

**Nita M. Lowey 21st Century  
Community Learning Center  
Competitive Request for Proposals  
2020-2021**

**Submission Deadline: 4 p.m., November 5, 2020**

**Student Engagement and Support Division**



This document is available at [21st Century Community Learning Centers](#)

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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 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) FY20 Request for Proposal (RFP). This document contains the guidelines that should be followed when applying for a sub-grant under this program. These guidelines, including all required supporting materials, may be found on the 21<sup>st</sup> CCLC website at [21st Century Community Learning Centers](#).

The 21<sup>st</sup> 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 \$4-\$5 million, to support implementation of 21<sup>st</sup> CCLC programs in high-poverty, low-performing communities providing services consistent with the intent and purpose of the federal 21<sup>st</sup> 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 21<sup>st</sup> CCLC grant awards are up to five years, 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 no grant will 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 any other implemented policies by OSPI.

21<sup>st</sup> CCLC proposals must be submitted using OSPI's online iGrants system. Instructions for gaining access to the iGrants system are provided here: [iGrants](#). Submission will include an online application, upload of the proposal narrative, and supporting documentation.

**An eligible entity and/or eligible entity partner may only submit/participate in one application annually.** 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 be offering an interactive, online Bidders' Conference that is scheduled for Thursday September 17, 2020, 9:00-12:00; where you may receive additional information. 21<sup>st</sup> CCLC funds cannot be expended or reimbursed to prepare this application. For the purposes of this RFP the applicant may also be referred to as the 'grantee' or 'subgrantee'.

### Simultaneous Competitions

This year OSPI will be holding TWO simultaneous competitions, Track A and Track B. Applicants in Track A and Track B will follow all of the same application requirements. However, Track A will only be competing with Track A applicants, and Track B will only be competing with Track B applicants. Available funding will be split between Track A and Track B, with a total award of approximately \$2.5 million per track. For a current list of grantees in cohorts 12-16 please visit our website. OSPI will be accepting applications for the Expanded Learning Time (ELT) Program, applicants may qualify in either Track A or Track B based off of their status as a current or proposed future grantee. Refer to the ELT section in the RFP for additional application requirements.

Applicants must clearly identify in the profile page of iGrants which Track they are applying for.

- Track A is for **new** grantees, an eligible entity that does not have a grant in cohorts 12-16.
- Track B is for **current grantees**, a current grantee is defined as an entity that currently has a 21st CCLC grant(s) in cohort 12-16 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, or MOA(s) 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 school or site may be disqualified. OSPI will be evaluating the risks posed by applicants before they receive federal awards. The *Risk Assessment Questionnaire* 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 21<sup>st</sup> CCLC program award.

OSPI uses a rigorous peer-review process to ensure the quality of funded projects. OSPI solicits peer reviewers by posting an informal solicitation to request applicants to apply who have expertise in academic enrichment, youth development, and related services to children and families. The external peer reviewers receive approximately eight hours of training from OSPI staff on the 21<sup>st</sup> CCLC grant requirements and scoring procedures. The external peer reviewers will read and score all qualifying applications and make recommendations for funding. An internal OSPI review team will review budget narratives for reasonable and allowable costs.

Consideration will be given to an equitable geographic distribution of grant funds. In the event of tied scores, projects with the highest poverty level will be awarded first. All funding will be subject to approval by OSPI. All applicants will be notified of the Superintendent's action and have the right to appeal pursuant to "34 CFR 76.401."

## Part 2. Timeline Request for Proposal (RFP) and Award

RFP becomes available on OSPI's 21 <sup>st</sup> CCLC website week of:	September 7, 2020
RFP will be available in iGrants Form Package #974:	September 7, 2020
Bidders' Conference; Webinar (online): 9:00–12:00. You Must Register to Attend:	September 17, 2020
<a href="https://zoom.us/meeting/register/tJwpfu2upzlsHNFVTeOZelkIVmvXBuzZAIDX">https://zoom.us/meeting/register/tJwpfu2upzlsHNFVTeOZelkIVmvXBuzZAIDX</a>	

Applications must be fully submitted via iGrants by 4 p.m., November 5, 2020  
(Note: Please be aware that the iGrants system will close at 4 p.m., November 5, 2020. If you have not fully submitted your application, it will not be accepted in the "draft" format.)

Grantees will be notified by:	January 4, 2021
Funds will be available for year one:	January 4, 2021
Program operations may begin:	January 4, 2021
Year 1 Planning Period:	January 4, 2021-June 12, 2021
Summer programs must start no later than:	June 15, 2021
First fiscal year:	January 4, 2021-August 31, 2021
The second through the fifth fiscal year: (Years 2–5 are dependent upon federal funding and past grantee performance.)	September 1 through August 31

Please be aware that all awarded grant proposals are public records. Awarded proposals will be posted on the OSPI website. Please do not add any personal information you do not wish to have posted.

If you have questions regarding these guidelines, please contact Heidi Schultz, OSPI 21<sup>st</sup> CCLC Program Supervisor, at [heidi.schultz@k12.wa.us](mailto:heidi.schultz@k12.wa.us), [kayla.stewart@k12.wa.us](mailto:kayla.stewart@k12.wa.us), or 360-725-6049.

## Resources

Please review the following resources before preparing an application.

1. 21<sup>st</sup> Century Community Learning Centers Federal Statute: [21st CCLC Federal Statute](#)
2. U.S. Department of Education 21<sup>st</sup> CCLC website: [U.S. Department of Education – 21st CCLC](#)
3. Washington State 21<sup>st</sup> CCLC Program website: [OSPI – 21st CCLC](#)
4. Washington State 21<sup>st</sup> CCLC [Local Evaluation Guidelines](#) and [Local Evaluation Toolkit: 21st CCLC Evaluations](#)
5. Office of Superintendent of Public Instruction ESSA website: [OSPI – ESSA](#)
6. [Approved Private Schools 2019–2020](#)
7. Tribal School Consultation: [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 iGrants under General Assurances section.
8. iGrants website and User Manual: [EDS – iGrants User Manual](#)
9. [Title 1 Schools-2019–2020](#)
10. [Schools](#) implementing comprehensive support and improvement activities or targeted support and improvement activities, located under the Washington School Improvement Framework (WSIF).
11. Education Department General Administration Regulations website: [U.S. Department of Education – \(EDGAR\)](#)
12. Accounting Manual for Public Schools; Object Expenditure Codes for iGrants, Ch.6 [Accounting Manual for Public Schools](#)
13. [Regional Educational Service Districts](#)-Offer consulting and financial services to school districts
14. The Cost of Quality of Out-of-School Time Programs-[Out-of-School Time Cost Calculator](#)
15. Readiness and Emergency Management (REMS)- Web: <http://rems.ed.gov> [REMS: Free Planning Tools](#)
16. [Best practices for travel expenditures.](#)
17. [Expanded Learning Time](#)-Frequently Asked Questions

## Part 3. Federal Statutory Provisions

### A. Purpose (ESSA, SEC. 4201)

- (a) PURPOSE.—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—
- (1) 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) offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
  - (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.

### 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, and
    - (ii) are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and
  - (B) 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; and
  - (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—
    - (i) be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and
    - (ii) not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and
  - (C) 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))**

- (1) proposing to target services to—
  - (A) students who primarily attend schools that—
    - (i) 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
    - (ii) 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
  - (B) the families of students served;
- (2) submitted jointly by eligible entities consisting of not less than 1—
  - (A) local educational agency receiving funds under part A of Title I; and
  - (B) another eligible entity; and
- (3) demonstrating that the activities proposed in the application—
  - (A) are, as of the date of the submission of the application, not accessible to students who would be served; or
  - (B) 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))**

- (1) 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—
  - (A) 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;
  - (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
  - (C) 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;
  - (D) 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
  - (E) 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 sub grant 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):

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

(b) The only allowable advertising costs are those which are solely for:

- (1) The recruitment of personnel required by the non-Federal entity for performance of a Federal award (See also §200.463 Recruiting costs);
- (2) The procurement of goods and services for the performance of a Federal award;
- (3) 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
- (4) Program outreach and other specific purposes necessary to meet the requirements of the Federal award.

(c) 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.

(d) The only allowable public relations costs are:

- (1) Costs specifically required by the Federal award;
- (2) 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
- (3) 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.

- **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.

- **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.
- **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.
- **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.
- **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.
- **Program Income** (2 C.F.R. §200.80): 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.
- **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.
- **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.
- **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):

- **Alcoholic beverages** (2 C.F.R. §200.423): Costs of alcoholic beverages are unallowable.
- **Alumni/ae activities** (2 C.F.R. §200.424): Costs incurred by IHEs for, or in support of, alumni/ae activities are unallowable.
- **Contributions and donations** (2 C.F.R. §200.434):
  - (a) Costs of contributions and donations, including cash, property, and services, from the non-Federal entity to other entities, are unallowable.
  - (b) 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).
- **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.
- **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.
- **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.
- **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.
- **Program Fees:** charging program or participant fees to attend is unallowable.
- **Food:** Food for program staff is unallowable, **except** when following rules for meals and refreshments per your agency policy for conferences and trainings.

## Part 4. Washington State Program Requirements

### Priority Funding

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

1. Schools who are implementing comprehensive support and improvement activities or targeted support and improvement activities.
2. Geographic Diversity - Priority will be given to applicants in Adams, Asotin, Clallam, Clark, Columbia, Cowlitz, Ferry, Garfield, Jefferson, Kitsap, Lewis, Lincoln, Pacific, Pend Oreille, San Juan, Skamania, Spokane, Stevens, Wahkiakum, and Whitman Counties.

### Track A or Track B Applicant

- Track A is for new grantees, an eligible entity that does not have a grant in cohorts 12-16.
- Track B is for current grantees, a current grantee is defined as an entity that currently has a 21st CCLC grant(s) in cohort 12-16 and is applying for a new site(s).

### Washington State Requirements for Funding

A previously funded 21<sup>st</sup> CCLC program whose sub-grant is ending August 31, 2020, is eligible to apply for new 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 sub-grant. In addition, previously funded subgrantees must have resolved all monitoring findings and submitted all program information, end of program reports, Youth Program Quality Intervention (YPQI) and the U.S. Department of Education's 21<sup>st</sup> CCLC's data collections system to capture program characteristics, services, data, outcomes, and final budget revisions before new or additional funding can be awarded.

### 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 external organization. For the purpose of this grant, an Educational Service District (ESD) is considered an 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. 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.

Please note that a jointly submitted application does not automatically qualify as a partnership. An organization contracted to provide services and applications proposing to subgrant a significant portion of their award is not a partnership.

To be considered for funding applications must have:

1. Evidence of an eligible entity partnership demonstrated by a formal signed Memorandum of Agreement (MOA),
2. Evidence of either direct or in-kind support from their partner in the budget narrative.
3. A signed data-sharing agreement between partners.
4. Evidence the district administration and at least one community-based external organization collaborated extensively in the planning and design of the program.
5. 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.
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.

### 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 on-site 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.

### Expanded Learning Time

Expanded Learning Time (ELT) is the time that a local educational agency (LEA) or school extends its normal school day, week, or year to provide additional instruction or educational programs for all students beyond the State-mandated requirements for the minimum hours in a school day, days in a school week, or days or weeks in a school year.

Applicants seeking 21st CCLC funds for ELT programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming, in accordance with the submitted Comprehensive ELT Plan, and including a 21st CCLC Summer Program. ELT applicants must submit a plan with the 21st CCLC grant application addressing the Required Components of a Comprehensive ELT Plan, provided as an attachment.

### Staffing

Programs must employ a .5 Full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing a site) and a .5 FTE or greater Director (responsible for meeting grant requirements and supervising site coordinator(s)), 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 program is not in session.

## 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, with a total of 12 hours in a typical week, at least 4 days per week, and at least two hours a day. The 21<sup>st</sup> CCLC program is not a drop-in program. 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. Washington State performance indicators have a goal that 80 percent of enrollees will be regular attendees. Programs are most effective when they target struggling students who attend regularly for significant periods of time.

## 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 4 weeks, to a targeted population of students that are at risk of summer learning loss. Summer programs should serve regularly attending students for the duration of the four-week program. 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 a minimum of two hours per month to families of students served that provide opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. 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 services that may be funded using 21<sup>st</sup> CCLC funds include, but are not limited to, the following:

1. Parent leadership development that leads to power sharing with school and out of school time leaders,
2. Reading and literacy classes that support and strengthen reading, writing, speaking and listening skills,
3. Adult education classes,
4. GED completion classes,
5. English language literacy classes,
6. Employment and interview support classes,
7. Parent education,
8. Parent engagement workshops taught in the home language(s) of students and families served, and
9. Programs that support the role of community and family trainer-of-trainers model.

## Training and Travel Requirements for Program Staff

The Program Director, Site Coordinator, and Evaluator must attend three to four days of YPQI training, depending on their prior training, Directors and Evaluators must attend two all-day Directors' meetings. Please review the 2019-2020 grantee activity calendar as an example of important dates for in person trainings and webinars. Professional development expenditures should be reflected in the budget narrative.

## Travel Policy

A 21<sup>st</sup> CCLC grantee must have internal controls over travel expenditures that provide assurance that travel costs are reasonable and necessary to fulfill the employee's job duties. A strong travel policy will include but is not limited to:

- Regular review and updated travel policies to ensure it provides clear guidance.
- Enforce economical travel.
- Use per diems 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 carryover on an annual basis five percent of their total allocation, 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 the subsequent program years if there is an apparent pattern and a return of a large percent 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 availability of funding.

## Program Income Policy

The intent of the 21<sup>st</sup> CCLC program is to establish programs that offer academic assistance and enrichment to students in need and their families. 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 approved by the OSPI 21<sup>st</sup> 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 21<sup>st</sup> CCLC program, and an assurance that all income will be used exclusively to fund the 21<sup>st</sup> CCLC activities as approved in the grant application.

### Expanded Learning Time Policy (ELT)

A state may support enrichment and engaging activities as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day. OSPI is accepting applications for ELT programs, please see the ELT section of the required appendices for application requirements.

### 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 taken. Field trips may not appear to be in excess or be perceived as entertainment.

### Food Policy

Please note that food is not an allowable expense for the 21<sup>st</sup> CCLC program. However, 21<sup>st</sup> CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. Therefore, when developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals, or both will be acquired other than using 21<sup>st</sup> CCLC funds. This information should include how snacks, meals, or both will be distributed to sites for provision to participating students on a daily basis when the program is in operation.

### Indirect Expenditures

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.

### Evidence and Scientifically-Based Practices

Programs must indicate how they meet the "measures of effectiveness" described in the law. According to 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 21<sup>st</sup> CCLCs, please view the following websites:

1. You for Youth: [You for Youth Website](#) (see free resources, afterschool)
2. Youth Thrive: [Youth Thrive Website](#)
3. David P. Weikart Center: <http://cypq.org>
4. Beyond the Bell at American Institutes for Research: [Beyond the Bell Website](#)
5. Expanding Minds and Opportunities: [Expanding Minds and Opportunities Website](#)
6. The Collaborative for Academic, Social and Emotional Learning: [CASEL](#)
7. [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) (September, 2016)
8. Policy and Program Studies Service:
  - a. [Full reports and shorter, practitioner-focused briefs](#)
  - b. [Toolkits and data stories](#)
9. Institute of Education Sciences:
  - a. [What Works Clearinghouse](#)
  - b. [Regional Educational Laboratories](#)

## 21<sup>st</sup> 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.
- 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, the report is to be posted on the program's website to assist stakeholders' understanding of results associated with the program.

- d. Submit an Executive Summary to OSPI (Due: Annually- First Monday in November): OSPI requires that programs conduct 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 5 Year Evaluation Report (Due: First Monday in November): Grantees are required to complete a comprehensive annual evaluation report each year and in year 5, the report is submitted to OSPI.

**2. State Evaluation**

Washington contracts with an independent evaluation firm to evaluate the effectiveness of the 21<sup>st</sup> 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. Beginning in the 2020-21 program year, these data will be entered into the Washington 21<sup>st</sup> CCLC Data Portal, an online data system created by the statewide evaluator, American Institutes for Research. This system will replace the need for subgrantees to enter data into the federal 21APR system and the attendee module. 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	Reported three terms: Summer: Due October 30 Fall: Due January 31 Spring: Due June 30
Activities	Reported three terms: Summer: Due October 30 Fall: Due January 31 Spring: Due June 30

Youth Enrollment and Attendance	Reported three terms: Summer: Due October 30 Fall: Due January 31 Spring: Due June 30
Adult Enrollment and Attendance	Reported three terms: Summer: Due October 30 Fall: Due January 31 Spring: Due June 30
Site Coordinator & Staff Surveys	February-April
Youth Survey	March-May

\*Please note that these are final due dates, but that data may be entered at any time prior to these dates. We advise staying on top of data entry on at least a monthly basis.

*In addition, site-level staff will be required to complete the YPQA or School-Age Program Quality Self-Assessment (SAPQA), due each Winter and program evaluators will be required to complete two respective external assessments for each site. All self-assessments and external assessments are due in the winter. For additional information on Washington’s quality improvement system, see [21st CCLC YPQI](#).*

## Part 5. Washington state 21<sup>st</sup> CCLC State Performance Goals and Objectives

Washington has established a set of State Performance Indicators that measures statewide and individual program success. Individual program performance indicators must align with state performance indicators, and additionally, may 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 21<sup>st</sup> 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 <b>reading</b> . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who increase in their student growth percentile for <b>reading</b> .
SO 2	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile for <b>math</b> . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who increase in their student growth percentile for <b>math</b> .
SO 3	Percentage of students regularly participating in the program who are identified as English language learners and show progress toward English language proficiency. Grades K–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 <sup>st</sup> CCLC regular program participants who show progress toward English language proficiency.
SO 4	Percentage of students regularly participating in the program who had chronic school–day absenteeism in the	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21 <sup>st</sup> CCLC

	prior school year and demonstrated fewer absences. Grades 6–12	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 21 <sup>st</sup> 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 21 <sup>st</sup> 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 21 <sup>st</sup> 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 21<sup>st</sup> CCLC programs will attend on a consistent basis.*

Program Attendance	Indicator	Target
PA 1	Percentage of youth enrolled in 21 <sup>st</sup> CCLC programming more than 30 days (or 80 hours) during the school year and summer of interest.	<b>80 percent</b> of enrolled students at each center are regular attendees (30 days or more).
PA 2	Percentage of youth enrolled in 21 <sup>st</sup> CCLC programming more than 60 days (or 120 hours) during the school year and summer of interest.	<b>60 percent</b> 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.	<b>X percent</b> 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.	<b>X percent</b> 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 Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).	<b>100 percent</b> of centers will submit at least one completed consensus program self-assessment using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).
PQ 2	The percentage of centers submitting at least two completed external assessments using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).	<b>100 percent</b> of centers will submit at least two completed external assessments using the Youth Program Quality Assessment (Youth PQA) or the School-Age Program Quality Assessment (SAPQA).
PQ 3	The percentage of centers submitting one Program Quality Assessment Form B Interview.	<b>100 percent</b> 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).	<b>100 percent</b> 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).
PQ 5	The percentage of centers submitting at least one program improvement plan annually.	<b>100 percent</b> 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 21<sup>st</sup> CCLC model as defined by language in the Every Student Succeeds Act (ESSA) and the requirements of this RFP.*

<b>Program Implementation</b>	<b>Indicator</b>	<b>Targets</b>
PI 1	The percentage of centers providing opportunities for academic enrichment <sup>1</sup> .	<b>100 percent</b> 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 <sup>2</sup> .	<b>100 percent</b> 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, including opportunities for literacy and related educational development.	<b>100 percent</b> of centers will 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.
PI 4	The percentage of centers offering services at least 12 hours a week on average during the school year.	<b>100 percent</b> 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.	<b>100 percent</b> 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).	<b>100 percent</b> of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).

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

<sup>2</sup> 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

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

Applications that are incomplete, do not follow the formatting instructions, are late, have unsigned or outdated assurances, unsigned, incomplete or outdated MOA(s), and data sharing agreement(s), or organizational charts that don't represent the 21<sup>st</sup> CCLC Program oversight and management, will not be considered for review.

Applications, including all required signatures, must be submitted by **4pm on November 5, 2020**. Applicants are required to submit proposals using the iGrants system form package #974 (iGrants user manual: [EDS – iGrants User Manual](#)). 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.

### PROCEDURES FOR GAINING ACCESS TO iGRANTS

OSPI iGrants and Customer Support staff do not create EDS User Accounts. 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, if the password or username is not known, use the "Forgot your username or password?" link at the bottom of the sign-in page.

School Districts/Schools: After creating your EDS account, contact your District Data Security Manager, and request the iGrants User role for your school or district.

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

All Other Organizations: After creating your EDS account, email [CustomerSupport@k12.wa.us](mailto: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 code
- Business phone (with area code)

Please NOTE: It may take up to 48 hours for Customer Support to respond to your request; please plan accordingly.

## PROCEDURES FOR SUBMITTING YOUR FORM PACKAGE IN iGRANTS

Please be aware that the iGrants system will close down at 4pm on November 5, 2020. Allow enough time for your proposal to be routed in-house through the designated iGrants Administrator. Please follow these instructions for final submission.

1. Required Pages– Before the iGrants system will allow submission of any form package, the Required Pages must first be completed. The objective is to get a check mark in the Required Pages icon. To do that, you must open each tab, complete the information, then save and mark the page completed. Click on the Required Pages icon to open up the tabs. Once all tabs are marked completed and display the check mark, the Required Pages icon will also display a check mark.
2. Finish Tab– When you have marked all form package pages 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.
3. Notify Tab– Clicking the Notify tab brings up an email. Add comments and click on Send Message.
4. 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. 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.
5. For colleges/universities and other organizations, such as community-based organizations– Sending the email from the Notify tab will directly notify the OSPI program contacts of your submission, and change the form package status to Request OSPI Approval.

## Part 7. Proposal Requirements

A proposal has *seven* required sections. The required sections are iGrants pages and uploaded attachments in iGrants. Please read the instructions carefully. All uploaded pages in iGrants must be submitted as a PDF.

1. A Contact Page, completed in iGrants; (required, no points).
2. An Eligible Entity Partnership and Assurance Page, completed in iGrants, printed, signed by eligible entity partners, scanned and submitted as an attachment in iGrants; (required, no points).
3. A Program Profile Page, completed in iGrants, includes:
  - a) Site profile information includes months of operations, hours of operation per week, poverty level of target population, and planned hours of family engagement).
  - b) Grant funding priorities are included on page 13.
4. 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).
5. Proposal Narrative (30 pages maximum) submitted as an attachment in iGrants, has 5 sections: Please refer to the scoring rubric for the points possible per section.
  - a) Need for Program.
  - b) Quality of Project Design.
  - c) Management Plan.
  - d) Data Collection and Evaluation.
  - e) Promise as a Model.
6. Budget Narrative Page, completed in iGrants.
7. Required appendices uploaded as attachments in iGrants
  - a) Job descriptions.
  - b) A 21<sup>st</sup> CCLC program organizational chart.
  - c) Current, signed Memorandum of Agreement (MOA) between eligible entity partners.
  - d) Current, signed Data-Sharing Agreement between evaluators, school principle(s), and eligible entity partners.
  - e) Resumes, curriculum vitae, or other documents describing the describing qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.
8. Optional-Comprehensive Expanded Learning Plan, if applying for ELT.

### Proposal Narrative

The proposal narrative describes in detail the high quality 21<sup>st</sup> CCLC program you would implement with the funding—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 of the narrative through 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 allowed. Applications must follow the Narrative Outline above including all numbered headings in the order provided.

- a) 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.

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 need.
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 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 the students' and families' needs and developmental assets that the program will address. These needs and assets can be academic, social, emotional, cultural, and/or related to physical health. The description should include data and information accessed and/or collected by the applicant that demonstrates the students' and families' needs.

b) 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.

1. Provide a table that outlines in detail at least four program goals, at least two measurable objectives per goal, program activities that are aligned with each objective, measures of student success, timelines, and responsible staff. The table identifies time and frequency of activities provided, for before and after school hours, days each week, weeks per year, summer school.
2. The four program goals in the table are specifically aligned to the state performance goals for 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 student success and how they align with the regular academic program of the school and the academic need of participating students, and how they will be used to plan program activities and monitor student progress.
5. Describe how the activities are expected to improve student academic achievement as well as overall student success and related activities.
6. Describe curriculum and/or 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. Bonus Points-Describe how the program is implementing Social Emotional Learning strategies to the targeted students described in the application.

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

<b>Goals</b>	<b>Measurable Objectives</b>	<b>Measurement of Student Success</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Staff</b>
1) <i>Example- Students who participate regularly in the afterschool program will show improvement in math and reading.</i>	1.1) <i>Example- 75% of regular attendees will meet or exceed proficiently levels on local academic assessments in math and reading.</i>	1.1 <i>Example- STAR Reading/ STAR Math scores, etc.</i>	1.1 <i>Example- Targeted Interventions such as...</i>	1.4 <i>Example- Daily, or Weekly. School year and/or Summer programming.</i>	1.5 <i>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 Performance," "Increase Positive Student Behavior," and "Increase Family Engagement and Education strategies," and "Increase Quality Improvement and Program Implementation Strategies") are very broad, realistic, and directly align with the needs or gaps identified in 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 percent of regularly participating students) (i.e., students who attend at least 40 percent 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 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 below. 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. These measurable objectives will be monitored and continued funding is likely to be dependent on achieving the objectives from evidence of progress and student data.

Measures of Student Success: Measures of student success must align with the regular academic program of the school and the academic needs of participating students and must be used to track student success and improvement over time. For example, 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 that will clearly allow 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 year," "monthly throughout year," "weekly during third nine-week semester," and "daily during summer session").

#### Participant Recruitment and Retention

1. Describe how your program will identify, target and recruit both students and their families.
2. Describe how you will inform and engage the following types of schools in recruitment and retention of target population: private schools and eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and homeschoolers. Students that reside within the catchment area of a 21<sup>st</sup> CCLC program and meet the criteria for targeted students served by the grant are eligible to participate in the afterschool program.
3. Describe the strategies you will use to maintain enrollment of the target student population over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).

#### 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 opportunities related to educational development such as events focused on literacy or college and career awareness. To support engagement and family education, strategies must improve families' educational attainment and civic engagement, and enhance students' development and academic success. Family engagement strategies should be ongoing and sustained.
2. Describes family engagement curriculum and/or /activities that have a clear content area and are specific to the needs of the targeted population of families.

#### Linkages to School and District

1. Describes the ways in which you 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 to 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.

#### Transportation and Safety

Federal guidance advises that there can be no barriers preventing students' participation in 21<sup>st</sup> CCLC. Programs must offer students a means of transport. Applications must include a written transportation plan between partners that includes:

1. Written agreements and/or contracts with transportation providers (i.e., the school district, public transit, etc.).
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. Also include the approximate times when transportation will occur.
3. Describe transportation plans and procedures that 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 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 while at the program (including protection from COVID-19 in the case of in-person programming). The description should also include plans for ensuring how all youth can access all entrances, exits, and all areas of the program space and participate in all offered activities.

#### Notification of Intent to Apply/Dissemination of Information to the Community

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 submit an application and that the application will be available for public review after submission of the application.

#### c). Management Plan

1. Describe your organizational staffing design and attach an organizational chart that clearly shows supervisory responsibilities. Please include the full time equivalent (FTE), percent full-time or hours per week of each staff member paid under 21<sup>st</sup> CCLC. (For example, the site coordinator may be .8 FTE, or 80 percent full-time, or work 32 hours a week).
2. Include job descriptions that include the responsibilities, qualifications, and experience required for directors, site coordinators, and direct service staff (as attachments in iGrants).
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. Identify strategies to recruit and maintain high-quality staff that will facilitate the implementation of student-focused, learning that aligns with the challenging state academic standards and goes beyond the traditional classroom activities.
5. Describe a professional development plan that will support the following:
  - a. Implementation of the 21<sup>st</sup> CCLC goals, objectives, and activities.
  - b. Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.

- c. How the program will provide ongoing professional development, training, and evaluation. Dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development.
  - d. How the program will 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.
  - e. 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, coherent, take place at regular times, and part of staff's professional (paid) responsibilities.
  - f. Provide feedback/coaching to staff regarding their practice. This indicator will only be scored for Track B.
6. Provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant.
    - a. Provide a detailed timeline for the implementation planning period of January-June that includes an activity plan that clearly defines tasks, deliverables, roles, accountabilities, dependability's timetables, and costs.
    - b. Provide a detailed timeline for September through August. Programs are expected to be staffed and operational, providing services to targeted students and families by the second week of the school year.
  7. If you plan to contract for services, name the organization and describe their qualifications to provide the designated services.

d) Data Collection and Evaluation Plan

A strong data and evaluation plan will shape the development of the project from the beginning of the grant period. The plan should include strong measurable program goals and objectives that align with Washington 21<sup>st</sup> 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. Include resumes, curriculum vitae, or other documents describing the describing qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.
2. 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 intended goals and outcomes of the project. This indicator will only be scored for Track B.
3. Outline specific methods, timelines, and staff responsible for implementing the Youth Program Quality Intervention including preparation and completion of site level team self-assessments, external assessments by the local evaluator, uploading scores in scores reporter, and developing improvement goals and supports.
4. 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.
5. 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.

e) Promise as a Model

1. Provide data and evidence of previous experience and success of the applicant and/or partners (e.g., positive student academic and behavioral outcomes) in operating out-of-school programs targeting similar youth populations to be served by the proposed 21<sup>st</sup> 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 academic performance, achievement, assessment, program monitoring, and positive youth development of the students.
2. Describe the process used to identify partners and collaborators. 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 a clear description of their contribution to the goals and objectives of the program.
4. Describe how 21<sup>st</sup> 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, and Temporary Assistance for Needy Families), 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 of the local partners, regardless of the contribution amount.
5. Outline a sustainability plan. A sustainability plan must specify how the program will accomplish sustainability after the grant period has concluded. 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 3 and 4 to continue the original level of service to the original number of students proposed to be served.

f) Budget Narrative

In iGrants, complete the budget narrative in Table 1 and Table 2 in the budget narrative section; you will 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 each of the following categories. The budget narrative will need to be completed for the implementation planning timeline and summer program, January through August, as well as for year two September through August (which will also be reflective of years three through five).

1. Certificated and Classified Staff

For example, a project director is responsible for the overall management of the grant and supervision of site coordinators. A site coordinator is the lead at a community center and may participate in the recruitment and hiring of staff and volunteers, lead the development of the

curriculum, and be the site lead for safety. Certificated and classified staff are engaged in direct instruction during afterschool hours, etc.

2. Benefits and Payroll Taxes

For each 21<sup>st</sup> CCLC employee provide the percentage per FTE for benefits and payroll taxes, and the amounts for certificated and classified staff.

3. Supplies/Materials

Refers to expenses associated with the general operations of the overall program and typically are consumed within a short amount of time (e.g., instructional supplies, postage, office supplies, etc.).

4. Instructional Resources

Refers to instructional materials, materials that support youth development activities, curriculum materials, workbooks, audio-visual and electronic devices, etc.

5. Purchased Services

This object is used to record expenditures for services and associated goods from independent contractors or service providers that are rendered to the fiscal agent under expressed or implied contracts.

6. Travel (Required to administer the program and for continued funding).

- a) OSPI requires the program director and evaluators to attend two, overnight, in-state director/evaluator meetings—one on the Eastside and one on the Westside. These are required for continued program funding. Budget for the director, site coordinators, and at least two front-line staff to attend a two-day Summer Institute that is alternately on the Eastside and the Westside.
- b) Plan for staff (director, evaluator, site coordinators, and one front-line staff from each center) to attend three days of YPQI training. These trainings will be provided by OSPI, School's Out Washington (SOWA), and the Weikart Center. 21<sup>st</sup> CCLC staff that are trained in YPQI are not required to attend duplicative trainings.
- c) All travel sanctioned under this grant is specifically for 21<sup>st</sup> CCLC support and does not permit non-21<sup>st</sup> CCLC staff to travel under these funds.

7. Transportation

Include the cost of transporting students to and from the after-school program. If a partner provides transportation, please estimate the value of the contribution and include the amount in your budget narrative under Cash Value of Contribution. Provide specific information in the budget for the costs of events such as a field trip.

8. Professional Development

Provide the costs associated with the regular and ongoing professional development activities you will offer your 21<sup>st</sup> CCLC staff. These costs should align with the PDP.

9. Evaluation

Provide the hourly or daily rate or the estimated number of hours/days anticipated for an independent evaluator to support statewide and local evaluation. This should include federal data reporting assistance, local evaluation report costs, travel, YPQI observations, lodging, etc. Please budget for your evaluator to attend approximately three days of OSPI meetings/training. Allow no more than ten percent of the budget for evaluation.

10. Conferences

Provide the costs associated with conference attendance—travel, registration, hotel, per-diem to improve the 21<sup>st</sup> CCLC staff's professional development. All travel sanctioned under this

grant is specifically for 21<sup>st</sup> CCLC support and does not permit non-21<sup>st</sup> CCLC staff to travel under these funds. Please limit out of state travel for conferences per staff member to one per year. Occasionally the U.S. Department of Education offers a Summer Institute for 21<sup>st</sup> CCLC grantees, if offered you may attend two out of state conferences per year.

11. Facilities

Provide the cost associated with facilities rental or lease agreements to house the project.

12. Youth Program Quality Intervention/Assessment (YPQA) materials

Programs are required to purchase a box set of materials and required training directly from the David P. Weikart Center. Programs may also be responsible for purchasing additional trainings. New Sites will need to allocate \$1,200 per site for guidebooks, handbooks, posters, registrations for webinars and live trainings. Programs may be responsible for purchasing additional trainings and materials from the Weikart Center or Schools Out Washington

g) Required Appendices submitted as attachments in iGrants:

- a) Job descriptions and required qualifications for program director, site coordinator(s), direct service staff, and local evaluator.
- b) A 21<sup>st</sup> CCLC program organizational chart showing primary partner responsibilities for fiscal authority, lines of operational authority, including supervision for directors, site coordinators, all direct service staff, and data and evaluation staff participating in the provision of 21<sup>st</sup> CCLC program services, (directly or in-kind). Partner organizational charts will not be accepted.
- c) A MOA must be executed by the applicant and partner(s) detailing commitments and uploaded as an attachment. A MOA should be utilized with partners who help identify and recruit children with academic 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 design, implementation, evaluation, and continuous improvements for the duration of the project. The partners and the fiscal agent signed 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.
- d) Required for **Track B**, current signed Data-Sharing Agreement, signed by the participating school district superintendent(s), and the school principle (or designee) and the Chief Administrator(s) from the community-based external organization(s). The agreement should be specific enough to ensure the program meets the data collection, reporting and sharing requirements outlined in assurances, and the Data Collection and Evaluation section of the narrative. **Track A** Criteria for Data Sharing Agreement: The applicant includes a memorandum of understanding signed by the participating school district superintendent(s), and the school principle (or designee) and the Chief Administrator(s) from the community-based external organization(s) that clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant. The memorandum of understanding should be specific enough to ensure that the school representatives understand that the data sharing agreement must enable the program to

meet the data collection, reporting and sharing requirements outlined in assurances, and the Data Collection and Evaluation section of the narrative.

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

h) Optional Appendix: Comprehensive ELT Plan:

- a) Explain how the 21st CLCC programs and activities are included as part of an expanded learning program that provides ALL students in the school at least 300 additional program hours before, during, or after the traditional school day.
- b) Describe in detail the specific programming and provide a copy of the recommended school schedule.
- c) Explain how 21st CLCC ELT programs and activities supplement but do not supplant regular school day requirements and how the activities are allowable under the 21st CCLC program and do not violate the prohibition against supplanting other federal, state, local, or non-federal funds.
- d) Describe how professional development will be used to increase capacity for teachers.
- e) Confirm how 21st CCLC ELT programs and activities are carried out by entities that meet the eligibility requirements listed in this RFP.
- f) Identify specific measurable outcomes to be tracked on an annual basis.
- g) Provide detailed budget for expenses to be used during nontraditional 21st CCLC hours of operation.

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