

# 21<sup>st</sup> Century Community Learning Center Bidders Conference

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21<sup>st</sup> CCLC Program Administrators



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## Vision

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

## Mission

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

## Values

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



Washington Office of Superintendent of  
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# Equity Statement

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

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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# Agenda

- Introduction
- Timeline
- Federal Statutory Provisions
- WA state Program Requirements
- WA state Performance Goals and Objectives
- Application Instructions
- Application Requirements

# Objectives

- Review important dates, submission timelines, and requirements.
- Review major components of the 2020-2021, 21st CCLC grant application.
- Follow up with Question and Answers.



# Part 1. Introduction



# Introduction

- The Washington state Office of Superintendent of Public Instruction (OSPI) is pleased to announce the release of the 21st Century Community Learning Centers (21st CCLC) FY20 Request for Proposal (RFP).
- The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015.

# Funding Available

- OSPI anticipates awarding approximately \$4-\$5 million, to support implementation of 21st CCLC programs in high-poverty, low-performing communities providing services consistent with the intent and purpose of the federal 21st CCLC statute and guidance.
- 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.
- 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.



# Simultaneous Competitions



Available funding will be split between Track A and Track B, with a total award of approximately \$2.5 million per track.



OSPI will be accepting applications for the Expanded Learning Time (ELT) Program.



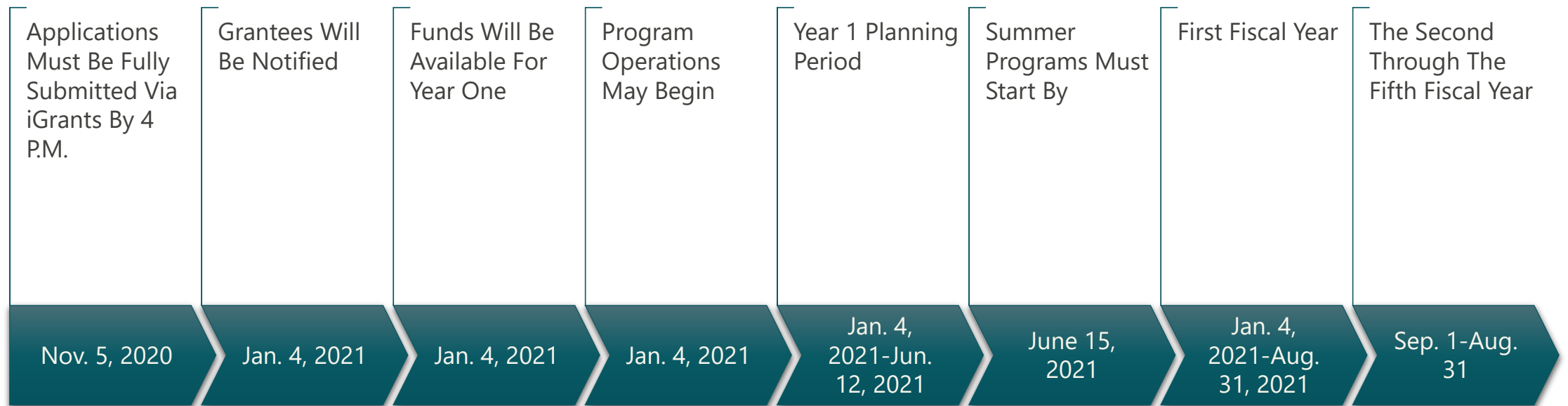
# Reviewing Applications and Awarding Funds

- 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.
- OSPI uses a rigorous peer-review process to ensure the quality of funded projects.
- External peer reviewers will read and score all qualifying applications and make recommendations for funding.



## Part 2. Timeline

# RFP Timeline and Award





## Part 3. Federal Statutory Provisions

# Statutory Provisions & Definitions P.7 of the RFP

## **Purpose**

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

## **Community Learning Center**

- **COMMUNITY LEARNING CENTER-** The term 'community learning center' is an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities during non school hours or when school is not in session.

# Statutory Provisions & Definitions

## **Expanded Learning Time (ELT)**

- Are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- Supplement but do not supplant regular school day requirements.

## **External Organization**

- A nonprofit organization with a record of success in running or working with before and after school programs and activities.

# Statutory Provisions & Definitions

## Eligible Entity

- A local educational agency, community-based organization, Indian tribe or tribal organization another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.
- Local educational agency receiving funds under part A of Title I; and
- Another eligible entity.

## Measures of Effectiveness

- Programs shall-
  - Be based upon an assessment of objective data regarding the need for before and after school.
  - Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
  - 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.
  - Align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures.

# Statutory Provisions & Definitions

## Rigorous Peer-Review Process

- The state educational agency selects peer reviewers for such applications, who shall—
- Be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and
- Not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and
- The peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements.

## Priority

Programs proposing to target services to—

- Students who primarily attend schools that—
  - are implementing comprehensive support and improvement activities or targeted support and improvement activities 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;
- Submitted jointly by eligible entities consisting of not less than 1—
- Local educational agency receiving funds under part A of Title I; and
- Another eligible entity



# Statutory Provisions & Definitions

## Authorized Activities

- 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;
- Credit recovery
- Literacy education programs
- Nutritional education
- Structured physical activity programs
- Services for individuals with disabilities
- Activities for students who are English learners that emphasize language skills and academic achievement

## Authorized Activities

- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- STEM and STEAM programs
- 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

# Statutory Provisions & Definitions

## **Periodic Evaluation**

The program or activity shall undergo a periodic evaluation in conjunction with the state educational agency's overall evaluation plan.

## **Use of Results**

- Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
- Made available to the public upon request, with public notice of such availability provided; and
- Used by the state to determine whether a sub grant is eligible to be renewed.

# Cost Principles

## **Allowable Expenditures**

- Advertising and Public relations to recruit personnel, and to procure goods and services.
- Conferences
- Compensation/Salaries
- Fringe Benefits
- Equipment
- Supplies
- Indirect Cost
- Travel Costs
- Training and Education Costs

## **Unallowable Expenditures**

- Alcoholic Beverages
- Alumni/ae Activities
- Contributions and Donations
- Entertainment Costs
- Fund Raising and Investment Management Costs
- Lobbying
- Proposal Costs
- Program Fees
- Food



## 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**

- New grantees, an eligible entity that does not have a grant in cohorts 12-16.

## **Track B**

- 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).

# Eligible Entity Partnership Requirements

*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.

## Additional Evidence of Partnership

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 by a contracted provider.

Objective: on-site technical assistance coaching 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 (ELT)



# ELT



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.

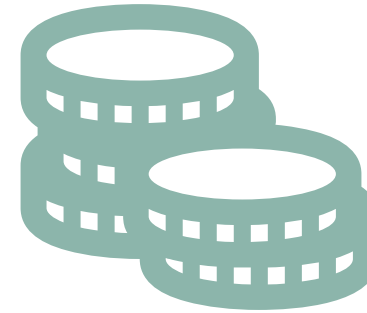


Applicants seeking 21st CCLC funds for ELT programs must provide ALL students at the school with at least 300 additional program hours before, during, or after the traditional school day programming, in accordance with the submitted Comprehensive ELT Plan, and including a 21st CCLC Summer Program. ELT 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

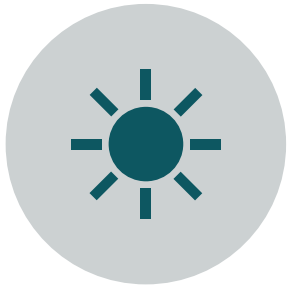


Programs will operate 32 weeks (not inclusive of school breaks) from September through June and/or up to the last week of the regular school year, with a total of 12 hours in a typical week, at least 4 days per week, and at least two hours a day.



Students must attend a minimum of 30 days to be considered a regular attendee, and 60 percent of regular attendees are expected to attend 60-90 days or more to benefit significantly from the program.

# Intensity and Duration of Services-Summer



Programs must develop and implement a summer learning program 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.



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

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 that may be funded using 21st CCLC funds include, but are not limited to, the following:

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

# Training and Travel Requirements

- 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.

# Travel Policy

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.

A 21st 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.



# Carryover Policy

- Programs may carryover on an annual basis five percent of their total allocation, if five percent remains unspent from the previous year.
- OSPI may withhold unspent dollars in the subsequent program years if there is an apparent pattern and a return of a large percent of the grant award.

# Renewability

- OSPI may renew a subgrant to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. Implementation of renewability is a year to year decision based on availability of funding.

# BREAK

Please be ready to resume in eight minutes.

# Program Income

Before any activities take place that may result in program income the applicant must request in writing, and have approved by the OSPI 21st CCLC program supervisor:

The 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.

The anticipated source and amount of proposed income.

A description of how the income will be used to support the 21st CCLC program, and an assurance that all income will be used exclusively to fund the 21st CCLC activities as approved in the grant application.

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.

# 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

Food is not an allowable expense for the 21st CCLC program.

However, 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements.





# Evidence and Scientifically-Based Practices

Programs must specify 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.



# 21st CCLC Local, State, and Federal Accountability

## 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.

## State Evaluation

- Washington contracts with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide and to identify specific needs for continuous improvement, professional development, monitoring, and technical assistance.

## 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.





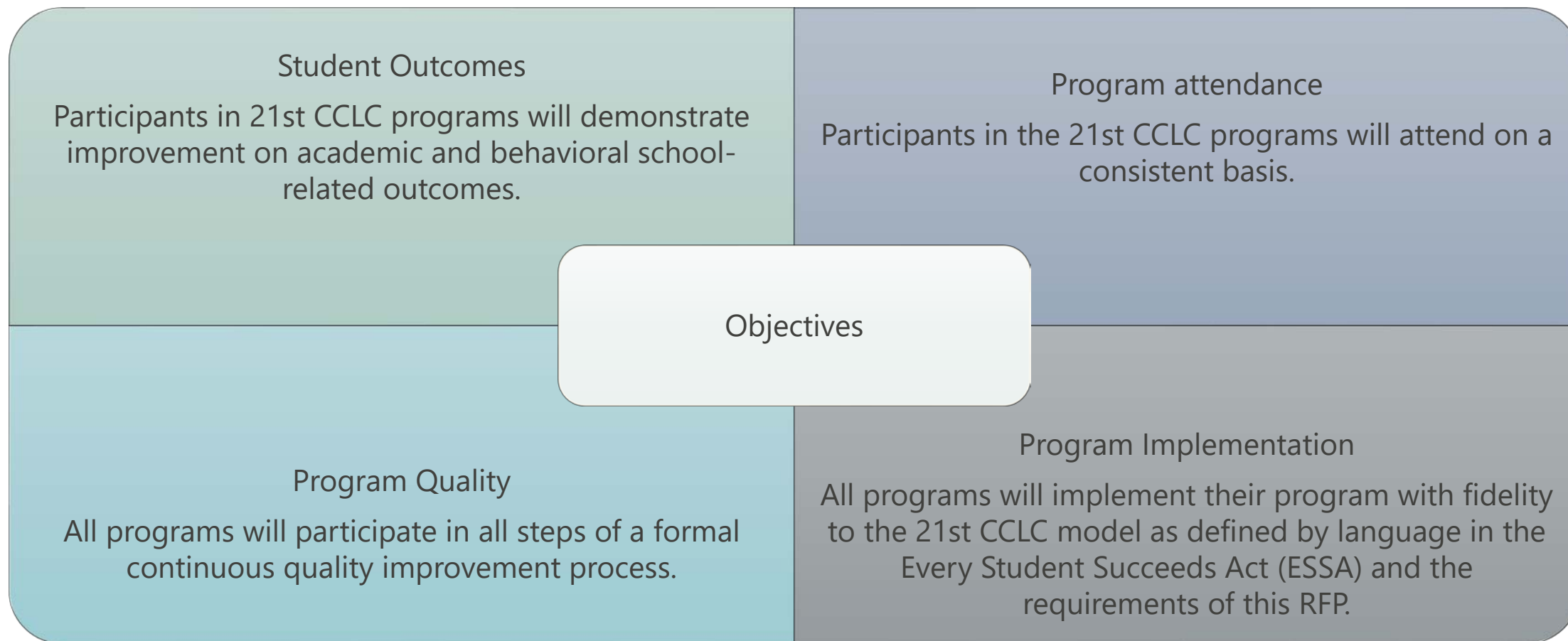
## Part 5. Washington state 21<sup>st</sup> CCLC Performance Goals and Objectives

# 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.

# State Objectives





## Part 6. Application Instructions



# iGrants

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](#)).



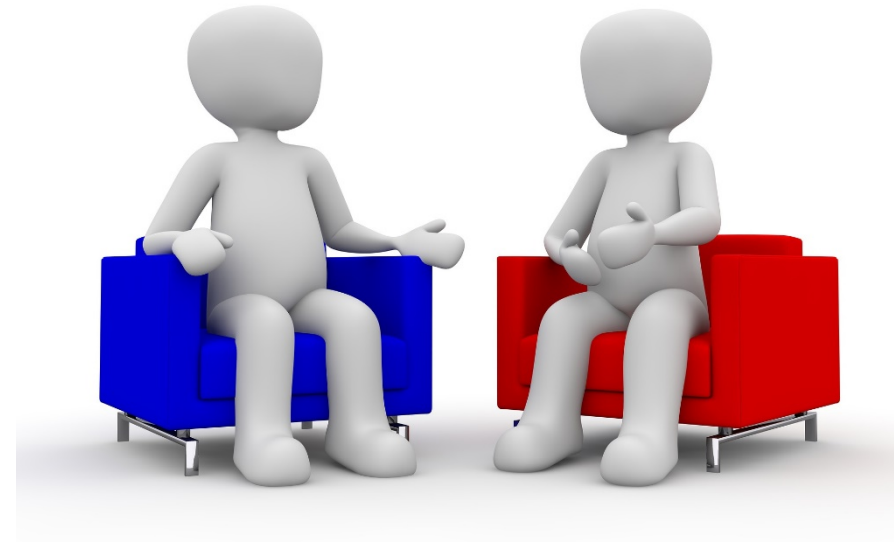
# Access to iGrants

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 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 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)



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# Submitting your Application in iGrants

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.

Finish Tab– When you have marked all form package pages completed, click on the Finish tab.

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

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.

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.



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## Part 7. Application Requirements

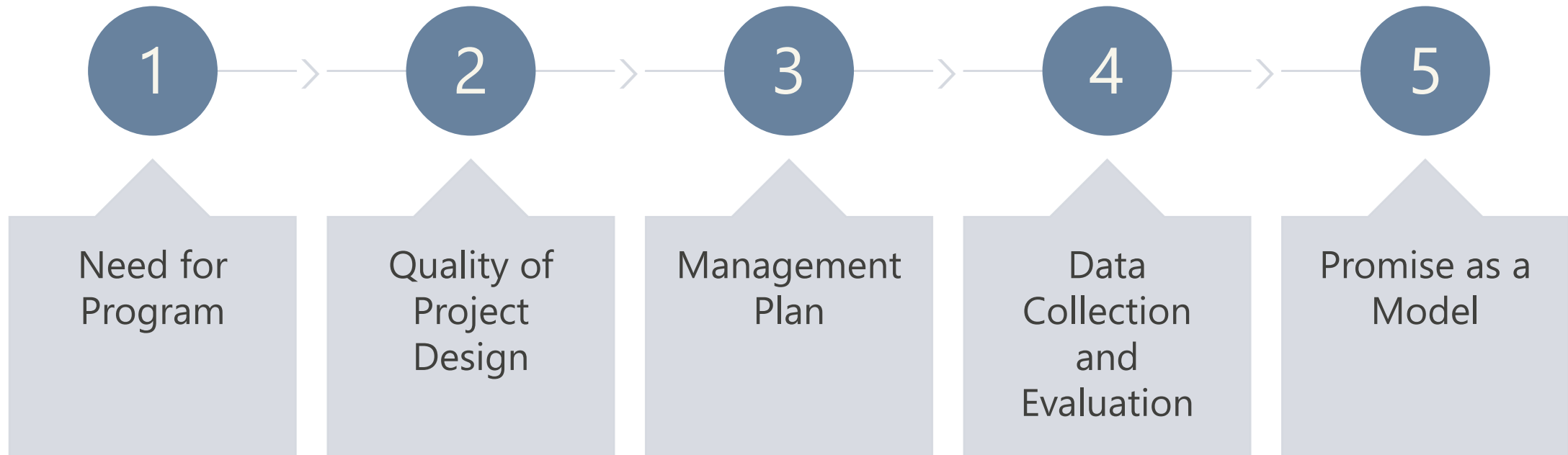


# Proposal Requirements



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.

# Proposal Narrative



# Need for Program



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

# Quality of Project Design

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



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# Goals and Measurable Objectives

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

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

# Participant Recruitment and Retention

Describe:

- How the program will identify, target and recruit both students and their families.
- How the program 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.
- Strategies you will use to maintain enrollment of the target student population over time.



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# Family Engagement

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.



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# Linkages to School and District

Describe:

How the 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.

Describe:

Ways in which the program will connect to the regular school day. This can include how regular communication with the principal, teachers, and school support staff will be established, agreements on shared resources (e.g. space, staff) and practices (e.g. homework policies, discipline), and membership on the School Improvement Team or other leadership groups.



# Transportation and Safety

Describe:

How the participants will get to the program, get home from the program, and travel to off-site programs or activities.

Transportation plans and procedures that are age-appropriate and safe.

How you will ensure that the center is a safe and accessible site.

Include written agreements and/or contracts with transportation providers (i.e., the school district, public transit, etc.).



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Federal guidance advises that there can be no barriers preventing students' participation in 21st CCLC. Programs must offer students a means of transport.

# Notification of Intent to Apply



Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible (e.g., considers languages spoken, education level, etc. of the target population).



Describe how the community will be given notice of an intent to submit an application and that the application will be available for public review after submission of the application.



# Management Plan



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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).

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Include job descriptions that include the responsibilities, qualifications, and experience required for directors, site coordinators, and direct service staff (as attachments in iGrants).

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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.

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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.

# Management Plan

## Describe a Professional Development Plan

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Implementation of the 21<sup>st</sup> CCLC goals, objectives, and activities.

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Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.

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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.

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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.

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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.

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Provide feedback/coaching to staff regarding their practice. This indicator will only be scored for Track B.

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# Management Plan

Provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant.

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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.

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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.

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If you plan to contract for services, name the organization and describe their qualifications to provide the designated services.

# 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.



# Data and Evaluation

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

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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.**

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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.



# Data and Evaluation

- 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.
- Provide a signed data-sharing agreement in the appendices that will be implemented between the school districts, school principals, and agencies providing service to ensure that pertinent student specific data, academic records, student achievement results, and student surveys are collected, shared, and accurately submitted to the federal data reporting system in a timely manner. Data-sharing is an integral and required element of effective program partnerships. This indicator will only be scored for Track B.



# Promise as a Model

- Provide data and evidence of previous experience and success of the applicant and/or partners.
- Describe the process used to identify partners and collaborators and how they were involved in the development of the application.
- Describe how each partner's contribution(s) will help meet the program's needs and goals.
- Describe how 21<sup>st</sup> CCLC funds may be braided with other federal funds to supplement not supplant.
- Outline a sustainability plan.

# Budget Narrative

In iGrants, complete the budget narrative 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).

- Certificated Staff
- Benefits
- Supplies/Materials
- Instructional Resources
- Purchased Services
- Travel
- Transportation
- Professional Development
- Evaluation
- Conferences
- Facilities
- YPQA Materials



# Required Appendices

Uploaded as attachment in iGrants as a PDF.

- Job descriptions and required qualifications for program director, site coordinator(s), direct service staff, and local evaluator.
- A 21<sup>st</sup> CCLC program organizational chart.
- A MOA must be executed by the applicant and partner(s) detailing commitments.
- Resumes, curriculum vitae, or other documents describing qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.

- **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 principal (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.
- **Track B** Criteria for Data Sharing Agreement: Current signed Data-Sharing Agreement, signed by the participating school district superintendent(s), and the school principal (or designee) and the Chief Administrator(s) from the community-based external organization(s).

## Optional Appendix: Comprehensive ELT Plan:

Describe:

In detail the specific programming and provide a copy of the recommended school schedule.

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.

How professional development will be used to increase capacity for teachers.

Confirm how 21st CCLC ELT programs and activities are carried out by entities that meet the eligibility requirements.

Identify specific measurable outcomes to be tracked on an annual basis.

Provide detailed budget for expenses to be used during nontraditional 21st CCLC hours of operation.

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.

# iGrants Tutorial

Form Package #974

# Connect with Us

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