



COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
Richmond, Virginia 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

June 1, 2011

Mr. Bryan Keohane
United States Department of Education
400 Maryland Avenue, SW
FB6, Room 3E238
Washington, D.C. 20202

Dear Mr. Keohane:

The U. S. Department of Education has requested that states update the 21st Century Community Learning Centers (CCLC) program portion of their 2002 Consolidated State Plan. In response to that request, Virginia is submitting 21st CCLC program updates for fiscal year (FY) 2011.

If you have questions about the information submitted in Virginia's updates, please contact Mr. Duane Sergent, 21st CCLC program coordinator, at Duane.Sergent@doe.virginia.gov or by telephone at (804) 371-2929.

Sincerely,

A handwritten signature in blue ink that reads "Patricia I. Wright".

Patricia I. Wright

PIW/dj

Enclosure

**21st Century Community Learning Centers
FY 2011 Program Updates
Virginia**

COVER SHEET

Legal Name of Applicant: Virginia Department of Education	Applicant's Mailing Address: Post Office Box 2120 Richmond, Virginia 23218-2120
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State Contact(s) for 21st CCLC Programs

Primary Contact

Name: Duane C. Sergent

Position and Office: 21st CCLC Program Coordinator, Office of Program Administration and Accountability

Contact's Mailing Address:

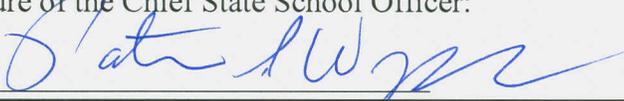
Virginia Department of Education
Post Office Box 2120
Richmond, Virginia 23218-2120

Telephone: (804) 371-2929 Fax: (804) 371-7347 Email address: Duane.Sergent@doe.virginia.gov

Secondary Contact(s):

Veronica Tate, Director, Office of Program Administration and Accountability
Veronica.Tate@doe.virginia.gov; (804) 225-2870

Diane Jay, Associate Director, Office of Program Administration and Accountability
Diane.Jay@doe.virginia.gov; (804) 225-2905

Chief State School Officer (Printed Name): Patricia I. Wright, Ed.D.	Telephone: (804) 225-2023
Signature of the Chief State School Officer: X 	Date: May 26, 2011 

The state, through its authorized representative, agrees to comply with all requirements applicable to the 21st CCLC program, including the assurances contained herein and the conditions that apply to any waivers that the state receives through this application.

SECTION A: GENERAL REQUIREMENTS

- A.1 Section 4202(c) of the ESEA requires each State to reserve not less than 95 percent of its 21st CCLC funds to make subgrants, not more than two (2) percent for state administration activities, and not more than three (3) percent for State activities (20 U.S.C. 7172(c)).**

Reservation of funds. Virginia allocates its 21st CCLC funds by adhering to Section 4202 (Allotments to States) by: 1) reserving 95 percent of the amount allotted to the state for grant awards to eligible entities as outlined under Section 4204 of the law; 2) reserving two percent for administrative costs, including establishing and implementing a peer review process for grant applications, and supervising the awarding of funds to eligible entities; and 3) reserving three percent of the amount available for monitoring and evaluation of programs and technical assistance.

Formal procedures are in place at the VDOE for budgeting and tracking expenditures. The VDOE's Oracle financial database system records and tracks allocations using specific project codes for: 1) state administration, training, technical assistance, and evaluation within the two percent maximum; and 2) state activities of technical assistance, contracts, grants or cooperative agreements, and monitoring within the three percent maximum. In addition, VDOE's Office of Program Administration and Accountability continues to use an Excel spreadsheet to break out expenditures according to the two percent and three percent allowable costs.

There are 2.85 FTE paid with 21st CCLC administrative funds. There is an additional .6 FTE assigned to the program. Copies of time sheets are kept for record keeping and audit purposes. Virginia does not consolidate funds for use of administrative costs.

- A.2 Section 4202(c)(3) of the ESEA states that each State must monitor and evaluate the programs and activities; provide capacity building, training, and technical assistance; conduct a comprehensive evaluation (directly or through a grant or contract) of the effectiveness of programs and activities; and provide training and technical assistance to eligible entities who are applicants for or recipients of awards. (*Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs.*)**

Monitoring. The VDOE provides monitoring on a continuous basis to grant recipients.

On-site monitoring. On-site visits are made as follows:

- All grantees operating in year two receive an on-site visit after one full school year of operation, allowing for monitoring of certain activities that do not occur until the end of the first year of operation. This allows grantees time to benefit from any findings of the site visit and implement corrective action, if indicated.

- Grants awarded to nonschool division entities (community, faith-based organizations, private schools, and local governments) operating in year one are visited. These entities have minimal oversight from school administrators, are generally not subject to the single audit act, and are usually located off school campuses. A visit in year one allows for follow-up technical assistance and implementation of corrective action of these organizations early in the grant operation period. They are monitored for a second time in year two.
- Certain grantees demonstrating promising practices are selected to observe and report promising practices that can be used in the development of statewide training, evaluation, and dissemination of promising practices.

Fiscal monitoring. Fiscal monitoring occurs throughout the year through the VDOE's OMEGA system. This includes monitoring the reimbursement expenses claimed from grant funds, transfer of funds between object code expenditures, and the unclaimed balances for each grantee.

Desk monitoring to meet requirements. All grantees are monitored by VDOE specialists on an ongoing basis for submission of required reports and evaluation data. This includes reporting of data in PPICS, submission of the annual local evaluation (ALERT), and other reports required by the VDOE to assess the program's progress toward achieving its goal of providing high-quality opportunities for academic enrichment.

Online monitoring system. The GMD has been designed through a cooperative agreement with CREP. This self monitoring template is available for all grantees to use throughout the three-year grant award period. The components of the monitoring system are voluntary in the first two years of the grant and mandatory in year three. Results in year three are compiled and made available to VDOE by CREP, and follow-up is made as appropriate.

Evaluation process. The Virginia 21st CCLC program collects and reports data as part of the evaluation process to measure program goals and outcomes. Two data collection instruments are used: 1) ALERT, and 2) the statewide 21st CCLC Survey. The ALERT data are submitted online via PPICS after the first full year of each program (summer preceding the program school year through end of the program school year). The 21st CCLC Survey reflects student participation data from each subgrantee for the program school year and is submitted electronically via Virginia's SSWS.

CREP maintains the ALERT report template online for grantees' use in reporting local evaluation data. CREP analyzes state and program data, Standards of Learning (SOL) assessment results, PPICS, and ALERT reports to prepare a 21st CCLC statewide comprehensive evaluation report. Included in this evaluation are the core components of (a) educational outcomes; (b) the range of high-quality educational, developmental, and recreational services; and (c) the state's progress toward meeting established performance indicators. This annual evaluation report is posted on the Virginia Department of Education Web site located at http://www.doe.virginia.gov/federal_programs/esea/title4/part_b/index.shtml with

notification of the posting sent to all coordinators of 21st CCLC programs. CREP also prepares and distributes the ALERT report to grant recipients.

A.3 Section 4203(a)(4) of the ESEA states that an application describes the procedures and criteria the SEA 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. (*Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs)*)

Technical review process and procedures. The following lists the order of activities conducted from March through August each year for reviewing applications and awarding funds to eligible entities on a competitive basis.

1. Official announcement of RFP in superintendent's memorandum
2. Statewide news release to all Virginia media sources
3. Mailings to private school organizations
4. Two regional RFP technical assistance workshops
5. Submission of RFP
6. Peer review process
 - i. Complete peer reading and scoring of applications
 - ii. Peer review teams meeting
 - iii. Enter scores, priority points, amount requested (verify applications' scores)
7. Sort entries for top scoring applications
 - i. Review top scoring applications
 - ii. Verify priority points
 - iii. Review budgets
8. Recommend amounts for awards
9. Complete internal discussions and finalize recommendations
10. Prepare and issue letters and grant award notifications
11. Begin programs within 30 days of the receipt of grant award notifications

Peer reviewer selection and training. A combination of criteria is considered when selecting peer reviewers. Training is conducted prior to the reviewers' reading and scoring applications.

Selection criteria for awards. Applications are sorted from the highest to lowest from the peer reviewers' final rubric scores, and the top application from each geographic region of the state is awarded. The remaining highest scoring applications are then awarded statewide. Recommended grant recipients are analyzed to compare against the number of grants currently awarded in all regions of the state. The recommendations for funding are presented by the 21st CCLC staff and director of the Office of Program Administration and Accountability to the assistant superintendent for instruction for final approval.

Continuation of grant awards. Prior to being awarded continuation funds in years two or three of a 21st CCLC grant, recipients are required to submit an annual continuation application. The purpose of the continuation application is to ensure that grantees are: 1) effectively managing grant funds; 2) operating programs in compliance with regulatory requirements; 3) making satisfactory progress towards meeting the goals and objectives stated in the original approved application; and 4) making progress toward meeting Virginia's performance indicators for 21st CCLC grant programs.

Termination of grant. If the VDOE finds, through investigation from an allegation or through its own discovery, that an entity that has been awarded a grant that is no longer providing high-quality or appropriate services to students to meet local content and student academic achievement standards (or other requirements under the ESEA), the VDOE shall notify the grant recipient of the termination of the grant in writing.

- A.4 Section 4203(a)(5) of the ESEA states that the SEA must describe how it will ensure that awards made are of sufficient size and scope to support high-quality, effective programs that are consistent with the purpose of this part; and in amounts that are consistent with Section 4204(h). (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

Amount of grants. Grant awards under this program will be a minimum of \$50,000 as required by law [Section 4204(h)]. By statute, the VDOE does 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)]. Virginia has established the maximum award amount at \$200,000 to meet the above provision.

Length of grants. Virginia's 21st CCLC grant is a three-year grant. The initial award period is for one year. Grantees are required to submit an annual application for second- and third-year continuation awards contingent upon the VDOE'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.

- A.5 Section 4203(a)(6) of the ESEA states that the SEA must describe the steps the SEA will take to ensure that programs implement effective strategies, including providing ongoing technical assistance and training, evaluation, and dissemination of promising practices. (*Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs)*)**

Evaluation. The Virginia 21st CCLC program collects and reports data as part of the evaluation process to measure program goals and outcomes. The full evaluation process is described in A.2.

Virginia's most recent statewide evaluation (2008-2009) suggested that providing fewer activities (i.e., offering four as opposed to up to ten) is more effective in improving

participants' academic achievement. The subsequent RFP contained a statement regarding this recommendation. At the 2010 annual spring institute, CREP provided the statewide evaluation recommendations, as well as other findings, to participants based on the 2009-2010 evaluation of 21st CCLC programs.

Dissemination of promising practices. The dissemination of promising practices occurs at several professional development institutes provided by the VDOE: 1) the annual Request for Proposals Technical Assistance Workshop; 2) the annual professional development institute for all grantees; and 3) the annual fall New Coordinators' Institute. At both the annual fall and spring institutes, panels of experienced practitioners from Virginia 21st CCLC programs provide information and expertise on a variety of topics ranging from successful academic enrichment programs to sound financial management practices. At the annual spring institute, an opportunity to network, share ideas, and showcase excellent programs is provided. The VDOE also provides technical assistance to grantees and disseminates information about promising practices using the information collected through the state evaluation process and on-site monitoring visits. Such promising practices include establishing effective partnerships; sustaining programs upon the completion of grant funding; developing evaluation plans; providing academic assistance to students; and developing strategies for decreasing dropout rates and increasing graduation rates.

Technical assistance and training. The VDOE provides capacity-building technical assistance through webinars on topics such as peer reviewer and on-site monitor training; evaluation requirements; completing the continuation applications; and on-site monitoring process for grantees. National webinars are also shared, as appropriate, with grant coordinators. Program and financial specialists are available daily by e-mail and telephone to respond to questions and offer technical assistance. In addition, the VDOE's 21st CCLC Web page offers updates and information.

A.6 Section 4203(a)(7) of the ESEA states that the SEA must describe how program under the ESEA will be coordinated with programs under the ESEA, and other programs as appropriate. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Coordination of programs. Virginia requires applicants to include in their NCLB consolidated or individual applications a description of the applicants' coordination of services across programs. Applicants must describe the partnerships within the division among the programs in the application and other federal, state, and/or local programs in the delivery of services to the targeted populations. The Title IV, Part B, RFP requires applicants to describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application. In addition, the application requires that applicants provide assurances that funds from United States Department of Agriculture (USDA) child nutrition programs be accessed prior to expending funds for any food supplies from grant funds.

A.7 Section 4204(d)(1) of the ESEA states that an SEA 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. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Matching funds. The VDOE does not require an eligible entity to match funds for the 21st CCLC grants.

A.8 Section 4203(a)(b) states that the SEA must provide assurance that the SEA will make awards under this part only to eligible entities that propose to serve (A) students who primarily attend schools eligible for school-wide Title I programs and schools that serve a high percentage of students from low-income families; and (B) the families of students in schools eligible for schoolwide Title I programs or schools that serve a high percentage of students from low-income families. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Eligible entities. Virginia's RFP application requires that eligible entities submit applications that propose to serve (A) students who primarily attend schools eligible for schoolwide Title I programs and schools that serve a high percentage of students from low-income families; and (B) the families of students in schools eligible for schoolwide Title I programs or schools that serve a high percentage of students from low-income families. The RFP applications submitted are examined by peer reviewers as well as state 21st CCLC specialists to ensure that the entities that submit and are awarded funds meet these criteria.

A.9 Section 4204 (i)(1) states that the SEA must 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 of the ESEA; and (B) submitted jointly by eligible entities consisting of not less than one local educational agency (LEA) receiving funds under Part A of Title I; and community-based organization or other public or private entity. (*Federal Register: Volume 67, Number 99 (Appendix B: State Activities to Implement ESEA Programs and Appendix D: Assurances)*)

Priority applications. Virginia's RFP application states that an additional five points will be awarded to applicants that propose to serve schools that have been identified by the VDOE as "Accredited with Warning" for the current school year, or that did not make AYP for the current school year. An additional five points are awarded to applicants that jointly submit applications between at least one local school division and at least one public or private community organization.

A.10 Section 4204 (i)(1) states that the SEA must give the same priority to an application submitted by a local educational agency if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity

and of sufficient quality to meet the requirements of this part. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Same priority. Virginia's RFP application states that the same priority (five additional points) will be awarded 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.

SECTION B: EVALUATION OF PERFORMANCE

B.1 Section 4205(b) of the ESEA states that for a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall 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; shall be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and shall 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. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Virginia performance measures. The effectiveness of Virginia's 21st CCLC program during the school year and in the summer recess period is evaluated through an evaluation process conducted by CREP using statewide and program data. CREP focuses on four evaluation questions: 1) what is the nature of the Virginia 21st CCLC programs and the level of participation by students; 2) to what degree did the programs meet Virginia's objectives for reading/language arts, mathematics, and opportunities for parent education; 3) are there relationships between attendance at a 21st CCLC center, nature and time allocated to activities, hours of operation and academic achievement; and 4) what "promising practices" and challenges were identified by centers regarding achievement of required objectives.

Goals and objectives. Virginia has identified one goal and two objectives for the 21st CCLC program. The goal is to 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 by 2013-2014.

The objectives are as follows:

Objective 1

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

Indicator 1.1 The percentage of students regularly participating in 21st 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 21st CCLC program.

Indicator 1.2 The percentage of students regularly participating in 21st 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 21st CCLC.

Objective 2

Family members of students who participate in local 21st CCLC programs will show increased engagement in opportunities for literacy and related educational development.

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

Meeting objectives. Expectations for Virginia’s 21st CCLC program are clearly delineated in the RFP Guidelines, Instructions, and Assurances. The VDOE funds projects that 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 expected to consult with parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies and work in meaningful collaboration to develop a 21st CCLC program. The VDOE requires applicants to employ scientifically-based research strategies to provide services in core academic areas where scientifically-based research has been conducted and is available, such as reading and mathematics, and that these strategies be thoroughly outlined in the application.

High-quality academic enrichment opportunities. All applicants must complete an “Afterschool Activity Form” as part of their grant application, which must describe in detail a high-quality academic support or enrichment learning activity, aligned with the Virginia Performance Measures that will be offered if the grant application is awarded. The proposed activity must demonstrate the type of high-quality academic support or enrichment that would be offered in the program. A “high-quality” activity is one that exhibits one or more of the following qualities: 1) complements the school day; 2) documents impact on student outcomes; 3) develops strategies for parent engagement; 4) builds school-community partnerships; and 5) incorporates technology.

In addition, the VDOE posts the *Program Quality Self-Assessment for Continuous Improvement* tool on the VDOE Web site. This tool is designed to help grantees assess progress relative to measures that research has found to be related to successful afterschool programs. This is a voluntary process that provides a quick tool for highlighting areas of success, areas of weakness, and topics for future statewide technical assistance.

- B.2 Section 4205(b)(2) of the ESEA states that 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. The results of evaluations under subparagraph (A) shall be used to refine, improve, and strengthen the program or activity, and to refine the performance measures; and made available to the public upon request, with public notice of such availability. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

SEA evaluation. The Virginia 21st CCLC program collects and reports data as part of the evaluation process to measure program goals and outcomes. Two data collection instruments are used: 1) ALERT; and 2) the 21st CCLC Survey (statewide student data collection). The ALERT data are submitted online via the 21st CCLC Profile and Performance Information Collection System (PPICS) after the first full year program operation (summer preceding the program school year through end of the program school year). The 21st CCLC Survey reflects student participation data from each subgrantee for the program school year and is submitted electronically through SSWS.

CREP maintains the ALERT report template online for grantees' use in reporting local evaluation data. CREP analyzes available data, SOL assessments, PPICS, and ALERT reports to prepare a 21st CCLC statewide comprehensive evaluation report. This annual evaluation report is posted on the VDOE Web site with notifications of this posting sent to coordinators of 21st CCLC programs. CREP also prepares and distributes the ALERT responses to grant recipients.

LEA evaluation. Applicants are required to submit an evaluation plan within the application to include the program objectives, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. Applicants must adequately address their capacity to access and collect appropriate progress reports and evaluation data to show the impact the project is expected to have on student academic performance. In addition, grantees are required to submit an annual application for second- and third-year continuation awards that demonstrates that progress is being made toward meeting the objectives set forth in the approved application and that the program is operating as designed. This progress is also monitored through on-site visits and technical assistance by VDOE specialists.

B.3 Section 4203(a)(12) of the ESEA states that the State must describe 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. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Results of state's needs and resources assessment. The VDOE assesses state needs for the 21st CCLC program using the annual state evaluation report, on-site monitoring reports, ALERT reports, and SOL assessment results for students participating in 21st CCLC program. In 2008, the U.S. Department of Education issued a recommendation that states increase the number of Title IV, Part B, awards to middle and high schools. A suggested way to bring about an increase in number was to add a priority for applications that proposed serving middle or high schools. In response to this recommendation, Virginia's 2008-2009 RFP, and subsequent RFPs, have included priority points for applications that propose to serve middle schools or high schools.

Research and state SOL assessment results have indicated that high poverty students are more at risk for low achievement. In response, priority points are awarded to 21st CCLC applications that propose to serve extreme poverty schools (greater than 75 percent free and reduced lunch eligibility).

SECTION C: ASSURANCES

- C.1 Section 4203(a)(9) of the ESEA 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. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

Supplement versus supplant. The state's RFP and guidelines, instructions, and assurances contains written guidance on supplement versus supplant, and 21st CCLC specialists, as well as on-site monitors, ensure that appropriated funds are used to supplement, not supplant, programs and services. The state provides written guidance on the use of funds and the supplement versus supplant provision of the law. The supplement versus supplant assurance is discussed in all technical assistance workshops.

The state manages its federal awards through OMEGA, an automated grant reimbursement and application system that allows for the tracking of budgets, reimbursements, and budget transfers. Specialists in the VDOE's budget office receive training on allowable 21st CCLC expenditures, have access to the applications for approved activities and expenditures, and are aware of the supplement versus supplant guidance as relates to the expenditures.

- C.2 Section 4203(a)(10) of the ESEA 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. The SEA must clearly describe how it will meet this requirement. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

Transportation needs. Virginia's RFP application requires eligible entities to describe in their applications under Section 4204(b) how the transportation needs of participating students will be addressed. Applications are evaluated and scored using this criterion, and on-site visits to grant recipients monitor for compliance with this requirement.

- C.3 Section 4203(a)(11) of the ESEA states that the SEA must provide 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. The SEA must clearly describe how it will meet this requirement. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)**

Consultation with appropriate officials. Beginning with the 2011-2012 school year, the VDOE will formally consult with the Virginia Partnership for Out-of-School Time

(VPOST), a statewide public-private partnership dedicated to developing and expanding academic, social, emotional, and physical supports and services to school-age children and youth across Virginia during the out-of-school time hours. With its wide group of stakeholders, VPOST will provide feedback on development of the application. The names and organizational affiliations of those VPOST individuals that were consulted along with minutes from the consultative meetings will be on record.

Among VPOST stakeholders are representatives from the VDOE, Virginia Municipal League, Governor's Commission on Youth, Virginia Department of Juvenile Justice, Virginia Association of Counties, Fairfax County Department of Community and Recreation Services, Virginia Alliance of Boys & Girls Clubs, United Way, Virginia Commonwealth University's Governor's Office of Substance Abuse Prevention, and Virginia Child Care Resource and Referral Network.

C.4 Section 4203(a)(8) of the ESEA contains an assurance that the State educational agency will make awards for programs for a period of not less than 3 years and not more than 5 years; and 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. The SEA must clearly describe how it will meet this requirement. (*Federal Register: Volume 67, Number 99 (Appendix D: Assurances)*)

Issuing awards and continuation after funds cease. Virginia's 21st CCLC grant is a three-year grant. The RFP application requires each eligible entity seeking an award to submit a plan describing how the community learning center to be funded will continue after funding ends. If an applicant has previously been awarded a Title IV, Part B, grant to serve the school(s) included in the application, the results of these efforts to sustain the program's activities must be clearly demonstrated.

The on-site monitoring document addresses continuation funding. Grantees discuss their sustainability plan and present evidence that they plan to continue the program after the project funding ceases. In the continuation application, the applicant must show evidence that the project is meeting its goals and objectives and if programs adhere to their goals, they are more likely to build a stronger program and continue after funding ceases.

Through professional development opportunities, such as the annual spring and fall institutes, the VDOE routinely offers technical assistance on the sustainability of grant programs after the end of the grant award funding. Such technical assistance includes panel discussions with experienced practitioners and conference sessions on this topic presented by experts in the field of afterschool programs.