



REQUEST FOR PROPOSALS



21st Century Community Learning Centers Oregon Competitive Grant Program

A Grant Opportunity for Title IV, Part B
Elementary & Secondary Education Act (ESEA) as revised in 2001
Competitive Grant: Cohort 3

Grant applications due June 4, 2013

Issued by the
Oregon Department of Education
Office of Education Improvement and Innovation
255 Capitol Street NE
Salem, OR 97310-0203
<http://www.ode.state.or.us>

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21st Century Community Learning Centers Oregon Competitive Grant Program

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21st Century Community Learning Centers
General Information

The Oregon Department of Education (ODE) announces the Request for Proposals from eligible entities to apply for a 21st Century Community Learning Centers (CCLC) grant. The 21st CCLC is the result of the ESEA legislation passed by the U.S. Congress. The funding for this new grant cycle is contingent upon the availability of federal funds.

Purpose of Grant

Authorized under Title IV, Part B, of the amended ESEA, the specific purposes of the law are to:

1. provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas) and those who attend low-performing schools, to meet State and local student performance standards in core academic subjects of at least, but not limited to, reading/language arts, mathematics and science; and
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 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 centers, opportunities for literacy and related educational development.

Programs must ensure that the academic services they provide are aligned with the State Standards in core subject areas, are coordinated with the Comprehensive Achievement Plan (CAP) and align with Oregon Diploma Requirements, where applicable.

Total Funding Amount and Grant Program Period

Based on the availability of federal resources this five-year grant program begins July 1, 2013 and ends June 30, 2018. Awards will be issued to successful applicants on an annual basis with ODE annually reviewing program performance through self-assessments, on-site and desk monitoring, local and state evaluations, and adequate and efficient use of federal funds. Annual Reports and data will also determine continued program funding.

Approximately \$9,500,000 will be available in this application period. The maximum grant size will be \$500,000 per year, per application, for years one, two and three. The minimum grant size will be \$100,000 per year, per application, for years one, two and three. Grants will be level funded (100%) in years one, two and three with declining funding in year four (75%) and year five (50%). In years four and five, programs are expected to maintain service levels equivalent to those provided in the first three years.

Oregon's 21st CCLC Program strives to provide adequate and appropriate funding for quality programming that promotes practical operations and expenditures. Awards vary due to many factors that include program design, partnerships, center expenses, number of students and parents served, teacher/pupil ratio, and other program characteristics. ODE will closely review applicant cost per student figures and compare with program design and services provided.

Note: Actual number of proposed vs. served students will be subject to monitoring and verification by ODE. Grant awards may be reduced if proposed service levels are not achieved.

Authorized Activities

Under *ESEA* Section 4205(a), Oregon's 21st CCLC Program will provide awards to fund programs to carry out a broad array of allowable out-of-school time activities and services in community learning centers for before-school, after-school, summer, non-school days, weekend and/or holidays.

- These funds can be used only to supplement and not supplant federal, state or local funds. Failure to demonstrate this requirement will result in reduction of the requested award amount.
- Final awards are subject to the availability of Title IV, Part B funds. If balances are available to ODE, or if additional funds become available during the fiscal year, the next highest scoring application(s) above 70 points may become eligible for an award.

Local grantees will provide evidence-based activities from the following list:

1. Remedial education activities and academic enrichment learning programs, including additional student assistance to improve their academic achievement
 - ODE is offering a competitive priority in: English Language Learner (ELL) options
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. After-school activity programs emphasizing reading/language arts and academic achievement
7. Recreational activities
8. Technology education programs
 - ODE is offering a competitive priority in: Science, Technology, Engineering & Math (STEM) or STEAM [+ Arts] education programs
 - ODE is offering a competitive priority in: Career & Technical Education (CTE) options for Middle School & High School applicants
9. Programs that promote parental involvement and family literacy
10. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
11. Drug and violence prevention, counseling, and character education programs
12. Youth Development Activities (including Career/Job Development).

Principles of Effectiveness

The 21st CCLC program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student academic achievement. According to ESEA, revised 2001, [4205(b)] programs must be based on:

- An assessment of objective data regarding the need for before-school and after-school programs (including during summer break) and existing activities in the school and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, based on scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Resource 1: According to the U.S. Department of Education publication “Working for Children and Families: Safe and Smart II-After-School Programs”, there are nine characteristics present in high-quality after-school programs. Applicants are expected to articulate their proposed program in terms of the following quality components in their Program Design section:

- Goal Setting, Strong Management, and Sustainability
- Quality After-School Staffing
- High Academic Standards
- 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 After-School Personnel
- Evaluation of Program Progress and Effectiveness

Link: <http://www.ed.gov/offices/OESE/archives/pubs/parents/SafeSmart/>.

Resource 2: “Supporting Student Outcomes through Expanded Learning Opportunities” Priscilla M. Little, Harvard Family Research Project, January 2009. (Excerpt)

At the heart of successful expanded learning opportunities are sound, sustainable partnerships among after-school and summer program providers and schools working together to support learning. While partnership development does not happen overnight, over time, effective partnerships move from being transactional to transformative in nature (Enos & Morton, 2003). Partners move from operating as separate entities with separate goals and outcomes to working in conjunction with one another to create an expanded learning system with a shared vision, mission, and outcomes. Five principles support movement toward transformative, sustainable school and/or after-school/summer partnerships:

1. A shared vision for learning and success, with explicit focus on supporting academics
2. Blended staffing models that enable crossover between school, after-school & summer staff
3. School–after-school/summer partnerships at multiple levels within the school and district

4. Regular and reciprocal collection and sharing of information about student progress
5. Intentional and explicit contrast between school and after-school environments

Link: <http://www.hfrp.org/out-of-school-time/publications-resources/supporting-student-outcomes-through-expanded-learning-opportunities>

Hours and Days of Operation

Each proposed site must be open for student activities and services a minimum of four days per week and for **at least 12 hours per week**. (Services to adult family members do not contribute to the 12 hour minimum.) 21st CCLC Student Services must be designed so most of enrolled students are able to participate. Every student in the program must be afforded 12 full hours of programming (e.g. applicants cannot serve different groups on alternating days, because individuals would only receive half the required programming).

Program Hours of Operation

- **Before-School**: Programs operating a before-school component during the academic year must operate for at least one hour per day, at least four days per week and conclude before the school day begins. Program scheduling and days of operation must coincide with the regular school-year.
- **After-School**: After-school programs are required to operate at least three hours per day, at least four days per week, during the academic school year. After-school programs must commence when the school day officially ends. Program scheduling and days of operation must coincide with the regular school-year.
- **Summer School**: If offered, summer programs are required to operate for at least four hours per day, five days per week for a minimum of four weeks. **Note**: 21st CCLC funds may not be used to support summer-only programs.
- **Weekend & Non-School Weekdays**: Programs that propose to operate on weekends and/or other non-school days are required to operate a minimum of four hours per day. **Note**: Although Saturday may be used as one of the four required days of operation, 21st CCLC funds may not be used to support Saturday-only programs.

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

Eligible Applicants and Eligibility Criteria

Eligible Applicants

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

- School districts
- Educational Service Districts (ESDs)
- Educational consortia
- Non-profit agencies
- Collaborations among school districts
- Institutions of higher education

- City or county government agencies
- Faith-based & community organizations
- For-profit corporations
- Charter schools

Absolute Priority

The ODE only awards grants to applicants that will primarily serve students who attend schools with a high concentration of low income students and families. For the purpose of this application, high concentration of low income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced price meals) of 50% or greater as determined by school enrollment or the participating attendance area.

Eligibility Criteria

Each school served by 21st CCLC must have equal to or greater than 50% of attending students eligible for free/reduced price meals. The authorized source for ODE 2012-13 data for Students Eligible for Free or Reduced Lunch, by County, District and School is: <http://www.ode.state.or.us/wma/nutrition/cacfp/over-50-revised.pdf>.

Another source for percentage of poverty of students: Applicants can use the numbers submitted in their most recent Continuous Improvement Plan (CIP) Budget Narrative Title IA targeting page for each school proposed in their 21st CCLC grant application.

New & Prior Applicants may apply:

1. Agencies/local education agencies (LEAs) that have never before or have previously but are no longer actively serving students through a 21st CCLC grant are eligible to compete for funding. However, prior programs should understand that they will follow the competitive process for determining new grant awards and no special consideration will be given for having received a prior grant.

Current sub-grantees may apply:

1. Current sub-grantees may apply. The grant must be ending in the year of the competition in order to apply for funds to continue the program with additional Federal dollars. Or the applicant can apply to service different schools and children that have not been previously served.

Equitable Services for Eligible Private School Students, Teachers, and other Personnel

All Applicants must commit to, complete all required consultation steps, and provide documentation to ODE along with this completed application that verifies their completion of necessary steps in accordance with equitable services for private school students, teachers and other education personnel in the Title IV-B ESEA programs. These documents are the responsibility of the applicant and will not be counted in the 20 page base application maximum. Providing services to this population is governed by the Uniform Provisions in Title IX of ESEA, sections 9501-9504. All applicants are responsible to search out private schools, document contacts and consult with them as outlined in federal rules.

- <http://www.ode.state.or.us/search/page/?id=3345> and

- <http://www.ode.state.or.us/search/page/?=3352>
- [http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/b_comlearning/title-iv-b-equitable-services-for-private-school-students----21st-cclc-program-\(7-16-12\).ppt](http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/b_comlearning/title-iv-b-equitable-services-for-private-school-students----21st-cclc-program-(7-16-12).ppt)
 - **Private School Search Resource:**
<http://nces.ed.gov/surveys/pss/privateschoolsearch/>

Selection of Grant Awards

The 21st CCLC Grant is highly competitive. ODE will review applications with teams of qualified reviewers knowledgeable in and experienced with quality practices related to achieving student outcomes in after-school programs. Readers are required to remove themselves from the evaluation of any application that may present any conflict of interest.

Geographic Diversity

To the extent practicable, ODE will distribute funds equitably among Oregon geographic areas, including urban, suburban and rural communities.

This is pursuant to ESEA Title IV Part B - SECTION 4204 (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.

This grant competition is highly competitive. Applicants should ensure that all guidelines and requirements are met before submitting applications. Applications not meeting all requirements by the deadline will not be considered for funding. Please note that ODE staff will not grant permission to applicants to change the criteria established in the application. This includes extending the date and time that applications are due.

Grant Monitoring

ODE will monitor grants by reviewing and approving budget worksheets prior to each phase and may request additional information from each grantee, verify information with the authorizing entity, require the submission of invoices and receipts, or use any other appropriate and legal means to obtain such verification. ODE will also conduct site visits and desk audits of grantees during the grant project period. Prior to these monitoring visits, the grantee can expect to be required to submit additional relevant information that will allow ODE to conduct a useful, efficient, and effective visit. All grantee information in submitted reports is subject to verification.

Required Management Trainings

All 21st CCLC award recipients are required to attend annual trainings provided by ODE:

1. An annual Grant Fiscal Management Training. This training may be held in Salem. All recipients must attend one per year.
2. All newly-funded 21st CCLC grantees must attend a nuts and bolts training (provided for all new program directors and coordinators). Location and date to be determined.
3. ODE may require additional professional development or technical assistance opportunities as needed.

Grant Award Notification

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

Application Timeline

1. Completed applications must be received by 5:00 PM, June 4, 2013 in accordance with the parameters stipulated on page 10.
2. First grant year begins July 1, 2013 and ends September 30, 2014.
3. Services must begin no later than October 30, 2013. Exception may be made only in the event of a mutual and signed agreement between grantee and ODE.

Request for Proposal Checklist

The application **MUST** include **ALL** the required components and forms in the order listed below. Applications missing any required components and/or forms may not be reviewed.

- Application Cover Page – Attachment A
 - Program Summary and Priority – Attachment B
 - Applicant and Partner Commitment Form – Attachment C
 - Assurances Form – Attachment D
 - Budget Program Spending Form – Attachment E
 - Program Design and Implementation – Attachment F
 - Weekly Schedule – Attachment G
 - Competitive Priority Opportunities – Attachment H
- (Attachments A, B, C, D, E, F, G and H do not count as part of the 20 page maximum)

- GRANT NARRATIVE
 - Project Abstract
 - Project Need
 - Project Design and Implementation
 - Evaluation Plan
 - Support for Strategic Priorities
 - Dissemination Plan
 - Sustainability Plan
 - Partnership and Collaboration Plan
 - Budget Rationale

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

- 20 page maximum** (not including attachments or priority pages) double spaced
- All pages must be standard letter size, 8 ½" X 11"
- 12 point Arial font
- 1 inch on all margins (top, bottom and sides)
- Document footer with the name of the school and page numbers on each page
- Tables may be included using double space. **Exception:** The table for Program Design and Implementation (pg. 18) may use single space.

Send one electronic MS Word copy to Donna Newbeck at
donna.newbeck@state.or.us

FAX signed Attachments A-D to (503) 378-5156
Attn: Donna Newbeck

Applications must be received by ODE no later than 5:00 PM
June 4, 2013



**21st Century Community Learning Centers
Application Cover Page
Attachment A**

Applicant Agency (name of fiscal agent):			
County:			
Director of Agency:		Project Director:	
Agency Name:		School Name:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:	Fax:	Phone:	Fax:
Email:		Email:	
June / July Email:		June / July Email:	

Please mark all that apply.

- Elementary
- Middle School
- High School

Applicant Categories

- New Applicant
- Current Grantee
- Prior Grantee

Annual Amount Requested: \$ _____

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named in the Applicant and Partner Commitment Form-Attachment C have authorized me, as their representative, to file this application. I understand that if the application does not meet the specifications on page 10 it will not be read and scored.

Authorizer (Please print name)

Authorizer Signature



21st Century Community Learning Centers Program Summary and Priority Attachment B

Applicant Name:	Project Director:
Organization:	Phone:
Address:	Fax:
	E-Mail:

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

(If more space is needed to list schools and statistics, please include another copy of this chart.)



21st Century Community Learning Centers Applicant and Partner Commitment Form Attachment C

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

(If more space is needed to list partners, please include additional copies of this chart.)



21st Century Community Learning Centers
Assurances Form
Attachment D

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

1. The program will take place in a safe and easily accessible facility.
2. The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
3. The program will primarily target students who attend schools eligible for school wide programs under Section 1114 and the families of such students (<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>).
4. The funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
5. The applicant has sought out public comment on the 21st CCLC grant proposal before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.
6. The applicant agrees to fully comply with and document their compliance with *Equitable Services for Private School (PS)* participation in accordance with federal rules and guidelines provided in this application.
7. The application and any other waiver request will be available for public review.
8. The project will be carried out as proposed in the application.
9. The results of periodic evaluation of the program will be made available to the public upon request, with public notice of such availability provided.
10. The project director will attend all required meetings by the ODE and the U.S. Department of Education.
11. The required information and reports will be submitted as requested by ODE.
12. Any proposed amendments to the approved program or budget must be submitted in writing to ODE.
13. The applicant has read and agrees to the 21st CCLC Reporting Requirements for Funded Grants.
14. The following applies to 21st CCLC: The applicant must have on file documented compliance in policy and capability to implement in practice the criminal records check of employees, contractors, volunteers and applicants for employment. Link: ORS 326.603 & 607 <http://www.oregonlaws.org/ors/326.603>; <http://www.oregonlaws.org/ors/326.607>.

Authorizing Signature _____

Print or type
Name _____

Organization/Agency _____

Date Signed _____

BUDGET PROGRAM SPENDING FORM

Attachment E

Fiscal Agent Name: _____
Program: Title IV-B 21st Century Community Learning Centers

Date: _____

Original Allocation:

	Instructional Activities	Guidance	Educational Media Services	Instructional Staff Development	Other Student Transportation	Planning, Eval. & State Services	Community Services	Community Services (Parental/Family Involvement)	
	1270	2120	2220	2240	2550	2620	3300	3390	
Object Description									Total by Object
111 Licensed Salaries									\$0
112 Classified Salaries									\$0
130 Additional Salaries									\$0
2XX Benefits									\$0
300 Purchased Services									\$0
33X Student Transportation Services									\$0
34X Travel									\$0
35X Communication									\$0
4XX Supplies & Materials									\$0
690 Indirect Costs @ _____ %									\$0
Total by Function	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

21st Century Community Learning Centers
Narrative Requirements

Narrative Components / Scoring Criteria

- Grant application scoring is a **100 point scale**, with a minimum score of 70 points required for applications to be considered for funding and for priority point eligibility (Attachment H).

Priority Points are applied if (a) application receives 70 points minimum and (b) applicant is eligible.

- The instructions follow each narrative component. The Scoring Criteria are focal points used by proposal reviewers when scoring each component.

1. PROJECT ABSTRACT OR SUMMARY

5 Points

Provide a brief summary of the project. The abstract should not exceed one page, except for Current Grantee applicants. Opportunities to describe these items fully are provided in subsequent sections.

Scoring Criteria for Narrative 1
New Applicants: The abstract is brief and describes the students' needs, including the participants to be served, the activities proposed, the intended outcomes, and key people that will be involved with the project.
Current Grantee Applicants: If this application is submitted by Current Applicants to continue or enhance/expand existing or former 21 st CCLC programs, applicant MUST describe how funds will be used for new programming and will not replace current or past 21 st CCLC funding. Current applicants will include other required elements in Narrative 1 [as specified Eligibility Criteria, p. 7], not to exceed a total of five pages.

2. PROJECT NEEDS

10 Points

A. Describe the process that was used to determine the following needs:

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

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

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

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

Scoring Criteria for Narrative 2 A
This section clearly details the needs that will be addressed by the proposed program and should include risk factors that place the students in jeopardy of academic failure or behavioral problems. The need is based on an assessment of objective data regarding the need for before- and after-school programs (including summer programs) and current activities in the proposed schools and communities [Title IV, Section 4205(b)].
The need for the project is strongly justified through supporting data.
In addition to the aforementioned requirements, applicants must clearly address each of the following: risk factors, impact of risk factors, specific needs, inadequacy of current resources, and target population to be served.

B. Describe the academic, enrichment, and youth development needs of students to be served, and the literacy and related education needs of targeted students’ families.

Provide a description of the community and schools to be served by citing factors that impact the educational outcomes of the identified students. This information should come from local school/community-based data and will assist in determining the program mission. This section must also address the literacy and related educational needs of families.

Scoring Criteria for Narrative 2 B
The application provides specific data that strongly supports each of the identified needs. The most current and available data is included but is not limited to, the following: poverty rates in the communities to be served; percentage and/or rapid growth of limited English proficient students; percentage of Title I students; dropout rates; and literacy rates and education levels in the community.

3. PROJECT DESIGN AND IMPLEMENTATION

20 Points

A. Goals, Measurable Objectives, Activities and Assessment (Project Design and Implementation).

Format for table: 12- point, Arial, single spaced landscape

Grant Purposes	Program Objectives	1st Year Program Activities & Timeframes	*Assessment
1) ex: Academic enrichment 2) ex: Additional svcs, programs or activities 3) ex: opportunities for families of students served	1.1) ex: Participating students will increase reading comprehension. 1.2) ex: Participating students will demonstrate increased positive behavior through center infusing character education into components of the center’s program.	1.a) ex: Tutoring-specific reading comprehension activities- daily 1.b) ex: Academic enrichment learning programs- service learning project- daily for 6 weeks. 1.c) ex: Family literacy-twice a month	1) Ex: Pre & post tests in reading program. 2) ex: Teacher behavioral ratings 3) ex: Parent pre/post surveys

Using the format in the table provided, list the Grant Purposes, Program Objectives, Program Activities and Timeframes and Assessment for each proposed 21st CCLC level. Each level [elementary, middle and high school] should have its own table.

Grant Purposes: The applicant must list three Grant Purposes [refer to 21 CCLC Purpose of Grant, p. 3]. Purposes should address individual community needs articulated in two Project Needs.

Program Objectives: Include at least two Objectives for each Purpose. Objectives must be measurable, specific and challenging.

Activities & Timeframes: Include at least three of the activities listed below in the Program Activities and Timeframe section of the table. (At least one per Objective).

Project Design and Implementation – Attachment F

Elementary **Middle** **High**

Grant Purposes	Program Objectives	1 st Year Program Activities & Timeframes	Assessment

1. Remedial education activities and academic enrichment learning programs, including additional student assistance 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. After-school activity programs emphasizing reading/language arts and academic achievement
7. Recreational activities
8. Technology education programs
9. Programs that promote parental involvement and family literacy
10. Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
11. Drug and violence prevention, counseling, and character education programs
12. Youth Development Activities (including Career/Job Development).

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

Scoring Criteria for Narrative 3 A
It is evident that activities are comprehensive and likely to result in achievement of objectives.
A minimum of three activities (selected from the list above) are effectively incorporated into the program, include best practice and are research-based.
Objectives are clearly measurable and realistic.
Objectives, activities, and assessments are designed to support the goals.
The assessments include both individual student data (e.g., reading grades, math grades, test scores, teacher surveys, etc.) and program-wide data (e.g., staff training, average daily attendance, etc.).

B. Design Requirements: Applicants must address all the Design Requirements (Narrative)

1. Students with Disabilities: Eligibility for funding requires 21st CCLC programs to have the capacity to serve students with disabilities. Describe how students with disabilities will be identified and served. It is not acceptable for the applicant to simply state “students with disabilities will be equally served,” but they must specifically state the measures that will be taken to identify potential disabilities (e.g., regular school Individualized Education Plan, parent survey, etc.) and how these students will be served by the program. The applicant does NOT reserve the right to deny services to ANY student due to special needs (i.e., all eligible students must have the opportunity to be served by 21st CCLC).

2. Title I Schools, Targeted Students and Their Families: 21st CCLC services can be provided to at-risk students (grades K-12) attending schools eligible for Title I school-wide programs, or living within the district-defined service area of such schools. Title I status indicates that a school serves an eligible school attendance area in which not less than 40% of the children are from low-income families or not less than 40% of the children enrolled in the school are from such families. In addition to students, sub-grantees are required to serve adult family members of those students

who are actively participating in the regular 21st CCLC program. The federal government specifically prohibits the use of 21st CCLC funds to serve adults who are not affiliated with a fully participating 21st CCLC student meeting the aforementioned criteria. This design requirement must:

- a. provide a list of Title I eligible schools to be served by the 21st CCLC program
- b. describe the criteria and processes for recruiting targeted students and their families to be served from the selected school(s).

3. Safety and Transportation: Provide detail about how EACH center will ensure the safety of participating students. The applicant **MUST** clearly indicate:

- a. how the safety of children will be maintained on-site (e.g., requiring parent sign-out, checking identification, presence of school resource officer, etc.)
- b. how students participating in the program will travel safely to AND from the site.

Provide a narrative detailing how each site will ensure the safety of participating students. The applicant must clearly indicate:

- a. The maximum length of travel time students will travel either to or from the site(s)
- b. How the facility will safely accommodate the proposed number of students

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

4. Communication with Schools: Describe the plan of communication between the 21st CCLC, the schools that students regularly attend, and/or the regular-day teachers (if the 21st CCLC is located at the students' school). Specifically, indicate how the following will be addressed:

- a. equitably serving non-public school students and their families, if those students are within the target population of your 21st CCLC program
- b. eliminating barriers that could impede equitable access to participation in activities due to target populations' need for specialized support (e.g. curriculum adaptation and/or modification and staff development)
- c. accessing necessary student academic records to monitor objectives and providing statewide evaluation data
- d. sharing information on student progress in the 21st CCLC program with both:
 - regular-day school staff
 - families of participating students.

5. Tutoring Services and Mentoring Programs: Describe how each center will recruit and utilize qualified volunteers for tutoring and mentoring programs. Applicants are encouraged to utilize senior-citizen volunteers. If unable to recruit and utilize senior-citizen volunteers, provide justification.

6. Programs that promote Parental Involvement, Family Literacy, and Related Educational Development: Describe how centers will promote parental involvement, family literacy, and related educational development activities. The plan must (1) be comprehensive and achievable, (2) include an evaluation of the community needs and available resources for the community learning center, and (3) describe the activities that will address those needs (including the needs of working families). The total hours and days of family services cannot exceed the hours and days of the student activities. Note that **ONLY** adult family members of actively participating students are eligible for services under the 21st CCLC Grant.

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

- a. Before-school (daily, nutritious breakfast)
- b. After-school (daily, nutritious snack)

To apply, contact ODE CNP: (503)947-5902 or <http://www.ode.state.or.us/search/page/?id=1154>.

8. Dropout Prevention: High dropout rates across the nation have created a critical need for additional efforts to help reduce dropout rates among all age groups. After-school programs provide a unique opportunity to impact student engagement, enhance academic achievement and reduce dropout rates, resulting in an increased number of students graduating on time with their peers. As part of the Oregon 21st CCLC initiative, applicants must include at least two activities focused on reducing dropout rates in the targeted student population:

- The Institute of Education Sciences (IES) Practice Guide for Structuring Out-of-School Time to Improve Academic Achievement provides five recommendations intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students. The guide describes the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them. <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10>
- The National Dropout Prevention Center/Network includes “After School Opportunities” as one of the 15 effective strategies to reduce dropout rates. Information about this strategy can be obtained at: <http://www.dropoutprevention.org/effective-strategies/after-school-opportunities>
- ODE’s Alternative Education website provides Oregon policy, links, and resources: <http://www.ode.state.or.us/search/results/?id=78>

9. Weekly Schedule: Applicants must provide a weekly schedule and staff/student ratio for each of activities proposed for the participating students and their families. Applicants must comply with required minimum operation as indicated in this RFP (12 hours per week, four days per week). The weekly schedule (Attachment G) must be provided for EACH center/site in the grant application and a separate schedule must be provided for summer or break operation (e.g., spring break).

NOTE: A brief discussion of program operational hours must be placed in the grant narrative.

10. 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. The applicant must align proposed programs and curricula with specific scientifically based research studies that provide evidence that the proposed activities or programs will help students meet state and local student academic achievement standards.

11. Evidence of Previous Success: In accordance with P.L. 107-110, Title IV, Part B (Sect. 4204(b) (2) (J)), the applicant must provide evidence of previous success in operating out-of-school programs targeting the youth populations to be served by the proposed 21st CCLC program. If the applicant has not operated out-of-school programs in the past, the applicant must provide evidence that otherwise demonstrates experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.

Scoring Criteria for Narrative 3 B
All Design Requirements are specific, realistic, and consistent with measurable objectives and goals.
It is evident that activities are comprehensive and likely to result in achievement of objectives.
All of the Design Requirements are addressed and are likely to contribute to the success of the project.

Weekly Schedule – Attachment G

The following chart is a required element for all applicant narratives.

Applicant Name: _____ Project Site: _____

Chart of Program Operation for Hours and Weeks of 21st CCLC Students and Families to be Served				
School Year – Hours per day				
	Hours per day Before-school	Hours per day After-school	Hours per Weekend Day(s)	Hours per Evening
Students -- # Hours per day				
Family members				
School Year – Days per week				
	Before-school	After-school	Weekend	Evening
Number of days per week				
Number of weeks				
Summer – Hours per day				
	Hours per Week day	Hours per Weekend Day(s)	Hours per Evening	
Students -- # Hours per day				
Family members				
Summer – Days per week				
	Week days	Weekend	Evening	
Number of days per week				
Number of weeks				

For more detail, refer to [Hours and Days of Operation](#) on page 6.

4. EVALUATION PLAN

10 Points

Each grantee must undergo a periodic evaluation to assess program progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The evaluation must be based on factors included in the principles of effectiveness. The outcome of the evaluation must:

- a. refine, improve, and strengthen the program and the performance measures; and
- b. publish reports to the public upon request and to the department regularly.

Describe your evaluation plan that will be used to monitor the program's progress toward meeting the goals and objectives identified in the grant application. The plan **MUST** take into account the **Reporting Requirements for Funded Grants.** (page 28) The plan must clearly identify the instruments and method(s) for project evaluation, including data analysis methods. The plan must address ALL goals and objectives identified in the application. **External Evaluator(s):** Using an external evaluator is not required, but is encouraged. If an external evaluator is proposed, the evaluation plan must identify the individual or organization serving as an external evaluator, the methods, instruments and rationale for the proposed plan. The plan must also include a description of the qualifications and responsibilities of the external evaluator. The amount to be paid for the evaluation cannot exceed 5% of the total grant amount.

Scoring Criteria for Narrative 4
The evaluation methods are comprehensive, reliable, and include an effective approach for using evaluation results to guide necessary adjustments to the project.
The evaluation instruments are appropriate to measure the program's success or effectiveness on an ongoing basis.
The evaluation plan includes procedures for submitting required data to the Profile and Performance Information Collection System (PPICS).

5. SUPPORT FOR STRATEGIC PRIORITIES

10 Points

- a. Describe how proposed projects will address reading/language arts, math and/or science.
- b. Describe how the proposed project is tied to the Comprehensive Achievement Plan (CAP) if site is designated as Priority or Focus.

Scoring Criteria for Narrative 5
The project clearly demonstrates knowledge of and complements CAPs.
The applicant has included effective methods for incorporating one or more of ODE's Competitive Priorities & Expanded Learning instructional strategies (inquiry-based, applied, project-based, etc.)
The project clearly addresses reading/language arts, math and/or science.

6. DISSEMINATION PLAN

10 Points

Describe the methods and strategies to disseminate and share information about the project to parents, staff, students, community members, and stakeholders in a manner that is understandable and accessible.

Scoring Criteria for Narrative 6
The applicant's dissemination plan will use effective and realistic means to reach the appropriate target populations.
The methods and strategies used to share services provided by the project are innovative and will clearly benefit the target population.

7. SUSTAINABILITY PLAN

10 Points

Complete a sustainability timeline and business plan. A sustainability plan must specify how the program will achieve sustainability in years 3-5 and beyond. Include a description of current public/private partnerships, the plans to expand these partnerships, and plans to develop new public/private partnerships. It is expected that all programs will acquire funds to assist in sustaining the program in years 4-5 and will develop funds to continue the program after the end of funding. Include the valuable element of professional development and strategic local and regional linkages. Sub-grantees are required to submit an updated sustainability plan in their annual evaluation reports.

Scoring Criteria for Narrative 7
The applicant's sustainability plan will use effective and realistic means to maintain funding and continue the program.
The applicant provided evidence of understanding the commitment to sufficient in-kind/matching funds in years 4 and 5 to continue the original level of service to the original number of students proposed to be served.
The applicant provided evidence that a plan for professional development of both program coordinators and line staff is in place.

8. PARTNERSHIPS AND COLLABORATION

10 Points

Describe how the project will collaborate with other agencies and how 21st CCLC funds will be used with other federal funds (e.g., Title I, Child Nutrition, and Temporary Assistance for Needy Families), state and local programs to achieve commonly shared community goals. Summarize the type of contributions (e.g., in-kind support, staff development, transportation, facilities, equipment, cash) made by each of the local partners, regardless of the amount. A key element will be the strategic process and goals your organization will implement to discover, develop, articulate and sustain common and complementary goals and associated activities with your proposed partners.

Involve partners immediately in the development of this application. Describe the process used to identify partners, how they were involved in the application's development, and how each partner's contribution(s) will help meet the program's needs and goals. Complete the **Applicant and Partner Commitment Form-Attachment C** by identifying the specific name of each community partner who has agreed to provide services and/or activities as part of the proposed community learning center.

Scoring Criteria for Narrative 8
The applicant clearly describes the process used to identify partners and collaborators and how they were involved in the development of the application.
The Applicant and Partner Commitment Form clearly shows how each contribution will help meet the program's needs and goals and identifies if these are contracted or in-kind.

9. BUDGET

15 Points

Budget Program Spending Form – Attachment E

Present a budget that includes appropriate function and object codes, descriptions, and rationale of each line item consistent with grant objectives (see below), and proposed costs for each line item. Complete one attachment for the overall budget and a separate one for each proposed site.

Budget Narrative:

Within the Budget narrative include the following:

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

Budget Guidance:

- a. Title IV, Part B, 21st CCLC grant funds cannot be used to purchase facilities or support new construction.
- b. Funds must include travel expenses for at least two persons to attend at least two state trainings (Nuts and Bolts for new 21CCLC grantees and Grant Management training) one state conference participation of front line staff in training by Training and Technical Assistance (T/TA) provider. Other T/TA events may also be required of new grant cohorts.
- c. ODE has been given the authority by the U.S. Department of Education to negotiate and approve indirect cost rates for school districts.

Child Nutrition options:

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

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

Food Service: ODE strongly recommends the utilization of USDA reimbursed food services, whenever possible. It makes a strategic difference in both nutrition quality and program sustainability. In the budget, identify USDA / CACFP Child Nutrition Program plan for grant sites:

- **Child & Adult Care Food Program (CACFP) meals and snacks**
 - We are a current sponsor of CACFP meals and/or snacks
 - We are in the process of applying for CACFP meals and/or snacks (*provide details*)
 - We have contacted ODE Child Nutrition Programs (CNP) with an inquiry about the CACFP application process, but we have not completed the first step of the application. ODE CNP phone number: (503) 947-5902
- **National School Lunch Program (NSLP) afterschool snacks.**

If this option is selected, choose **one** of the following:

 - We currently serve NSLP breakfasts and/or after-school snacks
 - We have requested a change and have revised our CNPweb online NSLP site information sheet (in CNPweb) to request approval of NSLP after-school snacks

U.S. Department of Education guidance permits careful use 21st CCLC funds for program snacks as long as snacks are minimal in cost, healthy – and especially when no USDA resources are available. If Oregon 21st CCLC grantee applicants need further information on the USDA program contact (503) 947-5902 or visit <http://www.ode.state.or.us/search/page/?id=1154>. Local grantees may incorporate snacks and their preparation into after-school curriculum such as a healthy cooking class or part of after school events students host for parents or community. Communities can also participate in USDA’s Summer Food Service program. 21st CCLC funds can be used to supplement, but not supplant, USDA dollars.

Scoring Criteria for Narrative 9
The project budget presents expenses that are realistic, accurate, and related to reflect project activities, objectives, and outcomes.
The applicant must submit a Site Budget Worksheet for each site. The proposed per-site funds must be comprehensive and reasonable with clear evidence of supplementing and not supplanting.
The required personnel, professional, and technical services and/or travel for the project are appropriate and adequately explained.

Local Administrative Costs:

Local administrative costs require:

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

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

21st Century Community Learning Centers
Reporting Requirements for Funded Grants

1. All programs are required to submit written reports and associated data that supports progress towards stated objectives. The progress reports must use data gathered by the assessments proposed in the Evaluation Plan. If progress is not being made on an objective, the report must provide an explanation and detailed plan for making progress in future years of 21st CCLC operation. These reports and associated data, regardless of whether it is for summer or regular school year components, must be provided by September 21, 2014. The progress report will NOT include summer of 2013 operation. ODE will combine the information contained in this written report with state and federal data to create a stand-alone document of progress for ODE to report to the U.S. Department of Education.

2. All programs must submit online data to the PPICS, as required by the U.S. Department of Education for analysis by Learning Points Associates/American Institutes for Research (AIR). This data is used by the U. S. Department of Education in planning, creating, and evaluating after-school programs. Data is submitted to the PPICS using a secured website, and a username/password will be provided to all new grantees after funding is finalized. Data will be collected about general program information during the first year of the grant (e.g., site names, contact information, objectives, etc), with actual outcome data submitted in the second year of funding.

Data collected by the PPICS system includes the following:

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

Data Reporting Timeline

NOTE: Additional Reporting Timeline events may be developed during the course of this grant award cycle, as required by the federal funding sources or needed for ODE reporting requirements. In the event that additional reporting requirements are added to this short list, ODE will make every attempt to facilitate adequate time and training for local education agencies to comply with requirements.

September annually

Summer Statewide Data Reports

On-going Fiscal Year 2013-2014

PPICS, as required by the U.S. Department of Education

**Failure to comply with reporting requirements may result in discontinuation of funding.*



**21st Century Community Learning Centers
Competitive Priority Opportunities
Attachment H**

Applicant Agency (<i>name of fiscal agent</i>)	County & District	Site/School Name(s)
<p>Check all that apply:</p> <p><input type="checkbox"/> 1) 50% or higher Free & Reduced Schools</p> <p><input type="checkbox"/> 2) Application submitted jointly</p> <p><input type="checkbox"/> 3) Serving students in schools needing improvement (Section 116 Title I-A)</p>	<p>List:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p><input type="checkbox"/> 4) Middle School(s) and/or High School(s) (5 pts.)</p>	<p>List:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p><input type="checkbox"/> 5) Career & Technical Education (CTE) (10 pts.)</p>	<p>List:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p><input type="checkbox"/> 6) Science, Technology, Engineering & Math (STEM) and STEAM (+ARTS) (10 pts.)</p>	<p>List:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p><input type="checkbox"/> 7) English Language Services (EL, ELA, ELL, ELD) (10 pts.)</p>	<p>List:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
<p>Applicants have a maximum of five pages to complete all competitive priority point items checked above. These pages do not count toward the 20 page maximum. The points shown are the maximum that can be awarded for each priority. These points will be added to the total awarded to the base application only if that application scores 70 or higher by grant reviewers.</p>		

21st Century Community Learning Centers
Priority Points Explanation and Resource Links

- 1) Free and Reduced Rates: Each school served by 21st CCLC must have equal to or greater than 50% of attending students eligible for Free/Reduced price meals.** The authorized source for ODE 2012-13 data for Students Eligible for Free or Reduced Lunch, by county, district and school is: <http://www.ode.state.or.us/wma/nutrition/cacfp/over-50-revised.pdf>
- a. **Another source for percentage of poverty of students:** Applicants can use the numbers submitted in their most recent Continuous Improvement Plan (CIP) Budget Narrative Title IA targeting page for each school proposed in their 21st CCLC grant application.

- 2) Application submitted jointly:** According to Title IV, Part B, Sections 4204 (i)(1) and (2), competitive priority must be given to applications submitted jointly by eligible entities consisting of not less than one--
- (i) local educational agency receiving funds under part A of Title I; and
- (ii) community-based organization or other public or private entity.

Special Rule: The State educational agency shall provide the same priority ... 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.

Document partnership (or inability to partner) in Attachment C and Program Narrative

- 3) Applications proposing to serve students attending schools in need of improvement:** According to Title IV, Part B, Sections 4204 (i)(1) competitive priority must be given to applications proposing to serve students who attend schools currently identified as in need of improvement (pursuant to Section 1116 of Title I, Part A). Oregon **Priority Schools** and **Focus Schools** will be eligible in this category if their application qualifies. Access Oregon's 2013 roster of Final Priority and Focus Schools here: <http://www.ode.state.or.us/wma/superintendent/release/final-priority-focus-and-model-schools-list.pdf>.

Competitive Priority Points

Applicants eligible for competitive priority points will only be awarded points if a score of 70 points or higher is achieved based on Grant Team review of the applicant's base grant materials. In addition, applications must include a completed Program Summary and Priority Form-Attachment B.

4) Middle school and high school program applications [5 points]

An underserved population in previous 21st CCLC grant awards has been and continues to be Middle School and High School populations. In this grant opportunity, ODE places first and second order priorities on the distinct needs of these two populations if they also meet other federal eligibility requirements listed in this RFP. A maximum of five points will be awarded for this design feature.

5) Career and Technical Education (CTE) [10 points]

Program options are described for middle school and for high school. Applications that meet priority eligibility requirements (70 points minimum) and integrate these into their proposal will be scored with a maximum of 10 additional priority points possible. A 21st CCLC CTE Good Practice List is recommended for all applicants to consider:

http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/b_comlearning/cte-good-practice-resource-list.docx

- **Middle School** options include intentional plans to help MS participants explore a HS CTE Program of Study (POS). Describe this CTE linkage and your proposed CTE partnerships.

Include your description of MS CTE in the Priority Points Section. Resources include this PDF document which explains more about CTE:

<http://www.ode.state.or.us/pubs/eii/ctebrief.pdf>. Additionally, this link leads to the CTE POS Resources portal: <http://www.ode.state.or.us/search/results/?id=151>. Contact ODE Specialists listed on the CTE pages for resources and connections in your area.

- High School options include expanded learning opportunities for out of school time connections to CTE POS at HS. Include your description of this CTE approach in the Priority Points Section. Resources include this PDF document which explains more about CTE: <http://www.ode.state.or.us/pubs/eii/ctebrief.pdf>. Additionally, this link leads to the CTE POS Resources portal: <http://www.ode.state.or.us/search/results/?id=151>. Contact ODE Specialists listed on the CTE pages for resources and connections in your area.

6) Science, Technology, Engineering and Math (STEM) and STEAM (+Arts) [10 points]

Elementary school, middle school and high school program applications that meet priority eligibility requirements (70 points minimum) and integrate STEM/STEAM programs aligned with ODE's STEM framework will be scored with a maximum of 10 priority points possible.

- STEM Good Practice List recommended for all applicants to consider: http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/b_comlearning/stem-good-practice-resource--list.docx
ODE's 21st CCLC STEM initiatives have provided resources for innovation. The programs utilize ODE's STEM Framework for their program. These required elements are located here: <http://www.ode.state.or.us/search/results/?id=382>. Contact STEM staff contacts listed. Include your description of your proposed STEM/STEAM 21st CCLC opportunities in the Competitive Priority Points Section, Attachment H.

7) English Language (EL), English Language Learner (ELL), English Language Acquisition (ELA) and English Language Development (ELD) [10 points]

- ELL Good Practice List recommended for all applicants to consider: http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/b_comlearning/ell-good-practice-resource-list.docx
- Describe demographic enrollment and student language needs for proposed school(s) to be served in the 21st CCLC grant: their identification, languages and school population percentages.
- Describe your plan to utilize expanded learning strategies and activities to facilitate improved student language outcomes. Based on collaborative planning and objective assessment data, include consultation with ELD Specialist(s).
- Problem-solve student needs according to verbal language skills and formulate goals to enhance verbal language skills and develop intentional plans with benchmarks to diversify 21st CCLC program participation to reach at least parity with regular school day.
- Propose plans you will implement to reach participation parity (such as):
 - Programmatic attractions and modifications for diverse students and families
 - Overt referral procedures that engage underrepresented student populations
 - Parent and family engagement strategies to enhance 21st CCLC program participation
 - Programming and staffing amendments which create inclusive and multi-language environments.
- In cooperation with ELD Specialist(s), identify staff practices to improve strategies to work most effectively with EL, that may not be limited to but may include:
 - Build in a community of practice among program peers
 - Involve coaching, observation, de-brief and feedback

- Use Teacher-Mentor planning and support with professional development alignment with regular day professionals.