21st Century Community Learning Center
Bidders Conference
May 1, 2018

Heidi Schultz & Debra Williams-Appleton

21st CCLC Program Supervisors

Objectives

1. Review important dates, submission timelines, and requirements.

2. Review major components of the 2018-2019, 21st CCLC grant application.

3. Follow up with Question and Answers.

Overview of the Bidders Conference

1. Introduction and Timeline

   a) Available Funding

2. Federal Statutory Provisions

   A. Purpose

   B. Definitions

   C. Program Priorities

   D. Authorized Activities

   E. Evaluation

3. Washington State Program Requirements

4. Washington State 21st CCLC Performance Goals and Objectives

5. Application Instructions and Scoring Rubric

6. Q & A

Introduction

Welcome to the 21st CCLC Bidder's Conference. The WA State office of Superintendent of Public Instruction is pleased to announce the release of the 21st CCLC, 2018-19 Request for Proposal and application. [21st Century Community Learning Center Website.](#)

1. Funding is made available from the U.S. Department of Education. Authorized under title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the [Every Student Success Act (ESSA).](#)

2. OSPI anticipates awarding approximately $4 million to Cohort 15. Approximately 10 projects.

3. No grant will be funded for less than $100,000 and no grant will exceed $500,000 per year.

4. Grants are awarded for 5 years dependent upon availability of federal funding and annual program performance.

Timeline

1. Form Package *#845* available in [iGrants](#) May 1, 2018.

2. May 1, 2018-Bidders Conference; webinar.

3. May 24, 2018-Proposals due in iGrants by 4 pm-marked ***OSPI Review Requested***.

4. July 2, 2018-Cohort 15 notified.

5. July 2, 2018-Funds available and program implementation may begin.

6. July 2, 2018-August 31, 2019- First fiscal year. Years 2-5 are dependent upon federal funding and past grantee performance.

7. October 1, 2018-First year programs begin.

Purpose

The purpose of the 21st CCLC 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, nutritional 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 of 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.

Definitions

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.

Definitions

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.

Definitions

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.

Definitions

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.

Statutory Program Priorities

OSPI shall give priority to applications proposing to target services to—

A. Students who primarily attend schools that— (I) are implementing comprehensive support and improvement activities or targeted support and improvement activities 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 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 the families of students served.

B. Submitted jointly by eligible entities consisting of not less than 1— local educational agency receiving funds under part A of title I; and another eligible entity.

C. Applications demonstrating that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or 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.

Authorized Activities

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.

Authorized Activities

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.

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.

Family Engagement & 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.

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.

Evaluation

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.

Use of results—the results of evaluations under subparagraph (a) shall be:

1. Used to refine, improve, and strengthen the program or activity, and to refine the performance measures.

2. Made available to the public upon request, with public notice of such availability provided.

3. Used by the state to determine whether a sub grant is eligible to be renewed under section 4204(j).

Eligible Entity

Eligible Entity -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.

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.

Eligible Entity Partnership Requirements

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.

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Eligible Entity Partnership Requirements

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.

Program Design

Staffing

Programs must employ a .5 full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing the site) and .5 FTE Director or greater (responsible for meeting grant requirements and supervising site coordinator(s)). A single site 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.

Intensity and Duration of Services for Summer

All programs are expected to 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.

21st CCLC Federal Statute Requirements

1. Be 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.

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 it's goals.

Data and Evaluation Requirements

Local Evaluation

- Grantees **must** on an annual basis, participate in the U.S. Department of Education's 21APR data collection system.

- Grantees **must** on an annual basis participate in a local independent evaluation of the program.

- Grantees **must** on an annual basis fully implement the Youth Program Quality Intervention (YPQI).

- It's recommended to allocate up to 10% of your budget based on scope of activities for data reporting and local evaluation activities.

- Local evaluation contracts need to clearly outline the scope of work, and cost calculation for local evaluation should be evident in the budget narrative.

Statewide Evaluation

- WA state contracts with an independent evaluation firm to evaluate the effectiveness of the CCLC programs statewide.

- Grantees will be required to complete annual staff, site coordinator, and student surveys as part of the statewide evaluation activities.

21ˢᵗ CCLC Policies

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

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.

WA State 21st CCLC Performance 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 an 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.

WA State 21ˢᵗ CCLC Performance Indicators and Objectives; Pages 13-15 in RFP

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

Program Attendance Objective – Participants in the 21st CCLC programs will attend on a consistent basis.

Program Quality Objective – All programs will participate in in all steps of a formal continuous quality improvement process.

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.

Application Instructions

Completed applications, including all required signatures, must be submitted by 4 p.m. on **May 24, 2018**. After 4pm the system closes, allow enough time to upload all required materials.

Applicants are required to submit proposals using the iGrants system. 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.

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.

Application Instructions Continued

PROCEDURES FOR GAINING ACCESS TO iGrants

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

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

All Other Organizations: After creating your EDS account, email CustomerSupport@k12.wa.us with the following information:

Your first and last name

Your email address

Legal name of your organization

Street address of your organization, City, State, Zip code

Business phone (with area code)

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

Proposal Requirements; 7 sections

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).

Proposal Requirements Continued

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.

iGrants Pages

Program Abstract

Required- submitted as an attachment in iGrants.

A program abstract is a short and powerful one page 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..

Program Profile-iGrants

1. School year program operates September through June, minimum of 2 hours/day , 12 hours-a-week, 4 days-per-week, for a minimum of 35 weeks accounting for school breaks.

2. Summer program meets a minimum of 20 hours-a-week for a minimum of 4 weeks.

3. Differentiation in programming exists between sites. Programming provides support in academic content areas, and enrichment activities. Curriculum/activities are specific to content area and targeted population of students.

4. Appropriate services are provided to meet the identified need of adult family members. Curriculum/activities are specific to content area and targeted population of families. Services are offered at least 4 hours per month.

5. The program proposes to serve a minimum of 80% of enrolled students 30 days or more.

Need for Program

1. The application provides local, current, objective school and community data to identify at risk populations.
   a) For each site number and % of students who are eligible for free and reduced lunch, below proficiency in math and reading by grade level, English Learners and special education, at risk for not graduating on time, and H.S. dropout rate required.
2. The applicant describes the target population and the criteria they will use to identify and recruit the targeted population of students and families
3. The applicant describes any during-school programs currently serving the target population, and explain why these services are insufficient to meet identified needs.
4. The applicant describes the academic, social, emotional, cultural, physical health, and development assets and needs of the students and families to be served.
5. The applicant included parents and/or youth surveys about their assets, needs and interests, and include a summary of survey results, the number surveyed, and dates that surveys were completed.

Quality of Project Design

Program Description

1. The applicant provides a table that outlines in detail program goals, measureable objectives, activities, measures of student success, timelines and responsible staff. (Identify time and frequency of activities provided, for before and after school hours, days each week, weeks per year, summer school).The applicant provides a table that outlines in detail each site's goals, measureable objectives and measureable tools, activities, measures of student success, timelines and responsible staff. (Identify time and frequency of activities provided, for before and after school hours, days each week, weeks per year, summer school).

Quality of Project Design

2. The applicant includes at least 4 program goals in the table, specifically aligned to the state performance goals for 21st CCLC, regarding improvement in student behavior, academic achievement, and quality program implementation

3. The applicant describes how the activities are expected to improve student academic achievement as well as overall student success and related activities.

4. The applicant describes 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.

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

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

Quality of Project Design

Recruitment and Retention of Students and Family Members

1. The applicant describes how they will identify and recruit low-performing students. The applicant describes how they will inform and engage private schools and eligible private school students and homeschoolers in 21st CCLC Program services.

2. The applicant describes how they will retain afterschool students and their families; to maintain enrollment over time.

3. The applicant describes how they will inform and engage eligible private school students and eligible homeschoolers in 21st CCLC Program services.

Family Engagement

1. 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.

Quality of Project Design

Linkages to the School Day

1. The applicant describes the ways in which the program will be connected 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.
2. The applicant describes how the activities are aligned to the challenging state academic standards.
3. Describe how the program activities will be targeted to the students' academic and behavioral needs, and will be aligned to the curriculum and instruction of the regular school day.

Transportation and Safety

1. Describe how the program will ensure age-appropriate and safe transportation.
2. Describe how the participants will get to the program, get home from the program, and travel to off-site programs or activities, if appropriate.
3. How will you ensure that the center is a safe and accessible site and how you will ensure student safety (safety plan modified for out-of-school, practice drills, adequate supervision)
4. The applicant has a written transportation plan between partners to ensure no barriers to participation.
5. Describes an adequate safety plan aligned with the school or organization safety plan, and including safety procedures and practice drills.
6. Describes a transportation plan that will ensure transportation is not a barrier to participation for the target population, and leverages existing resources of the partners if applicable.

Management Plan

1. The applicant describes the organizational staffing design and attached 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.)

2. The applicant describes the qualifications and background or experience required 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.

Management Plan

3. The applicant identifies 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.

4. The applicant describes a comprehensive local professional development plan for staff that will support successful implementation of the program goals and objectives, evidence-based instructional practices, delivery of academic content and activity/project-based learning that is aligned with the school day, delivery of high-quality services that promote student belonging, engagement and leadership, provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress, plan for improvements, and receive reflective feedback/coaching regarding their practice.

Management Plan

5. The applicant provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of the grant. (Programs are expected to be fully staffed and operational, providing services to targeted students and families by October 1 of the first year of funding and by the second week of the school year in future years.)

Data Collection and Evaluation

1. The applicant provides enough information (educational preparation, experience) to determine the outside/local evaluator is highly qualified.

2. The applicant outlines 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.

3. The applicant outlines specific methods, timelines, and staff responsible for federal 21APR data tracking, collection and input into the web-based data reporting system that provides for validation of the accuracy of the data, and timely reporting.

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Data Collection and Evaluation

4. The applicant outlines 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.

5. The applicant provides effective strategies for using local evaluation results and leading indicator reports to monitor progress, improve programs, share information with stakeholders, and promote sustainability.

6. The applicant submitted a current signed data sharing agreement (as an attachment in iGrants) that will ensure that student data, academic records, student achievement results and teacher and student surveys are collected, shared and submitted on time and accurately to the federal and state reporting systems.

Promise as a Model

1. Specific data and evidence of past success demonstrated for applicant and partners in operating quality OST programs with positive outcomes for youth.

2. Specific evidence demonstrating experience or promise of success in providing educational and related activities that will enhance academic achievement and positive youth development.

3. Signed Memorandum of Understanding between eligible entity partners, detailing partner commitments.

4. Description of collaboration with other state and federal programs, detailing contributions to program.

5. Sustainability plan includes strategies for sustaining the program when funding ends.

Budget Narrative

In the budget narrative you will be required to submit detailed cost calculations that are reasonable and allocable for the following categories:

1. Certificated and Classified Staff
2. Benefits and Payroll Taxes
3. Supplies/Materials
4. Instructional Resources
5. Travel
6. Transportation
7. Professional Development
8. Evaluation
9. Conferences
10. Facilities
11. Youth Program Quality Intervention/Assessment materials

Budget Narrative

1. Includes costs/contributions for all budget categories identified in the RFP.
2. Includes detailed and itemized cost calculations for all categories to justify the total expenditure for each category.
3. All costs are reasonable, necessary, and allocable.
4. All costs are allowable under the new OMB Uniform Guidance
5. Allowable Direct vs Indirect costs, especially for administrative salaries.
6. Includes all costs for YPQA services, materials, and travel associated with training and assessment activities.

YPQI Materials

Programs are required to purchase a box set of materials and required training directly from the David P. Weikart Center.

Each site will need to allocation $1,200

for the following materials and trainings.

Materials Package Including
Youth Work Methods guidebooks
Program Quality Handbook
Program Quality Poster
Program 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

You may reimburse for staff/ substitutes for participation in training required if outside regular work schedule.

Subrecipient Risk Assessment Questionnaire

2 CFR § 200.205 - Federal Awarding Agency Review Of Risk Posed By Applicants.

1. OSPI will use the questionnaire to assess the subrecipient's risk in consideration for issuance of a competitive subaward.

2. OSPI's risk assessment questionnaire includes: financial stability, quality of management systems, history of performance, past reports and finings from monitoring visits, the applicant's ability to effectively implement statutory and regulatory guidance.

Required Appendices

1. Assurances for Eligible Entity Partnership and compliance with Program Regulations form; printed, signed and uploaded as an attachment (Pg. 1 of iGrants).
Program Abstract (1 page)

2. Program Narrative (28 pages maximum)

3. Director, Site Coordinator, and Direct Services Staff Job Descriptions

4. A 21st CCLC Program/Project Organizational Chart (1 page)

5. Current Data Sharing Agreement signed by all parties that satisfies data use and sharing requirements outlined in assurances.

6. Memorandum of Agreements (MOUs) between all major partners and fiscal agent signed by all authorized representatives

iGrants Form Package #845; 2018-2019 Fiscal Period

I Need To...

- **Login To iGrants**
  (All Organization Users and OSPI Staff)
- Obtain user Login Credentials
- Get My Questions Answered
- Get a list of form package contacts

Submitting your Proposal in iGrants

1. Complete the contact page by pressing the Mark Completed icon.

2. Complete the application page(s) and mark each one completed by pressing the Mark Completed icon.

3. Complete the budget page (if applicable) by pressing the Mark Completed icon.

4. Mark the form package finished by pressing the Finish icon.

5. Press the Notify button to email district officials (Fiscal Officer, Grants Administrator and iGrants District Administrator) that the form package is ready for internal review.

6. The iGrants District Administrator will send a request for approval to OSPI for processing.

*Please be aware that the iGrants system will close down at **4:00 pm, May 24, 2018.** Allow enough time for your proposal to be routed in-house, and if applicable through the designated iGrants Administrator. Please follow these instructions for final submission.*

Contact Information

21st Century Community Learning Center Program Supervisors

Heidi Schultz, heidi.Schultz@k12.wa.us

Debra Williams-Appleton, debra.Appleton@k12.wa.us

Program Phone Number

360-725-6059