

21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant  
Authorized Under Title IV-B of the  
*Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by  
the *No Child Left Behind Act of 2001 (NCLB)*

2016-2017  
REQUEST FOR PROPOSALS (RFP)

**Guidelines • Instructions • Assurances**

**Application Submission Date:**  
**Signed Cover Pages (one and two) with Original Signatures**  
**Delivered by 4 p.m. on Friday, April 8, 2016**  
**and an**  
**Electronic File Copy on a Compact Disc (CD) or Flash Drive**  
**with the Application or by E-mail to**  
[21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov) **by 4 p.m. on Friday, April 8, 2016**

**Grant Award Period:**  
**July 1, 2016 – September 30, 2017**

**Virginia Department of Education**  
**Division of Student Assessment and School Improvement**  
**Office of Program Administration and Accountability**  
**P. O. Box 2120**  
**Richmond, VA 23218-2120**

## APPLICATION GUIDELINES

### Purpose of Program and General Use of Funds

1. The 21<sup>st</sup> Century Community Learning Centers (CCLC) grant program was established by Congress as Title X, Part I, of the *Elementary and Secondary Education Act of 1965* (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001* (ESEA). The purpose of the 21<sup>st</sup> CCLC program is to
  - o establish or expand community learning centers that provide students with enrichment opportunities along with activities designed to complement the students' academic program, and
  - o to offer families of students served by community learning centers opportunities for literacy and related educational development.
2. Through a competitive process, the Virginia Department of Education (VDOE) will award 21<sup>st</sup> CCLC grants to eligible organizations to support the implementation of community learning centers that will assist student learning and development.
3. The VDOE will fund projects that will provide significant expanded learning opportunities for children and youth, assist students to meet or exceed state and local standards in core academic subjects, and offer families of students served by community learning centers opportunities for literacy and related educational development. Applicants are to consult extensively with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop 21<sup>st</sup> CCLC.

### Application Submission Deadline and Award Dates

1. The closing date for this competition is **Friday, April 8, 2016**.
2. A hard copy with **original signatures** of applicant and co-applicant of cover pages one and two of the application, letters of commitment or Memoranda of Understanding (MOU), and Attachment A must be **received by 4 p.m. on Friday, April 8, 2016**, to be eligible for review. In addition, an electronic version of the completed application document on a compact disc (CD), flash drive, or via e-mail must be received with the signed hard copy of the cover pages, letters of commitment, MOU, and Attachment A by 4 p.m., **Friday, April 8, 2016**. Please e-mail (or include a CD or flash drive containing the completed application file) to [21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov).
3. The anticipated date of the award announcement will be August 2016.

### Grant Application Package

The grant application may be downloaded from the Department of Education's Web site at [http://www.doe.virginia.gov/federal\\_programs/esea/title4/part\\_b/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/index.shtml).

### Applications Not Considered for Review

Applications may not be considered for review for any of the following reasons:

1. Failure to obtain an **original** signature from an authorized representative of the applicant (required for all submissions), and co-applicant (if applicant is not a school division) of the school division in which the school(s) proposed to be served is located;\*
2. Failure to meet the prescribed deadline for submission of all RFP documents and required attachments as stated in this document;
3. Inclusion in the application of a school that does not meet the absolute priority (see page eight of this document for eligibility to apply);
4. Inclusion in the application of a school currently in year one or two of a Title IV-B grant award, and, therefore eligible to receive a continuation award for 2016-2017; or

5. Inclusion in the application of any competing school also applying for the grant in this competition.

\*An application proposing to serve students in a private school requires the original signature of the authorized representative of the private school, not the local public school division superintendent.

### **Number of Awards**

1. The VDOE estimates that approximately 30 grants will be awarded from this competition.
2. No more than four applications from this competition shall be awarded to serve schools in the same school division.
3. The VDOE reserves the right to conduct an additional competition during the school year, if necessary, to ensure that all funds are awarded.

### **Award Amount and Conditions**

1. Grant amounts awarded under this program will be a minimum of \$50,000 as required by ESEA [Section 4204(h)], but not more than \$200,000. By statute, the VDOE will not consider for funding any application that requests less than \$50,000. In addition, the statute requires the VDOE to ensure that awards are of sufficient size and scope to support high-quality, effective programs [Section 4203(a)(5)(A)].
2. Virginia's 21<sup>st</sup> Century Community Learning Centers (CCLC) grant is a three-year grant. The initial award period is for one year. Grantees will be required to submit an annual application for second- and third-year continuation awards contingent upon the Virginia Department of Education's determination that the grantee has made substantial progress toward meeting the objectives set forth in the approved application, the availability of federal funds, and operation of the grant program as submitted in the application.
3. Grant awards may be reduced up to 20 percent if the applicant was previously awarded a grant and failed to fully expend all grant funds.
4. Reduction for unexpended funds are as follows:
  - Grant recipients who do not claim 85 percent of grant award funds by May 31 of each year shall be subject to a reduction in subsequent years grant awards of the unclaimed balance above 15 percent of the award unless the grant recipient can demonstrate extenuating circumstances. The circumstances are limited to situations where the grant recipient can demonstrate that the local finance system cannot promptly process and claim reimbursements (within 60 days of the expenditure), or the grant recipient has a strong emphasis on a summer program which will exceed 15 percent of the grant's total award.
  - Grant recipients who do not serve the average daily number of students proposed in the approved grant application shall be subject to a proportionate reduction in the subsequent years' grant awards.
5. A maximum percentage allowable for administrative expenses is expected.
  - To maintain a reasonable percentage of the grant being used for direct services to students, applicants should not exceed 20 percent of the total budget for administrative costs.
  - If administrative costs exceed 20 percent of the total budget in object code 1000 (excluding object code 2000), a justification must be provided that clearly demonstrates the need. Administrative expenses may include non-instructional oversight, such as a site coordinator, grant coordinator, or clerical staff.

**Special Note:** All awards are subject to the availability of federal funds. All applications are subject to budget review and revision prior to finalization of the award. Grants are not final until the grant award notification is issued.

### **Eligible Applicants**

1. School divisions, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations are eligible to submit a proposal for this competition.
2. Applications can be submitted for more than one eligible school within a school division.
3. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (nonfederal entities that expend less than \$500,000 of federal awards in a year), will obtain an annual audit in accordance with the [Single Audit Act Amendments of 1996](#), and Compliance Supplement March 2007 at:  
[http://www.whitehouse.gov/omb/circulars\\_a133\\_compliance\\_07\\_07toc/](http://www.whitehouse.gov/omb/circulars_a133_compliance_07_07toc/). The annual audit shall be sent to the Office of the Superintendent, Business and Risk Management, P. O. Box 2120, Richmond, Virginia 23218-2120 by November 30 of each year.
4. Applicants may be requested to provide a financial statement prior to the awarding of grant funds to confirm that the applicant has the financial capacity to operate program services for all participants until reimbursement is received from the Commonwealth of Virginia, which may be up to 90 days.

### **Review of Proposals**

1. A panel of peer reviewers will score the applications based on the requirements and review criteria described in each section of this document and the application.
2. Only applications that meet the absolute priority described on page eight, and grant application submission standards/format described on page 19 will be reviewed as part of the grant review process.
3. To provide for an equitable geographic distribution of awards, consideration will be given to the top scoring applications from each region. Remaining applicants will be awarded according to the highest scoring applications. A listing of the school divisions within each regional group is available at:  
[http://www.doe.virginia.gov/directories/school\\_divisions/division\\_info\\_by\\_regions.shtml](http://www.doe.virginia.gov/directories/school_divisions/division_info_by_regions.shtml).

### **Students Served**

1. Students to be served by the proposed community learning center must attend schools with a poverty threshold of 40 percent or more.
2. Students attending private schools and the families of those students are eligible to participate in the 21<sup>st</sup> CCLC program on an equitable basis. Grantees must provide comparable opportunities for the participation of both public and private school students in the areas served by the grant.
3. Students with special needs attending targeted schools are eligible to participate in 21<sup>st</sup> CCLC programs, and applicants must plan accordingly.

### **Families Served**

1. Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services must be provided to families of students to advance the students' academic achievement.
2. Programs are open only to adults who are family members of participating children.

### **Authorized Activities**

Each eligible entity that receives an award may use the award funds to carry out a broad array of activities outside of the school day (including during summer recess periods) that advance student academic achievement, including:

1. Remedial educational activities and academic enrichment learning programs, including providing additional assistance to students to help improve their academic achievement;
2. Mathematics and science education activities;
3. Arts and music education activities;
4. Entrepreneurial education programs;
5. Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
6. Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
7. Recreational activities;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. 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; and
12. Drug and violence prevention programs, counseling programs, and character education programs.

Applicants must demonstrate that the type and number of activities clearly relate to the needs of the population and support objectives stated in the application.

### **Implementation of Program**

1. The funds to be awarded as part of this application are intended for use during the 2016-2017 school year.
2. Grantees awarded funds from the spring 2016 competition must fully implement program services to students and families within 30 calendar days after the notification of the grant award, or within 30 days of the start of the 2016-2017 school year, whichever is later.
3. The number of proposed hours of service per week should be supported by research-based data on the program’s impact on student achievement.
  - Research indicates that, when dosage is high (that is, students attend expanded learning programs frequently and regularly), expanded learning programs can be a significant factor in fostering positive academic and social outcomes (Pierce, K. M., Bolt, D. M., & Vandell, D. L. (2010). Specific features of after-school program quality: Associations with children’s functioning in middle childhood. *American Journal of Community Psychology*, 45, 381–393). To review Dr. Vandell’s article on the above research, go to <http://expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>
  - Applications will be scored according to the point values below for number of hours of service during the school year and summer.

<b>School Year</b>		<b>Summer</b>	
<360	0	<60	0
≥360	2	≥60	2

### **Location of Center/Transportation of Students**

1. The VDOE may approve an application for a community learning center to be located in a facility other than an elementary, middle, or secondary school. However, the alternate facility must be at least as available and accessible to the participants as if the program were located in an elementary, middle, or secondary school.
2. All applications must include a detailed plan that addresses how students will be transported safely to and from the community learning center and home.
3. The VDOE will determine if the plan provides sufficient detail and evidence to demonstrate that the alternate facility would be available, safe, and easily accessible.

### **Annual Continuation Application**

Applicants awarded funds will be required to complete and submit an annual continuation application prior to being awarded continuation funds in years two and three. Continuation of awards in years two and three is contingent upon the availability of federal funds, the grantee's demonstrating that substantial progress has been made toward meeting the objectives set forth in the approved application, operation of the grant program as submitted in the application, and appropriate expenditure of funds made throughout each grant award period.

### **Principles of Effectiveness**

Applicants must indicate how they will meet the *principles of effectiveness* described in the law.

According to the statute, programs or activities must be based on:

1. An assessment of objective data regarding the need for programs outside the school day, including summer school programs, and activities in schools and communities (Section 1, Need for Services, pages 5-6 in the application);
2. An established set of performance measures aimed at ensuring high-quality academic enrichment opportunities (Section 2, Project Design/Services, pages 7-10 in the application); and
3. If appropriate, scientifically-based research that provides evidence that the program or activity will help students meet the state and local academic achievement standards (Section 2, Project Design/Services, pages 7-10 in the application).

### **Scientifically-based Research**

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

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

When providing services in core academic areas where scientifically-based research has been conducted and is available, such as reading and mathematics, the community learning center should employ strategies based on such research.

### **Employment Certifications, Fingerprinting, and Criminal Background Checks**

1. Grant recipients must require on applications for employment certification that the applicant has not been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse, or rape of a child; that the applicant has not been convicted of a crime of moral turpitude; and that the applicant has not been the subject of a founded case of child abuse and neglect. In addition, the applicant must certify on the application that he has not been the subject of a founded case of child abuse and neglect. Moreover, as a condition of awarding a contract for the provision of services that require a contractor or his employees to have direct contact with students on school property during regular school hours or during school-sponsored activities, the grant recipient shall require the contractor to provide certification that all persons who will provide such services have not been convicted of a felony or any offense involving the sexual molestation or physical or sexual abuse or rape of a child.
2. Further, as a condition of employment, the grant recipient must require any applicant who is offered or accepts employment, whether full-time or part-time, permanent or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the applicant's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such applicant. Every grant recipient shall require, as a condition of employment, that any applicant who is offered or accepts employment requiring direct contact with students, whether full-time or part-time, permanent or temporary, provide written consent and the necessary personal information for the school board to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Department of Social Services.
3. In cases where an employee is arrested, then the school board also must require such employee, “whether full-time or part-time, permanent, or temporary, to submit to fingerprinting and to provide personal descriptive information to be forwarded along with the employee's fingerprints through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.” (§ 22.1-296.2 of the *Code of Virginia*). In addition, there can be reciprocity between the divisions in this state. However, “criminal history record information pertaining to an applicant for employment by a school board shall be exchanged only between school boards in the Commonwealth in which a current agreement of reciprocity for the exchange of such information has been established and is in effect.” (§ 22.1-296.2)

### **The U.S. Department of Education (USED) ESEA Flexibility Waiver for Title IV-B 21<sup>st</sup> Century Community Learning Centers Grants**

Under the ESEA flexibility, USED has offered states the option to permit subgrantees that receive funds under the 21<sup>st</sup> CCLC program to use those funds to support expanded learning time during an extended school day in addition to activities during nonschool hours or periods when school is not in session (i.e., before and afterschool or during summer recess). Virginia was provided this flexibility option, and each applicant must decide if the flexibility option will be used. Presently, the 21<sup>st</sup> CCLC program funds academic and enrichment programs for students outside of the usual school day to

provide project-based application of concepts that engage students and bring-to-life what is learned during the school day. These activities complement the school day and are limited to nonschool hours, such as before and afterschool, holidays, weekends, and summer. High quality afterschool programs are linked to significant gains in standardized test scores and improved work habits. Virginia's flexibility request has been granted. Applicants who wish to implement the flexibility option shall indicate on the cover page of the application, that they will be implementing the flexibility option by checking the appropriate box. Applicants shall describe how they will improve student achievement by lengthening school day hours during Expanded Learning Time (ELT). Presently, the 21<sup>st</sup> CCLC program funds academic and enrichment programs for students outside of the usual school day, and are limited to activities during nonschool hours, such as before and after school, holidays, weekends, and summer.

For additional information on ELT, the Expanded Learning and Afterschool Project offers research, resources, and best practices for building affordable and sustainable approaches to expanding learning in your community, please visit: <http://expandinglearning.org/>.

Principles of effective expanded learning programs should be included by applicants intending to use the flexibility waiver. For information on principles of effective expanded learning programs, go to: [http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs\\_Jan\\_2014.pdf](http://www.afterschoolalliance.org/Principles%20of%20Expanded%20Learning%20Programs_Jan_2014.pdf)

### **Absolute Priority**

By statute, grants must be awarded to programs that serve students who attend schools with a high concentration of low-income students. This priority specifically defines these schools as those eligible for designation as a Title I schoolwide program school; or at least 40 percent of the students must qualify for free or reduced-price meals through the National School Lunch program.

The VDOE "SY 2015-2016 Free and Reduced-price Lunch Program Eligibility Report" identifies the schools eligible under this priority. The eligibility report is located at: <http://www.doe.virginia.gov/support/nutrition/statistics/index.shtml>.

A report of Virginia schools with a 40 percent or higher free and reduced-price eligibility, by school division is located at: [http://www.doe.virginia.gov/federal\\_programs/esea/title4/part\\_b/schools\\_with\\_40percent\\_or\\_higher\\_free\\_and\\_reduced.pdf](http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/schools_with_40percent_or_higher_free_and_reduced.pdf).

NOTE: The school(s) to be targeted for expanded learning opportunities must be listed on the Eligibility Report and must have at least 40 percent of the enrolled students qualifying for free or reduced-price meals. Discrepancies such as school name changes or school merges must be addressed in the application.

### **Competitive Priority**

Competitive priority points will be awarded by the VDOE as follows:

1. **An additional five points** will be awarded to applicants that propose to serve schools that have been identified by the VDOE as **Priority Schools, Conditionally Accredited Reconstituted, or Accreditation Denied for the 2015-2016 school year**. The applicant shall indicate each school's status (priority, conditionally accredited, or accreditation denied) on page two of the cover page in the application. In order to receive the five priority points, all schools included in the application must meet one of the above criteria; **or**

2. **An additional three points** will be awarded to applicants that propose to serve schools that have been identified by the VDOE as **Accredited with Warning or Focus School for the 2015-2016 school year**. The applicant shall indicate each school's status (accreditation status or focus school) on page two of the cover page in the application. In order to receive the three priority points, all schools included in the application must meet one of the above criteria.
3. **An additional three points** will be awarded to applicants that jointly submit applications between at least one local school division and at least one public or private community organization. **(A joint submission is an application that clearly demonstrates the collaboration and cooperation between the local school division and the community organization. The partnership outlined in the application includes detailed information regarding partnership management, programmatic collaboration, and fiscal collaboration and cooperation.)** The applicant shall demonstrate its strength and quality of partnership as indicated on pages 5 through 11 of Section B. *Program Narrative, Project Design/Services*, and in Letters of Commitment or Memoranda of Understanding. The application must include a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement must be executed and kept on file at the applicant's location.
  - a. To meet the requirements for competitive priority points, a school division that applies alone, i.e., not in a partnership, must document, if applicable, that it is unable to partner with a community-based organization of sufficient quality and within reasonable geographic proximity of the proposed community learning center facility.
  - b. Local school divisions that do not have qualified community organizations within reasonable geographic proximity may still receive competitive priority points. However, these school divisions are required to document the lack of agencies or organizations with which to collaborate.

Definitions of subcontractor, partner, and co-applicant

A **subcontractor** is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the co-applicant and partner relationships, a subcontractor relationship does not require any in-kind contribution. Examples of subcontractor relationships might be fees associated with a special speaker or presentation, fees for transportation or tickets associated with field trips, or fees for any other program related services provided by an unrelated third party under a contract or other agreement.

A **partner** is a nonapplicant/co-applicant entity that provides varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization's mission. Both the co-applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

A **co-applicant** is an entity that provides a significant level of support during the pregrant design, planning, and application phase, followed by material involvement during the postaward program delivery of grant related services. Although the support may come in monetary form, or in-kind contributions, in order to be considered a co-applicant; the organization must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21<sup>st</sup> CCLC grant.

If also a subcontractor, the co-applicant should demonstrate clearly that it is contributing a greater amount in monetary form or in-kind contributions to the grant than it may receive from grant funds.

4. **An additional two points** will be awarded to applicants that propose to serve students in middle or high schools. In order to receive the two priority points, the application must propose to serve middle or high schools only unless the school is a combined school. If the application is for a combined school, the project must include a primary focus on interventions targeting middle or high schools. Please indicate on cover page number one and two that the application proposes to serve students in either a middle school or high school or both, or a combined school with middle or high school students.
5. **An additional two points** will be awarded to applicants that propose to serve students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program. Please indicate in the check box on cover page number one and two that all school(s) proposed to be served meet this requirement.

The “2015-2016 Accreditation Ratings” report is available at:

[http://www.doe.virginia.gov/statistics\\_reports/accreditation\\_federal\\_reports/accreditation/index.shtml#ratings](http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/accreditation/index.shtml#ratings).

Federal Accountability Status for the 2015-2016 school year, based on assessment results in the 2014-2015, are available at:

[http://www.doe.virginia.gov/statistics\\_reports/accreditation\\_federal\\_reports/federal\\_accountability/index.shtml](http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/federal_accountability/index.shtml).

NOTE: The “local education agency” is considered to be the school division, not the individual school. The VDOE will make the final determination of the competitive priority points.

### **Appeals Process**

Applicants that wish to appeal a grant award decision must submit a letter of appeal to the VDOE. Appeals are limited to the grounds that the VDOE failed to correctly apply the standards for reviewing the application as specified in this RFP. Appeals based on a disagreement with the professional judgment of the grant readers will not be considered.

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 delivered or mailed to:

Virginia Department of Education  
Director of the Office of Program Administration and Accountability  
21<sup>st</sup> Century Community Learning Centers Grant  
101 North 14<sup>th</sup> Street - 23<sup>rd</sup> Floor  
P.O. Box 2120  
Richmond, Virginia 23218-2120

The Department must receive the letter of appeal within 10 calendar days of the *Notification of Grant Award* announcement. Upon review of the appeal, a response will be provided to the complainant within 30 calendar days.

### **Goal, Objectives, and Performance Indicators**

The goal, objectives, and performance indicators will be used as the criteria for monitoring and evaluation of 21<sup>st</sup> CCLC programs. As required by Title IV, Part B, of ESEA, the evaluation section of the application should clearly state how the indicators below will be: 1) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and 2) made available to the public upon request, with public notice of such availability provided. A detailed description of the goal, objectives, and performance indicators is described in more detail below.

#### **Goal**

Virginia's 21<sup>st</sup> CCLC will enhance and support student academic achievement by providing enriched, content-based learning opportunities, supported by meaningful parent and community engagement so that students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

#### **Objective 1**

Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21<sup>st</sup> CCLC program will show gains on reading/language arts and mathematics SOL assessments.

Indicator 1.1 The percentage of students regularly participating in 21<sup>st</sup> CCLC programs who meet minimum proficiency or make progress in reading/language arts on state assessments compared to a comparable group of students who do not participate in the 21<sup>st</sup> CCLC program.

Indicator 1.2 The percentage of students regularly participating in 21<sup>st</sup> CCLC programs who meet minimum proficiency or make progress in mathematics based on performance on state assessments compared to a comparable group of students who do not participate in the 21<sup>st</sup> CCLC.

#### **Objective 2**

Seventy-five percent of family members of students who participate in local 21<sup>st</sup> CCLC will be engaged in opportunities for literacy and related educational development.

Indicator 2 The number of regular program attendees as reported by school staff and activity logs.

#### **Objective 3**

Virginia students attending schools that primarily serve a high percentage of students from low-income families and regularly attending a 21<sup>st</sup> CCLC program will show improvement in core course grades and regular school attendance.

Indicator 3.1 The percentage of students regularly participating in 21<sup>st</sup> CCLC programs who show improvement in classroom grades core courses (English/Language Arts, math, science, and social studies) as compared to a comparable group of students who do not participate in the 21<sup>st</sup> CCLC program.

Indicator 3.2 The percentage of students regularly participating in 21<sup>st</sup> CCLC programs who show improvement in school attendance as compared to a comparable group of students who do not participate in the 21<sup>st</sup> CCLC program.

“Regular Program Attendees” is defined by the U.S. Department of Education as those participants who attend 30 or more days during the program year, including summer.

## INSTRUCTIONS FOR COMPLETING THE APPLICATION

*Please note: Each cell allows for a maximum number of characters that may not be exceeded. The number of allowable characters varies. An error message will appear until the number of characters indicated is reduced to meet the individual cell’s requirement. Please note also that page numbers referenced below match the page numbering of the entire workbook. When viewed on the computer, each section (sheet) in the workbook is numbered separately. For this reason, the applicant may find it helpful to first print the entire document as a workbook (pages 1 through 40).*

### **A. Cover Pages (1-4)**

1. The applicant will complete the applicant and co-applicant sections. The applicant may be either a local school division, a community-based organization (nonprofit or for-profit), a faith-based organization, a governmental entity, or an institution of higher education. If the applicant is not a local school division, then the organization must also secure the signature of the superintendent of schools of the local school division in which the school(s) to be served is located unless the application proposes to serve students from a private school only.
2. The local school division superintendent (whether the school division is the applicant or co-applicant) must review and approve the application prior to submission to the VDOE unless the application proposes to serve students from a private school only.
3. The designated school division or organization representative should complete the certification by securing all appropriate signatures. Please indicate in the appropriate check box(es) if the application proposes to serve students in middle schools or high schools, and if the application proposes to serve only students in schools with 75 percent or more of students who qualify for free or reduced-price meals through the National School Lunch program. Please indicate in the check box if all schools proposed to be served by the application have a free and reduced-price lunch eligibility of 75 percent or greater.
4. On page 2, complete the areas indicating the school(s) to be served/grade level, priority/focus status, accreditation status, if the school has previously been awarded this grant, free or reduced-price lunch eligibility percentage, projected Average Weekly Attendance (AWA) of program participants, and items one through five.
5. Check all the program types/activities to be offered that apply. **The two cover pages (with original signature(s) on page one), along with the letters of commitment or Memoranda of Understanding, and Attachment A are the only documents to be submitted by hard copy. The entire application must be submitted (with the exception of the letters of commitment or Memorandum of Understanding, and Attachment A submitted by hard copy) electronically according to the directions on the cover and pages two and three of this document.**
6. On page 3, the amendment section will be used for future changes to the program. Amendments are changes that are made to the program application or budget *after* the being awarded. If the amendment involves only programmatic changes, a budget transfer request is not required. If the amendment involves programmatic and budget changes, a budget transfer must also be submitted. Amendments should be identified on the first page of the application in the upper left-hand corner and include the date. Select the “Explain” link. A section will be displayed where details about the changes to the application should be provided. Please be specific. Provide the number and date of the revision or amendment.

### **A. Program Abstract (Page 5)**

Summarize the key elements and overall purpose of the proposed 21<sup>st</sup> CCLC program in the abstract section. The abstract is an overview of the planned project that will be used to provide information to the public about the program. Note: The program abstract is not a statement of the need for the program.

### **B. Program Narrative (Pages 6-11)**

**Section 1 Need for Services (15 points)** - This section should address the following components as specified by Section 4204 of Title IV, Part B, under ESEA:

1) an evaluation of the community needs and available resources for the community learning center; 2) how the proposed program is expected to improve student academic achievement; and 3) a description of how the proposed program will address the students' and **family members' needs (especially the needs of working families)**. This section should also describe the discussion and collaboration that occurred with other organizations within the community during the application development process.

If partnering organizations are not located within reasonable geographic proximity of the proposed community learning center facility, documentation about the lack of agencies or organizations with which to collaborate must be included.

The following information should be addressed, where appropriate, in the above components:

1) the need for academic enrichment opportunities designed to help students meet state and local academic achievement standards in the core academic subject areas; and 2) the need for opportunities for family literacy and related educational development. Included in the needs statement should be: 1) a detailed description of the school/student/family needs, using the most current data available (such as the Title I needs assessment); 2) a description of the resources available; 3) the process for selecting the participating school(s)/student(s); and 4) **the criteria to measure and the process used to track the participation of family members**.

**Section 2 Project Design/Services (25 points)** - This section of the proposal should address the following: 1) measurable objectives; and 2) scientifically-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. Each required section is described in more detail below.

1) Measurable objectives:

- A measurable objective has four components:
  - 1) subject (Who is the target or focus?);
  - 2) behavior (What will be changed/improved?);
  - 3) specific criteria for assessing improvement, readiness, or achievement; and
  - 4) time period for performance or assessment. Measurable objectives should be incremental, with benchmarks for each of years one, two, and three of the program.
- **State program objectives for students as well as family members.** The objectives should align with the 21<sup>st</sup> Century Community Learning Centers performance indicators. (See page 10 of the *Guidelines, Instructions, and Assurances*.)

2) Describe the scientifically-based research services and activities (program, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds. All content, activities, and services must be secular, neutral, and nonideological.

## **C. Program Summary (Pages 12 - 19)**

### **Section 1 and 2 Program Summary – Regular & Summer (30 points)**

This section should describe the structure of the regular school day/summer program and the procedures for managing it effectively. Included in this section should be: 1) instructional program ; 2) family engagement activities; 3) planned field trips and/or special projects; budget overview; and a timeline. The information provided in this section should align with the Budget Narrative form details.

The information provided in this section should align with the Budget Narrative form details. This section must also include a description of a preliminary plan for how the community learning center will continue after funding under this grant ends. If this applicant has previously been awarded Title IV, Part B funds to serve the school(s) included in the application, the efforts and results of these efforts to sustain the program's activities must be clearly demonstrated in this section. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included.

Each required section is described in more detail below.

#### 1) Instructional Program

Describe the daily activities which include academic and enrichment activities, their frequency and locations. The academic assistance component must incorporate a broad array of evidence-based activities that are designed to help students from low-performing schools meet district academic achievement standards in mathematics and reading/language arts. The enrichment activities must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students. Activities can fall within one of the three primary types of afterschool activities:

- Tutoring/Homework Help – Extends the students’ daily class work into afterschool. Tutors or teachers help students complete their homework, prepare for tests, and work on concepts covered during the school day.
- Project Based Learning – Expands on students’ learning in ways that are different from the school day. Activities are engaging, interactive, creative, and often project or activity focused to address several learning points at one time, allowing for exploration beyond the basic concepts. Projects should be integrated across subjects, assisting students and their family members to apply the knowledge and skills from school to real-life experiences, to explore new roles, and to understand different perspectives.
- Recreational Activities – Do not necessarily address academic concepts, but can include lessons learned including social skills, teamwork, leadership, competition, and discipline that demonstrate a connection to improving achievement in mathematics or reading/language arts.

Describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1801-0004, Section 427

#### 2) Family Engagement

Describe the initiatives or activities of the program that will promote family participation and increase family literacy and support. Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and duration, to make sustainable changes in a family, and that integrate all of the following activities:

- Interactive literacy activities between parents and their children.
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- Family literacy training that leads to economic self-sufficiency.

3) Field Trips/Special Projects

Describe the planned field trips and the objectives they will address. Field trips must be educational and align with the objectives of the program. The cost must meet the reasonable and necessary standard. Field trips are allowable when directly related to a teacher's lesson as part of classroom instruction and when necessary to meet program objectives. Trips that are non-educational and not related directly to student learning or program objectives are unallowable under federal regulations pertaining to 21st CCLC funds. If trips of this nature are planned, funds must be local or from an outside sponsor. All field trips must be pre-approved by the VDOE prior to any expenditure related to the trip.

4) Budget Overview

Provide an overview of the process for planning and implementing the budget process that aligns with the information the applicant has provided on the Budget Narrative Form of the application. This overview should illustrate how grant funds as well as funds from other sources will be used in the initial project year, including any matching or in-kind funds indicated on the Partnership Information form. The budget overview should describe how the budget covers program expenses and specifically how it relates to the activities described in the Project Design, including transportation, and how existing resources, such as computer labs, libraries, and classrooms will be leveraged to carry out proposed activities. Costs will be evaluated against the scope of the project and its anticipated benefits. The overview should describe how costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits.

5) Timeline

Include a timeline for program implementation of key events starting with notification of program funding in the fall and continuing through full program implementation.

**D. Program Support and Sustainability (Pages 20 - 22 ) (10 Points)**

This section should describe the structure of the project and the procedures for managing it effectively. Included in this section should be: 1) coordination; 2) letters of commitment or memoranda of understanding (attached to hard copy submission); 3) quality afterschool staffing; 4) if the applicant was previously awarded a 21st CCLC grant, demonstration of previous success; and 5) sustainability. This section must also include a description of a preliminary plan for how the community learning center will continue after funding under this grant ends. If this applicant has previously been awarded Title IV, Part B, funds to serve the school(s) included in the application, the efforts and results of these efforts to sustain the program's activities must be clearly demonstrated in this section. A description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible shall also be included.

1) Coordination

Describe the following as applicable to the program:

- How students participating in the program will travel to and from the center and home and assurances for attention to safety, health, and nutrition issues;
- Federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- The impact on the programs ability to offer a broad spectrum of services to students and their families is dependent on strong partnerships. Partnership(s) created with Examples of partnerships are community and faith-based organizations;, juvenile justice agencies;, law enforcement agencies,; and youth groups,; libraries; cultural and sports organizations; museums; cooperative extension agencies; zoo, higher education institutions; subject experts; and businesses. and how the partnership(s) will provide services to students

participating in the community learning center and the families of those students (should clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results);

- How the eligible entity will encourage and use appropriately qualified seniors as volunteers, if the applicant plans to use senior volunteers in activities carried out through the community learning center; and
- Facility usage.

2) Letters of Commitment or Memoranda of Understanding

Letters of commitment or Memoranda of Understanding, that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of the letters of support, with a clear demonstration of commitment from senior administrators of the partnering organization, is more important than the quantity. These letters are to be attached and submitted with the signed hard copy of the cover pages.

3) Quality Afterschool Staffing

Describe the staff organization of the program and narrative descriptions for key staff. Indicate the applicant's plan to include qualified instructional and youth development staff, as appropriate to program design, who have expertise fostering supportive relationships with students and families, meaningful opportunities for engagement, and academic achievement in out-of-school time settings. Include the staff professional development plan and how the applicant will meet staff and volunteer needs.

4) Demonstration of Previous Success

If the applicant was previously awarded a 21<sup>st</sup> CCLC grant, quantitative and qualitative information should be included that shows successful outcomes in achieving the goals and objectives stated in the previous application proposal.

5) Sustainability

Sustainability refers to an organization's ability to successfully continue and maintain program activities after the grant has ended. It is an organization's commitment and ability to include the program as a core element of its overall services. Many factors, not just financial support, help to ensure sustainability of programs once the grant funding ends. These factors include board and leadership competence and commitment, staff who perceive the benefits, community stakeholder support and collaboration, a history of positive program results, adequate funding resources, an ongoing evaluation process for improvement over time, a systemic plan for growth, and a strategic plan that addresses the inclusion of the project. Briefly describe the sustainability plan to include the proposed project as part of the applicant's ongoing services. It should include internal and external means of support, both programmatic and financial, and provide an understanding of the needs for long-term growth of the project.

**E. Evaluation (Pages 23 - 24) (5 points)** - This section should include an evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. It should describe the evaluation design by indicating:

- 1) Types of data that will be collected;
- 2) When the data will be collected;
- 3) Design and methods that will be used for data collection;
- 4) Instruments that will be used;
- 5) How the data will be analyzed;
- 6) When reports of results and outcomes will be available; and
- 7) How information will be used by the project to monitor progress and to provide information to stakeholders about success at the project site(s).

It is essential that applicants adequately address their capacity to access and collect appropriate progress reports and evaluation data in this section. Applicants must also demonstrate their capacity and willingness to provide all requested evaluation data to the VDOE through the an online local evaluation report template and annual survey through the Single Sign-on for Web Systems (SSWS) portal, and to the U.S. Department of Education. The evaluation plan should include measures and outcomes tailored to reflect the needs of students and family members in the school(s) served. The evaluation information should show the impact the project has had on student academic performance. If the applicant is not a local school division, this section must indicate that school personnel have agreed to provide information required and fulfill the evaluation requirements. No more than \$1,000 may be budgeted for implementing the annual local evaluation.

**F. Budget Narrative (Pages 25-34) (15 Points)** Please refer to *Expenditure Accounts Descriptions* on page 27 of the *Guidelines, Instructions, and Assurances*.

1. Enter the “Total Amount Requested for the First Year of the Grant” in the clear space provided. Please note, if this amount does not equal the total of individual amounts by object code entered on the *Budget Narrative* form, an error message will appear on page one of the cover pages sheet.
2. Enter a description of each item or service and the budget amounts requested on the *Budget Narrative* form for each object code on page 27 as specified. **It is important that whole numbers only be entered in all spaces on all budget pages of the application. Do not use decimals. Due to rounding, any entry other than a whole number may result in error messages.**
  - a. Object code 1000 Personnel Services – include individual detail of staff positions and amounts for each position;
  - b. Object code 2000 Employee Benefits – include the breakdown of each fringe benefit for each position;
  - c. Object code 3000 Purchased Services – describe and list each purchased service with a budgeted amount;
  - d. Object code 4000 Internal Services – describe and list each internal service with a budgeted amount;
  - e. Object code 5000 Other Charges – describe and list each other charge with a budgeted amount;
  - f. Object code 6000 Materials and Supplies – describe and list each type of material or supplies, including major purchases of instructional curriculum with a budgeted amount; and
  - g. Object code 8000 Capital Outlay – describe and list each capital outlay with a budgeted amount.
3. The maximum amount for administrative staff (administrators and clerical) may not exceed 20 percent of total award. The percentage of direct instructional services and fringe benefits for administrative positions shall not be used to determine the 20 percent.

**G. Three-Year Budget Summary (Page 35)**

1. Entries from the *Budget Narrative* sheet for **year one** will populate to this sheet. Enter projected object code amounts for years two and three in the clear cells on this page. Only amounts requested from award funds should be entered in this section. Contributions from other sources are not to be entered in this section.
2. All subtotals and totals on this page will automatically calculate from the entries. If the amounts on this sheet do not total the figures entered on the cover pages and *Budget Narrative* sheets, an error message will be displayed on the cover pages sheet or *Budget Narrative* sheets. If any error messages appear, please revise the amounts entered. **All numeric**

**entries must be whole numbers.**

3. A description of the expenditures listed should be included in the Program Narrative: Management Plan/Budget and/or Budget Narrative. Please show calculations that relate to the proposed activities for each line item in the summary. Although matching funds are not required, applicants should include a brief description of the in-kind resources being provided towards the implementation of this project on the Collaboration and Partnership Information forms.

**H. Collaboration and Partnership Information (Pages 36-37)**

1. Indicate the total value of support to be provided in the space provided. This should include cash and value of donated time, facilities, and supplies.
2. Complete a separate sheet for each partner; enter information requested in the clear spaces of the form. To insert additional copies of this sheet into the application workbook:
  - With the mouse, move the cell pointer (arrow) over the “H. Partnership Information” **sheet tab and right click;**
  - In the window that appears, select “Move or Copy”;
  - In the next window that appears, under “Before sheet:”, click on “Attachment A”;
  - Check the “Create a copy” box;
  - Click on “OK”;
  - A new sheet will be added after the original “H. Partnership Information” sheet, with the name, “H. Partnership Information(2)”;
  - Double-click on the new “H. Partnership Information(2)” sheet tab; and
  - Re-name the sheet with the abbreviated name of the partner and complete the sheet for the partner

**Attachment A: Statement of Partners’ Participation and Support (page 38)**

1. List the legal name of each participating agency and obtain an authorized signature from a high-level official of the organization.
2. This page may either be attached to the signed cover pages, or converted to a PDF document and attached to the electronic version. A faxed signature on this document only is acceptable for inclusion in the application. The fiscal agent (applicant) must maintain the original signature on file if the faxed signature is included in the application.
3. Do not list the school division or schools proposed to be served by the application as a partner. These entities are included on the cover page of the application, and are not considered “external” partners.

**Grant Application Submission Standards/Format**

Please review and follow the instructions contained in the *Grant Application Submission Standards/Format* on page 19 of the *Guidelines, Instructions, and Assurances*.

**Additional Information**

Please review the information contained in the Additional Information on pages 22-23 of the *Guidelines, Instructions, and Assurances*.

**Grant Application Checklist**

For your reference, on page 23, a checklist of all items is included. **Do not submit this checklist with the application.**

**Instructions for Printing the Cover Pages of the Application for Original Signatures and Submission and the Applicant's Local File (using Excel 2007)**

The cover pages one and two must be printed for original signatures and submission. To print the cover pages only for signature(s) and submission, open the cover pages sheet and click on the print icon. To print the entire application to keep on file, locally, numbered sequentially, from pages 1 to 22; select, in the following order, menu bar commands:

1. Click on the "Office Button."
2. Select "Print."
3. Check the "Entire Workbook" selection.
4. Click on "Ok."

**Appendices (Page 25)**

The following documents are included for the applicant's reference:

1. Appendix A: *Assurances* (Keep a signed copy at the applicant's location.), pages 25-26
2. Appendix B: *Expenditure Accounts Descriptions*, page 27
3. Appendix C: Public Law 107-110 Part B, 21<sup>st</sup> Century Schools TITLE IV, PART B, — 21<sup>st</sup> Century Community Learning Centers, pages 28-34
4. Appendix D: U.S. Department of Education NON-REGULATORY GUIDANCE (EXCERPTS) Non-Regulatory Guidance for the 21<sup>st</sup> CCLC Program, pages 35-37

## GRANT APPLICATION SUBMISSION STANDARDS/FORMAT

The RFP application document is contained in the *21<sup>st</sup> Century Community Learning Centers Request For Proposals Application* (Excel File) at:

[http://www.doe.virginia.gov/federal\\_programs/esea/title4/part\\_b/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/index.shtml).

In addition, the forms listed below, which are included in this document, are to be completed, signed as appropriate, and kept on file at the applicant's location.

Application format: The application (Excel workbook) has a maximum number of characters that may be typed in each cell (which varies, depending on the section). All sheets in the Excel document have been designed to maintain compliance with this requirement. More characters cannot be entered in any cell in the application workbook above the maximum number allowed. If the maximum number of characters allowed is exceeded (including spaces), an error message will appear, indicating the number of characters allowed, and Excel will not accept the data in that cell until the requirement is met. All required Word documents must be submitted on the sample forms listed below.

- Submit **only one hard copy of cover pages one and two with original signature(s), with the letters of commitment or Memoranda of Understanding attached, and Attachment A** (with signatures), and **an electronic copy** of the entire completed application, either on a compact disc (CD) or flash drive, delivered with the completed application, or e-mailed by 4 p.m. on **Friday, April 8, 2016**, to [21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov). Please use the following naming convention:  
**21CCLC\_[Org/DivName-01] (add subsequent numbers if more than one application is submitted from the same school division or organization)**
- Staple the hard copy of the cover pages of the application with original signature(s) in the upper left hand corner only to the letters of commitment or Memoranda of Understanding, and Attachment A. Do not three-hole punch or enclose in a binder.

**The signed, completed hard copy pages must be submitted in the following order and only the following forms are to be included:**

1. *Cover Pages* sheet, pages one and two
2. Letters of Commitment
3. Memoranda of Understanding
4. Attachment A: *Statement of Partners' Participation and Support*

***Other attachments to the application are strongly discouraged.*** Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the required documents listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks (other than the required Excel application file), publications, press clippings, testimonial letters will not be reviewed nor will they be returned to the applicant. Do not include the U.S. Department of Education 21<sup>st</sup> CCLC law and guidance included in this document (Appendix C and D) on pages 29 through 37.

## **MAIL/HAND DELIVERY MAIL INSTRUCTIONS**

An original, signed copy of *Cover Pages* one and two of the application with letters of commitment, Memoranda of Understanding, and *Attachment A*, and a CD or flash drive containing the electronic file, or e-mailed to [21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov) with the complete application file (Excel) must be received at the address listed below before **4 p.m. on Friday, April 8, 2016**. Incomplete, late, or faxed applications will not be accepted.

All program and budget questions should be directed to Marsha M. Granderson at (804) 786-1993 or by e-mail to [Marsha.Granderson@doe.virginia.gov](mailto:Marsha.Granderson@doe.virginia.gov).

### **Mailing address:**

Ms. Marsha M. Granderson  
Virginia Department of Education  
Office of Program Administration and Accountability  
P. O. Box 2120  
Richmond, Virginia 23218-2120

### **Delivery address:**

Ms. Marsha M. Granderson  
Virginia Department of Education  
Office of Program Administration and Accountability  
James Monroe Building - 23<sup>rd</sup> Floor  
101 North 14<sup>th</sup> Street  
Richmond, Virginia 23219

**Any items missing from the original submission of the application cannot be accepted after the closing date of the RFP competition.**

## **ADDITIONAL INFORMATION**

### **What is the definition of a “community-based organization?”**

As defined in Section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

### **What are the components of a high-quality afterschool program?**

According to the U.S. Department of Education publication, *Afterschool Programs: Keeping Children Safe and Smart*, there are eight components that are generally present in high-quality afterschool programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Applicants are encouraged to address as many of these components as possible in their application narrative. This document can be found at: <http://www.eric.ed.gov/PDFS/ED438395.pdf>

### **Where can additional information or resources be found that would be useful in developing a community learning center?**

These selected resources and accompanying descriptions are listed on the U.S. Department of Education Web site <http://www.ed.gov/programs/21stcclc/index.html>.

- The National Institute on Out-of-School Time (<http://www.niost.org/>) provides research and materials to assist applicants for 21<sup>st</sup> CCLC grants.
- The Early Childhood and Parenting (ECAP) Collaborative (<http://ecap.crc.uiuc.edu/>) is home to more than a dozen projects that focus on educating and raising young children. ECAP hosts research, technical assistance, and service projects.
- The Institute for Urban and Minority Education (<http://iume.tc.columbia.edu/>) provides information on program development, evaluation, and professional development.
- REL Appalachia (<http://ies.ed.gov/ncee/edlabs/regions/appalachia/index.asp>) is composed of a team of nationally-recognized educational research scientists. REL Appalachia's mission is to provide high-quality research, analysis and technical assistance that help state and local education systems in the region achieve higher educational standards and close the achievement gap.
- The Finance Project (<http://www.financeproject.org>) provides information and resources on evaluating and sustaining afterschool programs.

- “What Constitutes a Quality After-school Program?” and link: [http://www.dss.virginia.gov/family/cc/professionals\\_resources.cgi](http://www.dss.virginia.gov/family/cc/professionals_resources.cgi)
- “The 40 Developmental Assets”: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18> (Also have Ages 5-9, 8-12)
- “The Achievement Gap is Real”: <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>
- “Shared Features of High-Performing After-School Programs” (Policy Studies Associates, Inc., 2005)  
<http://www.education.ne.gov/21stccclc/Afterschool/Administration/Shared%20Features%20of%20High%20Performing%20After%20School%20Programs.pdf>
- “Afterschool Program Quality and Student Outcomes: Reflections on Positive Key Findings on Learning and Development From Recent Research” (Deborah Lowe Vandell, 2013)  
<http://www.expandinglearning.org/expandingminds/article/afterschool-program-quality-and-student-outcomes-reflections-positive-key>
- Virginia Partnership for Out-of-School Time (VPOST) Website: <http://v-post.org/>

## GRANT APPLICATION CHECKLIST

**CLOSING DATE: 4 p.m. Friday, April 8, 2016**

### CHECKLIST:

- Have completed cover pages one and two of the application with **original signature(s)**, letters of commitment, Memoranda of Understanding, and *Attachment A* been included?
- Has a compact disc (CD) or flash drive containing an electronic copy been sent, or e-mailed to [21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov)? Please use the following file naming convention for the electronic submission:  
**21CCLC\_[Org/DivName-01] (add subsequent numbers if more than one application is submitted from the same school division or organization)**
- Has the application been prepared according to the format standards?
- Has each of the four sections in the *Program Narrative* been designed to include only the specific requirements of that particular section?
- Have all sections of the application been completed?
- Has the hard copy of the entire Excel workbook been printed for your files so that all pages are numbered consecutively from page 1 through 40 (including *Attachment A*)?
- Have all required forms listed below been submitted?
  - ◇ **Hard copy of Excel application document pages**
    - Cover Pages* (pages one and two)
    - Letters of Commitment
    - Memoranda of Understanding
    - Attachment A Statement of Partners' Participation and Support*
  - ◇ **Electronic copy of entire Excel application document**
    - An electronic copy of the completed application e-mailed to [21stCCLC@doe.virginia.gov](mailto:21stCCLC@doe.virginia.gov) or a compact disc (CD) or flash drive containing an electronic copy
  - ◇ **Word document page Appendix A: Assurances** contained at the end of the *Guidelines, Instructions, and Assurances* document
    - A signed copy should be kept on file in the division or organization applying as the fiscal agent for the grant (do not submit this document).

**This page should not be submitted with the application.**

# **APPENDICES**

## APPENDIX A

### ASSURANCES

(Keep a signed copy at the applicant's location.)

<b>I hereby submit that these assurances and the programs they represent were presented to and approved by the</b>	
_____	on _____
Name of Governing Body/Board/Authority	Date
Signature	Date

The \_\_\_\_\_ (applicant) hereby assures that:

1. The applicant will administer the 21<sup>st</sup> CCLC program in accordance with all applicable statutes, regulations, program plans and applications.
2. The applicant will adopt and use proper methods of administering the 21<sup>st</sup> CCLC program, including:
  - (a) the enforcement of any obligations imposed by law;
  - (b) the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and
  - (c) the adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
3. The applicant will complete any evaluation of the 21<sup>st</sup> CCLC program conducted by or for the Virginia Department of Education (VDOE), the United States Education Secretary, or other federal officials.
4. The applicant will use such fiscal control and fund accounting procedures to ensure proper disbursement of funds and reporting procedures consistent with VDOE accounting practices.
5. The applicant will:
  - (a) make reports to the VDOE and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties;
  - (b) maintain such records, provide such information, and afford access to the records as the VDOE and the Secretary may find necessary to carry out their responsibilities;
  - (c) provide parents of children receiving services and the appropriate local educational agency with information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand;
  - (d) ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards; and
  - (e) ensure that all instruction and content under this subsection are secular, neutral, and non-ideological.
6. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7. The applicant will make equitable access to and equitable participation in the program's activities to be conducted with such assistance addressing the special needs of students, staff, and other

- program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age (General Education Provision Act [GEPA] Section 427).
8. The applicant will comply with the Debarment, Suspension, and Other Responsibility Matters regulation (34 CFR 85.110), the Single Audit Act, the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, and the Gun-Free Schools Act of 1994 (Reauthorized the *No Child Left Behind Act of 2001*).
  9. The applicant will not utilize any federal funds to lobby Congress or any federal agency.
  10. The applicant will meet all applicable federal, state, and local health, safety, and civil rights laws.
  11. The program will take place in a safe and easily accessible facility.
  12. The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
  13. The program will primarily target students who attend schools eligible for schoolwide programs under Section 1114 and the families of such students.
  14. Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or nonfederal funds.
  15. Applicants not subject to the provisions of the *Single Audit Act of 1984* with amendment in 1996 (non-Federal entities that expend less than \$500,000 of Federal awards in a year), will obtain an annual audit in accordance with the [Single Audit Act Amendments of 1996](#) and Compliance Supplement March 2007 at:  
[http://www.whitehouse.gov/omb/circulars\\_a133\\_compliance\\_07\\_07toc/](http://www.whitehouse.gov/omb/circulars_a133_compliance_07_07toc/)
  16. The applicant will consult with private schools during the development of the grant project and provide equitable services to private school students and their families (in the attendance area served by the grant). A PowerPoint presentation and other resources on ensuring equitable services to private schools may be found at  
[http://www.doe.virginia.gov/federal\\_programs/esea/title9/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml).
  17. The applicant shall provide, upon request, a current financial statement, and has the financial capacity to operate program services to all participants until reimbursement is received from the Commonwealth of Virginia.
  18. If applying jointly with another entity, the applicant shall execute a formal agreement that clearly states that it is a joint application, and the conditions related to the applicant's and co-applicant's relationship. The signed agreement shall be executed and kept on file at the applicant's location.

## APPENDIX B

### EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

#### OBJECT CODE DEFINITIONS:

**1000 PERSONNEL SERVICES** — All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 EMPLOYEE BENEFITS** — Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 PURCHASED/CONTRACTUAL SERVICES** — Services acquired from outside sources (i.e., private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**NOTE: TITLE IV, Part B**, funds may not be used to pay for medical, dental, or clothing costs.

**4000 INTERNAL SERVICES** — Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 OTHER CHARGES** — Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration), office phone charges, training, leases/rental, Indirect Cost, and Other.

*Note: Indirect cost cannot be claimed against capital outlay and equipment.*

**6000 MATERIALS AND SUPPLIES** — Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the school division has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in “materials and supplies.” Grant funds may not be used for food expenditures unless either technical assistance is being provided, or the expenditure is to directly support instruction being provided and U.S. Department of Agriculture Child Nutrition Programs funds have been utilized. Snacks purchased with Title IV-B grant funds should follow U.S.D.A Child Nutrition Program nutritional guidelines and consist of components of a reimbursable breakfast or lunch.

**8000 CAPITAL OUTLAY** — Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the school division has set a lower capitalization threshold.

**NOTE: TITLE IV, Part B**, funds cannot be expended for buildings or remodeling.

## APPENDIX C

### Public Law 107-110 Part B, 21<sup>st</sup> Century Schools

#### TITLE IV, PART B, — 21<sup>st</sup> Century Community Learning Centers

##### SEC. 4201. PURPOSE; DEFINITIONS.

(a) **PURPOSE** - The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that —

- (1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, 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 literacy and related educational development.

(b) **DEFINITIONS** - In this part:

- (1) **COMMUNITY LEARNING CENTER**- The term community learning center means an entity that —
  - (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after-school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and
  - (B) offers families of students served by such center opportunities for literacy and related educational development.
- (2) **COVERED PROGRAM** - The term covered program means a program for which —
  - (A) the Secretary made a grant under part I of title X (as such part was in effect on the day before the date of enactment of the *No Child Left Behind Act of 2001*); and
  - (B) the grant period had not ended on that date of enactment.
- (3) **ELIGIBLE ENTITY**- The term eligible entity means a local educational agency, community-based organization, another public or private entity, or a consortium of two or more of such agencies, organizations, or entities.
- (4) **STATE** - The term State means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

##### SEC. 4202. ALLOTMENTS TO STATES.

(a) **RESERVATION** - From the funds appropriated under section 4206 for any fiscal year, the Secretary shall reserve —

- (1) such amount as may be necessary to make continuation awards to grant recipients under covered programs (under the terms of those grants);
- (2) not more than 1 percent for national activities, which the Secretary may carry out directly or through grants and contracts, such as providing technical assistance to eligible entities carrying out programs under this part or conducting a national evaluation; and
- (3) not more than 1 percent for payments to the outlying areas and the Bureau of Indian Affairs, to be allotted in accordance with their respective needs for assistance under this part, as determined by the Secretary, to enable the outlying areas and the Bureau to carry out the purpose of this part.

(b) STATE ALLOTMENTS-

- (1) DETERMINATION - From the funds appropriated under section 4206 for any fiscal year and remaining after the Secretary makes reservations under subsection (a), the Secretary shall allot to each State for the fiscal year an amount that bears the same relationship to the remainder as the amount the State received under subpart 2 of part A of title I for the preceding fiscal year bears to the amount all States received under that subpart for the preceding fiscal year, except that no State shall receive less than an amount equal to one-half of 1 percent of the total amount made available to all States under this subsection.
- (2) REALLOTMENT OF UNUSED FUNDS- If a State does not receive an allotment under this part for a fiscal year, the Secretary shall reallocate the amount of the State's allotment to the remaining States in accordance with this section.

(c) STATE USE OF FUNDS-

- (1) IN GENERAL - Each State that receives an allotment under this part shall reserve not less than 95 percent of the amount allotted to such State under subsection (b), for each fiscal year for awards to eligible entities under section 4204.
- (2) STATE ADMINISTRATION - A State educational agency may use not more than 2 percent of the amount made available to the State under subsection—
  - (A) the administrative costs of carrying out its responsibilities under this part;
  - (B) establishing and implementing a peer review process for grant applications described in section 4204(b) (including consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities); andsupervising the awarding of funds to eligible entities (in consultation with the Governor and other State agencies responsible for administering youth development programs and adult learning activities).
- (3) STATE ACTIVITIES - A State educational agency may use not more than 3 percent of the amount made available to the State under subsection (b) for the following activities:
  - (A) Monitoring and evaluation of programs and activities assisted under this part.
  - (B) Providing capacity building, training, and technical assistance under this part.
  - (C) Comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted under this part.
  - (D) Providing training and technical assistance to eligible entities who are applicants for or recipients of awards under this part.

## SEC. 4203. STATE APPLICATION.

(a) IN GENERAL - In order to receive an allotment under section 4202 for any fiscal year, a State shall submit to the Secretary, at such time as the Secretary may require, an application that —

- (1) designates the State educational agency as the agency responsible for the administration and supervision of programs assisted under this part;
- (2) describes how the State educational agency will use funds received under this part, including funds reserved for State-level activities;
- (3) contains an assurance that the State educational agency will make awards under this part only to eligible entities that propose to serve —
  - (A) students who primarily attend —
    - (i) schools eligible for schoolwide programs under section 1114; or
    - (ii) schools that serve a high percentage of students from low-income families; and
  - (B) the families of students described in subparagraph (A);
- (4) describes the procedures and criteria the State educational agency will use for reviewing applications and awarding funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet local content and student academic achievement standards;
- (5) describes how the State educational agency will ensure that awards made under this part are —
  - (A) of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and
  - (B) in amounts that are consistent with section 4204(h);
- (6) describes the steps the State educational agency will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices;
- (7) describes how programs under this part will be coordinated with programs under this Act, and other programs as appropriate;
- (8) contains an assurance that the State educational agency —
  - (A) will make awards for programs for a period of not less than 3 years and not more than 5 years; and
  - (B) will require each eligible entity seeking such an award to submit a plan describing how the community learning center to be funded through the award will continue after funding under this part ends;
- (9) contains an assurance that funds appropriated to carry out this part will be used to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs;
- (10) contains an assurance that the State educational agency will require eligible entities to describe in their applications under section 4204(b) how the transportation needs of participating students will be addressed;
- (11) provides an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other state agencies administering before and after-school (or summer school) programs, the heads of the state health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations;

(12) describes the results of the State's needs and resources assessment for before and afterschool activities, which shall be based on the results of ongoing state evaluation activities;

(13) describes how the state educational agency will evaluate the effectiveness of programs and activities carried out under this part, which shall include, at a minimum

—  
(A) a description of the performance indicators and performance measures that will be used to evaluate programs and activities; and

(B) public dissemination of the evaluations of programs and activities carried out under this part; and

(14) provides for timely public notice of intent to file an application and an assurance that the application will be available for public review after submission.

(b) **DEEMED APPROVAL** - An application submitted by a state educational agency pursuant to subsection (a) shall be deemed to be approved by the Secretary unless the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the application, that the application is not in compliance with this part.

(c) **DISAPPROVAL** - The Secretary shall not finally disapprove the application, except after giving the State educational agency notice and opportunity for a hearing.

(d) **NOTIFICATION** - If the Secretary finds that the application is not in compliance, in whole or in part, with this part, the Secretary shall —

(1) give the state educational agency notice and an opportunity for a hearing; and

(2) notify the state educational agency of the finding of noncompliance, and, in such notification, shall —

(A) cite the specific provisions in the application that are not in compliance; and

(B) request additional information, only as to the noncompliant provisions, needed to make the application compliant.

(e) **RESPONSE** - If the state educational agency responds to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, and resubmits the application with the requested information described in subsection (d)(2)(B), the Secretary shall approve or disapprove such application prior to the later of —

(1) the expiration of the 45-day period beginning on the date on which the application is resubmitted; or

(2) the expiration of the 120-day period described in subsection (b).

(f) **FAILURE TO RESPOND** - If the state educational agency does not respond to the Secretary's notification described in subsection (d)(2) during the 45-day period beginning on the date on which the agency received the notification, such application shall be deemed to be disapproved.

#### SEC. 4204. LOCAL COMPETITIVE GRANT PROGRAM.

(a) **IN GENERAL** - A state that receives funds under this part for a fiscal year shall provide the amount made available under Section 4202(c)(1) to eligible entities for community learning centers in accordance with this part.

(b) **APPLICATION**-

(1) **IN GENERAL** - To be eligible to receive an award under this part, an eligible entity shall submit an application to the state educational agency at such time, in such manner, and including such information as the state educational agency may reasonably require.

(2) **CONTENTS** - Each application submitted under paragraph (1) shall include--

- (A) a description of the before and after-school or summer recess activities to be funded, including--
  - (i) an assurance that the program will take place in a safe and easily accessible facility;
  - (ii) a description of how students participating in the program carried out by the community learning center will travel safely to and from the center and home; and
  - (iii) a description of how the eligible entity will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible;
- (B) a description of how the activity is expected to improve student academic achievement;
- (C) an identification of federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources;
- (D) an assurance that the proposed program was developed, and will be carried out, in active collaboration with the schools the students attend;
- (E) a description of how the activities will meet the principles of effectiveness described in section 4205(b);
- (F) an assurance that the program will primarily target students who attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- (G) an assurance that 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;
- (H) a description of the partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate;
- (I) an evaluation of the community needs and available resources for the community learning center and a description of how the program proposed to be carried out in the center will address those needs (including the needs of working families);
- (J) a demonstration that the eligible entity has experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students;
- (K) a description of a preliminary plan for how the community learning center will continue after funding under this part ends;
- (L) an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application;
- (M) if the eligible entity plans to use senior volunteers in activities carried out through the community learning center, a description of how the eligible entity will encourage and use appropriately qualified seniors to serve as the volunteers; and
- (N) such other information and assurances as the state educational agency may reasonably require.

(c) **APPROVAL OF CERTAIN APPLICATIONS** - The state educational agency may approve an application under this part for a program to be located in a facility other than an elementary school or secondary school only if the program will be at least as available and accessible to the students to be served as if the program were located in an elementary school or secondary school.

(d) **PERMISSIVE LOCAL MATCH-**

(1) **IN GENERAL** - A state educational agency may require an eligible entity to match funds awarded under this part, except that such match may not exceed the amount of the grant award and may not be derived from other Federal or State funds.

(2) **SLIDING SCALE** - The amount of a match under paragraph (1) shall be established based on a sliding fee scale that takes into account--

(A) the relative poverty of the population to be targeted by the eligible entity;  
and

(B) the ability of the eligible entity to obtain such matching funds.

(3) **IN-KIND CONTRIBUTIONS** - Each state educational agency that requires an eligible entity to match funds under this subsection shall permit the eligible entity to provide all or any portion of such match in the form of in-kind contributions.

(4) **CONSIDERATION-** Notwithstanding this subsection, a state educational agency shall not consider an eligible entity's ability to match funds when determining which eligible entities will receive awards under this part.

(e) **PEER REVIEW** - In reviewing local applications under this section, a state educational agency shall use a peer review process or other methods of assuring the quality of such applications.

(f) **GEOGRAPHIC DIVERSITY** - To the extent practicable, a state educational agency shall distribute funds under this part equitably among geographic areas within the State, including urban and rural communities.

(g) **DURATION OF AWARDS** - Grants under this part may be awarded for a period of not less than 3 years and not more than 5 years.

(h) **AMOUNT OF AWARDS** - A grant awarded under this part may not be made in an amount that is less than \$50,000.

(i) **PRIORITY-**

(1) **IN GENERAL** - In awarding grants under this part, a state educational agency shall give priority to applications--

(A) proposing to target services to students who attend schools that have been identified as in need of improvement under section 1116; and

(B) submitted jointly by eligible entities consisting of not less than 1--

(i) local educational agency receiving funds under part A of title I; and

(ii) community-based organization or other public or private entity.

(2) **SPECIAL RULE** - The state educational agency shall provide the same priority under paragraph (1) to an application submitted by a local educational agency if the local educational agency 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.

**SEC. 4205. LOCAL ACTIVITIES.**

(a) **AUTHORIZED ACTIVITIES** - Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after-school activities (including during summer recess periods) that advance student academic achievement, including —

- (1) remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- (2) mathematics and science education activities;
- (3) arts and music education activities;
- (4) entrepreneurial education programs;
- (5) tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- (6) programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- (7) recreational activities;
- (8) telecommunications and technology education programs;
- (9) expanded library service hours;
- (10) 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; and
- (12) drug and violence prevention programs, counseling programs, and character education programs.

(b) **PRINCIPLES OF EFFECTIVENESS-**

(1) **IN GENERAL** - For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall —

- (A) be based upon an assessment of objective data regarding the need for before and afterschool programs (including during summer recess periods) and activities in the schools and communities;
- (B) be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

(2) **PERIODIC EVALUATION-**

(A) **IN GENERAL** - The program or activity shall undergo a periodic evaluation to assess its progress toward achieving its goal of providing high quality opportunities for academic enrichment.

(B) **USE OF RESULTS** - The results of evaluations under subparagraph (A) shall be —

- (i) used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and
- (ii) made available to the public upon request, with public notice of such availability provided.

## APPENDIX D

**U. S. Department of Education  
Non-Regulatory Guidance on  
21<sup>st</sup> Century Community Learning Centers (Excerpts)  
February 2003**

**Complete document is located at:**

<http://www.ed.gov/programs/21stcclc/guidance2003.pdf>

[21st Century Community Learning Centers \(21st CCLC\)  
Frequently Asked Questions \(FAQs\) Expanded Learning  
Time \(ELT\) under the ESEA Flexibility Optional Waiver](#)

(Click on “**What’s New**” at center of page)

## **U. S. Department of Education NON-REGULATORY GUIDANCE (EXCERPTS)**

### **Non-Regulatory Guidance for the 21<sup>st</sup> CCLC Program**

Non-Regulatory Guidance (dated February 2003) is available at the U. S. Department of Education 21<sup>st</sup> Century Community Learning Centers Web site at:

<http://www.ed.gov/programs/21stcclc/guidance2003.pdf>. Included below are selected excerpts from the Non-Regulatory Guidance. Refer to the complete document for additional information.

#### **What is a 21<sup>st</sup> CCLC?**

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families during nonschool hours (before or afterschool) or periods when school is not in session (including holidays, weekends or summer recess). According to Section 4201(b)(1) of the program statute, a community learning center assists students in meeting state and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

#### **What organizations are eligible to apply for 21<sup>st</sup> CCLC funds?**

Any public or private organization is now eligible to apply for a 21<sup>st</sup> CCLC grant. Examples of agencies and organizations now eligible to apply under the 21<sup>st</sup> CCLC program include, but are not limited to: nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations, or entities to apply.

#### **For what activities may a grantee use 21<sup>st</sup> CCLC program funds?**

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and afterschool activities (or activities during other times when school is not in session) that advance student achievement. In the Department's view, local grantees are limited to providing activities within the following list:

- Remedial educational activities and academic enrichment learning programs, including providing additional assistance to students to help improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide afterschool activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;

- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- Drug and violence prevention programs, counseling programs, and character education programs.