



2018

REQUEST FOR APPLICATION

21st Century Community Learning Centers Grant

Oregon Competitive Program

Issued by: The Oregon Department of Education
Office of Teaching, Learning and Assessment
255 Capitol St NE
Salem OR 97310-0203

<http://www.oregon.gov/ode/Pages/default.aspx>

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PART 1: GENERAL INFORMATION

AUTHORIZATION

The Oregon Department of Education (ODE) will make competitive subgrants available through the Request for Application (RFA) for eligible entities. The 21st Century Community Learning Centers (CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The funding for this grant cycle (2018-2023) is contingent upon the availability of federal funds.

Applications must be received on or before May 4, 2018 by 5:00 PM. Only completed applications will be accepted through electronic format to:

[Ann Kaltenbach](#)

PURPOSE OF GRANT

The purpose of the 21st CCLC program is to provide opportunities for eligible applicants to establish or expand activities in community learning centers (ESSA, Sec. 4201 (a)). Provided services focus on helping children in low income schools succeed academically through the application of evidence-based practice and extended learning time by:

1. Providing opportunities for academic enrichment and tutorial services to help students (particularly students who attend low-performing schools) meet state performance standards, in core academic subjects such as reading, writing and mathematics, are aligned with district Comprehensive Achievement Plans (CAP) and aligned with [ESSA goals](#) (p 12) as outlined by ODE.
2. Offering 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. 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.

Only applicants that specifically address all three purposes identified for funding will be considered.

ELIGIBLE APPLICANTS

Applicants for 21st CCLC grants may be schools, youth-serving agencies, faith-based organizations, public agencies, private agencies, 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 Local Education Agency (LEA) or school district (having one or more high-poverty, Title I eligible school(s)). Applicants must also have at least one community-based organization that is not primarily an entity contracted to provide services to the program. A partnership is defined as an entity with the primary

partners making significant contributions to the grant goals and outcomes, and providing direct financial support or in-kind support.

A previously funded 21st CCLC program whose sub-grant is ending in FY17-18 is eligible to apply for new grant funds. However, federal guidance requires that the grant cannot be a continuation of the past grant. The grant must be new and/or enhanced. In addition, such programs should understand they would follow the competitive process for determining new sub-grant awards and there will be no special consideration for having received a prior sub-grant. Before new or additional funding can be awarded, previously funded sub-grantees must have resolved all monitoring findings and submitted 1) all program information, 2) end of program reports, 3) USDE's data collections system 21 Annual Performance Report (APR), and 4) final budget revisions.

The 21st CCLC Program is a competitive grant program open to many entities, but is limited to those serving students up to and including 12th grade who primarily attend schools that serve a high percentage of students from low-income families. The applicant entity may submit only one application. Eligible agencies and organizations include, but are not limited to the following:

- School districts
- Educational Service Districts (ESDs)
- Educational consortia
- Non-profit agencies
- Collaborations among school districts
- Institutions of higher education
- City or county government agencies
- Faith-based & community organizations
- For-profit corporations
- Charter schools

ABSOLUTE PRIORITY

The Oregon Department of Education awards grants only to applicants that primarily serve students who attend schoolwide Title I-A schools with Free and Reduced Lunch (FRL) rates of 50% or more. Priority will also be given to applications that:

- Propose to serve students who attend schools identified for improvement (In Oregon, previously identified as Focus or Priority School).
- Submit jointly between at least one LEA receiving funds under Title I-A and at least one public or private community organization.

Special Rule: ODE shall provide the same priority to an application submitted by a LEA if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this part (4204 (i)(2)).

GRANT SIZE AND DURATION

Title IV-B, 21st CCLC grants are awarded annually in Oregon, *contingent upon federal funding*, for a 5 year grant cycle. Annual renewal is based on individual program compliance with federal statute and program requirements, progress in implementing the program goals and activities, and progress in meeting program quality indicators. No grant will be funded for less than \$100,000, and no grant will exceed \$500,000. We

expect to fund between 15 and 25 grants in this competition. Grants will be funded at 100% in years 1, 2, 3 and 75% for years 4 & 5.

SERVICES FOR SCHOOL YEAR

Community learning centers provide services during non-school hours or periods when school is not in session (*i.e.*, before school, after school, weekends, or during summer recess) that reinforce and complement regular academic programs of the schools attended by students served.

All programs are expected to operate from September through June and/or up to the last week of the regular school year. The program must operate a minimum of 12 hours in a typical week, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year.

The 21st CCLC program is not a drop-in program. To be considered a regular attendee a student must attend a minimum of 30 days. 60 percent of regular attendees are expected to attend 60 + days to benefit significantly from the program. It is expected that 75 percent of enrollees will be regular attendees.

INTENSITY AND DURATION OF SUMMER LEARNING

Programs that desire to implement summer learning must develop a program that operates a minimum of 20 hours a week, for a minimum of 4 weeks, to a targeted population of students that are at risk of summer learning loss. Summer programs should prioritize regular attendee students for the duration of the 4-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.

NOTE: The requirements listed above must be applied to each program center for those operating multiple centers.

AUTHORIZED ACTIVITIES

Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of before and after school 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 science, technology, engineering, and mathematics (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 of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

Grants must be aligned with [Oregon’s ESSA State Plan](#).

EVIDENCE-BASED

In addition to being an authorized activity, all interventions, strategies and activities for 21st CCLC programs must meet ESSA evidence-based requirements by demonstrating a statistically significant effect on improving student outcomes (i.e., Strong, Moderate, or Promising levels described below) or demonstrating a rationale based on high-quality research findings or positive evaluation. Evidence-based is defined in ESSA in Sec. 8101(21), as shown below:

- (A) In General. –except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that-
- I. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - i. **Strong** evidence from at least 1 well-designed and well-implemented experimental study;
 - ii. **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - iii. **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR
 - II. (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For more information see Using Evidence to Strengthen Education Investments: [Non-Regulatory Guidance](#).

PRINCIPLES OF EFFECTIVENESS

In addition to the use of evidenced-based practice, local programs must indicate how they meet the *Principles of Effectiveness* described in the law. According to statute, programs or activities must be based on:

1. An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities.
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities.
3. Scientifically based research that provides evidence that the program or activity will help students meet the State and local academic achievement standards.

The Principles of Effectiveness will be addressed in the *Need for Program, Program Goals and Objectives*, and *Program Design* sections of this application. Applicants must submit performance measures in alignment to [Oregon's State Vision and Long-Term Goals](#).

ELEMENTS OF QUALITY PROGRAMMING

Oregon's 21st CCLC program utilizes the Continuous Quality Improvement Process (CQIP). This process incorporates 11 evidence-based elements that are critical to quality programming (Finn-Stevenson, 2014; Granger, 2010; Hammond & Reimer, 2006; National Afterschool Association, 1998; Scharf & Woodlief, 2000). The 11 elements are described below:

1. **Program Administration:** Programs should have *and be driven by* a clear vision, mission, and purpose; operation is supported by well-documented policies and procedures; staff have appropriate levels of structure, guidance, and autonomy.
2. **Staff Qualifications and Staff Development:** Programs should ensure adequate staffing and recruit and retain highly skilled personnel; provide ongoing professional development at all staff levels; ensure staff have an understanding of targeted and diverse learning strategies; and promote a consistent staff presence throughout the program offering.
3. **Partnerships:** Programs should strive for engagement with and outreach to schools, families, and communities and promote complementary alignment of school day and afterschool through regular communication, resource allocation, and data-sharing.
4. **Evaluation and Continuous Improvement:** Programs should have systems in place for ongoing data collection, assessment, and reflection using program data; programs should engage in regular and ongoing action planning for continuous improvement.
5. **Sustainability:** Programs should be engaging in continuous planning and assessment to ensure fiscally sustainable programming.
6. **Diversity, Inclusion, Access, and Equity:** Programs should ensure that they are available and accessible for all youth; programs should develop and implement policies, and practices focused on respecting and supporting diverse youth participants and families, keeping context at the forefront; program should support staff in building cultural competence among staff and with youth through culturally responsive practices, activities, and opportunities.
7. **Physical Environment:** Programs should ensure that there is indoor and outdoor space necessary for the program to fully operate and is appropriate for all planned activities.
8. **Safety, Health, and Nutrition:** Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment; ensure that emergency preparedness is a priority; and provide nourishment based on health and wellness standards for children and youth.
9. **Interactions and Relationships:** Program staff at all levels should develop positive, ongoing connections between and among youth participants and adults in the program; staff should engage in collaboration and partnerships, strive to address barriers, and promote supportive and encouraging norms for youth and staff interaction.
10. **Youth-Centered:** Programs should focus on youth development, interest, and influence; provide experiential and age-appropriate activities; ensure relevant, authentic, and developmentally appropriate opportunities for youth voice and choice and ensure those opportunities are reflected in planning, programming, and opportunities for youth leadership; and intentionally support academic, social, and emotional competence-building.

11. **Social and Emotional Learning and Active Engagement:** Programs should be intentional in designing activities that promote youth resiliency and encourage reflection and higher order thinking; programming and activities should intentionally support high levels of youth engagement and expectation; the program environment and activities should cultivate a sense of belonging; and staff should receive training in and promote positive behavior supports for reframing conflict.

REQUIRED COMPONENTS OF APPLICATION

Federal Statute requires that 21st CCLC shall operate in a manner that is in compliance with Section 4204(b) in order to be eligible to receive services for the before and after school or summer programs.

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. Coordinate with other federal, state, and local programs.
5. Collaborate with the schools the students attend.
6. Develop a sustainability plan in anticipation of the grant expiration.
7. Provide Equitable Services and Timely Consultation to Private Schools.
8. Conduct an annual evaluation of the program's effectiveness in meeting its goals.
9. Have at least one active community based partnership with their role clearly defined.

EXTERNAL ORGANIZATIONS

The reauthorized 21st CCLC program statute defines external organization under section 4201(b)(4) as (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.

The requirement in section 4203(a) (11) is intended to improve the quality of 21st CCLC programs at the local level by helping eligible entities gain access to a broad network of expert nonprofit organizations that are qualified to assist and support grantees in the development and implementation of evidence-based, high-quality before school, after school, and summer learning programs.

ODE as required, under section 4203(a) (11) of the ESEA, as amended by the ESSA, must provide a list of prescreened external organizations. In response, the ODE will release the opportunity for nonprofit organizations in Oregon to submit an External Organization Profile through a link posted on the [21st CCLC ODE Website](#). External organizations are encouraged (but not required) to register with ODE.

STATE EVALUATION

ODE will contract 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, center coordinator, and student surveys as part of the statewide evaluation activities.

GRANT MONITORING

ODE will monitor grants by reviewing and approving budget worksheets prior to each phase and/or year of the grant to verify information with the authorizing entity. ODE will require the submission of invoices and receipts, or use any other appropriate and legal means to obtain such verification. Additional information may be requested at any time to verify compliance.

ODE will conduct site visits and desk audits of grantees during the grant program period. Prior to these monitoring visits, the grantee will be required to submit additional relevant information that will allow ODE to conduct a useful, efficient, and effective visit. All grantee information in submitted reports is subject to verification.

REQUIRED GRANTEE TRAININGS

All 21st CCLC award recipients are required to attend the following ODE trainings:

- An annual Grant Fiscal Management training.
- New program Nuts & Bolts training.
- Training on the Comprehensive Quality Improvement Process (CQIP) and the writing of program improvement plans.
- Participation of program directors, center coordinators and 50% of line staff in the annual and/or biannual 21st CCLC Conference(s).
- Additional technical assistance opportunities as needed.

PART 2: PROCEDURES AND INFORMATION

ELECTRONIC SUBMISSION

An electric copy of the application in PDF format and the [Budget Program Spending Form- Attachment 8](#) in Excel must be **emailed** to [Ann Kaltenbach](#) on or before May 4, 2018 by 5:00 PM. The electronic version should include all the required components of the application as one document. Please attach the Budget Program Spending Form in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 2 business days of your submission, please email [Ann Kaltenbach](#).

APPLICATION TRAINING WEBINAR

An application training webinar will be offered to all potential applicants to encourage high quality applications: April 12, 2018, 2:00 PM-3:00 PM; the webinar will be recorded and posted on [21st CCLC ODE Website](#).

APPLICATION TIMELINE

1. A completed application must be submitted by: *May 4, 2018 by 5:00 PM (Note: Any application after this deadline will not be accepted.)*
2. Award notification emailed on: June 1, 2018
3. Funds will be available: August 1, 2018
4. Program implementation may begin: August 1, 2018
5. New afterschool programs must start no later than: November 12, 2018

6. First fiscal year: 2018-2019

GRANT AWARD SELECTION AND NOTIFICATION

All 21st CCLC awards are subject to the availability of federal funds. Submitted grant applications are subject to negotiation with the ODE, and final awards may be lower than requested. Grant awards are not final until approved by the ODE and both an award letter and a copy of the approved RFA are received from ODE.

SCORING AND APPEAL PROCESS

ODE will review applications with teams of qualified reviewers knowledgeable in and experienced with quality practices related to achieving student outcomes in the regular school program and in after-school programs. Reviewers are required to remove themselves from the scoring of any application that may present any conflict of interest. Each application will have at least two reviewers using the *Review Criteria and Rubric* in this application. The team will provide each application with a technical merit score. After the scores are compiled, all eligible applications will be placed in rank order. To the extent practicable, ODE will distribute funds equitably among Oregon geographic areas, including urban, suburban and rural communities.

Applicants who wish to appeal a grant award must submit a letter of appeal to the Oregon Department of Education (ODE), Office of Teaching, Learning and Assessment. Appeals are limited to the grounds that ODE failed to correctly apply the process for reviewing the application as specified by this application. Appeals based on a disagreement with professional judgement of the grant reviewer will not be considered.

Applicants will have one week from the date of the notification letter to contest the funding decision. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must have an original signature of the authorized agent who signed the application. An original and two copies of the appeal should be mailed to:

Oregon Department of Education
Office of Teaching, Learning and Assessment
Attn: Ann Kaltenbach
255 Capital St. NE
Salem, OR 97310-0203

PART 3: APPLICATION REQUIREMENTS

The 21st CCLC process is highly competitive. Before submitting your application, ensure all guidelines and requirements are met. Review the *Application Checklist* and *Review Criteria and Evaluation Rubric* in this application for more details. Applications not meeting all requirements by the deadline will not be considered for funding. Please note that ODE staff will not grant permission to applicants to change the criteria established in the application. This includes extending the date and time that applications are due.

APPLICATION CHECKLIST

The application MUST include ALL required components and forms in the order listed. An application missing any required components and/or forms will not be reviewed.

Attachments 1 & 2:

- Attachment 1- Application Cover Page (Section A)
- Attachment 2-Program Dashboard (Section B)

Narrative:

- Section C- Program Abstract (Narrative)
- Section D-Need for Program (Narrative)
- Section E- Partnerships (Narrative)
- Section F- Program Goals and Objectives (Narrative)
- Section G- Program Design (Narrative)
- Section H- Quality Management (Narrative)
- Section I-Evaluation Plan (Narrative)
- Section J- Sustainability and Dissemination Plan (Narrative)
- Section K- Adequacy of Resources (Narrative)
- Section L- Competitive Priorities (Narrative)

Attachments 3 - 8:

- Attachment 3- Applicant and Partner Commitment Form (Section E)
- Attachment 4- Program Goals and Objectives (Section F)
- Attachment 5- Weekly Schedule (Section G)
- Attachment 6 Competitive Priorities (Section L)
- Attachment 7- Assurances Form
- Attachment 8- Budget Program Spending Form

Required format:

The applicant must follow the required format in order to assure a consistent application of evaluation criteria. Grant applications not following this format will not be scored. Please use this as a checklist before submitting your application:

- 20-page maximum (this does NOT include attachments or priority pages)
- Double spaced
- All pages must be standard letter size, 8 ½" X 11"
- 12 point Calibri font ONLY
- 1 inch on all margins (top, bottom and sides)
- Document footer with the name of the applicant and page number on each page
- Tables may be included and must be double spaced (**Attachment 4** can be single spaced)

A. APPLICATION COVER PAGE- ATTACHMENT 1 (0 PTS.)

The *Application Cover Page* must be complete and signed.

B. PROGRAM DASHBOARD- ATTACHMENT 2 (0 PTS.)

Applications must include a completed *Program Dashboard (Attachment 2)* depicting priorities and key information of the program at-a-glance. The form includes the following:

- Total school enrollment;
- Title I school status;
- Percent Free and Reduced Lunch (FRL) rates;
- Percentage of English learners;
- Estimated number of students to be served;
- Estimated number of adults to be served;
- Schools in need of improvement (Schools previously Identified as Priority or Focus); and
- Middle or high school.

C. PROGRAM ABSTRACT (5 PTS.)

The *Program Abstract* must briefly explain the need for the program in the community for the targeted population, describe activities of the program to meet the needs expressed, provide a synopsis of expected outcomes of the program, and highlight key people involved with the program. An opportunity to fully describe these items is provided in later sections of the application. The abstract should not exceed one page.

Current Grantee Applicants: Applicants MUST describe how funds will be used for new and/or enhanced programming and will not replace current or past 21st CCLC funding as specified in Eligible Applicants section of this application. Current grantees may exceed the one page requirement.

D. NEED FOR PROGRAM (10 PTS.)

This section addresses the first Principal of Effectiveness required in the application. Applicants must describe the academic, enrichment, and youth development needs of students to be served, and the literacy and related educational needs of targeted students' families. This information should come from local school/community based needs assessment.

Applicants must also describe the process used to determine the needs of the program and should include risk factors that place students in jeopardy of academic failure or behavioral problems.

Risk Factors: Community risk factors and indicators that contribute to the identified problems that are addressed by the proposed program.

Specific Needs: Based on the impact of risk factors and indicators, the specific needs of students and families within these communities are appropriate and thoroughly explained.

Inadequacy of Current Resources: It is evident from the data presented that the current level of resources available is insufficient and has prevented the community from addressing these specific needs.

Target Population: The characteristics of the targeted student population and their families are directly linked to the expressed risk factors and needs.

E. PARTNERSHIPS (10 PTS.)

Establishing partnerships with other organizations is a very important aspect of this program. Community-based organizations should form partnerships with the schools of students being served. School districts should form partnerships with a community agency to enhance the program. Partnerships with existing school-based services such as Title-I and Special Education could help provide the required academic components of the 21st CCLC program. Grantees should also seek out community partners such as parks and recreation centers, youth organizations, museums, civic, or volunteer groups to assist with the program. This section aligns with element number 3. in *Elements of Quality Programming*.

F. PROGRAM GOALS AND OBJECTIVES (15 PTS.)

This section addresses the second and third Principles of Effectiveness required in the application. There are 2 parts to this section.

Part 1: *Program Goals and Objectives* (Attachment 4)

Part 2: Narrative Describing Goals and Objectives

Part 1: A complete *Program Goals and Objectives (Attachment 4)* worksheet must thoroughly state program objectives in accordance to the Grant Purpose section of the application. These objectives must also connect to Oregon’s Long-Term Goals. All program activities must align with specific objectives that are challenging, attainable, and with measurable outcomes.

Using the format in the table below, list the Oregon Long-Term Goals, Grant Purposes, Objectives, Activities, and Assessment for each proposed level (elementary, middle and high school) in its own table.

- **Oregon’s Long-Term Goals:** The applicant must align each program purpose and objectives to Oregon’s Long-Term Goals.
- **Grant Purposes:** The applicant must include, at minimum, all three Grant Purposes outlined on page 3 of this application. Purposes should address individual community needs articulated in the *Need for Program* section.
- **Program Objectives:** Include at least two Objectives for each Purpose. Objectives must be specific, challenging, attainable and with measurable outcomes.
- **Activities & Timeframes:** Include at least three activities (as specified, *Authorized Activities* for Title IV-A) in the Program Activities section of the table. There should be at least one activity per Objective. Applicants must also specify student/staff ratios and timeline of all activities.

NOTE: Because of the focus on continuous assessment of objectives, the Oregon State Assessment is not appropriate as the only source of information. A combination of other measures of continuous academic progress such as pre-post program assessments, report card grades, teacher surveys, etc. are required.

Example (Attachment 4):

Oregon’s Long-Term Goals (Performance Measure)	Grant Purposes	Program Objectives	1 st Year Program Activities (Includes Student/staff ratios & Timeframes)	Assessment
<input checked="" type="checkbox"/> Start Strong <input type="checkbox"/> Transition Successfully <input type="checkbox"/> Graduate College and Career Ready	Provide academic enrichment in reading	Students will be able to increase reading comprehension	By engaging in small group (6:1 ratio) tutoring of evidence-based comprehension strategies daily with retired teachers	Pre and post-test assessments from evidence-based reading curriculum

Oregon's Long-Term Goals (Performance Measure)	Grant Purposes	Program Objectives	1 st Year Program Activities (Includes Student/staff ratios & Timeframes)	Assessment
<input type="checkbox"/> Start Strong <input type="checkbox"/> Transition Successfully <input checked="" type="checkbox"/> Graduate College and Career Ready	Additional services, programs or activities	Students will be able to increase positive behavior	By infusing character education curriculum into enrichment classes (12:1 ratio, daily for 6 weeks) through service learning	1) Teacher Behavioral ratings 2) Decrease in behavioral referrals
<input type="checkbox"/> Start Strong <input type="checkbox"/> Transition Successfully <input checked="" type="checkbox"/> Graduate College and Career Ready	Opportunities for families and students served	Families will be able to increase literacy skills	By participating in literacy classes twice a month (20:1 ratio)	Parent pre/post survey

Part 2: Applicants should include a narrative for this section that provides a detailed description of the overall focus and goals of the program accomplished through specific, measurable, realistic and attainable objectives. The objectives should be based program on program needs. The narrative should also include a description of how the objectives are clearly aligned to Oregon's Long-Term Goals and the purpose of the 21st CCLC program.

G. PROGRAM DESIGN (15 PTS.)

The *Program Design* section provides a deeper look at how the program will accomplish the goals and objectives described in the previous section with *Elements of Quality Programming*. The applicant should provide a detailed description of the required design elements as well as a clear picture of a typical day in a program. This section is a continuation of the second and third Principles of Effectiveness (p.7) required in this application.

There are 2 key areas to the *Program Design* section:

Part 1: Comprehensive narrative with required design elements

Part 2: Weekly Schedule Form (Attachment 5)

Part 1: This section allows reviewers to understand how the program will operate and how it is designed to address the needs expressed. The narrative must address all the following design requirements aligned to the 11 *Elements of Quality Programming*.

Program Overview

Climate: Include a brief description of how the program will intentionally design activities that cultivate a climate of belonging for students, promote youth resiliency and support high levels of youth and family engagement.

Youth-Centered: Include a description of how youth voice, leadership and interest will be incorporated into the program.

Weekly schedule: Include a brief description of the weekly schedule. Applicants should reflect the required minimum operation (as specified, Services for School Year) and a minimum of 300 program hours per school year.

Evidence of Previous Success: Applicants must also provide evidence of previous success in operating out-of-school programs targeting the youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, 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, and positive youth development of students.

Student Recruitment and Retention

The applicant should describe who and how many students will be served and the process for student recruitment and retention. A plan for serving students who are homeless, English Learners, and students with disabilities needs to be included. As well as a description of what data will be used to determine student participation in the program. Students must meet the eligibility guidelines mentioned in **Absolute Priority** section of the application.

Students with Disabilities: Eligibility for funding requires 21st CCLC programs to have the capacity to serve students with disabilities. Describe how students with disabilities will be identified and served. It is not acceptable for the applicant to simply state "students with disabilities will be equally served". Applicants must describe the process used to communicate with the regular program to provide necessary supports to meet educational goals (e.g., Individualized Education Plan (IEP), parent survey, etc.) and how these students will be served by the program. The applicant does NOT reserve the right to deny services to ANY student due to special needs (i.e., all eligible students must have the opportunity to be served by 21st CCLC).

English Learner (EL) and English Language Development (ELD): The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency. This includes: newcomers that arrived within one year; English Learners who have arrived between one and three years; students who are orally English proficient socially but not yet fully proficient.

This link includes an [EL Good Practice List](#) recommended for all applicants to consider:

Private School Students: Private school students who are part of the same target population as students receiving 21st CCLC services are also eligible to receive services. Applicants should communicate with private schools prior to proposal submission and throughout the life of the grant. All Applicants must commit to, complete all required consultation steps, and provide documentation to ODE along with the completed application that verifies their completion of necessary steps in accordance with equitable services for private school students, teachers and other education personnel in the Title IV-B ESSA programs.

These documents are the responsibility of the applicant and are not counted in the 20-page base application maximum. All applicants are responsible to search out private schools, document contacts and consult with them as outlined in federal rules.

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/Private-Schools.aspx>

Safety, Health, and Nutrition

21st CCLC programs should ensure the emotional and physical safety of youth and staff, emergency preparedness as a priority, and provide nourishment based on health and wellness standards for children and youth.

Supervision: Provide a brief description of systems and procedures that will be used to ensure that students are accounted for and supervised at all times during program hours. (e.g., staff identification, visitors on-site, attendance, arrival, dismissal, etc.).

Physical Environment: Applicants should include a description of how they will ensure the center is safe, accessible, has the capacity to serve the number of students proposed and is appropriate for the planned activities.

Emergency Preparedness: Applicants must describe plans for establishing and practicing emergency drills (e.g., fire drill, earthquake, lockdown, directed evacuation, etc.). Describe who will teach safety drills, how staff will be trained and the frequency of practice drills with students.

Transportation: 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. Applicants must include a written transportation plan between partners that includes:

- 1) Written agreements and/or contracts with transportation providers. (i.e., the school district, public transit, etc.).
- 2) Describe how the participants will get to the center, get home from the center, and travel to off-site centers or activities, if appropriate.
- 3) Describe how the program will ensure age-appropriate and safe transportation.

NOTE: Purchasing of vehicles of any kind using this funding is prohibited by ODE. ODE will not allow the purchase of vouchers for public transportation due to the liability and risk associated with putting students on transportation without supervision or program care.

USDA Approved Snacks for 21st CCLC Children: Applicants are expected to provide snacks and/or meals to all participating students. Meals/snacks must be approved by the US Department of Agriculture (USDA). Applicants must clearly indicate how snack/meals will be acquired and distributed to centers for provision to participating students on a daily basis when the program is in operation. USDA Child Nutrition Programs are managed by the Oregon Department of Education Child Nutrition (ODE CNP) Programs. 21st CCLC grantees participating in CNP can get reimbursement for meals/snacks served to students in before and after school enrichment programs for the following:

- Before-school (daily, nutritious breakfast)
- After-school (daily, nutritious snack)

To apply, contact: [ODE CNP](#)

Partnerships

School and Program: On-going opportunities for meaningful communication between school staff and 21st CCLC is important to program success. Applicants must describe a plan of communication between the 21st CCLC, the school(s) that students regularly attend and the regular-day teacher(s). Applicant Communication should include sharing relevant student data including grades, academic information and progress, curricular programs, school goals, discipline information, attendance and family contact information.

Families and Program: Sub-grantees must serve adult family members of those students who are actively participating in the regular 21st CCLC program. Programs should strive to develop positive, on-going connections with families. Applicants must describe how centers will promote family involvement, family literacy, and related educational development activities.

Family literacy services 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. You are encouraged to supply family services to schools being served. 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.

In addition to providing parents opportunities for their own literacy training and related educational development, engaging families in the students' education is a required component of the 21st CCLC program. Some examples of family engagement with the 21st CCLC program may include but are not limited to:

- **Involving families in program planning:** Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. These programs also tend to be more fun, culturally relevant, and linked to activities that capture children's and adolescents' interests.
- **Attending to the needs of working parents:** Good programs are aware that their consumers are not only the children they serve, but their families, as well. In doing so, programs are designed that are sensitive to the communication styles, schedules, and needs of working parents.
- **Accommodating family schedules:** Activities are often scheduled during morning and afterschool hours, when many parents are either commuting to work or already at the workplace. However, learning, enrichment, and recreation activities should also be planned for school holidays and fall, spring, and summer breaks to accommodate the needs of working parents and others.

Note: The total hours and days of family services cannot exceed the hours and days of the student activities. Also, the federal government specifically prohibits the use of 21st CCLC funds to serve adults who are not affiliated with a fully participating 21st CCLC student.

Part 2: A complete **Weekly Schedule Form (Attachment 5)** must be provided for EACH center in the grant application and a separate schedule must be provided for summer or break operation (e.g., spring break). Applicants must comply with required minimum operation as indicated in the Services for School Year section of this RFA.

H. QUALITY MANAGEMENT (10 PTS.)

This narrative describes the plan for effectively staffing and managing the proposed program described in the *Program Design* section. The applicant should describe plans for who will create the academic and enrichment programs to ensure standards are met; who will manage the program; who will teach; and who is the fiscal agent. The applicant will describe how all will work together for the success of the program. This section aligns to elements numbers 1. & 2. in *Elements of Quality Programming*.

1. **Adequacy of Management:** This section describes the management plan to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing program tasks. Applicants are encouraged to include an organizational chart and supporting information that clearly delineates roles. The applicant should also identify the fiscal agent and describe the applicants and fiscal agent's experience managing grant funds, diverse staff and substantial budgets.
2. **Quality Staffing:** This section should explain how the applicant will ensure the staff who will be working with students are qualified to do so, through proper certification or licensure or experience/endorsements. Applicants should describe how each center will recruit, train, and utilize qualified volunteers for tutoring and mentoring programs (e.g., senior citizens, retired teachers, AVID tutors. etc.). Applicants should also explain how the program will provide ongoing staff development and training and describe the role and responsibilities of all key staff.
3. **Stakeholder Team:** Applicants should explain how they will ensure a diversity of perspectives in the operation and evaluation of the proposed program, including those of parent(s), student(s), program director, community partner(s), principal(s), and staff members. A Stakeholder Team must be in place or established to help guide activities, evaluation process and make program recommendations. Applicants should describe membership, frequency of meetings and the role of this team.

I. EVALUATION PLAN (15 PTS.)

This section aligns to element number 4. in *Elements of Quality Programming*. Applicants must explain how they will meet the requirement to annually evaluate the effectiveness of the program. All programs are required to submit written annual reports and associated data that supports progress towards stated objectives. The *evaluation plan* includes the following:

1. How the applicant will be accountable for monitoring and reporting on program effectiveness;
2. Describe the applicants capacity, or how the applicant would acquire capacity, to complete the required evaluation components;
3. Describe the evaluation process to complete each required component; and
4. Describe how each proposed program will use formal and informal data to inform program continuous improvement.

Federal Evaluation and Reporting

Grantees must participate in the U.S. Department of Education data collections system. All grantees will be required to use an ODE approved reporting system to collect center data. This data is used by the U. S. Department of Education in planning, creating, and evaluating after-school programs. Data is submitted using a secured website. Data will be collected about general program information during the first year of the grant (e.g., center names, contact information, objectives, etc.), with actual outcome data submitted in years 2-5 of funding. Data collection includes the following:

1. Detailed information on program operation (e.g., hours, daily attendance, days of operation)
2. Student enrollment and attendance
3. Percent of students improving in standard measures of academic performance
4. A list of all feeder schools attended by students enrolled in the program, as well as percentages of all students from each feeder school
5. Tabulated results of teacher surveys provided to regular-day teachers of EVERY student.
6. Detailed information on EACH activity provided at EACH center
7. Information on staffing levels and types used by the program in serving students
8. Information on EACH partner and subcontractor involved with the grant.

Grantees will pay 50% of the cost and ODE will pay 50% of the cost of this data collection system. It is recommended that programs allocate up to 5% of their budget for data reporting and local evaluation activities.

Program Evaluation and Reporting

Comprehensive Quality Improvement Process (CQIP): Each program will utilize the CQIP and the tools described within to perform an annual improvement process. Specific technical assistance dates and guidelines for this process will be provided to successful applicants. The CQIP incorporates the 11 *Elements of Quality Programming*.

21st CCLC programs are required to conduct and submit to ODE an annual evaluation. The evaluation will include the CQIP, describe the program's effectiveness, areas of growth, and goals. 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. The evaluation should identify program strengths, specific recommendations for program improvement, and recommendations for using evaluation results for program improvement and sustainability. The outcome of the evaluation must:

- A. Refine, improve, and strengthen the program and the performance measures; and
- B. Publish reports to the public upon request and to ODE regularly.

In addition, each grantee will be monitored by ODE and may receive additional evaluation requirements.

External Evaluator(s): Using an external evaluator is not required, but is encouraged. The plan must include a description of the qualifications and responsibilities of the external evaluator. The amount to be paid for the evaluation cannot exceed 5% of the total grant amount.

**Failure to comply with reporting requirements may result in discontinuation of funding. As a reminder to grantees, the self-assessment/evaluation does not take the place of ODE monitoring.*

J. SUSTAINABILITY AND DISSEMINATION PLAN (10 PTS.)

Federal guidance requires a plan for grant sustainability and evidence that shows how services will continue when funding is reduced in years four and five and how the program can sustain itself following the end of the grant cycle. Sustainability plans will be monitored on a regular basis. Additional guidance for sustainability is located in the *Review Criteria and Evaluation Rubric* section of the application.

Community support for the 21st CCLC program is essential to sustainability. A description must be included explaining how the applicant will disseminate information about the 21st CCLC program to parents, staff, students, community members, and stakeholders in a manner that is understandable and accessible. This section aligns with element number 5. of *Elements of Quality Programming*.

K. ADEQUACY OF RESOURCES (10 PTS.)

This section has two key parts: The proposed budget (*Budget Program Spending Form- [Budget Program Spending Form- Attachment 8.](#)*) and the budget narrative. There must be a clear relationship between the identified goals, proposed activities, and how the funds will be spent.

Part A: Applicants must complete the *Budget Program Spending Form (Attachment 8)* in support of the proposed program. Applicants must present a budget that includes:

- Appropriate function, object codes, and descriptions,
- Proposed costs for each line item,
- Line items consistent with grant purposes, goals and objectives,
- One overall program budget and a separate budget for **each** proposed center.

Part B: Applicants must complete a Budget Narrative that includes the following explanations:

- The rationale for requesting the amount on this application.
- How costs on the *Budget Program Spending Form* are reasonable and necessary in relation to the number of persons to be served, to the scope and design of the program, and its anticipated benefits.
- How the requested funds were allocated for accomplishing tasks and activities described in the application.
- How 21st CCLC funds will supplement and not supplant federal, state, local and other non-federal funds.
- The Child Nutrition rationale as described in the below section.

Child Nutrition Options

When developing budgets for student services and partnerships, applicants must clearly indicate how and from whom snacks, meals, or both will be acquired other than using 21st CCLC funds if possible. This information should include how snacks, meals, or both will be distributed to participating students on a daily basis when the program operates. Meal/snack requirements are as follows and must be included in submitted budget detail and narrative:

- a. Before-school (daily, nutritious breakfast)
- b. After-school (daily, nutritious snack)
- c. Non-school days (daily breakfast, lunch and/or snack, depends on hours of operation).

Food Service

ODE strongly recommends the utilization of USDA reimbursed food services, whenever possible. Local grantees may incorporate snacks and their preparation into after-school curriculum such as a healthy cooking class or part of after school events students host for parents or community. Communities can also participate in USDA’s Summer Food Service program. 21st CCLC funds can be used to supplement, but not supplant, USDA dollars.

U.S. Department of Education guidance permits careful use of 21st CCLC funds for program snacks as long as snacks are minimal in cost, healthy, and especially when no USDA resources are available. For further information contact [ODE School Nutrition Program](#).

Budget Guidance

- a. Funds must be used only for *Authorized Activities*
- b. Title IV, Part B, 21st CCLC grant funds cannot be used to purchase facilities or support new construction.
- c. Funds must include travel expenses for required professional development (as specified, *Required Grantee Trainings* in this application)
- d. ODE has been given the authority by the U.S. Department of Education to negotiate and approve indirect cost rates for school districts.

Local Administrative Costs

Local administrative costs require:

- a. Indirect cost percentage may not exceed the currently approved ODE rate for the partner school district.
- b. Budgets may include expenditures for:
 - 1. Planning
 - 2. Professional development
 - 3. Administration

NOTE: Positions such as accountant, clerical staff, or other positions not directly serving students are considered administrative. Travel, equipment and supplies for administrators are also considered administrative costs unless used for the purpose of providing professional development directly related to program and/or students, and direct assistance to adult education and family literacy as outline in the Application.

L. COMPETITIVE PRIORITIES (25 ADDITIONAL PTS.)

Applicants eligible for competitive priority points will only be awarded if a score of 70 points or higher is achieved based on the grant team review of the applicant’s base grant materials. Applicants have a maximum of five pages to complete *Competitive Priority narrative*. These pages do not count toward the 20 page maximum or the *Competitive Priorities* (Attachment 6). This section has two parts:

- 1) *Competitive Priority narrative* describing one or more of the below priorities
- 2) *Competitive Priorities (Attachment 6)*

A. Middle school and high school program applications [5 points]

An underserved population in previous 21st CCLC grant awards has been and continues to be Middle School and High School populations. ODE places priority on the distinct needs of these two populations if they also meet other federal eligibility requirements listed in this RFA.

B. Career and Technical Education (CTE) [10 points]

Career and Technical Education (CTE) activities delivered in after-school programs can provide students with the academic, technical, and employability skills needed to prepare for education and training beyond high school, transitions to the workplace, and long-term career options. CTE activities can be introductory in nature, such as helping students build foundational skills that are required in all workplace settings. They can also be subject-specific with students pursuing career pathways or clusters and learning industry-specific skills. A 21st CCLC [CTE Practice List](#) is recommended for all applicants to consider

- **Middle School** options include intentional plans to help MS participants explore a HS CTE Program of Study (POS). Describe this CTE linkage and your proposed CTE partnerships. Include your description of MS CTE in the Priority Points Section. Resources include this PDF document brief which explains more about [CTE](#).
- **High School** options include expanded learning opportunities for out of school time connections to CTE POS at HS. Include your description of this CTE approach in the Priority Points Section. Additionally, this link leads to the: [CTE POS Resources portal](#). Contact ODE Specialists listed on the CTE pages for resources and connections in your area.

C. Support for the Treatment of Trauma, Mental Illness and Conditions for Student Learning [10 points]

Competitive priority points will be awarded to applicants proposing to address youth trauma and mental health issues. This component aligns with element number 11. of *Elements of Quality Programming*. The applicant should discuss the need for such services in the statement of need section. A description of activities may include but are not limited to the following:

- a. Developing mechanisms that effectively link children to the appropriate treatment and intervention services in the school and in the community, where appropriate;
- b. Forming partnerships with school-based mental health programs and public or private mental health organizations;
- c. Addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse and chronic absenteeism.

REVIEW CRITERIA AND EVALUATION RUBRIC

Review Criteria

Applications will only be scored based on the information submitted in the required format. The total possible score for the application is 100 points plus an additional 25 priority points for a total of 125 points. Applicants eligible for competitive priority points will only be awarded if a score of 70 points or higher is achieved based on base grant sections. The value assigned for each section is indicated. Additional criteria is located in the Application Requirements section of this application.

A. Application Cover Page (Attachment 1)

The Application Cover sheet must be complete and signed- No Points

B. Program Dashboard (Attachment 2)

The *Program Dashboard* must be complete with signatures- No Points

C. Program Abstract

The *Program Abstract* must briefly explain the need for the program in the community for the targeted population, describe the activities of the program to meet the needs expressed, provide a synopsis of the expected outcomes of the program, and highlight key people involved with the program. An opportunity to fully describe these items is provided in later sections of the application. The abstract should not exceed one page, except for Current Grantee applications.

Current Grantee Applicants: Applicants must describe how funds will be used for new and/or enhanced programming and will not replace current or past 21st CCLC funding.

Scoring Criteria

- | | |
|---|---|
| <ul style="list-style-type: none"> • Clear, concise description of program • Clearly states program need • Clearly states program activities | <ul style="list-style-type: none"> • Clearly highlights key personnel • Clearly states expected outcomes • Current grantee applicants describe new programming |
|---|---|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/5
0-1	2-4	5	

D. Need for Program

Part A: This section addresses the first Principal of Effectiveness required in the application. Applicants must describe the academic, enrichment, and youth development needs of students to be served, and the literacy and related educational needs of targeted students’ families. This information should come from local school/community based needs assessment.

Part B: Applicants must also describe the process used to determine the needs in the program and should include risk factors that place students in jeopardy of academic failure or behavioral problems.

Scoring Criteria

<ul style="list-style-type: none"> • Provides description of process for determining need; • Clearly addresses each of the following: community risk factors; specific needs of students and families; inadequacy of current resources; and target student population and families to be served; • Specific data includes but is not limited to the following: poverty rates; percentage or growth of English Learners; percentage of Title I students; drop-out rates; and literacy rates/educational levels in the community; 	<ul style="list-style-type: none"> • <i>Need for program</i> is strongly justified through supporting data; • Includes assessment of current services available; • Provides specific data that supports each of the identified needs; • Cites all data sources.
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Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/10
0-5	5-10	10	

E. Partnerships

Part A: Applicants must describe how the program will collaborate and communicate with other agencies. Descriptions should include how 21st CCLC funds will be used with other federal funds (e.g., Title I, Child Nutrition, and Temporary Assistance for Needy Families), state and local programs to achieve commonly shared community goals. Applicants must 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 amount. A key element will be the strategic process and goals your organization will implement to discover, develop, articulate and sustain common and complementary goals and associated activities with your proposed partners.

Part B: Applicants must describe the process used to identify partners, how they were involved in the application’s development, and how each partner’s contribution(s) will help meet the program’s needs and goals.

Part C: Applicants must complete the *Applicant and Partner Commitment Form (Attachment 3)* by identifying the specific name of each partner who has agreed to provide services and/or activities as part of the proposed community learning center.

Scoring Criteria

- | | |
|--|---|
| <ul style="list-style-type: none"> Partnerships are meaningful and point back to the needs of the community and work to be done in reaching program objectives and goals; Clearly describes partner collaboration and communication including specific roles and responsibilities, frequency of services offered, and how often partnership meetings will occur; | <ul style="list-style-type: none"> Clearly describes the process used to identify partners and collaborators and how they were involved in the development of the application; The Applicant and Partner Commitment (Attachment B) Form is signed and identifies if services are contracted or in-kind. |
|--|---|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/10
0-4	5-9	10	

F. Program Goals and Objectives (Part 1 & 2)

Part 1: A complete *Program Goals and Objectives (Attachment 4)* worksheet must thoroughly state program objectives in accordance to the purpose of the 21st CLCC grant (page 3). All program activities must align with specific objectives that are challenging, attainable, and with measurable outcomes.

Part 2: Applicants must include a narrative describing the programs overall goals and objectives.

Scoring Criteria

Part 1: Program Goals and Objectives Worksheet (Attachment 4)

Oregon’s Long-Term Goals:

- Clear, meaningful alignment with program goals.

Grant Purposes:

- Includes all three Grant Purposes (page 3);
- Address individual community needs based on assessments.

Program Objectives:

- Includes at least two Objectives for each Grant Purpose;
- Objectives must be specific, measurable, attainable, realistic and challenging.

Activities & Timeframes:

- Program activities as specified under *Authorized Activities* in RFA are aligned to objectives and grant purpose;
- Includes student/staff ratio and timelines for activities proposed;
- At least one activity per objective;
- Offers diverse array of activities likely to result in achievement of objectives;

- Activities are comprehensive, evidenced-based and include best practice.

Assessment:

- Individual student data includes measures to demonstrate continuous academic progress (e.g., pre-post assessments, teacher surveys, report card grades, etc.);
- Includes program-wide data (e.g., attendance, stakeholder surveys, etc.).

Part 2: Narrative:

- Clearly describes the goals and objectives of program;
- Describes how objectives will be assessed;
- Describes alignment to 21st CCLC purpose and Oregon’s Long-Term Goals;
- Goals and objectives are based on needs of students and families served;
- Goals of program are comprehensive and likely to result in achievement of objectives.

***Note:** Table Format: 12-point, Calibri font, single spaced landscape.

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/15
0-7	8-14	15	

G. Program Design

Applicants must include a complete plan that allows reviewers to understand how the program will operate and how it is designed to address the needs expressed. This narrative must address all design requirements.

A complete Weekly Schedule Form (Attachment D) must be provided for EACH center in the grant application and a separate schedule must be provided for summer or break operation (e.g., spring break).

Scoring Criteria

Overall Design:

- Describes how the program will operate and is consistent with measurable objectives and goals;
- All design requirements are addressed and are likely to contribute to the success of the program;
- Describes use and implementation of evidence-based practice and programs.

Program Overview:

- Includes description of student-centered climate of belonging and engagement;
- Includes description of how youth voice, leadership and interest will be infused into program;
- Includes brief discussion of weekly schedule and program operational hours (minimum of 300 program hours per school year);
- Describes evidence of previous success or the promise of success in operating out-of-school programs.

Student Recruitment and Retention:

- Describes the criteria and processes for recruiting targeted students and their families to be served from the selected school(s);
- Provides detailed description of how many students will be recruited to participate in program;
- Overt referral procedures that engage underrepresented student populations;
- Programmatic attractions and modifications for diverse students and families;
- Plans include addressing very high-need populations: students who are homeless; English learners; and students with disabilities;

- Description of eliminating barriers that could impede equitable access to participation in activities due to target populations' needs for specialized support;
- Describes student language needs for proposed school(s) to be served; including their identification, languages and school population percentages;
- Includes a plan to utilize expanded learning strategies and activities to facilitate improved student language outcomes;
- Describes programming and staffing amendments which create inclusive and multi-language environments;
- Includes plans for coordination with ELD Specialist;
- Describes equitable services to non-public school students and their families, if those students are within the target population of 21st CCLC program;
- Describes process for consulting with non-public schools during application process and throughout life of grant.

Safety, Health and Nutrition:

- Describe how safety of children will be maintained at the center (e.g., requiring parent sign-out, checking identification, school resource officer presence, etc.);
- Describe how program will safely accommodate the proposed number of students at the center;
- Describes supervision systems and duties of staff;
- Describes emergency preparedness plans and frequency of practice drills;
- Describes how students will be transported to and from program;

- Indicates the maximum length of travel time students will travel either to or from center(s);
- Clearly indicates USDA Approved Snack program status and how snacks/meals will be acquired and distributed to centers on a daily basis when the program is in operation.

Partnerships:

- Includes a description of the connection between 21st CCLC and the curriculum and goals of school(s);
- Describes communication plan for sharing information on student progress between regular-day, student families, and 21st CCLC program;
- Describe how 21st CCLC will access necessary student academic records to monitor objectives and statewide evaluation data;
- Describes comprehensive and achievable plans on promoting parental involvement, family literacy and related educational development activities;
- Describes how to engage families in students' education;
- Includes an evaluation of community needs and available resources for the 21st CCLC;
- Describes activities that will address needs (including the needs of working families).

Part 2: Weekly Schedule (Attachment 5)

- Complies with required minimum operation (as specified, Services for School Year);
- Weekly schedule (Attachment D) is provided for each center;
- Separate schedule (Attachment D) must be provided for summer or break operations (e.g., spring break).

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/15
0-7	8-14	15	

H. Quality Management (Narrative)

This narrative describes the plan for effectively staffing and managing the proposed program described in the *Program Design* section. The applicant should describe plans for who will create the academic and enrichment programs to ensure standards are met; who will manage the program; who will teach; and who is the fiscal agent. The applicant will describe how all will work together for the success of the program. The section has 3 parts:

1. Adequacy of Management
2. Quality Staffing
3. Stakeholder Team

Scoring Criteria

<ul style="list-style-type: none"> • Describes capacity of program leadership (Program Director, Center Coordinators, Fiscal Officer, and Data Analyst) to provide effective program implementation, including oversight of major planning elements, such as curriculum and instruction approaches, professional learning, and on-going monitoring of program effectiveness; • Describes how the program will recruit and retain high quality staff, including but not limited to experience and professional preparation in providing educational activities that will enhance the academic performance, achievement and positive development of students; 	<ul style="list-style-type: none"> • Describes the professional activities planned for staff that will promote academic growth and consistency in proposed programming, including but not limited to: <ul style="list-style-type: none"> ○ Regular staff meetings (Program & Centers); ○ Professional development; and ○ Staff evaluation; • If the eligible entity plans to use volunteers, provide description of how the eligible entity will encourage and use appropriately qualified persons to serve as volunteers.
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Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/10
0-4	5-9	10	

I. Evaluation Plan (Narrative)

Applicants must include an *evaluation plan* describing how the program will monitor progress toward meeting the goals and objectives identified in the grant application. The plan **MUST** take into account reporting requirements for federal and state reporting as specified in application. Applicants should provide an *evaluation plan* that includes the below criteria.

Scoring Criteria

How the applicant will be accountable for monitoring and reporting on program effectiveness:

- Identify who will be conducting the evaluation activities;
- Describe measures and tools that will be used;
- Describe how the data on students and adults served by the program will be collected; and
- The evaluation instruments are appropriate to measure the program’s success or effectiveness on an ongoing basis.

Describe how each proposed program will use formal and informal data to inform program continuous improvement:

- Monitoring student academic groups;
- Addressing student interest and needs;
- Reviewing attendance data;
- Achievement of program goals;
- Continuous improvement of quality programming.

Describe the applicants capacity, or how the applicant would acquire capacity, to complete the required evaluation components:

- If an external evaluator will be contracted- describe how the contractor will be identified and selected;
- If an external evaluator is not used- identify a qualified internal staff member to complete evaluation requirements;
- If working with internal evaluator- identify individual(s) and provide a description of their qualifications and responsibilities.

Describe the evaluation process to complete each required component:

- Feasible and appropriate methods to collect information and frequency of collection;
- Reliable and valid measures and tools that will be used; and
- The process that will be in place to ensure accurate data is collected, maintained and reported.

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/15
0-6	7-14	15	

J. Sustainability & Dissemination Plan (Narrative)

A sustainability plan must be included to summarize the strategies that will be implemented to develop continued support for the program beyond the funding cycle. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs will acquire funds to assist in sustaining the program in years 4-5 and will develop funds to continue the program after the end of funding. Sub-grantees are required to submit an updated sustainability plan in their annual evaluation reports.

Community support for the 21st CCLC program is essential to sustainability. A description must be included explaining how the applicant will disseminate information about the 21st CCLC program to parents, staff, students and community members, and stakeholders in a manner that is understandable and accessible.

Scoring Criteria

- | | |
|--|--|
| <ul style="list-style-type: none"> • Uses effective and realistic means to maintain funding and continue the program beyond funding cycle; • Provided evidence of understanding the commitment to sufficient in-kind/matching funds in years 4 and 5 to continue the original level of service to the original number of students proposed to be served; | <ul style="list-style-type: none"> • Dissemination plan uses effective and realistic means to reach the appropriate target populations; • The methods and strategies used to share services provided by the program are innovative and will clearly benefit the target population. |
|--|--|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/10
0-4	5-9	10	

K. Adequacy of Resources

Part A: Applicants must complete the *Budget Program Spending Form* ([Budget Program Spending Form- Attachment 8.](#)) in support of the proposed program. Present a budget that includes appropriate function and object codes, descriptions, and rationale of each line item consistent with grant objectives, and proposed costs for each line item. Complete one attachment for the overall budget and a separate one for each proposed center.

Part B: Applicants must complete a Budget Narrative that includes the following explanations:

- a. The rationale for requesting the amount on this application.
- b. How costs on the *Budget Program Spending Form* are reasonable and necessary in relation to the number of persons to be served, to the scope and design of the program, and its anticipated benefits.
- c. How the requested funds were allocated for accomplishing tasks and activities described in the application.
- d. How 21st CCLC funds will supplement and not supplant federal, state, local and other non-federal funds.
- e. Include Child Nutrition options and rationale from the options indicated under the Budget Rational section of this application in Budget Narrative.

Scoring Criteria

- | | |
|---|--|
| <ul style="list-style-type: none"> • The program budget presents allowable expenses that are realistic, accurate, and related to reflect program activities, objectives, and outcomes; • <i>Budget Program Spending Form</i> (Budget Program Spending Form- Attachment 8.) completed for overall program and for each center; | <ul style="list-style-type: none"> • Proposed per-center funds must be comprehensive and reasonable with clear evidence of supplementing and not supplanting; • The required personnel, professional, and technical services and/or travel for the program are appropriate and adequately explained. |
|---|--|

Strengths:

Weaknesses:

Point Distribution			TOTAL POINTS
Met few or no criteria	Met half or more criteria	Met all criteria	X/10
0-4	5-9	10	

L. Competitive Priorities

Scoring:

Applicants eligible for competitive priority points will only be awarded if a score of 70 points or higher is achieved based on the grant team review of the applicant’s base grant materials.

Narrative:

Applicants must include a narrative describing how one or more of the below priorities will be incorporated into the program. These priorities must align with the Objectives and goals of the overall program. Applicants have a maximum of five pages to complete the competitive priority narrative. These pages do not count toward the 20 page maximum.

- A. 1 & 2 Middle school and high school program applications
- B. Career and Technical Education (CTE)
- C. Support for the Treatment of Trauma, Mental Illness and Conditions for Student Learning

Competitive Priorities (Attachment 6)

Applicants must complete Attachment 6 noting the center and school names of centers providing priority services.

Competitive Priority	Scoring Criteria		Assigned Points
A. Middle school(s) and/or high school(s) program applications	See point distribution for criteria.		/5
No Middle or High Schools	One Middle or One High School	Both Middle and High	
0	3	5	

Competitive Priority	Scoring Criteria		Assigned Points
B. Career and Technical Education (CTE)	<ul style="list-style-type: none"> • Describes how CTE activities are consistent with overall program goals and objectives, • Includes career related learning opportunities that are hands-on and project-based, • Includes authentic career related learning opportunities such as internships or apprenticeships, • Describes connected career pathway opportunities for students, • Describes how activities are aligned to best practice, will maintain a high level of excellence and promote student engagement, • Design is likely to contribute to student success. 		/10
Met few or no criteria	Met half or more criteria	Met all criteria	
0	5-9	10	

Competitive Priority	Scoring Criteria		Assigned Points
C. Support for the Treatment of Trauma, Mental Illness and Conditions for Student Learning	<ul style="list-style-type: none"> • Describes the need for services for individual population, • Services and activities are consistent with overall program goals and objectives, • Effectively links children to the appropriate treatment and intervention services in the school and in the community, • Describes plans for partnerships with school-based mental health programs and public or private mental health organizations, • Describes how services will improve the conditions for student learning, such as safety, peer interaction, drug and alcohol abuse and chronic absenteeism. 		/10
Met few or no criteria	Met half or more criteria	Met all criteria	
0	5-9	10	
Totals	Totals	Totals	X/25

APPLICATION COVER PAGE - ATTACHMENT 1

Applicant (Name of 21st CCLC Program):	
Program Director Signature:	Print Name:
Address:	
City:	Zip:
Phone:	Fax:
Email:	
Other Grant Contact:	Title:
Phone:	Fax:
Email:	
Fiscal Agent–Contact:	
Phone:	Fax:
Email:	

Please mark all that apply

- Elementary
- Middle School
- High School

Applicant Categories

- New Applicant
- Current Grantee
- Prior Grantee

Annual Amount Requested: \$ _____

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named in the *Applicant and Partner Commitment Form-Attachment 3* have authorized me, as their representative, to file this application. I understand that if the application does not meet required specifications it will not be read and scored.

Authorizer: (Please print name) (Title)

Authorizer Signature

PROGRAM DASHBOARD- ATTACHMENT 2

Applicant (Name of Program):	Program Director:
Program Director E-Mail:	

Name of each School and School District to be served by 21st CCLC	Total School Enrollment (Total enrollment of grades served)	Title I School (Y)- Yes (N)- No	% Free and Reduced Lunch or other poverty indicator	% Limited English Proficient Students	Estimated # of students to be served by 21st CCLC (Count each student only once)	Estimated # of adults to be served by 21st CCLC (Count each student only once)	Previously Identified as Priority or Focus School (Y) Yes (N) No	Middle or High School (Y) Yes (N) No
School District: School: Principal's Signature:								
School District: School: Principal's Signature:								
School District: School: Principal's Signature:								
School District: School: Principal's Signature:								
School District: School: Principal's Signature:								

(If you need more space, please include another copy of this chart.)

APPLICANT AND PARTNER COMMITMENT FORM- ATTACHMENT 3

Applicant Signature:	
Print Name:	
Applicant (Name of Program):	
Address:	
Phone Number:	Fax Number:
E-Mail:	
List all Partners in the 21 st CCLC Program here. Indicate if the commitment the partner is providing is (1) on a contract or is (2) an in-kind service	
Partner Signature:	Description of Commitment:
Print Name:	
Organization:	
Address:	
Phone Number:	Fax Number:
E-Mail:	
Partner Signature:	Description of Commitment:
Print Name:	
Organization:	
Address:	
Phone Number:	Fax Number:
E-Mail:	

(If you need more space, please include additional copies of this chart.)

PROGRAM GOALS AND OBJECTIVES– ATTACHMENT 4

Elementary
 Middle
 High

Oregon's Long-Term Goals (Performance Measure)	Grant Purposes	Program Objectives	1 st Year Program Activities (Include Staff/Teacher Ratios & Timeframes)	Assessment
<input type="checkbox"/> Start Strong <input type="checkbox"/> Transition Successfully <input type="checkbox"/> Graduate College and Career Ready				

WEEKLY SCHEDULE OF HOURS– ATTACHMENT 5

The following program operation chart is a required element for all applicant narratives of 21st CCLC students and families for each center served.

Grantee Name: _____ **Program Center:** _____

School Year – Hours per day				
	Hours per day Before-school	Hours per day After-school	Hours per Weekend	Hours per Evening
Students -- # Hours per day				
Family members				
School Year – Days per week				
	Before-school	After-school	Weekend	Evening
Number of days per week				
Number of weeks				
Summer – Hours per day				
	Hours per Week day	Hours per Weekend Day(s)	Hours per Evening	
Students -- # Hours per day				
Family members				
Summer – Days per week				
	Week days	Weekend	Evening	
Number of days per week				
Number of weeks				

COMPETITIVE PRIORITIES (25 ADDITIONAL PTS.) ATTACHMENT 6

Applicant Agency (<i>fiscal agent</i>)	County & District	Center (Indicate feeder schools(s))
<input type="checkbox"/> A. Middle School(s) and/or High School(s) (5 pts)		List: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input type="checkbox"/> B. Career & Technical Education (CTE) (10 pts)		List: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<input type="checkbox"/> C. Support for the Treatment of Trauma, Mental Illness and Conditions for Student Learning (10 pts)		List: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
The points shown are the maximum that can be awarded for each priority. These points will be added to the base application only if that application scores 70 or higher by grant reviewers.		

ASSURANCES FORM- ATTACHMENT 7

The applicant assures and certifies compliance with all regulations, policies, guidelines and requirements as they relate to the acceptance and use of federal funds for this federally funded program. The applicant assures that:

1. The program will take place in a safe and easily accessible facility.
2. The proposed program was developed in active collaboration with the school, students attend.
3. The program will primarily target students who attend schools eligible for school wide programs under [Section 1114](#) and the families of such students.
4. The funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
5. The applicant has sought out public comment and conducted a local needs assessment on the 21st CCLC grant Application before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.
6. The applicant agrees to fully comply with and document their compliance with *Equitable Services for Private School (PS)* participation in accordance with federal rules and guidelines provided in this application.
7. The application and any other waiver request will be available for public review.
8. The program will be carried out as proposed in the application.
9. The results of periodic evaluation of the program will be made available to the public upon request, with public notice of such availability provided.
10. The program director will attend all required meetings by the ODE and the U.S. Department of Education.
11. The required information and reports will be submitted as requested by ODE.
12. Any proposed amendments to the approved program or budget must be submitted in writing to ODE.
13. The applicant has read and agrees to the 21st CCLC Reporting Requirements for Funded Grants.
14. The following applies to 21st CCLC: The applicant must have on file documented compliance in policy and capability to implement in practice the criminal records check of employees, contractors, volunteers and applicants for employment. Link: [ORS 181A.195 Criminal records check](#); [Authority to obtain criminal records check](#).

Authorizing Signature: _____

Print or type Name: _____

Organization/Agency: _____

Date Signed: _____

BUDGET PROGRAM SPENDING FORM- ATTACHMENT 8

An electric copy of the budget here: [Budget Program Spending Form - Attachment 8](#) (in excel format) must be complete and **emailed** on or before May 4, 2018 by 5:00 PM along with the RFA application.

Open the budget link above, save, complete, and attach the saved budget(s) workbook in Excel in an email to [Ann Kaltenbach](#) along with the RFA. Faxes will not be accepted. Incomplete or late applications will not be considered.

21ST CCLC RFA EVALUATION RUBRIC SCORESHEET

SECTION	BASE GRANT APPLICATION COMPONENTS	POINTS
A	Application Cover Page- Attachment 1	0
B	Program Dashboard- Attachment 2	0
C	Program Abstract- Narrative	/5
D	Need for Program- Narrative	/10
E	Partnership and Collaboration Plan- Narrative Applicant and Partner Commitment Form- Attachment 3	/10
F	Program Goals and Objectives- Narrative Program Goals and Objectives- Attachment 4	/15
G	Program Design- Narrative Weekly Schedule- Attachment 5	/15
H	Quality Management- Narrative	/10
I	Evaluation Plan- Narrative	/15
J	Sustainability and Dissemination Plan- Narrative	/10
K	Adequacy of Resources: Budget Spending Form- Attachment 8 Adequacy of Resources- Narrative	/10
SUBTOTAL		/100

*Competitive points will only be awarded if a score of 70 or higher is achieved on base grant.

SECTION	COMPETITIVE PRIORITY NARRATIVES	POINTS
L	Middle and High School Applications	/5
	Career and Technical Education (CTE)	/10
	Support for the Treatment of Trauma, Mental Illness and Conditions for Student Learning	/10
	<i>Competitive Priorities</i> Attachment 6	0
	Assurances Form- Attachment 7	0
SUBTOTAL		/25

BASE GRANT	/100
PRIORITY POINTS	/25
TOTAL POINTS	/125

Overall Strengths:

Overall Weaknesses: