**21st CCLC RFA 2018 Q & A**

| ***Questions*** | ***Answers*** |
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| How do I know if my grade school qualifies to apply for the 21st CCLC Grant? | You qualify to apply if you meet the criteria: Applicants must demonstrate that they have the expertise and capacity to reach the program goals. Applicants must demonstrate a *significant partnership* between at least one Local Education Agency (LEA) or school district (having one or more high-poverty, Title I eligible school(s)). Applicants must also have at least one community-based organization that is not primarily an entity contracted to provide services to the program. A partnership is an entity with the primary partners making significant contributions to the grant goals and outcomes, and providing direct financial support or in-kind support. |
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| RFA page 5: "previously funded Subgrantees must have resolved all monitoring findings and submitted 1) all program information, 2) end of program reports, 3) USDE's data collections system 21 APR, and 4) final budget revisions." Our subgrant ends in FY 17-18. The final APR and evaluation for our current grant is not due until June 30 and Sept. 30, 2018 for the 5 year summary. The new RFA deadline is May 4th. Do we have to have all these documents submitted by May 4th? | You will not need to have all your end of grant documentation (E.g. 21APR, Five Year Summary etc.) in before you submit your 21st CCLC RFA. If you were to receive a new award, funding may be withheld if all the required documentation is not submitted for the 2013 – 2018 grant. |
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| Is the maximum grant $500,000 per year for the entire five years of the grant? | No, the maximum funding is $500,000 per year for the first three years. The fourth and fifth years, 75% of the $500,000 would be funded. |
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| Can this grant include Kindergarten? | Yes, grantees can work with individual centers to choose to serve this age group. In the past some centers determined it was too long of a day for this age group. |
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| Can we use the grant program funds for building or construction? | No, Title IV-B, 21st CCLC grant funds cannot be used to purchase facilities or support new construction. |
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| Do schools with FRL rates of 50% or more that are not designated Title I-A schools qualify for consideration under the grant? Example: A middle school with 60% FRL that has Title I-A schools feeding into it, but that is not designated a Title I-A school. Will they be considered if they meet the 50% or more FRL if they are not a Title I-A school? | Yes, your middle school will qualify for consideration under the grant without the Title I-A designation. However, note that applications should “primarily” serve Title I-A schools with at least 50% or more FRL. |
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| We are a year round school, Monday thru Thursday. Since we are non-traditional in our schedule, would it be allowable for us to apply and provide the same number of out-of-school-time hours as other traditional schools, but in a different way? | During the regular school year, programs must operate a minimum of 12 hours in a “typical week”, or equal four service days per week, be open at least 2 hours a day totaling a minimum of 300 program hours per school year. Hours during the regular school year cannot be saved and transferred to summer learning. An option is to partner with other programs or community organizations to add weeks to your summer program. |
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| Can this grant financially support my existing summer program? | Regardless if 21st CCLC is the only funding or a partnership with another grant, you will need to design and implement a program with all of the required elements included in the 21st CCLC Application. |
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| How do we budget for the required trainings? Who needs to attend and for how many days? | Include all your required training expenses on your budget form. There will be 2 days (include travel expenses) for all Program Directors. There will be 4 days (include travel expenses, substitutes, etc.) for workshops and training (two 2-day conferences per year) for the Program Director, each Center Coordinator and 2 staff members from each center. |
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| Can a nonprofit organization apply for the grant in more than one county? | The “applicant entity” may submit only one application. However, partnerships may exist with more than one applicant. |
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| If our district forms a partnership that is primarily contracted, are we exempt from the competitive procurement processes at the district level? | This is a district decision. You can contact your fiscal manager regarding policy and past practice in these matters. |
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| Will the attendance of a one-hour program meet the criterion that students have regular attendance, or must they attend a minimum of 2 hours a day? | The program must operate a minimum of 12 hours in a typical week, or equal four service days per week, be open at least **2 hours a day** totaling a minimum of 300 program hours per school year. |
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| What is the criteria for the peer reviewers for the 21st CCLC applications? Will ODE staff be reviewing the applications? How much will reviewers know about best practices in evaluation design as well as Community School program design? | Not all applications submitted for interest may be accepted. We will select those with the most experience and background in the areas listed on the application. The application contains questions about experience with writing and reviewing grant applications; working with youth in education; working in before, after and/or summer learning programs; and asks for a description of knowledge in evidence-based research. There are 24 areas of experience to check if applicable. ODE will check applications for completeness and correct formatting before going to peer reviewers. |
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| Can 21st CCLC program funds support services for pre-kindergarten children? | Yes, although “students” are designated in statute as the intended beneficiaries of the program, the ODE believes that younger children who will become students in the schools being served can also participate in program activities designed to get them ready to succeed in school. |
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| How would we differentiate between tutoring versus "homework help"? | “Homework help” can be a service you provide however, when formulating your objectives for the first grant purpose in the RFA, keep in mind, we want to provide the highest quality enrichment activities possible. Individual or small group tutoring should involve a teaching interaction between a knowledgeable adult and students to deepen and expand key concepts learned during the school day. |
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| Do you want the application as one document (that includes the PDF and Excel budget) or two separate docs--narrative as the PDF and budget in excel? | Email an electric copy of the application in PDF format ***and*** the Budget Program Spending Form- Attachment 8 in Excel on or before May 4, 2018. Please attach the Budget Program Spending Form in **Excel format as a separate document**. |
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| If we are applying as a nonprofit and we have our own federally approved indirect rate, can we use our approved rate? | Yes. |
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| May LEA’s or other organizations charge indirect costs to their 21st CCLC grant? | The 21st CCLC guidance says, they can use up to their negotiated rate as determined by ODE. |
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| I was wondering if programs specifically designed exclusively for preschool students (to prepare them for kindergarten) are allowable. Are we able to apply for grant funds to start a preschool in our district? Would we be able to hold the program during regular school hours (as well as after school hours)? | You cannot have a program exclusively serving Pre-K students. The main purpose of the grant is to serve K-12 students during out-of-school time hours using the authorized activities under Title IV-B. Out-of-school time hours (before and after school, weekends, summer, non-schools days, etc.). These times would apply to Pre-K as well. |
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| We have a need in our community for a "transitional kindergarten. ," We have "young" 5-year old children who are not yet ready for a full-day academic kindergarten program, as well as "ready" 4-year old children who would benefit from a kindergarten experience but will not be 5 by September 1st. | Services must be provided during out-of-school time hours and cannot supplant full day kindergarten in Oregon. |
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| Is there a "required" number of students per site you are requesting grantees to serve? | No, there is not a required number of students; however, the amount of funds you are requesting should be reasonable and necessary in relation to the number of students and families you serve and should align to needs of the community. |
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| Our district primarily serves Title-I schools. Are we eligible to apply with the high school as a center if the high school is not a Title-I school? | Yes, if you have other centers that are feeder schools and have the qualifications of being Title I and 50% FRL. |
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| We have a Pre-K program linked to a K-5 school. Do we qualify for funding? Our programs have early learning, early kindergarten transition and summer Pre-K. | USED non-regulatory guidance says yes. Pre-K can be a portion of the grant. Primarily serving Pre-K would not be an option because it would not fit the components of the grant. |
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| Can a Career and Technical Education (CTE) programs be Pre-CTE or do they have to be complete programs of study? | Yes, it can be a pre-CTE programming option. |
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| Do we have to meet one or both absolute priorities? | There are a number of components to absolute priorities. We have talked a lot about “primarily” serving the 50% or more FRL and Title I schools. The other component priorities are serving schools in need of improvement and partnering with a community based organization. If you have schools “in need of improvement” that have been formally identified by the state, you are encouraged to include them; however, if you do not, you will still be able to apply for the grant. The schools you choose should “primarily” be both Title I and 50% or greater FRL. |
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| What does capacity mean in the evaluation plan? | Consider the following questions. What is your plan for entering, gathering, and reviewing your data? What is your process? Do you have the staff to follow through and make sure all of this happens? Do you have backup staff to be sure this knowledge does not disappear with one person? |
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| Can we develop a program for only one part of the school (the middle/high)? | Yes, you can do that. |
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| Will the review committee have knowledge of our previous application? Will there be consideration when applying for the new application? | Reviewers will know if you are a current grantee however, they will not know if you submitted a previous application that was not awarded. Current grantees will need to describe how they will use funds for **new and/or enhanced programming.** There are no additional points assigned to current grantee holders. They have to meet the same criteria for scoring as first time or new applicants. |
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| Do the competitive priorities have to be included in the goals & objectives attachment? | The competitive priorities must align with the objectives and goals of the overall program. |
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| Can you explain how to fill out ‘Competitive Priorities’ Attachment 6? | This is like a dashboard summary. **A.** Check the box if you have a middle or high school, then list the names of the schools on the right hand column**. B**. Check the box if you have CTE programs at the center(S), then list the name of the centers that have CTE programs. **C**. Check the box if you have support(s) for the Treatment of Trauma, Mental Illness and Conditions for Student Learning at the center(s), then list the name of the center(s) that have these supports. |
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| Would grantees be required to use federal and/or ODE reporting databases, or can we submit data we collect in our own database format? | We are required to use 21APR, the USDE’s data collections system for Annual Performance Reporting. More discussion on this subject we be forthcoming. |
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| Is the indirect inclusive of the $500,000? | You will receive your allocation amount for that year prior to the indirect cost. Take the percentage of your indirect cost and subtract it from your allocated amount. Yes, the indirect is inclusive of the total amount. |
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| Can you explain what you mean by sustainability and dissemination? | Consider the questions below:  How will you sustain your program in years four and five when funding reduces to 75%? You will need to have a plan for sustainability to generate funds for a holistic program for those two years and beyond the life of the grant.  How are you going to share the information about your program? It is a requirement this information is publically shared. You must disseminate your goals and objectives to your community and stakeholders. |
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| Is the advisory council for the overall program or center specific? | An advisory council is for the continuous improvement of the overall program. |
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| What is the difference between federal evaluation and the program evaluation? | Federal evaluation is the data entered into the system called 21APR. This goes directly to the federal government.  The local program evaluation is a periodic evaluation that measures the attainment of grant goals, objectives and program quality. |
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| Will you be sending a copy of the CQIP? | When grants are awarded, the sub-grantees will receive additional training on the Continuous Quality Improvement Process (CQIP). |
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| Is there a preference for serving "new" schools vs. schools with multiple years of experience with 21CCLC? | No. Applications will be scored according the rubric in the RFA. There are no additional points given for existing programs. |
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| In the model, Goals and Objectives chart on page 15 of the RFA, in the first column under Oregon long-term goals, there are symbols next to the goals. Can you explain what these mean? Does the goal "Start Strong" pertain only to pre-K? | These symbols are check boxes where you will indicate which long-term goal aligns with your objective.  No the goal does not only pertain to Pre-K. |
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| Are the start/end dates for after school programs defined? | Yes, programs must start in September and run through June and/or up to the last week of the regular school year. |
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| Can we send application to Raquel through ODE secure email site? | No, if your application is too large to send through your email system, you may have to use the secure file transfer. You must email [Ann Kaltenbach](mailto:ann.kaltenbach@state.or.us) for instructions. |
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| How does summer school fit in? Do we have to have a regular year program?  We have several partnerships for little parts of our operations, without regular meetings. We partner with an organization to provide some parenting education but don’t regularly meet. Would this be adequate to apply for a qualifying partnership? | Summer school is optional. As long as you have the required pieces for the school year (minimum 12 hrs. a typical week, or equal four service days per week, be open at least two hours a day totaling 300 minimum program hours per school year). Summer school must operate 20 minimum hours per week, for four minimum weeks.  The more you can communicate with partners and plan towards the goals and objectives in your program the better. |
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| Is it possible to use funding to purchase public transportation passes for students at the high school level? | No, public transportation cannot be purchased with 21st CCLC funds. We have an obligation for student safety. We would not be able to ensure student safety. |
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| Can funds be used to provide transportation to and from with a certified school bus? | Yes, you are required to have some kind of a transportation plan. |
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| In the past ODE supported using EZ Reports. Will ODE support this web-based after school reporting system? | We will be discussing reporting systems with the grantees later. |
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| Do special district libraries qualify? | Yes |
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| Do we have to offer all the hours for the 21st CCLC day program at one center or is it possible to combine hours at two centers to reach the 300 program hours per year? For example, could we bus the kids to a middle school two days per week and a community center for two days during that week? The participants are the same. | As long as you are serving the same cohort of students, you can serve them at two different sites. |
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| Is the expectation realistic for 60% of high school kids to participate in 300 hours of afterschool programming when they have so many other things going on in their lives? | You should strive for 75% of students classified as regular attendees (30 days or more in program) for all students K-12. However, ODE does realize it is hard for the high school level students to attend regularly. |
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| I want to make sure that we are an eligible elementary school if we identified as a priority up until this year. Are we eligible to be a recipient of grant services? | You will qualify even if you no longer identify as a Priority School. For the purpose of the RFA, we are giving priority to schools who “previously” identified as Focus or Priority. |
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| How do I number my Narrative pages? | After you have filled out the first two attachments as noted on your checklist: Put your cursor at the end of the *Attachment 2-Program Dashboard (Section B)* click on the **Layout Tab,** in thePage Setup sectionclick on the **Breaks** dropdown, click on **Next Page** to put a Section break in. Now you will be ready to add the page numbers for the Narrative Section. |
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| Do we need to repeat the applicant information on each partner page? | On the application for Partner Commitment Form Attachment #3, the applicant information is asked for at the top of the page. The List of Partners is repeated under the dark line. Copy the partner section on the form and paste it as many times as needed extending the existing form. |
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| Can you share an example of a successful application from 2017 21st Century Community Learning Center program? | Since this is a competitive grant, we would need permission to share previous applications. This is also a new RFA with different criteria (ESSA) and scoring guides. An exemplar may lead applicants in a false direction and limit creativity. I suggest using the rubrics as a guide to check for the quality of your application. |
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| The examples in the RFP for the program objectives and the assessment are not specific yet the narrative section says measurable objectives. Please clarify what level of detail you request here. | Applicants will be developing their own objectives according to the grant purposes. Your assessment plan should indicate how you plan on measuring these objectives. Objectives should be SMART (specific, measurable, attainable, relevant and time-bound). I would research writing SMART goals to help guide you. Here is an example:  By the end of the 2018/2019 school year, 70% of all regularly attending 21st CCLC students in K-3rd grade will demonstrate “benchmark” reading skills as measured on the DIBELS assessment. |
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| This year we are being identified by ODE as a comprehensive school. Would that be a priority or focus school for purposes of the current RFP? | A comprehensive school is defined as a school “in need of improvement” and will qualify. |
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| We do not have any nonprofit organizations in our area. We are working with a company to provide theater but they are not a nonprofit. How do we get them prescreened? Are government entities such as ESD, Community Colleges, City and County partners included as external organizations? | Partners do not have to be pre-screened. The list ODE is compiling is a resource to grantees of organizations that have some expertise in after school programming. It is not a requirement for your grant application. |
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| In the PDF application, do you want the attachments to come immediately after the section they pertain to or do you want them all to be at the end of the document? | All required components and forms are to be submitted in the order listed on the ***APPLICATION CHECKLIST*** |
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| Applicants are to include correspondence with the private schools prior to proposal. How and/or where do you want that included in the application materials? It does not appear to be included in any of the appendices. Just wondering how you would like that submitted. | Private school consultation documentation should not be included in your application submittal. When awarded, an applicant may need to show these documents for review, as part of our monitoring process. |
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| Can all students at eligible schools participate or do we need to identify individual students for services (poverty, academic need, EL status etc.)? Can recruitment be open (with specific efforts to target the groups at most need) or is it by invitation only. | You may create criteria to prioritize students based on need at individual centers, if you are unable to serve the entire school population. |
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| A school district is interested in applying for a CCLC grant but only has two schools: a K-6 and a 7-12. Both are over the 50% poverty threshold and are Title I eligible; but only the K-6 is Title I funded. It was not clear whether the preponderance of sites (you said 2/3) needed to be Title I funded or just 2/3 of the students served. If it were based on number of sites vs students served and given the fact that there are only two schools, I would assume in that case, we would only be eligible to apply for one site; the elementary. Our hope had been to apply for centers at both sites; please confirm the requirements. | The 2/3 guideline was to help applicants when calibrating serving students who “primarily” attend Title 1 schools with 50% or greater FRL. Since you are serving students from an elementary program feeding into a middle and high school program in a small rural school district, this scenario would be considered for funding. |
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| If we are only able to apply for an elementary program given the Title I limitations, would only having one site put the application at a significant competitive disadvantage. I know that most applications are for multiple sites and we are a small rural district. | No, you will not be penalized for being a small/rural district. |
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| Partnerships: We have three area nonprofits that we are partnering with. At least one of these would not be entering into any type of contractual relationship (I believe) but the other two would be providing a mix of in-kind, partnership based services and contractual/paid services; is this allowable? I know you mentioned partners cannot simply be providing contractual services but I wasn't sure if that meant that they were no longer counted as program partners if they did a blend of contractual and partner based activities. | Yes, these partnerships do count however; we encourage you to formulate partnerships that are not only contracted services. List all partnerships on Attachment 3 and specify if it is a contracted service, an in-kind service, or some combination. |
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| As a current grantee I am wondering specifically about the Abstract where it says ‘current grantees may exceed one page’. Is there a limit on how much we can exceed one page? | The RFA does not specify how many pages you can exceed for this section; however, you will still need to stay in the 20 page maximum requirement for the narrative. |
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| Could you clarify the involvement that pre-k can have within the 21st Century Learning Centers? I have a pre-k - 5th grade building with four different pre-k programs housed on site. | Pre-k may be included in the grant if they are part of a feeder school that meets requirements; however, the program must predominately serve school age children. |
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| Please clarify if we can have partnerships with other schools in my district that are not over 50% on their Free and Reduced Rates. | You may partner with other schools, but the grant must “primarily” serve schools with 50% or greater FRL and Title-I. |
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| Are there any elementary CTE programs that you would recommend? Is there any way that an elementary school can pull in CTE so we do not miss the application points? | In the application, there is a link to an ODE CTE page with resources and suggested best practices. I would use this as a guide when thinking about providing a CTE pathway from elementary through middle and high school. |
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| Please confirm the budget summary and the budget needed for each center. Are the budgets for year 1 only or are they to project for 5 years? | The budget is for one year. The yearly award range is no less than $100,000 and no more than $500,000. You must include a budget for the overall program and one for each center. |
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| Program hours are a minimum of 12 per week during the school year. Does this mean strictly after school? May it be a combination of after school for kids and parent programming; 2 hours a day for kids and 1 hour a night for adults, times four days? | The 12 hours is meant for serving students. You may serve students before and/or after school. You may include parents during these times, but the minimum is for students. |
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