



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*NITA M. LOWEY 21ST
CENTURY
COMMUNITY LEARNING
CENTER COMPETITIVE
REQUEST FOR PROPOSALS*

NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTER COMPETITIVE REQUEST FOR PROPOSALS

Submission Deadline: 4 pm, July 25, 2025

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PART 1 INTRODUCTION

The Washington state Office of Superintendent of Public Instruction (OSPI) is pleased to announce the release of the 21st Century Community Learning Centers (21st CCLC) Fiscal Year (FY) 2026 Request for Proposal (RFP). This document contains the guidelines for applying for a sub-grant under this program. The guidelines, including all required supporting materials, may be found on the [21st CCLC website](#).

The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015.

OSPI anticipates awarding approximately \$6.5 million to support the implementation of 21st CCLC programs in high-poverty, low-performing communities, providing services consistent with the intent and purpose of the federal 21st CCLC statute and guidance. Prospective applicants are encouraged to attend a Bidders Conference for guidance and technical assistance on developing and submitting a program proposal. The 21st CCLC grant awards are up to five years §4203(a)(8)(A) contingent upon federal funding. Programs must show progress in implementing the project goals and activities as approved in their original grant proposal. No grant is less than \$100,000 and will not exceed \$500,000. OSPI reserves the right to increase and/or decrease a grant award in subsequent years of funding. OSPI may exceed a grant award of \$500,000 to accommodate future program requirements, cost of living increases, proposed program amendments, and/or any other implemented policies by OSPI §4203(a)(5)(A)-(B) and §4204(h).

21st CCLC proposals must be submitted using the Education Grants Management System (EGMS). Submission will include EGMS forms, upload of the proposal narrative, and supporting documentation.

An eligible entity and/or eligible entity partner may only submit/participate in one application annually. If awarded, the individual(s) leading the efforts to write and submit a grant application must also have a role in implementing the program as it's written in the application. This is a highly competitive competition, and in the past, we have only been able to fund approximately one-third of eligible applicants. We will offer an online Bidders Conference scheduled for Thursday, May 8, 2025, 9 am–12 pm; registration is required to attend. 21st CCLC funds cannot be expended or reimbursed to prepare this application. For this RFP, the applicant may also be referred to as the 'grantee', 'subgrantee', or 'subrecipient.'

A previously funded 21st CCLC program whose sub-grant is ending August 31, 2025, can apply for grant funds. However, such programs should understand that they will follow the competitive process for determining new subgrant awards, and no special consideration will be given for having received a prior subgrant. In addition, previously funded subgrantees must have resolved all monitoring findings and submitted all program information, end-of-program reports, Youth Program Quality Assessment (YPQA), and Data Portal entries to capture program characteristics, services, data, outcomes, and final budget revisions before new or additional funding can be awarded.

Simultaneous Competitions

OSPI will hold TWO simultaneous competitions, Track A and Track B. Track A will only compete with Track A applicants, and Track B will only compete with Track B applicants. Available funding will be split reasonably between Track A and Track B. For a current list of grantees in cohorts 17–19, please visit the [21st CCLC website](#).

Applicants must identify in EGMS which Track they are applying for.

- Track A is for **new** grantees, an eligible entity that does not have a grant in cohorts 17–19.
- Track B is for **current grantees**; a current grantee is defined as an entity with a 21st CCLC grant(s) in cohort 17–19 and is applying for a new site(s).

Reviewing Applications and Awarding Funds

Applications will be pre-screened by OSPI staff for eligible entity partnerships, completeness, and required formatting. Late applications, ineligible partnerships, incomplete applications, improperly formatted applications, or applications with outdated and/or unsigned assurances, missing a Memorandum of Agreement (MOA), or Data Sharing Agreement (DSA) will be eliminated from the competition by OSPI staff. Applications that appear to OSPI to be substantially similar to other applications submitted appear to be duplicates of others or do not appear to be written for the applicant's school or site may be disqualified. OSPI will evaluate the risks applicants pose before receiving federal awards. The *Risk Assessment Questionnaire* in EGMS includes financial stability, quality of management systems, history of performance, past reports and findings from monitoring visits, and the applicant's ability to implement statutory and regulatory provisions. Any person or organization debarred from receiving federal funds is not eligible to apply for a 21st CCLC program award.

OSPI uses a rigorous peer-review process to ensure the quality of funded projects. OSPI solicits peer reviewers by posting a request for qualifications for consultants to read, score, and make recommendations for funding grant applications. Peer reviewers may have knowledge of high quality before and after school programs, be familiar with evidence-based informed practices, as well as experience reading and scoring grant applications. The external peer reviewers receive approximately eight hours of training on the 21st CCLC grant requirements and scoring procedures. The external peer reviewers will read and score all qualifying applications and make recommendations for funding, taking into consideration the likelihood the proposed community learning center will help program participants meet local content and student academic achievement standards §4203(a)(4) and §4204(b)(1). The State Education Agency awards subgrant funds in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities. §4202(c)(2)(C). An internal OSPI review team will review budget narratives for reasonable and allowable costs and will make final award decisions.

Consideration will be given to an equitable geographic distribution of grant funds §4204(f). Projects with the highest poverty level will be awarded first in the event of tied scores. All funding will be subject to OSPI approval.

Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to OSPI. Appeals are limited to the grounds that OSPI failed to correctly apply the standards for reviewing the application, as specified in this RFP. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered.

The applicant must submit a written appeal to the OSPI Program Supervisor, including the issue(s) in dispute, the legal authority or another basis for the appeal position, and the remedy sought, as well as any documents to support the appeal. The letter must have the original signature of the authorized agent who signed the application.

The OSPI 21st CCLC Program Supervisor must receive the letter of appeal within 30 calendar days of the Notification of Grant Award announcement. Upon review of the appeal, a response will be provided to the complainant within 30 days. If the applicant does not agree with OSPI's ruling, the applicant may apply to the Secretary of the U.S. Department of Education within 20 days of the applicant receiving written notification of the appeal results.

PART 2 TIMELINE REQUEST FOR PROPOSAL (RFP) AND AWARD

RFP Timeline

Date	Action
January 6, 2025	RFP becomes available on OSPI's 21st CCLC website
January 9, 2025	Virtual Grant Writing Workshop 11 am–3 pm Zoom Link: https://us02web.zoom.us/j/83489198580
May 1, 2025	RFP will be available in EGMS
May 8, 2025	Bidders Conference; Zoom Webinar (online) 9 am–12 pm Registration Link: https://us02web.zoom.us/webinar/register/WN_UBsVMOMyS4qMJl_pcbxloA
July 25, 2025	Applications must be fully submitted via EGMS
September 2, 2025	<ul style="list-style-type: none"> • Grantees will be notified of selection • Funds will be available for year one OR as soon as the budget is approved in EGMS • Program operations may begin
November 2025	Programs must begin serving students
September 2, 2025–August 31, 2026	First fiscal year
September 1–August 31	The second through the fifth fiscal year (Years 2–5 are dependent upon federal funding and past grantee performance)

Note: Please be aware that all the awarded grant proposals are public records. They may be posted on the OSPI website. Please do not include any personal information in the grant application.

If you have questions regarding these guidelines, please contact Heidi Schultz, Lead 21st CCLC Program Supervisor, at heidi.schultz@k12.wa.us or 360-819-0045.

Resources

Please review the following resources before preparing an application.

- [U.S. Department of Education 21st CCLC website](#)
- [21st CCLC Federal Statute](#)
- [21st CCLC Learning Non-Regulatory Guidance](#)
- [OSPI 21st CCLC Program website](#)
 - a. [Local Evaluation Guidelines](#)
 - b. [Local Evaluation Toolkit](#)
 - c. [21st CCLC Evaluations](#)
 - d. [Evaluation Standards and Guidance](#)
- [OSPI ESSA website](#)
- [OSPI EGMS website](#)
- [National Technical Assistance Center \(NTAC\) website](#)
- [2024–25 REAP Alternative Fund Use Authority Eligible LEAs](#)
- [Resources for Providing Equitable Services to Private Schools.](#)
- [Tribal School Consultation website](#)
 - a. School Districts with American Indian/Alaska Native enrollment over 50% and/or those who implement Title VI Indian Education Grants over \$40,000 are required to upload a signed consultation form in EGMS in the General Assurances section.
- [Title I, Part A Served Schools](#)
- [Schools](#) implementing comprehensive support and improvement activities or targeted support and improvement activities are located under the Washington School Improvement Framework (WSIF).
- [Education Department General Administration Regulations \(EDGAR\) website](#)
- [Regional Educational Service Districts: Offers consulting and financial services to school districts.](#)
- [The Cost of Quality of Out-of-School Time Programs Calculator](#)
- [Readiness and Emergency Management \(REMS\) website](#)
 - a. [REMS: Free Planning Tools](#)
 - b. [Best Practices for Travel Expenditures Guide](#)
- [US System for Award Management website](#)
 - a. Exclusions: an exclusion record identifies parties excluded from receiving Federal contracts, certain subcontracts, and certain types of federal financial and non-financial assistance and benefits. Exclusions are also referred to as suspensions and debarments.
- [Grantee Activity Calendar](#)
- [David P. Weikart Center for Youth Program Quality website](#)

PART 3 FEDERAL STATUTORY PROVISIONS

a) Purpose (ESSA, SEC. 4201)

PURPOSE—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—

- a) 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.
- b) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
- c) 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.

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

1. COMMUNITY LEARNING CENTER—The term 'community learning center' means an entity:
 - a. assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that—
 - i. reinforce and complement the regular academic programs of the schools attended by the students served.
 - ii. are targeted to the students' academic needs and aligned with the instruction students receive during the school day.
 - iii. offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
2. EXPANDED LEARNING PROGRAM ACTIVITIES (ESSA, Sec. 4202 (A)(2))—A state that receives funds under this part for a fiscal year may use funds under section 4202(c)(1) to support those enrichment and engaging academic activities described in section 4205(a) that—
 - a) 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;
 - b) supplement but do not supplant regular school day requirements.
 - c) are carried out by entities that meet the requirements of subsection (i)
3. 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.

4. 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; or
 - b. in the case of a community where there is no such organization, a nonprofit organization in the community that enters into a written agreement or partnership with an organization described in subparagraph (A) to receive mentoring and guidance in running or working with before and after school (or summer recess) programs and activities.
5. RIGOROUS PEER-REVIEW PROCESS—The term “rigorous peer-review process” means a process by which—
 - a. employees of a state educational agency who are familiar with the programs and activities listed under this part review all applications that the state receives for awards for completeness and applicant eligibility;
 - b. 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
 - c. not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and
 - d. 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.

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

- a. proposing to target services to—
 - i. students who primarily attend schools that—
 1. are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes; and
 2. enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 3. the families of students served;
 - ii. submitted jointly by eligible entities consisting of not less than 1—
 1. local educational agency receiving funds under part A of Title I; and
 2. another eligible entity; and
 - iii. demonstrating that the activities proposed in the application—
 1. are, as of the date of the submission of the application, not accessible to students who would be served; or
 2. would expand accessibility to high-quality services that may be available in the community.

d) **Authorized Activities (ESSA, Sec. 4205 (a)):**

AUTHORIZED ACTIVITIES—Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

1. academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
 - a. the challenging State academic standards and any local academic standards; and
 - b. local curricula that are designed to improve student academic achievement;
2. well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. literacy education programs, including financial literacy programs and environmental literacy programs;
4. programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
5. services for individuals with disabilities;
6. programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
7. cultural programs;
8. telecommunications and technology education programs;
9. expanded library service hours;
10. parenting skills programs that promote parental involvement and family literacy;
11. programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
12. drug and violence prevention programs and counseling programs;
13. programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
14. programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

e) **MEASURES OF EFFECTIVENESS.—(ESSA, Sec. 4205 (b))**

IN GENERAL—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the state educational agency as described in section 4203(a)(14), such program or activity shall—

1. 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;
2. be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;

3. 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;
4. 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
5. collect the data necessary for the measures of student success described in subparagraph (D).

f) **Periodic Evaluation—(ESSA, Sec. 4205 (b)(2))**

- a. In general, the program or activity shall undergo a periodic evaluation in conjunction with the state educational agency's overall evaluation plan as described in section 4203(a)(14), to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success.
- b. Use of results—the results of evaluations under subparagraph (a) shall be:
 - i. used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
 - ii. made available to the public upon request, with public notice of such availability provided; and
 - iii. used by the state to determine whether a subgrant is eligible to be renewed under section 4204(j).

g) **Subpart E—Cost Principles**

PART 200—UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS

Allowable Expenditures (not an inclusive list):

1. **Advertising & Public Relations** (2 C.F.R. §200.421)

- a. The only allowable advertising costs are those which are solely for:
 - i. The recruitment of personnel required by the non-Federal entity for performance of a Federal award (See also §200.463 Recruiting costs);
 - ii. The procurement of goods and services for the performance of a Federal award;
 - iii. The disposal of scrap or surplus materials acquired in the performance of a federal award except when non-Federal entities are reimbursed for disposal costs at a predetermined amount; or
 - iv. Program outreach and other specific purposes necessary to meet the requirements of the Federal award.
- b. The term "public relations" includes community relations and means those activities dedicated to maintaining the image of the non-Federal entity or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.
- c. The only allowable public relations costs are:

- d. Costs specifically required by the Federal award;
 - i. Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of the Federal award (these costs are considered necessary as part of the outreach effort for the Federal award); or
 - ii. Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary to keep the public informed on matters of public concern, such as notices of funding opportunities, financial matters, etc.
- 2. **Conferences** (2 C.F.R. §200.432): A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award.
- 3. **Compensation-personal services** (2 C.F.R. §200.430): Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
- 4. **Compensation-fringe benefits** (2 C.F.R. §200.431): Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans.
- 5. **Equipment** (2 C.F.R. §200.33 and 2 C.F.R. §200.313): means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. Must have prior written approval from OSPI to purchase equipment >\$5,000.
- 6. **Indirect Cost** (2 C.F.R. §200.56): Indirect costs are the expenses incurred by a school district, community-based external organization, or other entity in administering or providing program services that are not easily quantifiable. OSPI following an agreement with the U.S. Department of Education (ED), establishes indirect expenditure rates allowed on Federal grants awarded to school districts, community-based organizations, and institutions of higher education. This agreement prescribes the method of rate computation and the resulting rates establish the maximum amount of indirect expenditures that may be claimed for a Federal grant.
- 7. **Program Income §200.80** (2 C.F.R. Program income): Program income means gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance except as provided in §200.307 paragraph (f). (See §200.77 Period of performance.) Must have prior approval from OSPI to generate program income.
- 8. **Supplies** (2 C.F.R. §200.94): means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is

less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life.

9. **Travel costs**-(2 C.F.R. §200.474) Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally-funded activities and in accordance with non-Federal entity's written travel reimbursement policies.
10. **Training and education costs** (2 C.F.R. §200.472): The cost of training and education provided for employee development is allowable.

Unallowable Expenditures (not an inclusive list):

1. **Alcoholic beverages** (2 C.F.R. §200.423): Costs of alcoholic beverages are unallowable.
2. **Alumni/ae activities** (2 C.F.R. §200.424): Costs incurred by IHEs for, or in support of, alumni/ae activities are unallowable.
3. **Contributions and donations** (2 C.F.R. §200.434):
 - b. Costs of contributions and donations, including cash, property, and services, from the non-Federal entity to other entities, are unallowable.
 - c. The value of services and property donated to the non-Federal entity may not be charged to the Federal award either as a direct or indirect (F&A) cost. The value of donated services and property may be used to meet cost sharing or matching requirements (see §200.306 Cost sharing or matching).
4. **Entertainment costs** (2 C.F.R. §200.438): Costs of entertainment, including amusement, diversion, and social activities and any associated costs are unallowable, except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.
5. **Fund raising and investment management costs** (2 C.F.R. §200.442): (a) Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable. Fund raising costs for the purposes of meeting the Federal program objectives are allowable with prior written approval from the Federal awarding agency.
6. **Lobbying** (2 C.F.R. §200.450): (a) The cost of certain influencing activities associated with obtaining grants, contracts, cooperative agreements, or loans is an unallowable cost.
7. **Proposal costs** (2 C.F.R. §200.460): Proposal costs are the costs of preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the non-Federal entity's bids or proposals.
8. **Program Fees:** charging program or participant fees to attend is unallowable.

PART 4 WASHINGTON STATE PROGRAM REQUIREMENTS

Track A or Track B Applicant

- Track A is for new grantees, an eligible entity that does not have a grant in cohorts 17–19.
- Track B is for current grantees, a current grantee is defined as an entity that currently has a 21st CCLC grant(s) in cohort 17–19 and is applying for a new site(s).

Priorities for Funding

Priority funding will be awarded points to applicants who meet the following criteria:

1. Programs demonstrating that the proposed activities are, as of the date of the submission of the application, not accessible to students or services that would expand access to high-quality services available within the community.
2. Programs demonstrating that they propose to target students (and their families), who primarily attend schools that are, a) identified for comprehensive or targeted support and improvement and, b) enroll students who may be at risk for academic failure, dropping out of school, and/or involvement in criminal or delinquent activities. §4204(i)(1)(A)
3. Rural Education Agencies (LEAs) that propose to serve a school with a free and reduced lunch rate of at least 40% or higher.
4. Geographic diversity - Priority will be given to applicants in Adams, Asotin, Clallam, Columbia, Ferry, Garfield, Island, Jefferson, Kitsap, Kittitas, Lincoln, Skamania, Stevens, Wahkiakum, Whatcom, and Whitman counties.

Eligible Entity Partnership Requirements

An eligible entity partnership is a requirement for funding. **An eligible entity and eligible entity partner may only submit/participate in one application annually.** The partnership must include a school district(s) or Local Education Agency (LEA) with designated high-poverty schools that are Part A Title I eligible or serving and at least one community-based organization. For this grant, an Educational Service District (ESD) is considered a LEA. Some rural remote schools may be exempt from the partnership requirement if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

A jointly submitted application does not automatically qualify as a partnership.

To be considered for funding, applications must have:

1. Evidence of an eligible entity partnership demonstrated in the MOA.
2. Evidence of either direct or in-kind support from their partner in the budget narrative.
3. A data-sharing agreement between partners.
4. Evidence the district administration and at least one community-based organization collaborated extensively in the planning and design of the program.

5. Each partner organization has a substantial role in implementing the program, delivering services, evaluating the program, and developing program improvement plans over the duration of the project.
6. All partners have significant and ongoing involvement in the management and oversight of the program.
7. Eligible entity partners engage in collective planning, implementation, evaluation, and planning for sustainability.
8. Applications proposing to contract a significant portion of their award, if successful will receive the award with additional conditions they must follow.

Average Daily Attendance

Programs must meet 85% of their proposed school year average daily attendance (ADA) listed in the approved proposal in year one and 90% of their average daily attendance in years 2–5. After year one, grantees not meeting 50% to 85% of the ADA may voluntarily request a reduction in funds or provide an action plan to become in compliance with the ADA attendance requirement. For those grantees meeting less than 50% of their ADA, funding will be reduced as determined by OSPI. In years 2 through 4, if grantees do not meet the 90% ADA, then the grant for the following year will be reduced. For example, a grantee proposed to serve 50 students daily but only served on average, 35 students daily, or 70% of their proposed ADA, during the school year. As a result, serving 70% of the proposed ADA, the grant would be reduced by 20% ($90\% - 70\% = 20\%$) in the following year.

Training, Coaching, Technical Assistance

First year grantees in Track A will receive onsite technical assistance support during the first year of program implementation. A contracted provider will provide an onsite technical assistance coaching visit early in the program year to support program implementation best practices, including defining goals and objectives, designing processes and procedures related to 21st CCLC activities, determining resource allocation, and designating team member responsibilities.

Youth Program Quality Assessment

Each program is required to participate in the Youth Program Quality Assessment (YPQA) cycle. Program staff (self-assessment) or a trained, reliable rater (external assessment) gather data by observing program activities, taking notes, & conducting interviews with a program. Site-level staff will be required to complete the Social Emotional Learning Program Quality Self-Assessment (SELPQA), due each winter, and a reliable rater will be required to complete one external assessment for each site. All self-assessments and external assessment scores are due in the winter. OSPI hosts all the training associated with the assessment cycle.

Staffing

Programs must employ a .5 FTE or greater Program Director (responsible for meeting grant requirements and supervising site coordinator(s) and a .5 Full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing a site), and salary and benefits must be adequate to employ highly qualified individuals in this role. Applicants should budget for staff planning time, and professional learning while the program is not in session.

Intensity and Duration of Services-School Year

Years two through five 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, with a total of 12 hours in a typical week, at least four days per week, and at least two hours a day. The 21st CCLC program is not a drop-in program. Students must attend a minimum of 30 days to be considered regular attendees, and 60% of regular attendees are expected to attend 60–90 days or more to benefit significantly from the program. Washington State performance indicators have a goal that 80% of enrollees will be regular attendees.

Expanded Learning Program

OSPI is not participating in the expanded learning program activities outlined in ESSA, Sec. 4204(a)(2).

Intensity and Duration of Services-Summer

Programs must develop and implement a summer learning program that operates a minimum of 20 hours a week, for a minimum of four 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 and Educational Services Requirement

Community learning centers are required to offer families of participating students family literacy and related educational development opportunities that are designed to promote active and meaningful engagement in their children's education. Family literacy services and related educational development opportunities are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family.

Family literacy and related educational development opportunities should align with the needs of families, and this may be different for each community. To ensure that these services meet the needs of the community, consider findings from current and past needs assessments, how to build relationships with families, the home language of families, the assets of families, and demands on time and other factors that can influence the design of these services.

Examples of family literacy and educational development services that may be funded using 21st CCLC funds include, but are not limited to:

1. Parent engagement workshops that can enhance collaboration between schools, families, and out of school time leaders.
2. Reading and literacy classes that share strategies on how parents can support and strengthen children's reading, writing, speaking, and listening skills.
3. Adult education such as GED completion classes or English language fluency or literacy classes
4. Employment and interview support resources and classes.

Strong family engagement strategies are also research-based and informed by practice. For information on research-based family engagement and education strategies review:

- [Dual Capacity Framework for Family School Partnerships](#)
- [OSPI Parent and Family Engagement Website](#)

Training and Travel Requirements for Program Staff

The Program Director, Site Coordinator, and Evaluator must attend up to three to four days of in-person program quality training, depending on their prior training. Program Directors and Evaluators must attend two all-day Directors' meetings in the Fall and Spring. And a one-and-a-half-day Summer Learning Days. Please review the 2024–25 grantee activity calendar as an example of the number of required in-person trainings and webinars. Professional development expenditures should be reflected in the budget narrative.

Travel Policy

A 21st CCLC grantee must have internal controls over travel expenditures that ensure that travel costs are reasonable and necessary to fulfill the employee's job duties. A strong travel policy will do the following, however, not be limited to the guidelines below:

- Include regular review and updated travel policies to ensure they provide clear guidance.
- Enforce economical travel.
- Use per diem rates for lodging and meals.
- Provide training on policy requirements.
- Consider centralized control or oversight options.
- Make sure approvers have dedicated time for review.
- Pre-approve travel, including a cost estimate.
- Require timely submission of receipts.

Carryover Policy

Programs may carry over five percent of their total allocation on an annual basis if five percent remains unspent from the previous year. Carryover dollars become available in November of the following program year. OSPI may withhold unspent dollars in subsequent program years if there is an apparent pattern and a return of a large percentage of the grant award.

Renewability of Awards Policy

OSPI may renew a subgrant to an eligible entity based on the eligible entity's performance during the preceding subgrant period. Implementation of renewability is a year-to-year decision based on the availability of funding. OSPI posts the determination of renewability on the 21st CCLC website each year.

Program Income Policy

The 21st CCLC program intends to establish programs that offer academic assistance and enrichment to students and families who have limited access to these resources at their schools. Any activities that result in program income are subject to audit and monitoring of the activities. Programs generating income must demonstrate that the cost of operating the program exceeded the amount of the grant award to avoid a reduction in the grant award. 2 C.F.R. Part 200.307 (e)(1)

indicates that ordinarily, program income must be deducted from the total allowable costs of the program. Before any activities take place that may result in program income, the applicant must request in writing and have approval from 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 periodically 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.

State Program Income Policy

The Office of Superintendent of Public Instruction shall not engage in fee collection or income-generating activities within any federally funded programs it administers. This includes, but is not limited to, programs funded under Title IV, Part B, the 21st Century Community Learning Centers (CCLC) program, and other federal grants managed by the department. This prohibition is in place to ensure compliance with federal regulations and maintain the integrity of program funding.

Field Trip Policy

Educational field trips must align with the program's goals, objectives, and outcomes. Programs are accountable for the necessity and reasonableness of each field trip. Programs should develop lesson plans and academic outcome measures for each field trip. Field trips may not appear to be in excess or be perceived as entertainment.

Food Policy

Subgrantees are encouraged to participate in the [USDA Food and Nutrition Service](#) programs that provide meals and snacks to students and families outside of the school day. However, there may be times when students and families are participating in 21st CCLC programs during typical meal or snack times and food is not otherwise available. For example, it may be necessary to provide dinner during a parent engagement activity that is scheduled during the early evening hours to encourage participation. 21st CCLC funds may be used for food costs if they are reasonable, necessary, allowable, and allocable as defined by the Uniform Guidance in [2 C.F.R. §§ 200.403-200.405](#). Programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for after school snacks and summer meal supplements. Therefore, when developing partnerships, applicants must consider and indicate how and from whom snacks, meals, or both will be acquired. This information should include how snacks, meals, or both will be distributed to sites for students when the program is in operation.

Indirect Expenditures

Indirect costs are the expenses incurred by a school district, community-based organization, or other entity in administering or providing program services that are not easily quantifiable. OSPI, following an agreement with the U.S. ED, establishes indirect expenditure rates allowed on federal grants awarded to school districts, community-based organizations, and institutions of higher education. This agreement prescribes the method of rate computation, and the resulting rates establish the maximum amount of indirect expenditures that may be claimed for a federal grant.

Evidence and Scientifically-Based Practices

Programs must indicate how they meet the “measures of effectiveness” described in the law. According to the statute, programs must engage in an assessment of objective data to determine their need for before-school and after-school programs and the needs of students and families served. They must establish a set of performance measures aligned with the state’s 21st CCLC performance indicators and their own local goals, and where possible, they must adopt evidence-based practices that have been shown to be effective. This refers to practices that have undergone rigorous evaluation and have been shown to be effective. Such programs have typically been evaluated through experimental trials or rigorous quasi-experimental studies, and positive outcomes have been published in peer-reviewed journals or evaluation reports. For information regarding scientifically-based practices for 21st CCLCs, please view the following websites:

1. [National Technical Assistance Center \(NTAC\) website](#)
2. [Youth Thrive website](#)
3. [David P. Weikart Center for Youth Program Quality website](#)
4. [Beyond the Bell website](#)
5. Recognizing the Role of Research and Evidence in Out-of-School Time at American Institutes for Research: [Guidance Series Website](#)
6. [Expanding Minds and Opportunities Website](#)
7. [The Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)
8. Institute of Education Sciences:
 - a. [What Works Clearinghouse](#)
 - b. [Regional Educational Laboratories](#)

21st CCLC Local, State, and Federal Accountability

1. Local Evaluation

Each grantee must conduct an annual independent local program evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment, and positive student learning outcomes. The evaluation must be based on the factors included in the measures of effectiveness ESSA (SEC. 4205 (b)) and the results must be used to refine, improve, and strengthen the program and to refine local performance indicators. Refer to the Local Evaluation Guidelines and Evaluation Toolkit to develop an evaluation plan.

- a. Select a Program Evaluator: Programs are required to select a local evaluator. A program evaluator is someone who has formal training in research and/or evaluation and has experience in conducting program evaluation. Programs must procure a local independent evaluator and obtain/document quotes from a reasonable number of qualified sources (at least three quotes per [RCW 28A.335.190](#)). Evaluation results must be made public upon request. Please refer to the *21st CCLC Evaluation Standards and Guidance* resource for additional information that should be included in the contract for the program evaluator.
- b. Submit a Center-Level Logic Model (Due: Annually—first Monday in November): A logic model is a visual representation of the program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes.

- c. Post an Annual Evaluation Report (Due Annually–first Monday in November): Programs are required to complete a comprehensive annual evaluation report. While this report is not submitted directly to OSPI, it is to be posted on the program’s website to assist stakeholders in understanding the program’s results.
- d. Submit an Executive Summary to OSPI (Due: Annually–first Monday in November): OSPI requires that programs conduct a local evaluation at the center level and submit an Executive Summary from the annual evaluation report that includes both program and center level information on an annual basis.
- e. Submit a Comprehensive Five-Year Evaluation Report (Due: First Monday in November): Grantees are required to complete a comprehensive annual evaluation report each year, which is submitted to OSPI in year five.

2. State Evaluation

Washington contracts with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide and to identify specific needs for continuous improvement, professional development, monitoring, and technical assistance. The state evaluation model incorporates data and evaluation results provided by grantees on an annual basis. Grantees will be required to complete annual staff, site coordinator, and student surveys as part of the statewide evaluation activities.

3. Federal Accountability

Grantees are required to report a variety of data elements each year to support statewide evaluation efforts and to comply with federal reporting requirements. These data elements include topics such as center operations, staffing, partnerships, program activities, student and family member participation in programming, student surveys, and site coordinator and staff surveys. These data will be entered into the Washington 21st CCLC Data Portal, an online data system created by the statewide evaluator, American Institutes for Research. Subgrantees are expected to submit data in a timely fashion, in accordance with state and federal reporting deadlines. This system is a live and dynamic system, meaning that users can login at any time to submit or update data. **Anticipated but tentative, data submission windows are as follows:**

Data Element	Final Due Date*
General Operations	October 30
Feeder Schools	October 30
Partners	October 30
Staffing	October 30 *Update as necessary throughout the year
Activities	Summer activities: Due October 30 Fall activities: Due January 31 Spring activities: Due June 30 *Update as necessary throughout the year
Youth Enrollment and Attendance	Reported monthly
Adult Enrollment and Attendance	Reported monthly
Site Coordinator & Staff Surveys	February–April
Youth Survey	March–May
Teacher Survey	April–June

PART 5 WASHINGTON STATE 21ST CCLC

STATE PERFORMANCE GOALS AND OBJECTIVES

Washington has established a set of State Performance Indicators that measure statewide and individual program success. Individual program performance indicators must align with state performance indicators and may additionally address local needs and interests.

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.

Student Outcomes (SO) Objective—Participants in 21st CCLC programs will demonstrate improvement on academic and behavioral school-related outcomes.

Student Outcomes	Indicator	Target
SO 1	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile for reading . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21st CCLC regular program participants who increase in their student growth percentile for reading .
SO 2	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile for math . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21st CCLC regular program participants who increase in their student growth percentile for math .
SO 3	Percentage of students regularly participating in the program who are identified as English language learners and show progress toward English language proficiency.	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21st CCLC regular

Student Outcomes	Indicator	Target
SO 3 cont.	Grades K–8	program participants who show progress toward English language proficiency.
SO 4	<p>Percentage of students regularly participating in the program who had chronic school–day absenteeism in the prior school year and demonstrated fewer absences. Grades 6–12</p> <p>Chronic school-day absenteeism is defined as missing 10% or 18 days of a 180-day school year.</p>	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21st CCLC regular program participants who had unexcused school–day absences in the prior school year demonstrated fewer absences as compared to the previous school year.
SO 5	Percentage of students regularly participating in the program who are earning less than 100% of credits attempted in the prior school year and demonstrated a higher percentage of credits earned. Grades 9–12	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21st CCLC regular program participants who are earning less than 100% of credits attempted in the prior school year demonstrated a higher percentage of credits earned as compared to the previous school year.
SO 6	The percentage of students regularly participating in the program who earned a cumulative GPA of 2.0 or less in the prior year and demonstrated an increase in cumulative GPA in the current year. Grades 6–12	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21st CCLC regular program participants who are earning less than a cumulative GPA of 2.0 in the prior school year demonstrated an increase in cumulative GPA as compared to the previous school year.
SO 7	Percentage of students regularly participating in the program who had school–day disciplinary incidents in the prior school year and demonstrated fewer incidents as compared to the previous school year. Grades 1–12	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21st CCLC regular program participants who had school–day disciplinary incidents in the prior school year demonstrated fewer incidents as compared to the previous school year.
SO 8	The percentage of students regularly participating in the program promoted to the next grade. Grades K–3	The percentage of students regularly participating in the program promoted to the next grade.

Program Attendance (PA) Objective–Participants in the 21st CCLC programs will attend on a

consistent basis.

Program Attendance	Indicator	Target
PA 1	Percentage of youth enrolled in 21st CCLC programming more than 30 days (or 80 hours) during the school year and summer of interest.	80% of enrolled students at each center are regular attendees (30 days or more).
PA 2	Percentage of youth enrolled in 21st CCLC programming more than 60 days (or 120 hours) during the school year and summer of interest.	60% of regular attendees at each center participate in program 60 days or more in a given year.
PA 3	Percentage of youth enrolled in 21st CCLC programming in the prior school year/summer for 60 days (or 120 hours) or more that also participated in 60 days (or 120 hours) or more of programming in the school year and summer of interest.	X% of program participants will attend programming for more than one consecutive year.
PA 4	Percentage of youth participating in 21st CCLC programming in both the fall and spring semesters of the school year of interest.	X% of program participants will attend programming in both the fall and spring semesters.

Program Quality (PQ) Objective—All programs will participate in in all steps of a formal continuous quality improvement process.

Program Quality	Indicator	Target
PQ 1	The percentage of centers submitting at least one completed consensus program self-assessment using the Social Emotional Learning Program Quality Assessment (SELPQA)	100% of centers will submit at least one completed consensus program self-assessment using the SELPQA.
PQ 2	The percentage of centers submitting at least one completed external assessment using the SELPQA.	100% of centers will submit at least one completed external assessment using the SELPQA.
PQ 3	The percentage of centers submitting one Program Quality Assessment Form B Interview.	100% of centers will submit one Program Quality Assessment Form B Interview.
PQ 4	The percentage of centers participating in either the Planning with Data workshop (live training for new cohorts) or the Advanced Planning with Data training (webinar training for continuing cohorts).	100% of centers will participate in either the Planning with Data workshop (live training for new cohorts) or the Advanced Planning with Data training (webinar training for continuing cohorts).

Program Quality	Indicator	Target
PQ 5	The percentage of centers submitting at least one program improvement plan annually.	100% of centers will submit at least one program improvement plan annually.

Program Implementation (PI) Objective—All programs will implement their program with fidelity to the 21st CCLC model as defined by language in ESSA and the requirements of this RFP.

Program Implementation	Indicator	Targets
PI 1	The percentage of centers providing opportunities for academic enrichment ¹ .	100% of centers will provide opportunities for academic enrichment.
PI 2	The percentage of centers offering students a broad array of additional services, programs, and activities ² .	100% of centers will offer students a broad array of additional services, programs, and activities.
PI 3	The percentage of centers offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education. These opportunities align with the needs and assets of the students and families being served.	100% of centers will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education and all activities will align with the needs and assets of the families and students being served.
PI 4	The percentage of centers offering services at least 12 hours a week on average during the school year.	100% of centers will offer services at least 12 hours a week on average during the school year.
PI 5	The percentage of centers offering a summer program for 20 hours per week and lasting at least four consecutive weeks.	100% of centers will offer a summer program for 20 hours per week and lasting at least four consecutive weeks.
PI 5	The percentage of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).	100% of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).

¹ Tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards.

² Youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school that are designed to reinforce and complement the regular academic program of participating students.

PART 6 APPLICATION INSTRUCTIONS & PROPOSAL REQUIREMENTS

Application Instructions

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 30 pages is allowed if a cover page or table of contents is included that is counted in the page limit. The narrative and all supporting documents must be submitted as a PDF.

Incomplete applications that do not follow the formatting instructions, are late, have unsigned or outdated assurances, or missing MOA(s), and data sharing agreement(s), or organizational charts that don't represent the 21st CCLC Program oversight and management, may not be considered for review.

Applications, including all required signatures, must be submitted in the Education Grant Management System (EGMS) by July 25, 2025.

Proposal Requirements

The required sections are EGMS pages and uploaded as supporting documents in EGMS. Please read the instructions carefully. All uploaded pages in EGMS must be submitted as a PDF.

1. **Program Abstract**, (one page) submitted as a supporting document in EGMS. The abstract is a short and powerful statement describing the grant application's scope of work. It may contain, but is not limited to; the purpose, proposed outcomes, populations served, background information, etc. (required, no points).
2. **Proposal Narrative** (30 pages maximum) submitted as a supporting document in EGMS, has five sections: Please refer to the scoring rubric for the points possible per section.
 - Need for Program.
 - Quality of Project Design.
 - Management Plan.
 - Data Collection and Evaluation.
 - Promise as a Model.
3. **Budget Narrative Page**, completed in EGMS. Please refer to the scoring rubric for possible points in this section.
4. **Required appendices** submitted as supporting documents in EGMS.
 - Job descriptions.
 - A 21st CCLC program organizational chart.
 - A Memorandum of Agreement between eligible entity partners.
 - Data-sharing agreement between eligible entity partners.

Program Abstract

A one page supporting document submitted in EGMS. The abstract is a short and powerful statement describing the grant application's scope of work. It may contain, but is not limited to; the

purpose, proposed outcomes, populations served, background information, etc. This is required, but will not be scored.

Proposal Narrative

The proposal narrative describes in detail the high-quality 21st CCLC program you would implement with the funding the program needs to respond to the general provisions above and the instructions below.

All narrative pages must be numbered consecutively, beginning with number one (1) on the first page and continuing to the end. 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 30 pages is allowed. Applications must follow the Narrative Outline above, including all numbered headings in the order provided.

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) §4204(b)(2)(I). 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.

1. For each site, provide the number and percent of students who qualify for free and reduced-price lunch, the percent of students scoring below proficiency in math and reading, and the percent of students who are English language learners. For high school sites, please include dropout statistics and any other compelling objective data demonstrating local unmet needs.
2. If parents and/or youth have been surveyed about their assets, needs, and interests, please include a summary of survey results, the number surveyed, and the dates that surveys were completed.
3. Describe any during-school programs currently serving your target population and explain why these services are insufficient to meet identified needs. The description should include data and information accessed and/or collected that demonstrate the unmet need.
4. Describe how the program will address the students' and families' needs. These needs and assets can be academic, social, emotional, cultural, and/or physical health related. The description should include data and information accessed and/or collected by the applicant demonstrating the students' and families' needs. §4204(b)(2)(I)

Quality of Project Design

Programs are required to demonstrate that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students served. §4204(b)(2)(J)

1. Provide a table that outlines at least four program goals, at least two measurable objectives per goal, program activities aligned with each objective, measures of effectiveness, timelines, and responsible staff. The table identifies the time and frequency of activities.

2. The four program goals in the table are specifically aligned with the state performance goals for the 21st CCLC regarding improvement in student behavior, academic achievement, quality program implementation, and family engagement.
3. In the table, each objective and accompanying measure is aligned to the goal, is performance-based, and can be continuously measured throughout the year.
4. Describe the measures of effectiveness and how they align with the regular academic program of the school, the academic needs of participating students, and how they will be used to plan program activities and monitor student progress.
5. Describe how the activities are to be funded and how the identified activities will improve student academic achievement and overall student success. §4204(b)(2)(A)(B)
6. Describe program activities that have a clear content area and are specific to the needs of the targeted population of students.
7. Describe how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of students.
8. Describe how the proposed activities will meet the measures of effectiveness described in section §4205(b).

The Goals, Measurable Objectives, Measurement Tools, Activities, and Timeframe Table may be submitted in either landscape or portrait format.

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

Describe at least four program goals in the 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 improvements in students' behaviors. One goal should measure quality program implementation and improvement strategies. One goal should measure active and meaningful family engagement and educational opportunities.

Goals (Global Outcomes)

Program goals (e.g., "Improve Academic Behaviors," "Increase Positive Student Behavior," "Increase Access to Family Engagement and Education strategies," and "Improve Program Quality Improvement and Consistently Implement Program Improvement Strategies") are very broad, realistic, and directly align with the needs or gaps identified in the previous section. Goals must be numbered (i.e., "1," "2," "3").

Measurable Objectives and Measurement Tools (Specific Outcomes)

For *each* goal, the applicant must include at least two specific objectives with accompanying performance measures that are quantitative and challenging yet achievable (e.g., "80% of regularly participating students) (i.e., students who attend at least 40% of operational days–30 days or more) will show improvement in reading comprehension abilities, as demonstrated by measures of significant growth on standardized testing (annual), short-cycle assessments, and/or report card grades."). Each student and family-based objective must be performance-based and must be able to be continuously measured throughout the year. Objectives must be numbered using a two-number system per the example table. The first number will be the same as the goal to which the objective belongs, and the second number will be the unique number for that objective within the goal (e.g., "1.1," "1.2," "2.1," "2.2," "2.3"). All goals must have at least two measurable objectives. The program will monitor these measurable objectives. Continued funding may be considered based on evidence of progress and student data.

Measures of Effectiveness

Demonstrate the use of best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. §4204(b)(2)(J). Activities must align with the regular academic program of the school and the identified needs of participating students. They must be used to track student success and improvement over time. For example, local and state assessment results and other indicators of student success and improvement. Such as improved attendance during the school day, better classroom grades, regular (or consistent) program attendance, and on-time advancement to the next grade level. For high school students, you may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities.

Activities/Timeframe/Responsible Staff

Activities are even more specific than objectives. They explain who will do what, when, where, and for how long. Applicants must include specific activities allowing the program to progress towards the stated objective(s). An applicant shall design and implement its activities based on research or evaluation that provides evidence that the strategies are proven effective in improving student performance. Following each activity, the applicant must indicate the timeframe that each activity will be occurring (e.g., "daily throughout the year," "monthly throughout the year," "weekly during the nine-week semester," or "daily during summer session").

1. Participant Recruitment and Retention

1. Describe how the program will identify, reach, and recruit students and their families.
2. Describe the process for consulting with private schools about grant opportunities and the availability of equitable services for eligible private school students. §8501
3. Describe how the program how will inform and engage the following types of schools in recruitment and retention of the target population: private schools and

eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers. Students who reside within the catchment area of a 21st CCLC program and meet the criteria for targeted students served by the grant are eligible to participate in the afterschool program. Describe the strategies that will be used to maintain enrollment of the target student population over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).

2. Family Engagement and Education Strategies

1. Describe how the program will offer families opportunities for active and meaningful engagement in their children's education, including educational development opportunities such as literacy events, collaborating with teachers and other school staff for educational purposes, or college and career awareness. To support engagement and family education, strategies must align with the needs of students and families, be ongoing, and sustained over time.

3. Linkages to School and District

1. Describe how the program will connect to the regular school day. This can include how regular communication with the principal, teachers, and school support staff will be established, agreements on shared resources (e.g., space, staff) and practices (e.g., homework policies, discipline), and membership on the School Improvement Team or other leadership groups.
2. Describe how program activities will align with the curriculum and instruction of the regular school day. The description should include how program activities will provide students opportunities to explore and build upon concepts covered during the school day and/or enhance the school day curriculum by providing opportunities for students to explore additional academic concepts or practice skills that bolster learning.

4. Transportation and Safety. §4203(a)(10) and §4204(b)(2)(A)(ii)

1. 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 description of a transportation plan between partners that includes:
2. Describe how the participants will get to the program, get home from the program, and travel to off-site programs or activities. Include modes of transportation, their capacity, and safety features. Include the approximate times when transportation will occur.
3. Describe how the transportation plan and procedures are age-appropriate and safe. The description should include a rationale for why the modes of transportation are appropriate for the ages served and describe the safety features offered by the modes of transportation and/or the safety policies that will guide the use of each mode of transportation.
4. Describe how you will ensure that the center is a safe and accessible site. This includes all procedures for ensuring that students and families are physically safe at the program. The description should also include plans for ensuring how all youth can access all entrances, exits, and all areas of the programming space and participate in all offered activities.

5. Notification of Intent to Apply/Dissemination of Information to the Community. §4204(b)(2)(A)(iii)

1. 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 (e.g., considers languages spoken, education level, etc., of the target population).
2. Describe how the community will be given notice of an intent to apply and that the application will be available for public review after submission of the application.

6. Management Plan

1. Describe the proposed partnership between the local education agency, community-based organization, and other public or private entities, if appropriate. §4204(b)(2)(H)
2. Describe the organizational staffing design. Include the total FTE, percent full-time, or weekly hours of each staff member paid under 21st CCLC. (For example, the site coordinator may be .8 FTE, or 80% full-time, or work 32 hours a week).
3. Describe how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization. The degree to which this person is involved in other districts or organizational capacities and how and by whom they will be supervised.
4. Describe how appropriately qualified people will be encouraged and used to serve as volunteers if the applicant plans to use volunteers in activities carried out through the community learning center. §4204(b)(2)(M)
5. Identify strategies to recruit and maintain high-quality staff that will facilitate the implementation of student-focused learning that aligns with challenging state academic standards and goes beyond traditional classroom activities.
6. Describe a professional development plan that will support:
 - i. Implementation of the 21st CCLC goals, objectives, and activities.
 - ii. Implementation of evidence-based instructional practices in designing and implementing the program structure and activities.
 - iii. How the program will provide ongoing professional development, training, and evaluation. It will also disseminate promising practices and coordinate professional development for staff in specific content areas and youth development.
 - iv. How will the program participate in the required continual quality improvement process, including program quality assessments (self and external assessments), related staff development and training, and program improvement planning?
 - v. Provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress. Opportunities for staff collaboration are expected to be sustained and coherent, occur regularly, and be part of staff's professional (paid) responsibilities.
 - vi. Provide feedback/coaching to staff regarding their practice. This indicator will only be scored for **Track B**.
7. Provide a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant (Month, Year – Month, Year) that includes an activity plan that clearly defines tasks, deliverables, roles, accountabilities, timetables, and costs. Programs are expected to be staffed and operational, providing services to targeted students and families by November 2025.

Data Collection and Evaluation Plan

A strong data and evaluation plan will shape the project's development from the beginning of the grant period. The plan should include strong, measurable program goals and objectives that align with Washington 21st CCLC program goals, objectives, and performance indicators. The outcome measures you select to assess the program's impact on participants should align with the measures identified in the state performance plan.

1. Outline specific methods, timelines, responsible staff, and data to be collected for local and state evaluation (including staff, manager, and student surveys) of program and participant performance that clearly relates to the project's intended goals and outcomes. This indicator will only be scored for **Track B**.
2. Outline specific methods, timelines, and staff responsible for implementing the SELPQA, including preparation and completion of site-level team self-assessments, external assessments by the local evaluator, uploading scores, and developing improvement goals and supports.
3. Describe the strategies for using data and evaluation results on an ongoing basis to monitor student and program progress, promote continuous program improvement, provide information to stakeholders, and promote sustainability.
4. Provide a signed data-sharing agreement in the appendices that will be implemented between the school districts, school principals, and agencies providing service to ensure that pertinent student-specific data, academic records, student achievement results, and student surveys are collected, shared, and accurately submitted to the federal data reporting system in a timely manner. Data-sharing is an integral and required element of effective program partnerships. This indicator will only be scored for **Track B**.

Promise as a Model

1. Provide data and evidence of previous experience and success of the applicant and/or partners (e.g., providing high-quality services, effectively assessing student academic and behavioral outcomes) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21st CCLC program. The applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the students' academic performance, achievement, assessment, program monitoring, and positive youth development.
2. Describe the process used to identify partners and collaborators and how they were involved in the development of the application.
3. Describe how each partner's contribution(s) will help meet the program's needs and goals. Identify the specific name of each community partner who has agreed to provide services and/or activities as part of the proposed community learning center and provide a clear description of their contribution to the goals and objectives of the program.
4. Demonstrate how the 21st CCLC program will coordinate with Federal, State, and local programs. §4204(b)(2)(C). Describe how 21st CCLC funds may be braided with other federal funds to supplement, not supplant (e.g., Title I, Title II, Migrant and Bilingual, Title IV-A. Child Nutrition), state, and local programs to achieve program goals. Summarize the type of

contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each partner.

5. Outline a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after concluding the grant period. Include a description of current public/private partnerships, the plans to expand these partnerships, and the plans to develop public/private partnerships. The sustainability plan will use effective, realistic means to maintain funding and continue the program. The applicant will provide evidence of understanding the commitment of sufficient in-kind/matching funds in years three and four to continue the original level of service to the original number of students proposed to be served. §4203(a)(8)(B) and §4204(b)(2)(K)

Budget Narrative

In EGMS, complete the budget narrative and explain in detail how funds will be spent. Provide detailed cost calculations that are reasonable, necessary, and allocable. It should be clear in the budget narrative that you have accounted for all costs. Provide a brief rationale if a category does not apply to your program. For example, a partner may provide facilities and/or transportation, including that in the rationale. Please estimate the value of the contribution and include the amount in your budget narrative under Cash Value of Partner Contribution. The budget should reflect costs for a full year of programming from September 2025 through August 2026. Do not include a five-year budget.

Required Appendices

Required appendices are submitted as supporting documents in EGMS:

1. Job descriptions and required qualifications for program director, site coordinator(s), direct service staff, and local evaluator.
2. A 21st CCLC program organizational chart showing primary partner responsibilities for fiscal authority and lines of operational authority, including supervision for directors, site coordinators, all direct service staff, and data and evaluation staff participating in providing 21st CCLC program services (directly or in-kind). Partner organizational charts will not be accepted.
3. MOA criteria must be included by the applicant and partner(s) detailing commitments and uploaded as a supporting document. An MOA should be utilized with partners who help identify and recruit children with limited access to academic support that meets their needs and provide space, equipment, activities, curriculum, professional development, staffing, and/or volunteers or fiscal support. Include detailed responsibilities between partners that will be making significant ongoing contributions to the project operations, including transportation, design, implementation, evaluation, and continuous improvements for the duration of the project. If awarded a grant, the partners and the fiscal agent will sign a formal MOA that states the fiscal agent will use fiscal control and fund accounting procedures. To ensure proper disbursement of, and accounting for, federal funds paid to the applicant under the program and in the event of an audit exception, shall repay federal funds upon completion of audit resolution. The MOA also identifies the partner's qualifications, all partner obligations and contributions for cash and in-kind contributions, as well as contracted services, if applicable.
4. Data Sharing Agreement Criteria: The applicant includes a draft data sharing agreement that clearly states the school district will execute a data sharing agreement with the

applicant if they are awarded the grant. The agreement should be specific enough to ensure that the school representatives understand that the agreement must enable the program to meet the data collection, reporting, and sharing requirements as outlined in the assurances and evaluation section of the narrative.

5. Resumes, curriculum vitae, or other documents describing the qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.

CONTACTS AND RESOURCES

[Washington State 21st CCLC webpage](#)

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