the obligations and conditions set under Section 80.32 of the Education Department General Administrative Regulations (EDGAR). When acquiring equipment with federal funding, the OSSE must follow the state and/or federal regulations and procedures for managing, using and disposing obsolete or surplus equipment acquired wholly or in part with funds provided by the U.S. Department of Education. For the purpose of implementing this policy, the term equipment refers to tangible non-expendable personal property including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. (EDGAR 74.2)

Equipment control System: Equipment purchased with local, state, and federal funds shall be maintained on inventory until disposed of in accordance with appropriate state and/or federal regulations. The Local Education Agency (LEA) or program officials must notify the state in writing if there is any change in inventory records, including location and program. In addition, equipment inventory records must be kept no less than five years after disposition, replacement, or transfer of equipment. (EDGAR 74.22) For these and current holdings records, grantees must maintain an inventory that includes at a minimum the following information:

- A. Identification of Title of grant funds,
- B. Date of purchase;
- C. Unit acquisition cost;
- D. Generic name & brand name;
- E. Model;
- F. Serial Number;
- G. Quantity;
- H. Program assignment;
- I. Program assignment;
- J. Description of use;
- K. Location;
- L. Condition of Equipment; and
- M. Date of report.

Disposition or Diversion of Equipment: When equipment is no longer needed for the original project or program, the recipients shall notify the OSSE. The OSSE may:

- Allow an LEA to use the equipment in other federally funded projects;
- Require equipment purchased with mandated activities funds to be transferred to a continuation project or an existing project with similar objectives; and/or
- Sell the equipment to other schools, libraries, daycare, early education programs, senior citizens centers and other non-profits. Computer equipment is to be kept for at least 3

years and shall not be sold to an employee of the school district unless the equipment is offered for sale to the general public. Under those circumstances, the employee shall receive an equal, but not preferential, opportunity to purchase the computer equipment.

When there is no longer a need for such equipment to accomplish the purpose of the program or if the equipment becomes worn out or obsolete, the LEA shall notify the OSSE of this fact and request disposition instructions and specific policies governing the particular piece of equipment (Vo-Ed Form #23a). **NO EQUIPMENT IS TO BE DIVERTED, SOLD, OR TRADED WITHOUT WRITTEN PERMISSION FROM THE OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION.** Please note OSSE will determine the time and methods of disposition of the equipment. When written notification proves reasonable assurance that the approved programs will be re-instated the school year following a program termination, a maximum period of one year may be allowed before disposition of equipment is undertaken.

Physical Inventory: the OSSE will perform a physical inventory at least once every two years. (EDGAR 74.140)