



21st Century Community Learning Center Bidders Conference

Presented by: Heidi Schultz, 21st CCLC Program Supervisor

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent



Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.



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- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Office of Student Support

Student Support assists schools and districts to develop and improve systems that support student academic success, and collaborates with other agencies around the needs of children, families, and communities.

The 21st CCLC Program provides opportunities for communities to establish or expand activities that:

- (1) provide opportunities for academic enrichment, to students who attend low-performing schools, to meet the challenging State academic standards;
- (2) offer students a broad array of additional services that are designed to reinforce and complement the regular academic program of the school day of participating students; and
- (3) offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Bidders Conference Objectives

1. Review important dates, submission timelines, and requirements.
2. Review major components of the 2019-2020, 21st CCLC Request for Proposal and Scoring Rubric.
3. Follow up with Questions and Answers.



Bidders Conference Agenda

Part 1-Introduction of the RFP

Part 2-Timeline

Part 3-Federal Statutory Provisions

Part 4-WA State Program Requirements

Part 5-WA State 21st CCLC Performance Goals and Objectives

Part 6-Application Instructions

Part 7-Proposal Requirements

Scoring Rubric

Q & A



Part 1-Introduction

- The Bidder's Conference will inform you of the FY19 Request for Proposal (RFP). The RFP contains the guidelines that should be followed when applying for a sub-grant under this program.
- The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA).
- OSPI anticipates awarding approximately \$5 million, to support implementation of 21st CCLC programs in high-poverty, low-performing communities.
- This is a highly competitive competition and in the past we have only been able to fund approximately one third of eligible applicants.



Part 2-Timeline

1. April 2, 2019-RFP on CCLC website.
2. May 1, 2019-RFP available in iGrants.
3. May 30, 2019-Applications due in iGrants by 4pm.
4. July 8, 2019-New grantees notified.
5. July 8, 2019- Year one funds available.
6. July 8, 2019- Program operations may begin.
7. September 30, 2019- New afterschool programs start.
8. July 2, 2019 to August 31, 2020-First fiscal year.
9. September 1-August 31-Fiscal years 2-5.



Part 3-Federal Statutory Provisions (ESSA SEC. 4201-4205)

1. Purpose
2. Definitions
3. Priority
4. Authorized Activities
5. Measures of Effectiveness
6. Periodic Evaluation



Purpose (ESSA, SEC. 4201)

- The purpose is to provide opportunities for communities to establish or expand activities in community learning centers that-
 - Provide opportunities for academic enrichment.
 - Offer students a broad array of additional services, programs, and activities.
 - Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education.



Definitions (ESSA, Sec. 4201 (b)(1))

- Community Learning Center-is an entity that:
 - Assists student to meet the challenging state academic standards.
 - Reinforces and complements the regular school day academic program.
 - Offers families active and meaningful engagement, including opportunities for literacy and related educational development.
- Expanded Learning Program Activities-
 - Are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day.
 - Supplement but do not supplant regular school day requirements.
 - Are carried out by entities that meet additional requirements. OSPI is not implementing Expanded Learning Time Programs.



Definitions cont.

- **Eligible Entity.**—The term “eligible entity” means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.
- **External Organization.**—The term “external organization” means— (A) a nonprofit organization with a record of success in running or working with before and after school (or summer recess) programs and activities.



- **Rigorous Peer-review Process.**—The term “rigorous peer-review process” means a process by which—
 - Employees of a State educational agency who are familiar with the programs and activities assisted under this part review all applications that the State receives for awards under this part for completeness and applicant eligibility.
 - The State educational agency selects peer reviewers for such applications, who shall—
 - be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and
 - not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and
 - the peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements under sections 4204(b) and 4205.



Priority (ESSA, Sec 4204 (4)(i))

- Programs proposing to target services to—students who primarily attend schools that—are implementing comprehensive support and improvement activities or targeted support and improvement activities.
- Enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models;
 - submitted jointly by eligible entities consisting of not less than 1—
 - local educational agency receiving funds under part A of Title I; and
 - another eligible entity; and
 - demonstrating that the activities proposed in the application—
 - are, as of the date of the submission of the application, not accessible to students who would be served; or
 - would expand accessibility to high-quality services that may be available in the community.



Authorized Activities (ESSA, Sec. 4205 (a))

- Academic enrichment programs aligned with challenging state academic standards.
- Local curricula designed to improve academic achievement.
- Credit recovery.
- Literacy education programs such as financial and environmental literacy.
- Nutritional education, healthy lifestyle and physical activity programs.
- Parenting programs.
- STEM including computer science.
- Programs that partner with in-demand fields of local workforce build career competencies and career readiness skills.



Measures of Effectiveness (ESSA. Sec. 4205 (b))

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



Periodic Evaluation (ESSA, Sec. 4205 (b)(2))

- In general, the program or activity shall undergo a periodic evaluation in conjunction with the state educational agency's overall evaluation plan to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.
 - Use of results—the results of evaluations under subparagraph (a) shall be:
 - Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
 - Made available to the public upon request, with public notice of such availability provided; and
 - Used by the state to determine whether a sub grant is eligible to be renewed under section 4204(j).



Part 4-WA State Program Requirements

1. Priorities for Funding
2. Funding Requirements
3. Eligible Entity Partnership Requirements
4. Program Design Requirements-Staffing
5. Intensity and Duration of Services-School Year and Summer
6. Family Engagement Requirements
7. Training and Travel
8. Program Costs



Priorities for Funding

- Highest levels of poverty, 80 percent or more based on the free or reduced-price lunch eligibility.
- Schools who are implementing comprehensive support and improvement activities or targeted support and improvement activities.
- Applicants that do not currently have a 21st CCLC grant as of September 1, 2019.



Funding Requirements

- A previously funded 21st CCLC program whose sub-grant is ending August 31, 2019, is eligible to apply for new grant funds.
- Programs will follow the competitive process for determining new a sub-grant.
- Previously funded sub-grantees must have resolved all monitoring findings and submitted all end of year program reporting.



Eligible Entity Partnership Requirements

- The partnership must include a school district(s) or LEA with designated high-poverty schools that are providing Part A Title I eligible or serving, and at least one community-based external organization.
- An Educational Service District (ESD) is considered a Local Education Agency (LEA), and a partnership between an ESD and a school district, or two or more school districts would not be considered an eligible entity partnership without the inclusion of a community-based external organization as a primary partner.



Eligible Entity Partnership Evidence

- The school district administration and at least one community-based external organization collaborated extensively in the planning and design of the program.
- Each partner organization has substantial roles to play in the implementation of the program; delivery of services, program evaluation, and program improvement plans over the duration of the project.
- All partners have significant and ongoing involvement in the management and oversight of the program.
- The partners and the fiscal agent signed a formal MOA that states the fiscal agent will use fiscal control and fund accounting procedures. A current signed data-sharing agreement amongst all partners.



Program Design Requirements-Staffing

- Programs must employ a .5 Full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing a site).
- Programs must employ a .5 FTE or greater Director (responsible for meeting grant requirements and supervising site coordinator(s)).
- Single-site applicants may employ a .75 FTE or greater combined Coordinator/Director.
- Applicants with multiple 21st CCLC awards may employ an Assistant to provide supervision and support grant requirements.



Intensity and Duration of Services

School Year

- Programs will operate 32 weeks (not inclusive of school breaks) from September through June and/or up to the last week of the regular school year.
- 12 hours in a typical week, at least 4 days per week, and at least 2 hours a day.
- Students must attend a minimum of 30 days to be considered a regular attendee and 60 percent of regular attendees are expected to attend 60-90 days or more to benefit significantly from the program.



Intensity and Duration of Services

Summer

- Programs must develop and implement a summer learning program.
- A minimum of 20 hours a week, for a minimum of 4 weeks.
- Ideally, the program will serve the regular attendees of the school year program and collaborate with other programs providing summer services to enhance and expand the offerings for the targeted population.



Family Engagement Requirements

- A minimum of 2 hours per month to families of students served provide opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
 - Parent leadership, reading and literacy classes that support and strengthen reading, writing, speaking, and listening.
 - GED classes.
 - Employment and interview support.
 - Parenting classes.
 - Etc..



Training and Travel-Program Staff

- The Program Director, Site Coordinator, and Evaluator must attend three to four days of YPQI training.
- Directors and Evaluators must attend two all-day Directors' meetings.
- Program Directors and Evaluators will participate in up to 10 webinars each year.
- Encouraged to attend at least 1 national conference per year that aligns with your programs goals and objectives. (Please limit your travel to national conferences to 1 per person per year).



Program Costs

- The cost of operating a 21st CCLC program varies considerably from location to location, the average cost in 2016–17 was approximately \$1,000 per participating student.
- There may be a significant variation in both cost per site, and cost per student depending on location, activities offered to students and families, and partner contributions.



Policies

1. Carryover
2. Renewability
3. Program Income
4. Expanded Learning Time
5. Indirect Costs/Rates
6. Evidence and Scientifically Based Practices
7. Local, State, and Federal Reporting



Carryover

- Programs may carryover on an annual basis 5% percent of their total allocation, if 5% percent remains unspent from the previous year. (For example \$250k award, 5%=\$12,500).
- Carryover dollars become available in November of the following program year.
- OSPI may withhold unspent dollars in the subsequent program years if there is an apparent pattern and a return of a large percent of the grant award.



Renewability

- OSPI may renew a subgrant to an eligible entity, based on the eligible entity's performance during the preceding subgrant period
- At this time, OSPI will not implement the renewability clause in ESSA to extend a grant beyond five years, pending non-regulatory guidance from the U.S. Department of Education.



Program Income

- Before any activities take place that may result in program income the applicant must request in writing, and have approved by the OSPI 21st CCLC program supervisor:
 - The anticipated source and amount of proposed income.
 - The agency's proposed system of accounting that will accurately track and report on both the collection and expenditure of the income on a periodic basis during the fiscal year.
 - A description of how the income will be used to support the 21st CCLC program, and an assurance that all income will be used exclusively to fund the 21st CCLC activities as approved in the grant application.
- Any activities that result in program income are subject to audit and monitoring of the activities.



Expanded Learning Time

- OSPI does not offer an ELT option for 21st CCLC.
- To serve the number of 21st CCLC youth and provide the most impactful out-of-school time programming, OSPI utilizes current 21st CCLC funds to support 21st CCLC applicants and grantees for out-of-school-time programs activities only.



Indirect Costs/Rates

Indirect costs are those elements of cost incurred by the entity or organization as a whole and are not generally allocable to programs. Indirect costs are often referred to as overhead or administrative.

| Entity Type | State | Federal |
|--|--|---|
| School Districts | 7% | Federal indirect rates as established through OSPI's agreement with the US Department of Education (ED) (SAFS website) |
| ESDs | Per annual letter of agreement by K-12 Financial Resources | Per annual letter of agreement by K-12 Financial Resources Division |
| Tribal Compact Schools | 7% | Unrestricted* Restricted* |
| All other entities (including but not limited to: non-profits, Higher Education Institutions, Tribal Entities (non compact schools)) | 10% | Negotiated Indirect Rate between entity and cognizant agency. 8% |
| | | **If entity has never had a negotiated indirect cost rate, the entity may use 10% of MTDC in lieu of a negotiated rate. |



Evidence and Scientifically Based Practices

- Programs must indicate how they meet the “measures of effectiveness” described in the law. (Slide 17)
- Programs must establish a set of performance measures aligned with the state’s 21st CCLC performance indicators and their own local goals, and where possible, adopt evidence-based practices that have been shown to be effective.
- For information regarding scientifically-based practices for 21st CCLC’s, please view the following websites:
 - You for Youth: [You for Youth Website](#) (see free resources, afterschool)
 - Youth Thrive: [Youth Thrive Website](#)
 - David P. Weikart Center: <http://cypq.org>
 - Beyond the Bell at American Institutes for Research: [Beyond the Bell Website](#)
 - Expanding Minds and Opportunities: [Expanding Minds and Opportunities Website](#)
 - The Collaborative for Academic, Social and Emotional Learning: [CASEL](#)



Local, State, and Federal Reporting

- 21st CCLC programs are required to conduct an annual local independent evaluation of the program's effectiveness and submit an annual evaluation report to OSPI.
- The evaluation should measure progress in meeting the program goals and objectives, in meeting the state and federal performance indicators, and progress in increasing student achievement.
- Programs must procure a local independent evaluator and obtain/document quotes from a reasonable number of qualified sources (at least three quotes). >\$10,000



Part 5-WA 21st CCLC Performance Goals

State Goals

1. To establish community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.
2. To offer students a broad array of additional services, programs, and activities, such as youth development activities, that align with the regular academic program and needs of participating students.
3. To offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
4. To offer high-quality expanded learning opportunities that lead to positive outcomes for participants and meet the proposed purpose and requirements for program implementation.



Objectives

1. Student Outcomes-Participants in 21st CCLC programs will demonstrate improvement on academic and behavioral school-related outcomes.
2. Program Attendance -Participants in the 21st CCLC programs will attend on a consistent basis.
3. Program Quality -All programs will participate in all steps of a formal continuous quality improvement process.
4. Program Implementation -All programs will implement their program with fidelity to the 21st CCLC model as defined by language in the Every Student Succeeds Act (ESSA) and the requirements of this RFP.



Part 6-Application Instructions

- Applications, including all required signatures and appendices must be submitted by 4 p.m. on May 30, 2019. Applicants are required to submit proposals using the iGrants system.
- If you are unfamiliar with iGrants, please give yourself plenty of time to fill out and upload all requested documentation into the iGrants system for a complete application.
- The abstract and the narrative must adhere to the following formatting: 11 point Calibri font, 1.5 spacing, and 1 inch margins, a maximum of 28 pages allowed.



iGrants

- All *NEW* users need to create their own EDS account from the main login page by selecting the tab called “Create an Account” and following the instructions.
- *EXISTING* users may login to EDS using their email address as their username and password.
- Email: iGrants@k12.wa.us Phone: (360) 725-6423



iGrants

School Districts/Charter School Districts/Tribal Compact Districts/Schools— After creating your EDS account, contact your district data security manager and request the iGrants User role for your organization. A list of district data security managers is also located on the iGrants home page under the Obtain User Login Credentials link.



iGrants

ESD/College/University: After creating your EDS account, have your supervisor email CustomerSupport@k12.wa.us with approval for you to have the iGrants User role at your organization.



iGrants

All Other Organizations: After creating your EDS account, email CustomerSupport@k12.wa.us with the following information:

- Your first and last name
- Your email address
- Legal name of your organization
- Street address of your organization
- City/State/Zip
- Business phone (with area code)



iGrants

Finish Tab

When you have marked all form package pages and the budget (if applicable) completed, click on the Finish tab. You can now move on to the Notify tab or set the form package back to draft. Clicking the Finish tab will change the form package status to Finished.



iGrants

Notify Tab

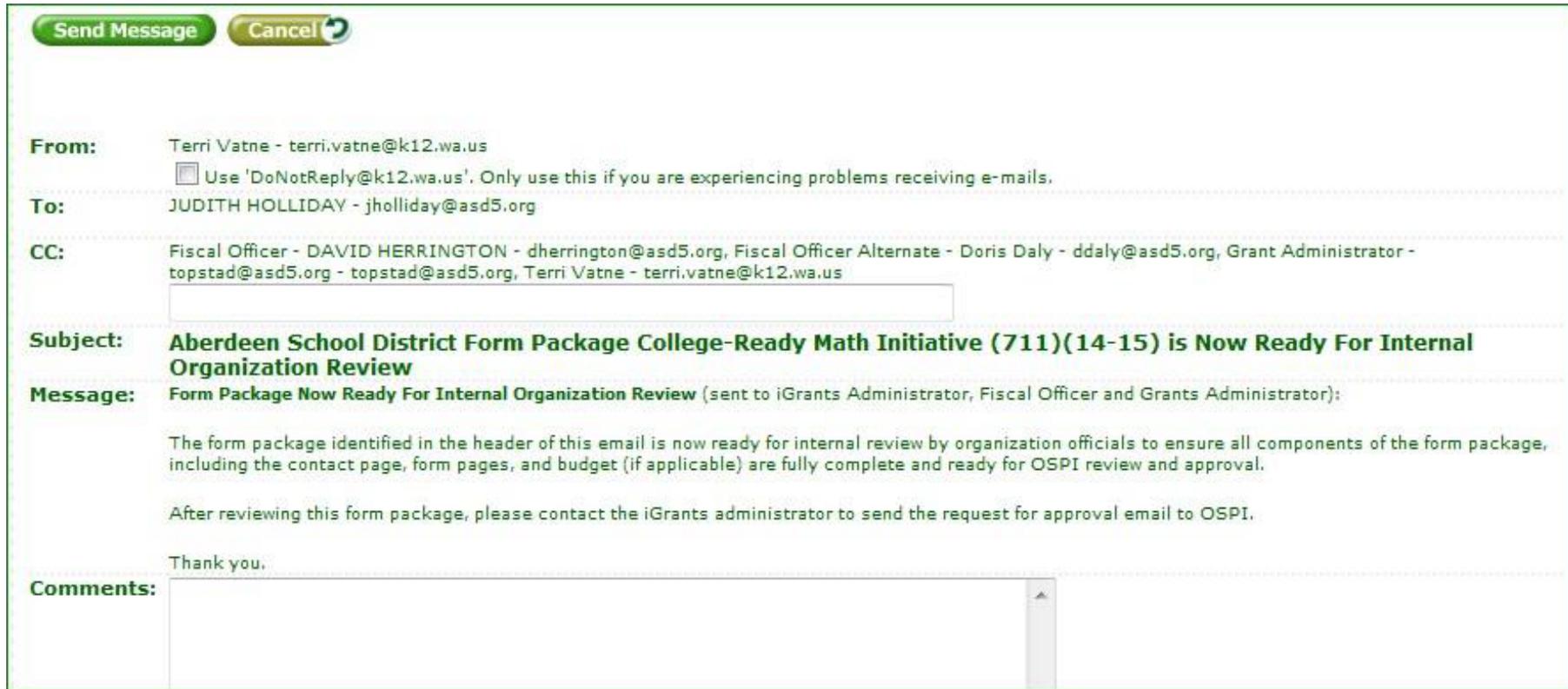
Clicking the Notify tab brings up an email. Add comments, and click on Send Message.

The final step is for the designated iGrants Administrator to go to their **iGrants Administrator Console** to submit the form package to OSPI. This step will change the form package status to **Requested OSPI Approval**.



Notify Tab

For districts or ESDs, the email will notify the in-house person designated as the iGrants Administrator and will change the form package status to **Under Org Review**.



From: Terri Vatne - terri.vatne@k12.wa.us
 Use 'DoNotReply@k12.wa.us'. Only use this if you are experiencing problems receiving e-mails.

To: JUDITH HOLLIDAY - jholliday@asd5.org

CC: Fiscal Officer - DAVID HERRINGTON - dherrington@asd5.org, Fiscal Officer Alternate - Doris Daly - ddaly@asd5.org, Grant Administrator - topstad@asd5.org - topstad@asd5.org, Terri Vatne - terri.vatne@k12.wa.us

Subject: **Aberdeen School District Form Package College-Ready Math Initiative (711)(14-15) is Now Ready For Internal Organization Review**

Message: **Form Package Now Ready For Internal Organization Review** (sent to iGrants Administrator, Fiscal Officer and Grants Administrator):

The form package identified in the header of this email is now ready for internal review by organization officials to ensure all components of the form package, including the contact page, form pages, and budget (if applicable) are fully complete and ready for OSPI review and approval.

After reviewing this form package, please contact the iGrants administrator to send the request for approval email to OSPI.

Thank you.

Comments:



Notify Tab

For colleges/universities and other organizations, sending the email from the Notify tab will directly notify the OSPI program contacts of your submission.

Ready for Internal Review and Request OSPI Approval: The list of form packages displayed under this status level is ready for internal district review. Review all applicable form package components for completeness, e.g., contact information, form pages, and budget. After reviewing the form package contents, send the request for approval email to the OSPI program office. Press **Send All** if you choose to request approval for multiple form packages.

| Form ID | Organization | Form Package | Milestone | Modified By | ModifiedDate | Ready for Sending | Request OSPI Approval |
|---------|--|--|-------------------|-------------|--------------|-------------------|---------------------------------------|
| 714 | Educational Service District 112 | Mathematics and Science Partnership Grant (new applicants) | Under Org. Review | Terri Vatne | 1/5/2015 | Yes | Request OSPI Approval |

Send All:



Part 7-Proposal Requirements

1. A Contact Page
2. An Eligible Entity Partnership and Assurance Page
3. A Program Profile Page
4. A Program Abstract
5. Proposal Narrative
6. Budget Narrative
7. Required Appendices



Contact Page



Main Contact

Title:

First Name: * **Last Name:** *

Email: *

Confirm Email: *

Phone: * **Fax:**

Address: *

City: *

State: * **Zip Code:** *



Eligible Entity Partnership and Assurances

Completed in iGrants, printed, signed by eligible entity partners, scanned and submitted as an attachment in iGrants; (required, no points).

Competitive Application 

Page 1 - Eligible Entity Partnership (Not Initiated) 



A Program Profile Page

Includes site profile information, subject and curriculum information, grant amount requested, funding priorities etc., to be completed in iGrants.

Competitive Application 

Page 2 - Program Profile (Not Initiated)



A Program Abstract

(1 page) submitted as an attachment in iGrants. The abstract is a short and powerful statement that describes the scope of work in the grant application. It may contain, but is not limited to; the purpose, proposed outcomes, populations served, background information, etc. (required, no points).



Proposal Narrative

(28 pages maximum) submitted as an attachment in iGrants, has 5 sections: Please refer to the scoring rubric for the points possible per section.

1. Need for Program.
2. Quality of Project Design.
3. Management Plan.
4. Data Collection and Evaluation.
5. Promise as a Model.



Need for Program

- Applicants are required to evaluate the community needs and available resources for the community learning center and describe how the program will address those needs (including the needs of working families).
- For each proposed site, provide objective data supporting the unmet need for before-school and after-school programs in your community including a summer program. Data should be current and should include community and site specific needs.



Quality of Project Design

Programs are required to demonstrate that they will use best practices, including research or evidence-based practices.

1. A Table outlining the Goals, Measurable Objectives, Measurement Tools, Activities.
2. Participant Recruitment and Retention.
3. Family Engagement and Education Strategies.
4. Linkages to School and District.
5. Transportation and Safety.
6. Notification of Intent to Apply/Dissemination of Information to the Community.



Quality of Project Design

- Describe at least four program goals in a table, specifically aligned to the state performance goals. At least one goal should measure student academic gains in mathematics and/or reading and/or science. One goal should measure quality program implementation and improvement strategies. One goal should measure active and meaningful family engagement and educational opportunities.



The Goals, Measurable Objectives, Measurement Tools, Activities, and Timeframe Table submitted must look like this in *landscape* format.

| <u>Goals</u> | <u>Measurable Objectives</u> | <u>Measurement of Student Success</u> | <u>Activities</u> | <u>Timeframe</u> | <u>Responsible Staff</u> |
|--|---|---|--|---|---|
| 1) Example- Students who participate regularly in the afterschool program will show improvement in math and reading. | 1.1) Example- 75% of regular attendees will meet or exceed proficiently levels on local academic assessments in math and reading. | 1.2 Example- STAR Reading/ STAR Math scores, etc. | 1.3 Example- Targeted Interventions such as... | 1.4 Example- Daily, or Weekly. School year and/or Summer programming. | 1.5 Example- Academic Coaches, Para-educators, etc. |



Recruitment and Retention

- Describe how your program will identify, target and recruit both students and their families.
 - Describe how the program will inform and engage private schools and eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers.
 - Strategies to maintain enrollment over time.
 - How information about the center and program services will be disseminated to the wider community.



Family Engagement

- Describe how the program will offer families opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Family engagement strategies should be ongoing and sustained.



Linkages to the School Day

- Describe the ways in which the program will connect to the regular school day; including such things as, regular communication with the principal, teachers, and school support staff, shared staff, etc..
- Describe how the program activities will be targeted to the students' academic and behavioral needs, and how instruction will be aligned to the curriculum and instruction of the regular school day.



Transportation and Safety

- Federal guidance advises that there can be no barriers preventing students' participation in 21st CCLC. Programs must offer students a means of transport. Applications must include a written transportation plan between partners that includes:
 - Written agreements and/or contracts with transportation providers.
 - How the program will ensure age-appropriate and safe transportation.
 - How the program will ensure that the center is a safe and accessible site.



Notification of Intent to Apply

- Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.
- Describe how the community will be given notice of an intent to submit an application and that the application will be available for public review after submission of the application.



Management Plan

- Describe your organizational staffing design and attach an organizational chart.
- Describe what qualifications and background or experience you will require of the program director, site coordinator(s), and direct service staff.
- Identify strategies to recruit and maintain high-quality staff.
- Describe a professional development plan.
- Provide a detailed plan and timeline for program implementation.



Data Collection and Evaluation

- A strong data and evaluation plan will shape the development of the project from the beginning of the grant period.
- Identify the individual(s), organization(s), or entity(ies) that will conduct the independent local evaluation.
- Outline specific methods, timelines, responsible staff, and data to be collected for local and state evaluation.
- Describe the strategies for using data and evaluation results on an ongoing basis to monitor student and program progress.
- Provide a signed data-sharing agreement in the appendices.



Promise as a Model

- Provide data and evidence of previous experience and success of the applicant and/or partners.
- Describe the process used to identify partners and collaborators.
- Describe how the project will collaborate with other agencies and how 21st CCLC funds may be braided with other federal funds to supplement not supplant.
- Outline a sustainability plan.



Budget Narrative

- In iGrants, complete the budget narrative explain in detail how funds will be spent. Include all categories in the narrative, and provide detailed cost calculations that are reasonable, necessary, and allocable for specific items of expenditure.

For example:

Certificated and Classified Staff

.75 FTE Director @ \$60,000/year = \$45,000

Site 1—.75 site coordinator @ \$50,000/year = \$37,500

Site 2—.75 site coordinator @ \$50,000/year = \$37,500



Required Appendices

- Uploaded as attachments in iGrants
 - Job descriptions.
 - A 21st CCLC program organizational chart.
 - Current, signed Memorandum of Agreement (MOA) between eligible entity partners.
 - Current, signed Data-Sharing Agreement between evaluators, school principle(s), and eligible entity partners.



Scoring Rubric



Questions

