

21st Century Community Learning Centers (CCLC) Program ESEA Application

Background

The 21st Century Community Learning Centers (CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the *No Child Left Behind Act of 2001*. The *No Child Left Behind Act* converted the 21st CCLC program from a discretionary grant program, administered directly by the U.S. Department of Education (ED), to a program in which each state educational agency (SEA) receives an allotment under a formula based on its share of Title I, Part A funds. States must use their allocations to make competitive awards to eligible entities. The Secretary may reserve up to one percent of the total appropriation for the 21st CCLC program to carry out an array of national activities, including (but not limited to) national evaluations, and technical assistance activities.

The primary goal of the 21st CCLC program is to enable community learning centers to plan, implement, or expand before or afterschool learning enrichment opportunities to help students meet state and local academic standards in core content areas. 21st CCLC programs must primarily serve children who attend high poverty schools and priority must be given to serving children in low-performing schools.

The overarching goal of the 21st CCLC program is to provide funds to eligible entities to enable them to establish or expand activities in 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 state and local student academic achievement standards in core academic subjects, such as reading and mathematics.
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

21st CCLC grant funds shall be used to carry out a broad array of before and/or afterschool activities (including afterschool, before school, evenings, weekends, holidays, summers, or other school vacation periods) that advance student achievement. Programs will provide a broad array of activities to help students

meet state and local student performance standards in core academic subjects, of at least, but not limited to, reading/language arts, mathematics, and science. Programs are limited to providing activities within the following list:

- Remedial education activities.
- Mathematics and reading/language arts education activities.
- Science, arts, and music education activities.
- Entrepreneurial education programs.
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs.
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement.
- Recreational activities.
- Telecommunications and technology education programs.
- Expanded library service hours.
- Programs that promote parental involvement and family literacy.
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement.
- Programs in drug and violence prevention, counseling, character education, and service-learning.
- Health/nutritional activities.

Washington State 21st CCLC applicants must propose an array of inclusive and supervised services that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for students.

Since the 21st CCLC initiative began in 2002, eligible entities have applied for and received funding. Currently, there are 55 sub-grantees and 189 centers that have been awarded and are currently operating to provide safe, educational expanded learning programs for 14,000 regularly attending youth.

Program Information and Competitive Grant Process

Washington's 21st CCLC Program is located in the Learning and Teaching Support (LTS) Section at the Office of Superintendent of Public Instruction (OSPI) overseen by the director. The program has three program supervisors overseeing the governing statutes of 21st CCLC and one program assistant.

OSPI has developed a competitive grant application for eligible entities. OSPI will use its 2 percent state administration funds for all Requests for Proposals (RFP) and competitive application procedures. Washington State allocates 95 percent of all 21st CCLC federal funds through competitive grants. OSPI consolidates all administrative funds, as allowed by federal regulation. OSPI uses pooled administration dollars to support program staff and other administrative activities.

The process for awarding 21st CCLC competitive grants at OSPI includes:

- The 21st CCLC Program Supervisor analyzes the legislation, program guidance, federal and state goals, and identifies the key program components that can further or support the achievement of the federal and state goals.
- The 21st CCLC Program Supervisor reviews research and practiced knowledge to identify program components that need to be included in RFP. Specific components include: Need for the Project, Quality of the Project Design, Adequacy of Resources, Quality of Management Plan, and Quality of Evaluation.
- A RFP and scoring rubrics are prepared for the competitive proposals.
- Notices of the RFP availability are posted on the OSPI Web page, sent by e-mail, or regular mail. OSPI will ensure that eligible organizations are notified of the release.
- Three bidder's conferences are conducted throughout Washington State to educate and inform organizations on 21st CCLC and the RFP process. The 21st CCLC Program Supervisor will conduct a yearly statewide needs assessment of communities/schools most in need of 21st CCLC funding and notify the organizations directly. Two additional bidder's conferences will be conducted via the statewide video conference system. OSPI has no mandate for bidders to participate in a bidder's conference.
- Competitive proposals are received by a specified date and time.
- Proposals are logged and prepared for review. The 21st CCLC Program Supervisor verifies that programs meet eligibility requirements using the Washington State Report Card. The Washington State Report Card contains all the required data elements to determine eligibility for 21st CCLC funding.
- A panel of peers drawn from throughout the state will be assembled to review the applications. The criteria for selecting the reviewers shall include: representing diverse geographic regions of the state, have a range of attributes, collective skills and experiences. The attributes, skills, and experiences of peer reviewers shall complement the goals and direction of the 21st CCLC program. The majority of reviewers will be participants from the Washington 21st CCLC Advisory Council.
- Reviewers are assembled and discuss their scores and the overall ranking of proposals.
- If there is a tie in overall scoring, the win goes to the highest average score between the Need for the Project and Quality of the Project Design, or the proposals are reviewed by new readers.
- OSPI reserves the right to negotiate sub-grant award amounts with all sub-grantees.
- Notices of awards/non-awards are done via OSPI's web based grant application system, phone, e-mail, and/or mail.

Competitive Priority

In compliance with Section 4203 (a)(b), OSPI will award grants to eligible entities. Local education agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a

consortium of two or more of such agencies, organizations, or entities are eligible to apply for OSPI 21st CCLC funding.

Federal law requires that a majority of students must come from schools eligible for Title 1 schoolwide programs and/or schools that serve 40 percent or more of students from low-income families eligible for the free and reduced price meal program.

Additional priority for funding may be given to applications:

- Schools identified as failing to make AYP (Adequate Yearly Progress) under Title I.
- Schools identified for improvement: A priority is to primarily serve students from schools that have been designated as schools identified for improvement based on results of the Washington State Assessment. Greater weight will be given to proposals to serve schools identified as in need of improvement.
- High poverty. The level of poverty above the 40 percent requirement is an additional priority.
- Geographical distribution. In accordance with ESEA regulations, OSPI may select applicants to distribute funds across the state in both rural and urban communities.
- School-community collaboration. The presence of collaboration between schools and at least one community-based organization or other public or private entity is a priority. Whenever possible, schools, community-based organizations, and others are encouraged to collaborate to implement community learning centers targeting student and their families from eligible schools.
- The application requires a focus on both reading and mathematics, and encourages project-based learning and science, technology, engineering and math (STEM) that is aligned with the state's academic standards and incorporates a variety of enrichment activities.

As required in the NCLB legislation section 4204(b)(2)(H), each agency applying for Washington 21st CCLC grants must provide an assurance that its program was developed and will be carried out through active collaboration with the schools the students attend. Applicants must complete the Verification of School Collaboration form. Submission of this form is a condition of award under this grant program. If the applicant agency is a local education agency (LEA), this form is not required for the eligible collaborating schools within the applicant LEA. LEAs will be required to partner with community-based organizations (CBOs) if these resources exist in a community.

Required Competitive Grant Content

Applicants must describe the following in their application for each proposed 21st CCLC site:

- A statement of need. The need for the CLC, including student poverty information (which will be compared with OSPI records), deficits in academic achievement, and other relevant needs.

A program plan including:

- Objectives. Based on the locally identified needs and consistent with the purposes described above, identify objectives for each proposed CLC site. Objectives provide the framework by which the purposes are met. Clearly written objectives provide the basis for evaluation activities. Objectives are measurable, time limited, logically related to the purpose, and describe outcomes for students, families, staff, etc.
- Services and activities. Describe the types of services and hours of operation. Include, if appropriate, before school, afterschool, weekend, and summer recess period. An average of 12–15 hours of service availability per week is expected during the school year.
- Target population. Provide the expected average number of non-duplicated students and family members to be served weekly during the school year and, if appropriate, summer recess period.
- Effectiveness. Describe how the proposed services are expected to improve student academic achievement and other desired outcomes and, as appropriate, is based on scientific evidence of effectiveness.
- Transportation. Describe how students will travel safely between center and schools and between center and home. Transportation cannot be a barrier to student participation.
- Barriers and outreach. Describe how the center will overcome potential barriers to equitable participation by all targeted students. Describe appropriate methods for outreach, safety, and serving students with special needs. Include in your description of outreach activities, your plan to provide “equitable” participation to students attending private schools.
- Senior Volunteers. If the center proposes to use senior citizen volunteers, describe how they will be recruited and appropriately utilized.
- A description of collaboration among schools, parents, community-based organizations, and other public and private entities in the development, design, implementation, and evaluation processes.
- A description how the proposal links to other ESEA programs.
- A description how the proposal links to K–12 state and federal priorities.
- A statement of experience or promise of success in delivering educational services.
- A preliminary plan for sustainability beyond the grant period.
- A description of evaluation methods and uses including how evaluation will be used to improve the program.
- OSPI requires 21st CCLC programs to offer services no less than 4 days per week during a typical school year and no less than 12 hours per week during non-school hours or periods when school is not in session. Current sub-grantees should follow the hours of operation in their funded proposals.
- Assurances of meeting legal and regulatory requirements.

In compliance with Section 4203 (a)(5) of the ESEA, OSPI will ensure that awards are made of sufficient size and scope to support high-quality, effective programs. Regardless of the size of the grant proposed costs, the budget detail forms must be reasonable and necessary to carry out the program, and directly link to the size and scope of the program and to specific goals, objectives, and activities. Washington 21st CCLC grant amounts range from \$50,000 to \$300,000.

Programs may offer service to students during normal school hours only on days when school is not in session (e.g., school holidays or teacher professional development days). Activities targeting adult family members may take place during the regular school hours, as these times may be the most suitable for serving these populations. Each community should base its application on the needs of its students and their families.

A Washington State CLC may be located in a facility other than an elementary or secondary school. However, the facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school. Whether the program takes place in a school building or other facility, the applicant must include a plan of how students will travel safely to and from the CLC and home. During the monitoring process, sub-grantees must provide evidence that meets requirements.

Private School Participation

A public school or other public or private organization that is awarded a grant must provide equitable services to private school students and their families.

All applicants are required to consult with private schools in the community to gauge whether or not their students will need services through the 21st CCLC program. In accordance with P.L. 107-110, No Child Left Behind (NCLB) Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a plan of action for providing timely and meaningful consultation for equitable services to private school children and teachers within the local education agency(ies) service area. Consultation includes discussion regarding private school student and family needs, services that will meet their needs, assessing the results of services, amount of funding and/or services, and thorough analysis of the private schools' need of delivery of services.

Family Literacy/Adult Services

Washington State applicants and sub-grantees must assess the need for adult services among the adult family members of the students who are expected to participate in the 21st CCLC program. The 21st CCLC that identifies the need and does not have access to existing services for referral or coordination should provide services to the adult family members of students participating in the 21st CCLC program. Adult family members of students participating in the program may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy.

Services may be provided to families of students to advance the students' academic achievement. However, programs are only open to adults who are family members of participating children (not the entire community). Sub-grantees must provide evidence regarding activities during the monitoring process.

Serving Individuals with Special Needs

The 21st CCLC programs must be open to individuals with special needs. The 21st CCLC programs are required under this application to provide participants the same modifications and accommodations as provided under their Individualized Education Program (IEP) or Section 504 plans for the regular school day. Sub-grantees will be required to make sure there are no barriers to participation.

Safety

Washington State 21st CCLC programs must be able to provide evidence of the following health and safety requirements:

- Copies of current CPR and First Aid Training/Certification of staff upon request.
- Written Standard Operating Procedures.
- Copies of meal and snack menus must be posted and must meet USDA guidelines.
- Staff and parent handbooks (copies available at each site).

Linking to the School Day

Effective integration of the 21st CCLC program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school day and 21st CCLC staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students. Programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas of at least, but not limited to, math, reading/language arts, and science. Sub-grantees must document how the program is linking to the school day.

Advisory Council

It is required that each eligible applicant will and recommended that current sub-grantee convene an advisory council that is involved in both the application and the life of the grant, and actively engaged in the development and implementation of the afterschool program(s).

Currently, OSPI is reconstructing the Washington State 21st CCLC Advisory Council. The purpose of the council is:

- Advise OSPI regarding the RFP process.
- Participate in pre-proposal meetings.
- Participation in scoring applications.
- Monitor equity.
- Develop statewide policy.
- Other identified outcomes.

Grant Amendment

Once OSPI approves a project application, the sub-grantee is required to administer and operate its project in accordance with its application and any amendments, and must be in compliance with all applicable federal and state laws, regulations, and policies. In addition, sub-grantees are required to document implementation of goals, objectives, and activities specified in the approved application.

An amendment is required when a sub-grantee wants to make any of the following changes. Please note this is not an exclusive list:

- Change program goals and objectives.
- Change the project evaluation scope.
- Change major work tasks or deliverables, add professional or technical services not described in the project application.
- Change the types of target groups to be served or the criteria for selection of target groups.
- Change the types of personnel employed by the project.
- Sub-grant or otherwise obtain the services of a third party to perform activities that are central to the purposes of the award.
- Make budget revisions to implement approved program amendments.

Coordination with Other ESEA, Federal, and State Programs and Sub-grantees

OSPI will comply with Section 4203 (a)(7) of ESEA to coordinate with other programs under ESEA and other federal and state programs. Washington 21st CCLC will collaborate with other ESEA programs by:

- Attending monthly federal ESEA meetings at OSPI.
- Aligning professional development systems with other ESEA programs.
- Identifying strategies for cross ESEA collaboration.
- Aligning professional development systems and collaboration with FedNet.
- This ongoing collaboration is a partnership with Washington State federally funded education programs. These partners include: AmeriCorps, Carl D Perkins Career and Technical Education, College Access Challenge Grant (CACG), Educators for the 21st Century, GEAR UP, TRIO, and the Math and Science Partnership Program.
- OSPI 21st CCLC is an active member of the Washington Afterschool Network.

Washington State 21st CCLC applicants and current sub-grantees are required to document through the continuation application and the RFP how they link with other ESEA program and identified state and federal K–12 priorities. The Washington 21st CCLC identified federal and state K–12 priorities include:

- STEM.
- Drop Out Prevention, Intervention, and Reengagement.
- Language Instruction for Limited English Proficient and Immigrant Students.
- Supporting Military Families.

Matching Funds and Equitable Participation

Under Section 4204 (d)(1) of the ESEA, OSPI will not require eligible entities for 21st CCLC to match funds. OSPI is reviewing our current policies to see if matching funds will be implemented in future request for proposals. Sub-grantees are required to develop and implement sustainability plans that the program will continue at the conclusion of five years. A sub-grantee applying for refunding after five years will be allowed at 70 percent of the original funding, serving the same numbers of target students.

Washington State sub-grantees may charge fees so long as students are not barred from participating based on an inability to pay. The funds are considered program income and must be used within the approved grant period as stated in the award notification; they cannot be saved for sustainability (34 CFR 80.25). Sub-grantees are required to obtain a prior approval from OSPI for charging fees. If authorized by OSPI, program income may be added to the project. When program fees are added as program income, they must be used for the purposes and comply with the conditions of the award. Sub-grantees must have an implemented sustainability plan after the period of federal funding. Sub-grantees will provide evidence of ongoing sustainability planning.

Carryover

Individual sub-grantees are allowed to carry 5 percent unexpended funds into a new fiscal year based on the following criteria (starting 2012–13):

- Acceptable program performance indicators must be met.
- The Continuation Application is completed and submitted at the end of each fiscal year and within the required timeframe. The Continuation Application is used to report the expenditures spent on the grant and should be submitted by the sub-grantee.
- Grants accounting calculates a total amount of carryover funds and includes that amount, if allowed, in the calculation of sub-grants for the next fiscal year.
- Sub-grantees are notified of carryover funds in December of each year.

Statewide Activities

OSPI will use the 3 percent state level activity funds to implement quality programs, provide assistance for continuous improvement, meeting performance

goals, and objectives through monitoring, local evaluation, state evaluation, professional development, and technical assistance.

Monitoring

Section 80.40(a) of EDGAR requires that OSPI monitor sub-grantee supported activities to assure compliance with applicable federal requirements and performance goals and indicators are being achieved. This provision also requires that OSPI manage the day-to-day operations of sub-grantee activities and to monitor each program, function, or activity of the project. OSPI has developed effective monitoring instruments that help determine whether OSPI sub-grantees are complying with the terms of their approved project applications and with the statutory and regulatory requirements.

All new sub-grantees will have an on-site technical assistance visit within the first 90 days of programming. Regardless of performance, all sub-grantees will have at least two on-site monitoring visits throughout the five year grant. New programs must be operating by November 1 and existing programs by October 1 of each year.

OSPI may classify a sub-grantee as "high risk" due to non-compliance by the sub-grantee. As a result of this determination, OSPI may impose special conditions and restrictions on the sub-grantee. A sub-grantee may be considered "high risk" if OSPI determines that the sub-grantee has a history of unsatisfactory performance, is financially unstable, has a substandard management system, has not conformed to the terms and conditions of previous awards, the sub-grantee has high staff turn-over, school district has state audit findings or unresolved Consolidated Program Review (CPR) findings, has multiple 21st CCLC grants, or contracts a majority of activities. A sub-grantee classified as "high risk" will have yearly on-site monitoring.

There are three components of the monitoring process conducted by the 21st CCLC Program Supervisor: desktop monitoring, on-site monitoring, and post monitoring activities. Desktop monitoring will be conducted annually of all sub-grantees.

Desktop Monitoring entails an intensive review of a number of reports and data on each sub-grantee. One of the primary documents used to monitor sub-grantees is the Monitoring Work Papers. The Monitoring Work Papers are designed as a self-assessment instrument for sub-grantees providing them an opportunity to assess how well they are doing at complying with all of the applicable federal and state statutory and regulatory requirements and OSPI policies and to determine if they are gathering documentation supporting the implementation of these requirements. The Monitoring Work Papers are sent to sub-grantees each project year.

The steps of the compliance desktop monitoring process are as follows:

- OSPI sends the Monitoring Work Papers and self-assessment to sub-grantees for completion and submission.

- The sub-grantee forwards the completed documentation to the 21st CCLC Program Supervisor.
- Following a review of each sub-grantee's Work Papers, a sampling of documentation supporting the work papers is requested and reviewed.
- After completion of the review, the 21st CCLC Program Supervisor sends an official letter of confirmation to each sub-grantee with requirements for corrective actions, if warranted.
- In addition to the review of the aforementioned documents, the 21st CCLC Program Supervisor reviews the following: Profile and Performance Information Collection System (PPICS) and local external evaluations.

Issues or concerns of potential non-compliance identified by the desktop monitoring may trigger an on-site monitoring visit or a desktop monitoring within the immediate program year.

There are three phases of an on-site monitoring visit. Desktop monitoring is considered the pre-monitoring phase. The onsite monitoring visit is conducted by OSPI 21st CCLC Program Supervisor. Written notification of the compliance monitoring review is sent to agency heads in advance of an on-site visit.

The on-site monitoring visit entails meetings with key personnel, an intensive review of documentation supporting the implementation of all activities described in the approved project application, an intensive review of documents supporting fiscal requirements, interviews with program staff, an inspection of property inventory, and an exit interview with key personnel to review concerns and possible findings.

After the on-site monitoring is completed, post monitoring begins. The 21st CCLC Program Supervisor reviews all information collected to make a final determination of findings and required corrective actions. The sub-grantee may be given five working days following the monitoring visit to submit additional documentation that was not available at the time of the on-site visit. The 21st CCLC may request additional documentation to complete the information gathering process. This strategy gives the sub-grantee flexibility to acquire documentation and allows the 21st CCLC Program Supervisor the opportunity to confirm information gathered during the visit and to acquire a more complete picture of the degree of program implementation. Upon completion of the review of documentation, a summary and results of the on-site monitoring visit are outlined in an official monitoring report issued by OSPI and sent to the agency head and other key personnel. After the report has been issued, the 21st CCLC Program Supervisor is responsible for resolving monitoring findings.

During the monitoring process, if there is corrective action, the sub-grantee must provide the written corrective action plan and supporting documents within 30 days of written notification of OSPI's finding(s) from the on-site review. If the sub-grantee disputes the amount of questioned costs which need to be repaid or not meeting state or federal requirements, it can provide additional documentation to the 21st CCLC Program Supervisor. However, if the 21st CCLC Program Supervisor

is not satisfied with the documentation provided, then the sub-grantee can file a formal appeal.

The termination of a sub-grant award may be initiated either by the sub-grantee or OSPI. The sub-grantee may terminate the grant award at any time, in whole or in part, upon mutual agreement. OSPI, by written notice, may terminate the grant award, in whole or in part, if the federal funds supporting the grant are reduced or withdrawn by U.S. Department of Education (ED). OSPI, by written notice, may terminate the grant award for nonperformance by the sub-grantee at any time during the term of the award. Examples of nonperformance include, but are not limited to, the failure to:

- Provide a high quality program with evidence of substantial progress.
- Implement the program as described in the sub-grantee's application.
- Adhere to the signed assurances.
- Submit required reports and documentation according to OSPI's timeline.
- Implement a corrective action plan.
- Resolve an audit finding.

A sub-grantee may initiate termination of its grant award, in whole or part, by submitting written notification to the 21st CCLC Program Supervisor. The notification shall state the reason(s) for initiating the termination process and the effective date of the termination. The 21st CCLC Program Supervisor shall notify the OSPI administration of the sub-grantee's decision to terminate the grant.

OSPI Initiated Reduction or Withdrawal of Federal Funds by U.S. ED: OSPI Program Supervisor shall send written notification to the sub-grantee that the federal funds supporting the grant award have been reduced or withdrawn by U.S. ED. The notification shall specify how the sub-grantee will be affected by the reduction or withdrawal. This notification must be provided at least 30 days prior to OSPI approving the reduction or withdrawal of the funds.

Termination for Nonperformance: The 21st CCLC Program Supervisor shall send written notification to the sub-grantee that OSPI is proposing to terminate its grant award for nonperformance. The notification shall include, at a minimum, the reason(s) for initiating the termination, the effective date of the proposed termination, and an explanation that the sub-grantee may forego the termination process by electing to withdraw from the 21st CCLC grant program. The 21st CCLC Program Supervisor must provide this notification at least 30 days prior to sending a formal recommendation for termination to OSPI administration.

The sub-grantee has 15 days from receipt of the notification to respond in writing to the 21st CCLC Program Supervisor indicating its objection to the proposed termination. (If the sub-grantee is only provided notice by regular U.S. Mail, then it is assumed that the sub-grantee received the notification letter within five days of mailing). The sub-grantee shall respond to each reason listed by OSPI for the

proposed termination and explain why the reasoning is faulty or based upon excusable conduct.

If OSPI does not receive a written objection in a timely manner, then the proposed termination is considered unopposed. If there is a dispute about timelines, the date of the postmark stamped on the envelope or other appropriate wrapper in which the objection was mailed. If the sub-grantee submits a timely written objection, it shall be considered by 21st CCLC Program Supervisor. If the objection is persuasive, OSPI may work with the sub-grantee to develop a mandatory corrective action plan. If the objection is not persuasive, OSPI will move forward with the proposed termination.

The 21st CCLC Program Supervisor will include the sub-grantee's written objection with its presentation to the Director of Learning and Teaching Support and the Assistant Superintendent of Student Support. Sub-grantee will receive written notification of Program Supervisor's final recommendation to OSPI administration. OSPI may extend these deadlines based upon good cause. A sub-grantee may continue to serve its participating students until OSPI approves the grant termination. Thus, OSPI shall be liable only for payment in accordance with the provisions of the 21st CCLC grant award for services rendered prior to the effective date of the termination. A sub-grantee has the right to request a hearing if it alleges that OSPI violated a state or federal statute or regulation when it terminated the 21st CCLC grant of the sub-grantee.

Sub-grantees may request to transfer a grant to a new location, if the proposed new site meets all statutory requirements and agrees to all assurances of the RFP.

Continuation Application

Sub-grantees will be required to submit to OSPI a separate annual Continuation Application. The Continuation Application is submitted in August of each year. Program staff will use annual data to determine if sub-grantees are eligible for continuation funding. Sub-grantees will receive a letter in August about grant continuation or other actions needed as determined by OSPI.

Sub-grantees' failure to be in compliance with all assurances or any aspect of the sub-grant award may result in the delay, reduction, or termination of continuation funds. In order for a current sub-grantee to be considered for continuation funding, all requirements listed below must be completed.

- Monitoring. Annual continuation funds are contingent upon a sub-grantee receiving a fully satisfactory annual program monitoring report (no open corrective action). All current year findings and corrective actions must be successfully resolved and implemented on or before July 15 of each year.
- Submission of data into the Profile and Performance Information Collection System (PPICS).
- Program data must be accurate and fully up-to-date according to OSPI timelines, including completing school year registration, demographics, activities data, student progress reports, school year attendance, objective

status, and program operations report. Sub-grantees must also certify data each year.

- Financial Compliance. Sub-grantee must be in compliance with all budgetary, accounting, and audit procedures and deadlines.
- Sub-grantees will have submitted their external local evaluation by December 1 of each year.
- Sub-grantees will be required to submit to OSPI a mid-year report in January. The mid-year report contains detailed information that makes sure sub-grantee is making progress at the mid-year.
- Any other requirements identified in the future.

Scientifically-Based Research

It is the expectations that Washington 21st CCLC programs implement activities based on rigorous scientific research. Statute provides principles of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research.

Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- Employs systematic, empirical methods that draw on observation and experiment.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. Sub-grantees must document how they are using scientifically-based research in their programming.

When providing services in core academic areas where scientifically-based research has been conducted and is available such as reading/language arts, mathematics,

and science, it is appropriate for a Washington State 21st CCLC to employ strategies based on such research. OSPI, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that such information is made widely available. OSPI mandates that local programs identify and provide professional development in practices and strategies that have been proven effective.

21st CCLC Evaluation of Performance

The program is evaluated at the local, state, and federal levels, each with a different evaluation focus:

- The local evaluation has a focus on improved academic, behavioral, and youth development outcomes, progress toward meeting local, state, and federal performance targets, and progress in implementing local program goals and objectives, and continuous program improvement. Programs are required to contract locally with an independent evaluation consultant to complete an annual local evaluation, based on a state recommended evaluation template, which is included in the appendices.
- The focus of the state evaluation is improved academic, behavioral, and youth development outcomes, associated characteristics of effective programs, progress in meeting the state and federal goals and performance indicators, and identifying targets for continuous improvement and supports, such as professional development, technical assistance, monitoring, and allocation of resources.
- The focus of the federal evaluation and performance reporting is improved academic and behavioral outcomes (grades, test scores, teacher ratings), and accountability.

Local Evaluation

21st CCLC programs are required to conduct an annual local independent evaluation of the program's effectiveness and submit an annual evaluation report to OSPI. The purpose of the evaluation is to support continuous program improvement at the local level. The evaluation should measure progress in meeting the program goals and objectives, and progress in meeting the state and federal performance indicators, including progress in increasing student achievement and behavior that supports student success.

The evaluation should identify program strengths, specific recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability. Evaluation results must be made public on request. Local programs must meet Principles of Effectiveness as outlined in statute, which mandate that 21st CCLC program activities be based on:

- An assessment of objective data regarding need for programming in schools and communities.
- An established set of performance measures aimed at ensuring high quality academic enrichment opportunities. Scientifically-based research that

provides evidence the program or activity will help students meet state and local academic achievement standards.

State Evaluation

Washington State contracts with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide, and to identify specific needs for continuous improvement, professional development, monitoring, and technical assistance. The state evaluation model incorporates data and evaluation results from all local grantees in the state on an annual basis. The results of the evaluation are used to refine, improve, and strengthen the program, refine the performance indicators, and inform stakeholders and the public regarding the effectiveness of the program, and needs for continuous improvement. Results are used to inform the assessment of need for 21st CCLC programs, development of future funding priorities, and program quality criteria for future requests for proposals. Evaluation results are disseminated annually to programs and stakeholders and posted on the 21st CCLC Web site. The state evaluation incorporates a review of all local independent evaluations on an annual basis. An Evaluation Advisory Committee has been convened to assist in the implementation of the state evaluation plan. The state evaluation objectives include:

- Provide an assessment of the current state of 21st CCLC Program Impact, support the Profile and Performance Information System (PPICS) reporting process and the collection of student level data.
- Document the extent to which 21st CCLC Programs are meeting local, state, and federal targets and goals.
- Identify characteristics associated with high-performing programs.
- Increase the capacity of grantees to meet their program improvement and evaluation obligations.
- Disseminate practice and research-oriented information.
- Use evaluation results to inform the 21st CCLC needs assessment and priorities for allocation of 21st CCLC resources.

The state evaluation data sources include data from the federal 21st CCLC PPICS, the Youth Program Quality Assessment (YPQA), local independent evaluations, surveys of program managers, site coordinators, direct service staff, and evaluators. The goal of the surveys is to collect data about the extent to which programs and centers are engaging in practices that the research indicates is supportive of effective afterschool programming.

In partnership with The Forum for Youth Investment and the David P. Weikart Center for Youth Program Quality (CYPQA), the state has implemented a two year Program Quality Improvement Project (PQIP), implementing the Youth Program Quality Assessment and Intervention for continuous program improvement. The project served 54 sites across 24 programs. The PQIP will include an additional 30 sites across 12 newly participating programs in 2011–12. Assessment results will be integrated into the state wide evaluation model.

Federal Profile and Performance Reporting

The state complies with all federal accountability reporting requirements for the PPICS, including information regarding program, center, and student characteristics, state activities, and progress in meeting performance indicators. The state provides all student assessment data, exported directly from the state student data warehouse, and local grantees submit the remainder of the data. The state monitors PPICS completion closely, and validates the data prior to submission. The PPICS data is incorporated directly into both the local and state evaluation frameworks to measure progress in program implementation and performance. PPICS data reports are used to monitor program performance and compliance, and provide information regarding state and local progress in meeting state performance indicators.

Training and technical assistance regarding local, state, and federal data, and evaluation requirements are provided to grantees and evaluators through annual meetings, Webinars, videoconference, teleconference, written guidance resources, and presentations posted on the Web site. Annual data and evaluation results are disseminated to program managers and evaluators for analysis and consideration in identifying targeted areas for improvement statewide.

21st CCLC Program Goals

- To establish community learning centers that support students in high-poverty, low-performing schools to meet academic achievement standards.
- To offer a broad array of additional services designed to complement the regular academic program.
- To offer families of students opportunities for educational development.

Program Objectives and Performance Indicators

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

- 1.1 Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.
- 1.2 Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve in math from not proficient to proficient or above in reading and math on state assessments.
- 1.3 Students regularly participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC

regular program participants with teacher-reported improvement in homework completion and class participation.

- 1.4 Students participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC regular program participants with teacher-reported improvement in student behavior.

Objective 2—21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

- 2.1 100 percent of centers will offer high quality enrichment opportunities in at least one core academic area, e.g., reading, literacy, and mathematics.
- 2.2 100 percent of centers will offer enrichment and support activities in other areas, e.g., nutrition and health, art, music, entrepreneurial education, telecommunication and technology, tutoring, mentoring, drug and violence prevention, character education, service learning, and recreation.
- 2.3 More than 90 percent of centers will offer educational and developmental services to families of the students participating in the center, e.g. parenting classes, activities to support family engagement in the school and community, adult education, and family literacy classes.
- 2.4 More than 90 percent of centers will offer services at least 12 hours a week on average.

Objective 3—The 21st CCLC will establish relationships with community organizations and schools that will provide ongoing partnerships of mutual support.

- 3.1 Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining high quality 21st CCLC.

Additional program objectives and leading program indicators relating to program quality are currently under development as an integral component of the 2011–12 State Evaluation Plan.

Professional Development

Professional development and training is an essential component for high quality afterschool programs. OSPI works with national and state organizations to provide training and support for CLCs. Sub-grantees will be required to provide program training and attend state training activities. OSPI 21st CCLC uses monitoring

findings, state evaluations, local evaluations, and needs assessments to identify professional development needs. The following are statewide training opportunities for sub-grantees and partners:

- Annual Washington State 21st CCLC Summer Institute.
- Regional Network Meetings.

Technical Assistance

Through a multi-tiered system of technical assistance, OSPI seeks to build the capacity of 21st CCLC programs. Some forms of technical assistance that OSPI offers includes:

- On-site and telephone/e-mail consultations, and customized training and professional development.
- Evaluation of program goals and objectives.
- Alignment with student achievement results.
- Researched-based evaluation tools.
- Academic content.
- Promising practices in expanded learning programs.
- How to implement innovative teaching approaches such as project-based learning, theme-based learning, and STEM.
- How to organize effective homework centers.
- How to strengthen program sustainability.
- How to conduct quality improvement through techniques such as data-driven and decision-making.

In addition sub-grantees will be required to participate in the following:

- New Grantee Meeting
- Two Yearly Directors' Meetings
- Four Yearly video conference Meetings
- Regional Network Meetings

Assurances and Additional Information

All Washington State applicants and current sub-grantees must assure that they have a student transportation plan ensuring that all students eligible and/or interested in the 21st CCLC program are able to attend and participate.

Transportation and access to the site cannot be a barrier for students participating in the 21st CCLC program. Future proposals and current sub-grantees must indicate the options they will provide students to ensure access and transportation. Whether the program takes place in a school building or other facility, the applicants must address how students will travel safely to and from the center and home. OSPI and reviewers will review applications for adequate transportation. Sub-grantees will provide evidence during the monitoring process to ensure there are no barriers for youth participating in programming.

Section 4203(a)(9) of the ESEA. OSPI will monitor the supplement, not supplant provision through the monitoring process and yearly director meetings. It is a requirement that federal funds be used to augment the regular educational program, and not to substitute for funds or services that would otherwise be provided during the time period in question. The statute requires that state and local educational agencies use federal funds only to supplement the amount of funds available from nonfederal sources for the education of students participating in 21st CCLC programs.

The sub grantee cannot use these funds to supplant funds that would, in the absence of 21st CCLC funds, have been spent on participating students.

In compliance with Section 4203 (a)(11) of the ESEA, OSPI assures that the application was developed in consultation and coordination. The development of this application by the activities of 5 workgroups, made up of OSPI staff, local school districts, statewide Educational Service Districts, the Washington Afterschool Network (WAN), statewide community based organizations, and numerous other programs, and organizations.

OSPI competitive awards are made for a five-year period pending continuing federal appropriation and based on successful progress in implementing the program. The competitive grant applications are made available through OSPI's electronic grants application/fiscal system ranging from \$50,000 to \$300,000. Sub-grantees are required to develop and implement sustainability plans that the program will continue at the conclusion of five years. During the monitoring process sub-grantees must provide evidence of an ongoing sustainability plan with evidence to support implementation of the plan. A sub-grantee applying for refunding after five years will be allowed at 70 percent of the original funding, serving the same numbers of target students.

Any recipient of federal grants, whether public or private, shall abide by the following laws:

- Title VI of the Civil Rights Act.
- Title IX of the Education Amendments of 1972.
- Section 504 of the Rehabilitation Act of 1973.
- Age Discrimination Act of 1975.