

**21st Century
Community Learning Center
Competitive Request for Proposals
2018-2019**

Submission Deadline: 4 p.m., May 24, 2018

Student Engagement and Support Division



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

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Part 1. Introduction and Timeline

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) FY18 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 21st CCLC website at [21st Century Community Learning Centers](#).

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

OSPI anticipates awarding approximately \$4 million, and approximately 10 grants, 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. Prospective applicants are encouraged to attend a Bidders’ Conference for guidance and technical assistance on developing and submitting a program proposal.

21st CCLC proposals must be submitted over the internet 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 documents such as partner Memorandums of Agreement (MOA).

Please keep in mind that 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 Tuesday May 1, 2018, 10am–12:30pm, where you may receive additional information.

Timeline for Request for Proposal (RFP) and Award

RFP becomes available on OSPI's 21 st CCLC website week of:	April 9, 2018
RFP will be available in iGrants: Form Package # 845	May 1, 2018
Bidders' Conference; Webinar (online): 10am–12:30pm. https://zoom.us/j/558465879 (See CCLC website for ZOOM login instructions)	May 1, 2018

Applications must be fully submitted via iGrants by 4 p.m., May 24, 2018

(Note: Please be aware that the iGrants system will close at 4 p.m., May 24, 2018. If you have not fully submitted your application, it will not be accepted in the "draft" format.)

Grantees will be notified by:	July 2, 2018
Funds will be available for year one:	July 2, 2018
Program operations may begin:	July 2, 2018
New afterschool programs must start no later than:	October 1, 2018
First fiscal year:	July 2, 2018 to August 31, 2018
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 21st CCLC Program Supervisor, at heidi.schultz@k12.wa.us or 360-725-6049.

Part 2. 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). OSPI is not implementing Expanded Learning Time Programs during this application cycle, pending guidance from the US Department of Education.
- (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 assisted under this part review all applications that the State receives for awards under this part 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. Priorities

Priority (Sec 4204 (4)(i))

OSPI shall give priority to applications:

- (A) proposing to target services to—
 - (i) 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
 - (ii) the families of students served;
- (B) submitted jointly by eligible entities consisting of not less than 1—
 - (i) local educational agency receiving funds under part A of title I; and
 - (ii) another eligible entity; and
- (C) demonstrating that the activities proposed in the application—
 - (i) are, as of the date of the submission of the application, not accessible to students who would be served; or
 - (ii) would expand accessibility to high-quality services that may be available in the community.

WA State Priorities for Funding—

Awarded additional points for schools proposing to serve:

- 1) Highest levels of poverty, 80 percent or more based on the free or reduced-price lunch eligibility.
- 2) Highest percentage of students not meeting proficiency in literacy and mathematics.
- 3) Local Educational Agencies receiving funds under part A of [Title I](#).
- 4) [Schools](#) who are implementing comprehensive support and improvement activities or targeted support and improvement activities.
- 5) The highest percentage of racial and ethnic minorities of the targeted students and families.
- 6) Programs that target the highest percentage of students and families identified as English Learning (EL).
- 7) Middle and High School programs that build career readiness and workforce readiness skills.

Evidence of funding priorities for specific populations and activities must be clearly demonstrated in the Profile Page, Narrative, Need Statement, and Quality of Project Design sections.

Past grantees are eligible to apply. **An eligible entity partner may only submit/participate in one application annually.** 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 uniquely developed 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, the applicant's ability to effectively implement statutory and regulatory. Any person or organization that is debarred from receiving federal funds is not eligible to apply for a 21st CCLC program award.

D. 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 (ESSA, Sec. 4205 (a)):

- 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 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.).

Family Engagement and Educational Services

Community learning centers are required to offer a **minimum of four 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 21st 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.

E. Evaluation

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).

Part 3. Washington (WA) State Program Requirements

Eligible Entity (Sec 4201 (b)(3))

The term 'eligible entity' means a local educational agency, community-based organization, Indian tribe or tribal organization (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 consortium of two or more such agencies, organizations, or entities.

For Example:

- 1) Local school district, also referred to as local educational agencies (LEAs), serving Title I eligible schools.
- 2) Public or private community – based organizations.
- 3) Faith – based organizations.
- 4) Indian Tribe or Tribal Organization.

WA State Requirements for Funding

A previously funded 21st CCLC program whose sub-grant is ending in FY17 is eligible to apply for new grant funds. However, such programs should understand that they will follow the competitive process for determining new sub-grant awards and no special consideration will be given for having received a prior sub-grant. In addition, previously funded sub-grantees must have resolved all audit findings and submitted all program information, end of program reports, Youth Program Quality Intervention (YPQI) and the US Departments of Education's 21st Century Community Learning Center's data collections system 21APR, and final budget revisions before new or additional funding can be awarded.

Applicants for 21st CCLC grants may be schools, youth-serving agencies, faith-based organizations, public agencies, private agencies, Indian Tribes, and other organizations who can demonstrate that they have the expertise and capacity to reach the program goals. Eligible entity applicants must demonstrate a *significant partnership* between at least one LEA or school district (with one or more high-poverty, part A Title I eligible school(s)) and at least one community-based external organization that is not primarily an entity contracted to provide services to the project. A partnership is defined as an entity with the primary partners making significant contributions to the grant goals and outcomes, and providing either direct financial support or in-kind support. A school is considered high poverty if it is eligible for a federal part A, Title I school-wide grant, meaning at least 40 percent of its students are eligible for a free or reduced-price lunch.

Eligible Entity Partnership

An eligible entity partnership is a requirement for funding. The partnership **must** include a school district(s) or LEA with designated high-poverty schools that are providing part A Title I services, 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. Community-based external organizations can include other public and non-profit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, faith-based organizations, community colleges or universities), recreational, cultural and community service entities. Proposals must be jointly submitted by school districts and community-based external organizations or other private or public entities. (Some rural remote schools may be exempt from the partnership requirement, upon request, and the provision of evidence that this requirement cannot be met within reasonable geographic proximity and would prevent them from applying for this program funding.)

Programs that are supported by high-quality partnerships are more likely to succeed in designing, implementing, evaluating, and maintaining programs. Indicators of quality partnerships include clear lines of authority and responsibility for program operations, specific written agreements that detail the nature and amount of in-kind and cash contributions, provisions for interagency (partner) coordination and collaboration, data-sharing agreements, and regular time for staff collaboration. A school that provides no-cost busses to transport after-school students to a youth serving organization is an example of a high-quality partnership between a school and a non-profit. A youth serving organization that provides no-cost staff twice a week to a nearby school's after-school program is an example of a strong partnership between a community organization and a school. High-quality partners will share the costs of running an after-school program.

Eligible Entity Partnership Requirements

Please note that a **jointly submitted application** does not automatically qualify as a partnership. An organization contracted to provide services is not considered to be a partner for this purpose. To be considered as an eligible entity partnership, there must be evidence that:

- 1) The partnership includes at least one LEA or school district (with only designated high-poverty, Title I eligible schools) and at least one community-based external organization that is not primarily an entity contracted to provide services to the project. A partnership is an entity with the primary partners making significant contributions to the grant goals and outcomes, and providing either direct financial support or in-kind support, which is documented in the budget narrative.
- 2) The school district administration and at least one community-based external organization collaborated extensively in the planning and design of the program.
- 3) 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.
- 4) All partner organizations share program resources to carry out their roles, and contributions are reflected in the budget narrative as in-kind or direct support.
- 5) All partners have significant and ongoing involvement in the management and oversight of the program.
- 6) A formal Memorandum of Agreement (MOA) among the partners and the fiscal agent has been signed and specifically states that the fiscal agent cannot act as 'flow-through' for grant funds and does not sub grant to other recipients. For example, applicants are not permitted to sub grant a significant portion of their award to a single entity.
- 7) The MOA also identifies all partner obligations and contributions for cash and in-kind contributions, as well as contracted services, if applicable.
- 8) Eligible entity partners engage in collective planning, implementation, evaluation, and planning for sustainability.
- 9) A signed data-sharing agreement amongst all partners.

Applications submitted without evidence of an eligible entity partnership demonstrated by a formal signed MOA, evidence of partner contributions in the budget narrative, and a separate formal data-sharing agreement will not be considered for funding.

Program Design Requirements – Staffing

21st CCLC 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. Single-site applicants may employ a .75 FTE or greater combined Coordinator/Director.

Intensity and Duration of Services for School Year

All programs are expected to operate 35 weeks (not inclusive of school breaks) from *September through June and/or up to the last week of the regular school year*, with a total of 12 hours in a typical week, at least four days per week, and at least two hours a day. The 21st CCLC program is not a drop-in program. Students must attend a minimum of 30 days to be considered a regular attendee and 60 percent of regular attendees are expected to attend 60-90 days or more to benefit significantly from the program. It is expected that 75 percent of enrollees will be regular attendees. Programs are most effective when they target struggling students who attend regularly for significant periods of time.

Community learning centers are required to offer a minimum of four hours per month to families of students served opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

Intensity and Duration of Services for Summer

In addition, grantees must develop and implement a summer learning program that operates a minimum of 20 hours a week, for a minimum of four weeks, to a targeted population of students that are at risk of summer learning loss. Summer programs should serve regular attendee 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.

21st CCLC Federal Statute Requirements

- 1) Located in a safe and easily accessible facility.
- 2) Transport students safely to and from the center.
- 3) Disseminate information about the center to the wider community.
- 4) Align with challenging state academic standards.
- 5) Coordinate with other federal, state, and local programs and make the most effective use of public resources. 21st CCLC funds will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds be made available for programs and activities authorized, and in no case supplant Federal, State, local, or non-Federal funds.
- 6) Collaborate with the schools the students attend.
- 7) Develop a sustainability plan in anticipation of the grant expiration.
- 8) Provide Equitable Services and Timely Consultation to Private Schools.
- 9) Conduct an annual external evaluation of the program’s effectiveness in meeting its goals.

Data and Evaluation Requirements

Grantees **must**, on an annual basis, participate in the U.S. Department of Education 21APR data collections system, conduct a local independent evaluation, and fully implement the Youth Program Quality Intervention (YPQI) program. The Program Director, Site Coordinator, and Evaluator must attend three to four days of YPQI training, depending on their prior training, and Directors and Evaluators must attend two all-day Directors’ meetings. It is recommended that programs allocate up to ten percent of their budget for data reporting and local evaluation activities, and that evaluation contracts clearly outline the scope of work to be included with cost

calculations for all services provided; including data collection, consultation, analysis, registration fees, travel, and lodging to attend required meetings and trainings, YPQI observations, submitting reports, etc.

Funding Period, Size, and Number of Grants

The 21st CCLC grants will be awarded for up to five years, contingent upon federal funding. Annual continuation of funding will be based on continued federal funding of the 21st CCLC program and on individual program compliance with federal statute and program requirements, progress in implementing the project goals and activities, and progress in meeting the state performance indicators. No grant will be funded for less than \$100,000, and no grant will exceed \$500,000. We are expecting to fund approximately ten grants in this competition. OSPI is not obligated to award money under this RFP and reserves the right to refuse any and all proposals.

Program Costs

While the cost of operating a 21st CCLC program varies considerably from location to location, the average cost per site is approximately \$125,000 for sites serving approximately 60 regular attending students per day; not inclusive of partner contributions. Keep in mind these are averages, and there was significant variation in both cost per site, cost per student depending on location, activities offered to students and families, and partner contributions.

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.

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. At this time, OSPI will not implement the renewability clause in ESSA after a five year grant has sunsetted; pending non-regulatory guidance from the US Department of Education.

Program Income Policy

The intent of the 21st CCLC program is to establish programs that offer academic assistance and enrichment to students in need and their families. Any and all activities that result in program income are subject to audit and monitoring of the activities. Before any activities take place that may result in program income the applicant must request in writing, and have approved by the OSPI 21st CCLC program supervisor: the anticipated source and amount of proposed income, the agencies proposed system of accounting that will accurately track and report on both the collection and expenditure of the income on a periodic basis during the fiscal year, a description of how the income will be used to support the 21st CCLC program, and an assurance that all income will be used exclusively to fund the 21st CCLC activities as approved in the grant application. 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.**

A Grantee May Not Use 21st CCLC Program Funds to Pay or Reimburse a Proposal-Writing Firm or Individual for Developing Its Grant Application

In Washington, 21st CCLC funds cannot be used to prepare this application.

School Districts or Other Organizations May Charge Indirect Costs to Their 21st CCLC Grant

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. A grantee must have or establish an indirect cost rate agreement to charge an indirect cost to a grant. School districts and Educational

Service Districts (ESDs) must use their restricted federal indirect rate. Community-based external organizations must use the state rate negotiated by OSPI and posted in iGrants.

Programs Must be Evidence-Based and Effective

Programs must indicate how they meet the “principles of effectiveness” described in the law. According to statute, programs must engage in an assessment of objective data to determine their need for before- 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.

Evidence and Scientifically-Based Practices

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, and positive outcomes have been published in peer-reviewed journals. For information regarding scientifically-based practices for 21st 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](#)

21st CCLC Local, State, and Federal Accountability

The program is evaluated at the local, state, and federal levels, each with a different evaluation focus and corresponding reporting requirements. Please refer to the following website for detailed information, [21st CCLC Evaluations](#). The U.S. Department of Education has specified student outcomes and program implementation targets related to the goals of the program. OSPI reports annually on the progress sub-grantees are making toward meeting the targets. Successful applicants use student data to design programs to meet student needs, monitor student progress, and measure student outcomes. In addition programs are required to report data on student outcomes and progress in meeting state and federal performance indicators.

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 local program improvement. The evaluation should measure progress in meeting the program goals and objectives, in meeting the state and federal performance indicators, and progress in increasing student achievement and behavior for at-risk students. 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](#)).

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 upon request. OSPI has prescribed a 21st CCLC theory of change as a way of thinking about how 21st CCLC programs in Washington impact the students participating in the program and how the 21st CCLC programs are aligned with state goals and objectives. Refer to the *Guidelines for Local Evaluation Reports* posted on the 21st CCLC website ([21st CCLC Evaluations](#)) when developing local evaluation plans that meet the theory of change.

State Evaluation

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

technical assistance. The state evaluation model incorporates data and evaluation results provided by grantees on an annual basis. Grantees will be required to complete annual staff, site coordinator, and student surveys as part of the statewide evaluation activities.

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

Federal Data Reporting

The state complies with U.S. Department of Education reporting requirements, including information regarding programs, centers, student characteristics, state activities, and progress in meeting federal performance indicators. The state provides all student assessment data, exported directly from the state student data warehouse, and sub grantees submit the remainder of the data. Federal data is incorporated directly into both the local and state evaluation frameworks to measure progress in program implementation and performance. Data reports are used to monitor program performance and compliance and provide information regarding state and local progress in meeting Washington State 21st CCLC Performance Indicators.

Goals, Objectives, and Performance Indicators

Washington has established a set of State Performance Indicators that allow us to measure statewide and individual program success. Individual program performance indicators must align with state performance indicators, and additionally, may address local needs and interests. Goals should be in a form that describes **who** will do **what** by **when** and **how** it was measured. **At least one goal should measure student academic gains in mathematics and/or reading and/or science, dependent upon the highest academic needs of the student. One goal should address student behavior. One goal should measure active and meaningful family engagement and educational opportunities. All grantees will be accountable for the state performance goals, numbers 1–4.**

Part 4. Washington State 21st CCLC State 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.

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

Student Outcomes	Indicator	Target
SO 1	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile (SGP) for reading . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 st CCLC regular program participants who increase in their student growth percentile (SGP) for reading .
SO 2	Percentage of students regularly participating in the program who were in need of improvement and increased in their student growth percentile (SGP) for math . Grades 4–8	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 st CCLC regular program participants who increase in their student growth percentile (SGP) for math .
SO 3	Percentage of students regularly participating in the program who are identified as ELL 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 st 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 prior school year and demonstrated fewer absences. Grades 6–12	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21 st CCLC regular program participants who had unexcused school–day absences in the prior school year demonstrated fewer absences as compared to the previous school year.
SO 5	Percentage of students regularly participating in the program who are earning less than 100% of credits attempted in the prior school year and demonstrated a higher percentage of credits earned. Grades 9–12*	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 st 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.
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.	Students regularly participating in the program will show improvement in academic achievement as determined by the percentage of 21 st 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.
SO 7	Percentage of students regularly participating in the program who had school–day disciplinary incidents in the prior school year and demonstrated fewer	Students regularly participating in the program will show improvement in behavior as determined by the percentage of 21 st CCLC regular program participants who had school–day disciplinary incidents in the prior school year demonstrated

	incidents as compared to the previous school year. Grades 1–12	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 Objective – Participants in the 21st CCLC programs will attend on a consistent basis.

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

Program Quality 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).	100 percent 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).	100 percent 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.	100 percent 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	100 percent 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).	Data training (webinar training for continuing cohorts).
PQ 5	The percentage of centers submitting at least one program improvement plan annually.	100 percent of centers will submit at least one program improvement plan annually.

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

Program Implementation	Indicator	Targets
PI 1	The percentage of centers providing opportunities for academic enrichment ¹	100 percent of centers will provide opportunities for academic enrichment
PI 2	The percentage of centers offering students a broad array of additional services, programs, and activities ²	100 percent 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.	100 percent 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.	100 percent of centers will offer services at least 12 hours a week on average during the school year.
PI 5	The percentage of centers offering a summer program for 20 hours per week and lasting at least four consecutive weeks.	100 percent of centers will offer a summer program for 20 hours per week and lasting at least four consecutive weeks.
PI 5	The percentage of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).	100 percent of centers maintaining or increasing the level of contributions (direct or in-kind) with their originally identified partner(s).

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

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

Part 5. Application Instructions

Completed applications, including all required signatures, must be submitted by 4 p.m. on May 24, 2018. Applicants are required to submit proposals using the iGrants system (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.

Resources – Please review before preparing an application.

1. Bidders' Conference: May 1, 2018, 10 a.m.-12:30 p.m.:
<https://zoom.us/j/558465879>
2. 21st Century Community Learning Centers Federal Statute:
[21st CCLC Federal Statute](#)
3. U.S. Department of Education 21st CCLC website:
[U.S. Department of Education – 21st CCLC](#)
4. Washington State 21st CCLC Program website:
[OSPI – 21st CCLC](#)
5. Washington State 21st CCLC Program Evaluation and Data Collection: [21st CCLC Evaluations](#)
6. Office of Superintendent of Public Instruction ESSA website: [OSPI – ESSA](#)
7. Approved Private Schools 2017–2018: [Private Education and Home Based Instruction](#)
8. iGrants website and User Manual: [EDS – iGrants User Manual](#)
9. 2017–2018 [Title 1 Schools](#)::
10. [Schools](#) implementing comprehensive support and improvement activities or targeted support and improvement activities.
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](#)

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 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)

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 4 p.m. on May 24, 2018. 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 6. Proposal Requirements

A proposal has **seven** required sections. All of the sections will either be filled out in iGrants or uploaded as an attachment in iGrants. Please read the instructions carefully.

- 1) A **Contact Page**, to be completed in iGrants; (required, no points).
- 2) An **Eligible Entity Partnership and Assurance Page for the 21st CCLC Grant**, to be 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, which includes site profile information, subject and curriculum information, partnership information, grant amount requested, etc., to be completed in iGrants, and Funding Priorities.
- 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) A **Proposal Narrative** (28 pages maximum) submitted as an attachment in iGrants, has 5 sections: **Please refer to the scoring rubric for the points possible per section.**
 - a) Need for Program
 - b) Quality of Project Design
 - c) Management Plan
 - d) Data Collection and Evaluation
 - e) Promise as a Model
- 6) A **Budget Narrative** page, to be completed in iGrants.

- 7) **Required appendices** are uploaded as attachments in iGrants, (awarded points under Promise as a Model, Management Plan, and Data Collection and Evaluation Plan).
- a) Job descriptions.
 - b) A 21st 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.

The Proposal Narrative—which describes in detail the high quality 21st CCLC 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 28 pages allowed. Applications must follow the Narrative Outline above including all numbered headings in the order provided.

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 21st CCLC Program Oversight and Management, will not be considered for review. Applications submitted without evidence of an eligible entity partnership, a formal MOA, a 21st CCLC Project Organizational Chart, and a formal Data-Sharing Agreement will not be considered for funding.

1) 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-and after-school programs in your community including a summer program. Data should be current and should include community and site specific needs.

- 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, Healthy Youth Survey data, and any other compelling objective data demonstrating local unmet need.
- Describe your target population and the criteria you will use to identify and recruit your targeted population of students and families.
- Describe any during-school programs currently serving your target population, and explain why these services are insufficient to meet identified needs.
- Describe any other after-school programs currently serving your target population, and explain why these services are insufficient to meet identified needs.
- Describe the academic, social, emotional, cultural, physical health, and development assets and needs of the students and families to be served.
- 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.

2) 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.

a. 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”). Programs must have at least four broad goals and at least one goal must address adult family member involvement.

b. Measurable Objectives and Measurement Tools (Specific Outcomes): For *each* goal, the applicant must include 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.

c. 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; you may include 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; and for high school students, you may include indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities.

d. Activities and Timeframe: 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”).

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

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

- Describe 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.
- Describe how the activities are expected to improve student academic achievement as well as overall student success and related activities.
- 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.

Participant Recruitment and Retention

- Describe how the program will identify and target low-performing students
- Describe how your program will recruit both target students and their families.
- Describe how you will inform and engage private schools and eligible private school students and homeschoolers in 21st CCLC Program services.
- Describe the strategies you will use to maintain enrollment over time (utilizing student interests and creativity, leadership, activity-based learning, effective partnerships, etc.).
- Describe how you will disseminate information about the center and program services to the wider community?

Family Engagement and Education Strategies

- Describe how the program will offer families opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development. 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.

Linkages to School and District

- Describe the ways in which the program will connect to the regular school day; including such things as, regular communication with the principal, teachers, and school support staff, shared staff, membership on the School Improvement Team or other leadership groups, homework policies and practices, use of space, or transportation arrangements.
- Describe how the activities are aligned to the challenging state academic standards.
- Describe how the program activities will be targeted to the students’ academic and behavioral needs, and how instruction will be aligned to the curriculum and instruction of the regular school day.

Transportation and Safety

Federal guidance advises that there can be no barriers preventing students’ participation in 21st CCLC. Programs must offer students a means of transport if they qualify for afterschool and are unable to walk to community centers. Applications must include a written transportation plan between partners that includes:

- Written agreements and/or contracts with transportation providers (i.e., the school district, public transit, etc.),
- Describe how the program will ensure age-appropriate and safe transportation.
- Describe how the participants will get to the program, get home from the program, and travel to off-site programs or activities, if appropriate.
- How will you ensure that the center is a safe and accessible site?

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

- Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible.

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

3) Management Plan

- 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 21st CCLC. (For example, the site coordinator may be .8 FTE, or 80 percent full-time, or work 32 hours a week.)
- Describe what qualifications and background or experience you will require of the program director, site coordinator(s), and direct service staff. Include job descriptions and qualifications for directors, site coordinators, and direct service staff (as attachments in iGrants); 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.
- Identify strategies to recruit and maintain high-quality staff that will facilitate the implementation of student-focused, high-quality, activity-/project-based learning that is aligned with the challenging state academic standards and goes beyond the traditional classroom activities.
- Describe a professional development plan that will support the following:
 - Implementation of the 21st CCLC goals, objectives, and activities.
 - Implementation of evidence-based instructional practices.
 - How the program will provide ongoing professional development, training, evaluation, dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development,
 - How the program will participate in the required Program Quality Assessment, staff development, training, and program improvement planning.
 - 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 regarded as part of staff's professional (paid) responsibilities.
 - Provide reflective feedback/coaching regarding their practice.
- Provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant. (We will expect you have a program fully staffed and operational, providing services to targeted students and families by October 1 of your first year of funding and by the second week of the school year in future years.)
- If you plan to contract for services, name the organization and describe their qualifications to provide the designated services.

4) Data Collection and Evaluation Plan

We require that you submit a strong evaluation plan that 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 21st CCLC program goals, objectives, and performance indicators. The outcome measures you select to assess the program's impact on participants should align with the measures identified in the state performance plan.

- Identify the individual(s), organization(s), or entity(ies) that will conduct the independent local evaluation, including a description of the qualifications of the evaluator, educational background, and experience in evaluating similar programs.
- 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.

- Outline specific methods, timelines, and staff responsible for federal 21APR data tracking, collection and input into the web-based data reporting system.
- Outline specific methods, timelines, and staff responsible for 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.
- Describe the strategies for using the leading indicator reports, and 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.

5) Promise as a Model

- Provide data and evidence of previous experience and success of the applicant and 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 21st CCLC program. The applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, assessment, program monitoring, and positive youth development of the students.
- Describe the process used to identify partners and collaborators, how they were involved in the development of the application, and 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.
- Describe how the project will collaborate with other agencies and how 21st CCLC funds will be used 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.
- 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.

Memorandum of Agreement (MOA)

An MOA must be executed by the applicant and partner(s) detailing commitments and uploaded as part of the Appendix. An 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. An **MOA** might include the following information:

- A description of the collaboration regarding the planning and design of the program.
- An assurance that the 21st CCLC program was developed together with the local education agency (LEA), the building principals, and the teachers, and that the program will be carried out in collaboration with all parties.

- A description of each partner’s role in the recruitment of participants, delivery of services, and data collection.
- An explanation of how resources will be shared to carry out each partner’s role.
- An explanation of how each partner will have significant and ongoing involvement in the management and oversight of the program.
- Signatures of all participating partners.

6) Budget Narrative

In iGrants, complete the budget narrative. (See the example on page 23 for staffing. Use the same level of cost calculation for all other categories in the budget.) In the budget narrative, 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.

- **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.

- **Benefits and Payroll Taxes**

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

- **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.)

- **Instructional Resources**

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

- **Purchased Services**

Must be broken down with detailed cost calculations under other categories by staff, benefits, supplies, instructional resources, etc.; identified specifically as purchased services in those categories, **and** cross referenced here in summary form by category. Do not include the cost into the total twice.

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

- 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.
- 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. 21st CCLC staff that are trained in YPQI are not required to attend duplicative trainings.
- All travel sanctioned under this grant is specifically for 21st CCLC support and does not permit non-21st CCLC staff to travel under these funds.

- **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.

- **Professional Development**
Provide the costs associated with the regular and ongoing professional development activities you will offer your 21st CCLC staff.
- **Evaluation**
Provide the hourly or daily rate X number of hours/days anticipated, including federal data reporting assistance, local evaluation report costs, travel, YPQI observations, lodging, etc. associated with the costs of an independent evaluator. 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.
- **Conferences**
Provide the costs associated with conference attendance—travel, registration, hotel, per diem—to improve the 21st CCLC staff’s professional competence. All travel sanctioned under this grant is specifically for 21st CCLC support and does not permit non-21st CCLC staff to travel under these funds.
- **Facilities**
Provide the cost associated with facilities rental or lease agreements to house the project.
- **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 through SOWA. New Sites will need to allocate \$1,200 per site for the following services, materials and trainings that will be included in each box set for a team per site.
- Materials Package
 - Youth Work Methods guidebooks
 - Program Quality Handbook
 - Program Quality Poster
 - Program and Quality Playing cards
- Scores Reporter Account
- Kickoff Webinar
- Live Program Quality Basics
- Live Quality Coaching
- Self-Assessment and Scores Reporter Webinar
- Live Planning with Data
- Live Symposia

Example of a cost calculation under Certificated and Classified staff for two sites:

Cost calculation	Direct Charges to Grant	Purchased services; name the provider	Total of Direct Charges and Purchased Services	Cash value of contributions from partners (please name)
Certificated and Classified Staff .75 FTE Director @ \$60,000/year = \$45,000 Site 1—.75 site coordinator @ \$50,000/year = \$37,500 Site 2—.75 site coordinator @ \$50,000/year = \$37,500	\$120,000	\$0	\$120,000	\$0
Site 1—3 academic coaches @ \$30/hr X 5 hrs/week X 40 weeks (regular and summer session) = \$18,000	\$18,000	Site 1—1 math coach purchased from an Educational Service District = \$6,000	\$24,000	\$0
Site 2—3 academic coaches @ \$30/hr X 5 hrs/week X 40 weeks (regular and summer session) = \$18,000	\$18,000	Site 2—1 reading coach provided by an Educational Service District = \$6,000	\$24,000	\$0
Site 1—2 youth development workers @ \$20/hr X 15 hrs/week X 40 weeks (regular and summer session) = \$24,000	\$24,000	\$0	\$24,000	2 YMCA youth development workers @ \$20/hr X 15 hrs/week X 40 weeks (regular and summer session) = 24,000
Site 2—2 youth development workers @ \$20/hr X 15 hrs/week X 40 weeks (regular and summer session) = \$24,000	\$24,000	\$0	\$24,000	2 Boys and Girls Club youth development workers @ \$20/hr X 15 hrs/week X 40 weeks (regular and summer session) = \$24,000
	Total Direct Charges	Total Purchased Services	Total Amount charged to Grant	Cash Value of Partner Contributions
Total from grant	\$204,000	\$12,000	\$216,000	\$48,000

7) Required appendices submitted as attachments in iGrants:

- Job descriptions and required qualifications for program director, site coordinator(s), direct service staff, and local evaluator.
- A 21st 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 21st CCLC program services, (directly or in-kind). (Partner organizational charts will not be accepted.)

- Current, signed MOA(s) between eligible entity partners, as outlined in section 5. (Partners that are not contractors that will be making significant ongoing contributions to the project operations including design, implementation, evaluation, and continuous improvements for the duration of the project.)
- 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.

What are the Procedures for 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. 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 review team receives approximately 12 hours of training from OSPI staff in the 21st CCLC grant requirements. 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.”

Washington State 21st Century Community Learning Center Contact: 360-725-6049

Heidi Schultz – Federal and State Compliance Lead, heidi.schultz@k12.wa.us

Debra Williams-Appleton – Data and Evaluation Lead, debra.appleton@k12.wa.us

Kelsey Winters – 21st CCLC Administrative Assistant, kelsey.winters@k12.wa.us