 21st Community Learning
Centers Soaaring Beyond Expectations


2023 –2028 Cohort

Request for Application

Nita M. Lowey 21st Century Community Learning Centers Grant   
(21st CCLC) Competitive Grant Program

Pursuant to Title IV, Part B of the Elementary and Secondary Education Act (ESEA),   
as amended by the Every Student Succeeds Act of 2015

Applications Due: May 26, 2023 by 11:59 PM, PT

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# Part 1: General Information

## Authorization & Definition of Program

The Oregon Department of Education (ODE) will make competitive grants available through the Request for Application (RFA) for eligible entities. The Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant is authorized under Title IV, Part B of the [Elementary and Secondary Education Act of 1965 (ESEA)](https://www2.ed.gov/documents/essa-act-of-1965.pdf)*,* as amended by Every Student Succeeds Act (*ESSA*) of 2015(see §§4201 to 4206). The funding for this grant cycle (2023-2028) is contingent upon the availability of federal funds.

According to ESSA [§4201(b)(1)], the term “community learning center” refers to an entity that:

1. Assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that:
2. Reinforce and complement the regular academic programs of the schools attended by the students served; and
3. Are targeted to the students’ academic needs and aligned with the instruction students receive during the school day; and
4. Offers families of students served by such centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

## Purpose of the Grant

The purpose of the 21st CCLC program is to provide opportunities for eligible applicants to establish or expand activities in community learning centers [§4201(a)]. 21st CCLC services focus on helping children in schools who serve a large portion of students navigating poverty succeed academically through the application of evidence-based practice and extended learning time by:

1. Providing opportunities for **academic enrichment**, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards in core academic subject such as reading, writing, and mathematics;
2. Offering students a **broad array of additional services**, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
3. Offering **families** of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

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

## Eligible Applicants

1. **Eligible Entities**

Applicants for 21st CCLC grants may be schools, youth-serving agencies, faith-based organizations, public agencies, private agencies, and other organizations who can demonstrate they have the expertise and capacity to reach grant goals. Eligible agencies and organizations include, but are not limited to the following:

* local school districts, also referred to as local educational agencies (LEAs),
* charter schools,
* education Service Districts (ESDs),
* tribes or tribal organization,
* educational consortia,
* non-profit agencies,
* city or county government agencies,
* faith and community-based organizations,
* institutions of higher education, and
* for-profit corporations.

1. **Returning Grantees**

Previously funded 21stCCLC grantees are eligible to apply for a new grant. However, federal guidance requires that the grant cannot be a continuation of the past grant. The grant must be new and/or enhanced. Previous grantees must understand they will follow the same competitive process for determining new grantee awards and no special consideration will be given for having received a prior grant.

## Focused Services

According to ESSA [§4203(a)(3)(A)], eligible entities must serve students who primarily attend:

1. Schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under section 1111(d)(1); and other schools determined by the local educational agency (e.g., Title I-A schools) to be in need of intervention and support; and
2. the families of such students.

In addition, once meeting these requirements, section 4204(b)(F) requires ''an assurance that the program will target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students.”

## Required Partnership

A 21st CCLC program must consist of “a partnership between a local educational agency, a community-based organization, and another public entity or private entity, if appropriate” [§4204(b)(H)]. Applicants should have at least one community-based organization that is not primarily a contracted entity who directly contributes services aligned to the goals and objectives of the grant and provides financial or in-kind support. Please see ODE’s definition of partnership in the appendix.

1. **Lead Applicant/Fiscal Agent**

One organization must be designated as the lead applicant. This can be a LEA (local educational agencies), CBO, or other public or private entity. If awarded, the single lead applicant will be the official grantee and the designated fiscal agent. Any grants awarded will be in the name of the fiscal agent and must be identified on the cover page of the RFA and throughout the application process.

A lead applicant may submit only one application. The official lead applicant/fiscal agent is not permitted to contract a significant portion of the award to a single entity and cannot act as a “flow through” to another recipient. Contracted services cannot make up more than 90 percent of the total annual budget. Grantees must submit a detailed budget for services contracted to a single entity that are 30 percent or more of the total annual budget.

1. **Consortiums**

Applicants may also consider a consortium model, in which multiple entities can collaborate and partner with one or more LEAs. Consortiums must meet the following requirements:

* Designate a lead applicant/fiscal agent.
* The lead applicant/fiscal agent must require consortium partners to sign a data agreement, Memorandum of Understanding (MOU), which specifically outlines all services each partner agrees to provide.
* The lead applicant/fiscal agent must conduct ongoing fiscal reports and programmatic monitoring of each member of the consortium.
* Designate an individual, Program Director, who will be responsible for communication and coordination across all centers within the consortium.

## Funding Priorities

There are two types of priorities for the 21st CCLC grant competition: absolute and state competitive priorities. The absolute priority is a requirement, and any application not meeting the absolute priority will not be considered for funding. State competitive priority points are awarded for each competitive funding priority that is met.

### Absolute Priority

Entities receiving priority in this application are those that propose to serve students and the families of students who primarily attend:

* Title I-A eligible schools; or
* Schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under section 1111(d)(1) in ESSA; and
* The program prioritizes focal student groups\*; and
* The program has formed a partnership\* between at least one LEA receiving funds under Title I-A, and at least one public or private community organization.

*\*See Appendix for Glossary of Terms*

**Geographic Representation:** An additional priority considered will focus on geographic distribution to ensure, to the extent possible, an even and fair distribution throughout the state.

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

**CSI and TSI Schools**

School identification under Oregon’s ESSA Accountability Model for CSI and TSI schools takes a holistic approach by looking at multiple data points called indicators. Those indicators include:

* Chronic Absenteeism
* English Language Arts (ELA)/Math Achievement
* ELA/Math Growth
* English Learner (EL)
* Progress towards Proficiency
* 9th Grade-on-Track
* 4-Year Graduation
* 5-Year Completion

Under the model, each indicator is ranked by levels (1-5). Level 3 represents the state average. Schools identified for Comprehensive and Targeted Supports for Improvement are defined as:

* **CSI** - Any Title I school with a Level 1 in at least half of the rated indicators and any high school with a four-year graduation rate below 67%.
* **TSI** - Any school with a specific group of students with a Level 1 in at least half of the rated indicators and any high school where a student group’s four-year graduation rate is below 67%.

**Up to five additional priority points will be given to applicants who propose to serve one or more CSI or TSI school(s) in their application and coordinate improvement efforts with the school and district.** Visit the ODE [School and District Profiles and Reports](https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx) website for yearly Accountability Detail Sheets alongside the At-A-Glance School and District Profiles. In addition, please refer to this [Executive Memo](https://www.oregon.gov/ode/about-us/Documents/UPDATED%20Identification%20and%20Supports%20Memo%20002-2018-19.pdf) for a summary of Oregon’s ESSA Accountability Model or visit the [School and District Improvement website](https://www.oregon.gov/ode/schools-and-districts/grants/esea/ia/pages/school-improvement.aspx) for more information.

**Focal Student Groups**

Expanded learning programs\* work to bridge gaps across many interwoven and systemic inequities that exist in our society, especially impacting students at the margins. In alignment with ODE’s Equity Strategic Plan and the implementation of the [Student Success Act](https://www.oregon.gov/ode/studentsuccess/Pages/default.aspx) (SSA) of 2019 which aims at improving education opportunities for Oregon students, applicants are highly encouraged to connect and cross-reference [key SSA grants](https://www.oregon.gov/ode/StudentSuccess/Pages/Statewide-Education-Initiatives-Account.aspx) for improving access and opportunities for focal student groups\* who have been historically underserved by the education system.

Please see [ODE’s Equity Lens\* and Tool](https://www.oregon.gov/ode/StudentSuccess/Documents/AppendixE_EquityLensTools.pdf) for more information. This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system.

*\*See Appendix for Glossary of Terms*

**Students Experiencing Disabilities**

All 21st CCLC programs must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004. Much like all focal student groups, students experiencing disabilities have historically been underserved by our education system and often services are not widely available for before, afterschool and summer programming. Applicants should consider an intentional and explicit focus on identifying and addressing the needs of students experiencing disabilities, removing barriers to access to afterschool and summer programs, improving collaboration, and providing targeted resources and support in 21st CCLC programs.

More information, including legal foundations and best practices, can be found in the US ED’s series, [21st Century Community Learning Centers: Lessons From the Field: Serving All Students, Including Students With Disabilities](https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series).

### Competitive State Priorities

Competitive priority points will only be awarded if applicants score at least 70% or more of the total base grant points to ensure grant requirements are met and comprehensive 21st CCLC programming. Up to 10 additional points will be awarded for each competitive state priority that is met by the applicant. These areas are optional, and applicants may apply for one or more of the priority areas.

* **Mental Health & Well-Being -** The program plans to prioritize the mental health and well-being of both students and staff with explicit strategies; processes and practices to center relationships; form partnerships with school-based mental health or public/private mental health organizations; and create a climate and culture focused on connection, care and belonging.
* **K-5 Literacy -** The program plans to prioritize literacy instruction for elementary school students in alignment with Oregon English Language Arts standards and the school day program with explicit strategies, processes, and professional development to ensure all children successfully transition from learning to read to reading to learn by third grade.
* **Middle & High School Career and Technical Education (CTE) -** The program plans to prioritize CTE activities in middle and high school programs that provide students with the academic, technical, and employability skills needed to prepare for education and training beyond high school, transitions in the workplace, and long-term career options.

## Award Duration and Funding Amounts

1. **Time Period: Five (5) Years**

21st CCLC grants are awarded annually contingent upon federal fundingfor a 5-year grant cycle*.* Annual renewal is based on grantee compliance with federal statute, program requirements, and evidence of progress towards grant goals and objectives as documented in Local Evaluation Reports, Program Quality Reflections, and Action Plans.

1. **Funding Amounts**

ODE anticipates funding between 20 and 30 grants in this competition with a total annual federal award of approximately $10,000,000 pending congressional appropriations. Applicants may request funds ranging from a minimum of $50,000 to no more than $500,000 per year based on need and the proposed programming. All approved applicants will receive 100% of their award in years 1, 2, and 3. Funding will be reduced to 90% of the original (year 1) funding level during year 4 and to 80% during year 5. However, even with the reductions, no program will receive less than $50,000 per year.

## Sustainability

21st CCLC grants are not intended to provide programs with long-term sustainability of their expanded learning programs. Partners need to work together in making critical links to sustaining 21st CCLC programs beyond the grant period. Applicants should bring together community organizations with LEAs to determine how best to leverage resources within the community for long-term continuation of the program. All 21st CCLC programs will be required to develop and implement a sustainability plan by the end of year three that maintains the funding level of year one when the award is reduced in years four, five, and beyond the end of the grant cycle.

## Service Options

21st CCLC programs provide services during non-school hours or periods when school is not in session (*i.e.*, before school, after school, weekends, summer recess, non-school days).

### School Year Service Options

All programs are expected to operate from September through June and up to the last week of the regular school year for a minimum of 300 program hours per school year. Centers are required to be open a minimum of 4 days per week during a typical school week and offer at least 12 hours of programming per week.

Services may be offered:

* Afterschool (beginning when school dismisses)
* Weekdays during the typical school year when school is not in session or afterschool after early dismissal (at least 4 hours per day),
* Holidays and on weekends if centers are open for at least four hours per day.

### Summer Service Options

Programs that desire to implement a summer learning program must develop a program that operates a minimum of:

* four days per week
* four hours per day
* 80 total hours of programming

Grant funds may be used to provide summer programming, but funds may not be used to fund only summer programs. Summer programs are expected to provide the full scope of programming aligned to 21st CCLC goals, objectives, and quality programming. Summer programs should collaborate with other programs providing summer services to coordinate and enhance programming for 21st CCLC students.

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

### Attendance

21st CCLC programs are **not drop-in** programs and should prioritize regular attendance for the duration of the program. To be considered a regular attendee a student must attend a minimum of 90 program hours. It is expected that 80 percent of participants in elementary and 60 percent of middle and high school participants will be regular attendees.

### Incoming Kindergarten Students

Services for incoming kindergartners are limited to the summer months immediately preceding the child’s entry into kindergarten.

## Allowable Activities

Each eligible entity that receives an award under 21st CCLC may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including the below ESSA Authorized Activities [§4205(a)]:

1. academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with
   1. the challenging State academic standards and any local academic standards; and
   2. local curricula that are designed to improve student academic achievement;
2. well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
3. literacy education programs, including financial literacy programs and environmental literacy programs;
4. programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
5. services for individuals with disabilities;
6. programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
7. cultural programs;
8. telecommunications and technology education programs;
9. expanded library service hours;
10. parenting skills programs that promote parental involvement and family literacy;
11. programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
12. drug and violence prevention programs and counseling programs;
13. programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘‘STEM’’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
14. programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

## Oregon’s Equity-Driven Program Quality Framework

A high-quality 21st CCLC program is shaped by the local community and the students and families it serves. There is not a singular pathway or simple formula to follow when creating a 21st CCLC program; instead, there are many evidence-based elements and best practices that should be considered within a local context and infused into programming.

### A Foundation Built on Equity

Equity is at the core of all 21st CCLC programs. Equity-driven 21st CCLC programs: a) provide child-centered opportunities that support every child with equitable access to safe, inclusive, and welcoming learning environments, b) affirm and grow student, family, and community strengths and assets, and c) create spaces for students to actively make decisions and voice their interest for deepened learning, engagement and connection. This foundation is purposefully integrated within each of the six elements of quality programs.



### Six Elements of Quality

1. **Elevate Relationships & Enriching Environments** - A quality program provides positive, supportive connections between students, their peers and caring adults to create a foundation for rich, stimulating environments that promote and deepen learning.
2. **Deepen Community Partnerships** - A quality program develops, cultivates and sustains strong partnerships to integrate a common vision and co-create opportunities that complement and address the specific assets, needs and dreams of the community.
3. **Integrate Well Rounded Learning & Work That Matters** - A quality program is intentionally designed to include hands-on, collaborative learning rooted in inquiry and discovery where students apply cross-cutting skills to make real-world connections.
4. **Ensure Mental Health & Well-Being** - A quality program ensures the emotional, social, cognitive, and behavioral conditions where students and staff can thrive and feel safe, supported, and healthy.
5. **Engage Students & Families** - A quality program employs a multi-faceted approach to outreach and engagement that respects, honors and values families while fostering student joy and curiosity to promote regular participation.
6. **Purposeful Planning & Quality Programs** - A quality program has a clear mission, well-developed plans, highly-skilled staff, and clear policies and procedures that support effective implementation for the continuous improvement and sustainability of the program.

Please see these additional resources to support the planning and implementation of quality expanded learning programs.

* [Summer Learning Best Practice Guide](https://www.oregon.gov/ode/schools-and-districts/grants/Documents/ODE%202022%20Summer%20Learning%20Best%20Practice%20Guide.pdf)
* [Summer Learning Toolkit](https://www.oregon.gov/ode/schools-and-districts/grants/Documents/ODE_Summer_Learning_Best%20Practice%20Toolkit.pdf)

## Honoring Sovereignty, Tribal Communication

There are important requirements for honoring the sovereignty of Native American and tribal students, families, communities, and Nations in Oregon. While all Native American and/or tribal students must be engaged as focal student groups in 21st CCLC programs, in some cases, applicants are required to engage in formal Tribal Consultation processes as outlined in the ODE [Tribal Consultation Toolkit](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/20.10.13_%20Web%20Accessible%20Tribal%20Consultation%20Toolkit.pdf). 21st CCLC (Title IV-B) applicants must coordinate with partners and school districts to ensure meaningful tribal communication regarding 21st CCLC grant applications and the planned programming affecting American Indian and Alaska Native students. If the applicant is awarded a grant, tribal communication must be on-going and documented throughout the life of the grant. Information on the tribes, including contact information, is available on Oregon Department of Education’s American Indian/Alaskan Native Education [Oregon Tribal](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Oregon-Tribal-Websites.aspx) webpage.

## Equitable Services to Private Schools

21st CCLC grantees must provide comparable services for private school students who reside in the area served by the 21st CCLC program. Grantees are required under Title VIII, Part F [§§8501-8504] of *ESSA* to consult with private schools in a timely and meaningful manner and to provide services to students in those schools on an equitable basis. This consultation “shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section” [§8501(c)(3)]. Applicants must consult with private schools prior to application submission and throughout the life of the grant if awarded. ODE recommends applicants work with LEAs to tap into existing district structures for private school consultation. Documentation of this process is the responsibility of the applicant and must be maintained and available upon request from ODE. Please contact Janette Newton at [janette.newton@ode.oregon.gov](mailto:janette.newton@ode.oregon.gov) for any questions or additional information.

## Meals and Snacks

21st CCLC programs are expected to provide snacks/meals during typical program operations through the US Department of Agriculture (USDA) Child Nutrition Programs for which they qualify. These programs may include:

* National School Lunch Program-After School Snacks
* Summer Food Service Program
* Child and Adult Care Food Program

USDA Child Nutrition Programs are managed by the ODE Child Nutrition (CNP) Programs. Please contact [ode.communitynutrition@ode.oregon.gov](mailto:ode.communitynutrition@ode.oregon.gov) or visit the ODE [Child Nutrition Website](https://www.oregon.gov/ode/students-and-family/childnutrition/Pages/default.aspx) for questions.

## Transportation

Federal guidance advises that there can be no barriers preventing students’ participation in 21st CCLC. Programs must offer students a means of transport if they qualify for afterschool and are unable to walk to community centers [*ESSA* §4203(a)(10), §4203(b)(2)(A)(ii)]. This includes students who are eligible for McKinney-Vento services and students who are in the Foster Care.

## Principles of Effectiveness

In addition to the use of evidenced-based practice, local programs must indicate how they meet the *Principles of Effectiveness* described in *ESSA* §4205(b)(1). According to statute, programs or activities must be based on:

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

Applicants will address the Principles of Effectiveness in the *Need for Program, Aligning to Program Goals and Objectives,* and *Program Design* sections of this application.

## Continuous Quality Improvement, Evaluation and Reporting

In accordance with ESSA [§4205(b)(1)], 21st CCLC grantees will participate in the state Comprehensive Quality Improvement Process (CQIP) and participate in local and state evaluations. This process is designed to refine, improve, and strengthen the 21st CCLC program and to measure progress in meeting program goals, objectives and performance targets. ODE will contract with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide and to identify specific needs for continuous improvement and technical assistance. Specific technical assistance dates and guidelines for this process will be provided to successful applicants. By accepting grant funds, grantees agree to participate in all components listed below.

### Data Collection

Applicants should make plans for the following data collections which includes, but is not limited to:

* Student attendance, program activities, staffing and partner information
* Surveys (caregivers, students, school day teachers, program staff and administrators)
* Federal outcome measures (GPA, student engagement)
* Participation in site visits and focus groups (including with students and families), as requested

*\*Grantees may use grant funds to purchase any web-based data collection system that meets required data collection elements or use the ODE’s data reporting infrastructure.*

### Reporting

* Federal Annual Performance Report (APR) information reported three times per year (summer, fall, spring)
* Annual Action Plan
* Annual Program Quality Assessment
* Local Evaluation Report (template, training and information from required data collection will be provided to grantees)

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

### Collaborative Decision Making

21st CCLC grantees must have an active governance or advisory group which may be composed of partners, students, community members and/or families who assist with planning, establish or help guide activities, and make program recommendations to drive the continuous quality improvement of the program.

### Dissemination of Information

Grantees must disseminate information about the 21st CCLC program to parents, staff, students, community members, and partners in a manner that is understandable and accessible. This includes sharing the location and services provided by the program and results from local evaluations.

### Local Professional Development and Staff Training

21st CCLC programs are expected to provide professional development and staff training in alignment to local action plans, program quality assessments, monitoring requirements (safety protocols, etc.), and data collection/reporting evaluation reports.

### State Professional Development and Training

All 21st CCLC award recipients are required to attend the following ODE trainings and professional learning opportunities:

* New grantee Nuts & Bolts training;
* 21st CCLC Comprehensive Quality Improvement Process (CQIP), Data Reporting and Evaluation Training;
* 21st CCLC Monitoring and Compliance Training;
* Participate in Program Director and Key Leaders meetings;
* State 21st CCLC Expanded Learning Annual and/or Biannual Conference(s);
* Additional technical assistance opportunities as needed.

\*No less than 5% of the total budget must be reserved by the applicant for training, professional development and technical assistance for local use and state events.

## Monitoring

ODE will monitor program compliance on a regular basis by grantee annual submissions and the review of:

* required federal and state data collections,
* completed Local Evaluation Reports, Program Quality Assessment, and Action Plans,
* fiscal reports, virtual desk reviews, interviews, and onsite visits.

ODE will conduct at least one onsite monitoring visit to every grantee during the five-year grant period to evaluate the 21st CCLC program. Additional visits may occur based on results from ongoing monitoring and risk analysis conducted by ODE. The purpose of the onsite visit is to validate information provided in fiscal and program reports, and to gather more detailed information on implementation efforts and program quality. The following activities may occur during the onsite monitoring visit:

* **Program Compliance and Fiscal Monitoring:** ODE staff will utilize the Monitoring Checklist that lists federal mandates and indicators to assess program and fiscal compliance of 21st CCLC programs under ESSA.
* **Program Quality Monitoring:** ODE staff will use the components found in the Program Quality Reflection Tool during the onsite visit to anchor discussions, highlight strengths of the program, and surface areas of growth. Grantees should plan for a 30-minute visit for each center under the grant.
* **Student and Caregiver/Family Focus Groups:** ODE may conduct at least one focus group with youth and one focus group with caregivers/families served by the program during an onsite monitoring visit. Grantees will be asked to recruit potential participants and provide the appropriate space to conduct the focus groups.

## External Organizations

ODE is required to provide a list of prescreened external organizations, as described under [*ESSA* §4203(a)(11)]. This list is intended to serve as a possible resource for applicants and potential grantees so that they can identify organizations that possess experience in expanded learning programming and youth development. For a list of the external organizations, please see the [21st CCLC ODE Website](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/21stCCLC/Pages/Grants-Guidance.aspx), Additionally, please note that inclusion on this list does not constitute quality of programs and services offered by the external organization.

ODE is releasing a new opportunity for nonprofit organizations in Oregon to submit an External Organization Profile through a link posted on the [21st CCLC ODE Website](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/21stCCLC/Pages/Grants-Guidance.aspx). External organizations are encouraged (but not required) to register with ODE.

## Fiscal Requirements

### Program Income & Family Fees

The Oregon Department of Education does not allow program income or charging fees to families for their student(s) to attend the program in 21st CCLC programs. This does not prevent community organizations who receive 21st CCLC funds from generating income or charging fees for other programs that they administer. Rather, it requires a clear delineation in budgeting between 21st CCLC Programs, from which no revenue may be generated, and other programs, from which revenue may be generated.

### Supplement Not Supplant

Grantees must use 21st CCLC funds to supplement\*, and not supplant\*, other Federal, State, and local public funds [*ESSA* §4204(b)(2)(G)]. 21st CCLC funds must be used to create activities that would otherwise not be accessible to the students served or to expand access to existing high-quality services that may be available in the community.

### Budget

Applicants may not request an amount less than $50,000 and not more than $500,000. Applicants should tailor their funding request based upon the services proposed. Consideration should be given to:

* the size of the school(s) served,
* the number of students overall,
* the numbers served at least 90 hours over the course of the year,
* the hours of operations for after-school and hours for non-school days if applicable,
* whether the program is proposing a summer learning program,
* whether the program is entirely new or is an expansion of a program funded through other sources,
* consideration should also be given to costs necessary to support high-quality services, including program design, staffing, professional development, etc.

All expenditures must align with the four state goals of the 21st CCLC grant: 1) Equitable Programming; 2) Academic Enrichment; 3) Youth Development Activities; and 4) Family Engagement. Applicants must complete the *Title IV-B Program Budget Form* that outlines allowable costs that are aligned with the scope of the proposed application. “Allowable Costs” refers to items of cost that, in general, can be funded with 21st CCLC federal grant dollars, as long as the cost fits within the framework of responsible stewardship of these public funds.

**Staff Development:** No less than 5% of the total budget must be reserved by the applicant for training, professional development, and technical assistance.

**Capital Expenditures:** Title IV-B funds cannot be used to purchase facilities, vehicles, or support new construction. All other capital expenditures must be approved by ODE prior to being eligible for reimbursement. For this purpose, capital expenditures are defined as *individual non-consumable items or construction projects that: Have a useful life of more than one year; and cost greater than $5,000.*

**Indirect Rate:** 21st CCLC programs may claim the approved federal restricted indirect rate. If the program claims indirect costs, it cannot exceed the restricted rate as posted, but the program may claim less than that percent.

**Purchased Services:** Applicants must indicate what purchased services are being proposed and how the contract amount was calculated.

* Purchased Services may include costs associated with contracting with external organizations to implement the day-to-day operations of the program or to lead activities for students and their families.
* Contracted services cannot make up more than 90 percent of the total annual budget. Note: If awarded, grantees must submit a detailed budget for services contracted to a single entity that are 30 percent or more of the total annual budget.

**Period of Performance:** Please note that a grantee may not charge expenses to its 21st CCLC grant before the beginning of the grant period. Any expenses incurred before the beginning of the grant period will not be reimbursed.

**Separate Account:** Community-based organizations and faith-based organizations and other entities are required to keep 21st CCLC grant funds in a separate account or accounts to ensure that they are used in accordance with federal statute and the goals of the 21st CCLC grant. Office of Management and Budget (OMB) Uniform Grant Guidance (UGG) provides further guidance regarding these accounting requirements.

**Grant Application Expenses:** Funds used under this program must be used to provide services and cannot be applied retroactively to pay for pre-award planning activities related to the grant. However, grantees may use grant funds to support ongoing planning and quality improvement processes throughout the grant period to strengthen the program based on evaluation results.

**Faith-Based Organizations (FBOs):** 21st CCLC funds must be used solely for the purposes set forth in this grant program. No 21st CCLC funds provided to this program may be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities.

# Part 2 Application Instructions

## Application Timeline

1. A completed application must be submitted via the [Smartsheet 21st CCLC Application Portal](https://app.smartsheet.com/b/publish?EQBCT=e6093a63816949ea864f943f2db1e8b4) by: *May 26, 2023 by 11:59 PM, PT* (*Note: Any application after this deadline will not be accepted.)*
2. Award notification emailed on: July 2023
3. Program implementation may begin: September of 2023
4. New Grantee/21st CCLC Program Director Meeting: August 2023
5. New afterschool programs must start no later than: November 13, 2023

## Application Training Webinar & Office Hours

Several types of technical assistance are offered to all potential applicants in the planning, writing, and revising stages to encourage high-quality applications. All of these technical assistance opportunities are available at no cost to applicants. Offerings include:

* **Online Resources:** The [ODE 21st CCLC website](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/21stCCLC/Pages/default.aspx), ODE [Summer Learning website](https://www.oregon.gov/ode/schools-and-districts/grants/Pages/Summer%20Learning/Summer-Learning-Resources.aspx) and the links located in the RFA offer helpful resources.
* **Virtual Technical Assistance Webinars:**
  + Wednesday, April 12, 2023, 3:30-4:30 PM - [Zoom Registration Link](https://www.zoomgov.com/meeting/register/vJItduupqjIuHLzJ5eVyueH2ypUyxeBU19I)
  + Friday, April 14, 2023, 10:00-11:00 AM - [Zoom Registration Link](https://www.zoomgov.com/meeting/register/vJItd-mhpzoiEnSdMLUm-AtG8n51FR6Y64w)
* **Weekly Office Hours:** ODE staff will be present to answer questions and applicants can come in and out of the meeting space as needed. There is no agenda or planned presentation for these meetings.
  + Wednesdays, 3:00-4:00 PM, April 19 through May 17, 2023 - [Zoom link](https://www.zoomgov.com/j/1608828195?pwd=WGVNdVE2MVBDdktlbG9KbVNjd3Fudz09)
* If you have questions, please email [ODE.OR21stCCLC@ode.oregon.gov](mailto:ODE.OR21stCCLC@ode.oregon.gov).

## Application Requirements

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

## Application Electronic Submission

The application template located in Part 3 of this document is **NOT** the official submission application and is only meant to be used as template to work in prior to the submission through the [Smartsheet 21st CCLC Application Portal](https://app.smartsheet.com/b/publish?EQBCT=e6093a63816949ea864f943f2db1e8b4). It is strongly recommended that you work in the Word application template in this document and copy/paste your work into the [Smartsheet 21st CCLC Application Portal](https://app.smartsheet.com/b/publish?EQBCT=e6093a63816949ea864f943f2db1e8b4) as a last step in the grant writing process.

There is a corresponding Smartsheet form for each section in the application template in this document. Some of these forms/sections may require applicants to upload an attachment. We recommend all section narratives and attachments are complete before working in the Smartsheet.

Smartsheet 2023-2028 21st CCLC Application Portal tips and items to note:

* All forms/sections are submitted individually;
* Progress is unable to be saved in a single form/section. Applicants should be ready to complete a full form/section in one sitting;
* Once a form is submitted, applicants cannot go back and change responses;
* To track progress, select the box on the bottom of each form/section titled, “Send me a copy of my responses'' to produce a record of what form/section was submitted and when it was completed;
* Plan accordingly to ensure there is ample time to submit electronically before the grant deadline date;

Email [ODE.OR21stCCLC@ode.oregon.gov](mailto:ODE.OR21stCCLC@ode.oregon.gov) for technical support and questions.

**Official Competitive Electronic Application**

[**2023-2028 Smartsheet 21st CCLC Application Portal**](https://app.smartsheet.com/b/publish?EQBCT=e6093a63816949ea864f943f2db1e8b4)

## Application Scoring

All applications will receive an initial eligibility screening by ODE to ensure the application: 1) meets the eligibility requirements for the grant, 2) met absolute priority requirements, 3) was received on time and in the proper format, and 4) contains all required sections, attachment uploads, and signatures. If an application does not meet these basic requirements, it will not be scored or funded.

The total possible score for the application is 210 points plus an additional 30 priority points for a total of 240 points. Applicants are eligible for competitive priority points if a score of 147 points (70%) or higher is achieved based on the base grant sections. An application that receives a score of zero on any required section will not be funded. The value assigned for each section is indicated in the Evaluation Rubric located in the appendices of this document and in the Application Template Overview section.

Applications will be scored by qualified reviewers knowledgeable in and experienced with high-quality practices related to achieving student outcomes in the regular school program and/or in expanded learning programs. Reviewers are required to remove themselves from the scoring of any application that may present any conflict of interest. Each application will have at least two reviewers using the evaluation rubrics in this application. Reviewers will provide each application with a technical merit score. Each proposal will be evaluated and scored section by section by the assigned team of reviewers. Reviewers will note the strengths and weaknesses for each section. Reviewer scores from each application will then be totaled to create an overall team score for the application. The team will also provide an assessment of whether the proposal is recommended for funding, recommended for funding with changes, or not recommended for funding. After the scores are compiled, all eligible applications will be placed in rank order. To the extent practicable, ODE will distribute funds equitably among Oregon geographic areas, including urban, suburban, and rural communities. In cases where proposals are recommended for funding with changes, applicants may be asked to submit additional documentation which may include, but is not limited to, additional or revised program narrative, additional assurances, a revised budget, and budget narrative, and/or a revised scope of work. If ODE and the applicant are unable to negotiate an agreed upon scope of work and budget the proposal will not be funded.

## Grant Award Selection and Notification

All 21st CCLC awards are subject to the availability of federal funds. Submitted grant applications are subject to negotiation with the ODE, and final awards may be lower than requested. Grant awards are not final until approved by the ODE and both an award letter and a copy of the approved application are received from ODE. Applicants selected for a 21st CCLC grant agree to be bound by the terms and conditions of the Grant Agreement and all fiscal procedures, as defined by the [*Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*](https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html) (Uniform Guidance).

## Fidelity to RFA

Grantees will have very limited ability to change the program operating plan and scope of services as originally outlined in the RFA, scored by reviewers during the review process, and approved by ODE. Any changes after receiving the award will be required to go through a formal program amendment and approval process.

## Appeal Process

Applicants who wish to appeal for a grant award must submit a letter of appeal to the Oregon Department of Education (ODE), Office of Teaching, Learning and Assessment. Appeals are limited to the grounds that ODE failed to correctly apply the process for reviewing the application as specified by this application. Appeals based on a disagreement with professional judgment of the grant reviewer will not be considered. Applicants will have seven business days from the date of the notification letter to contest the funding decision. The applicant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The letter must have the original signature of the authorized agent who signed the application. Appeals must be submitted via email to [ODE.OR21stCCLC@ode.oregon.gov](mailto:ODE.OR21stCCLC@ode.oregon.gov) and an original copy of the appeal with signatures must be mailed to:

Oregon Department of Education

Office of Teaching, Learning and Assessment

Attn: Raquel Gwynn

255 Capital St. NE

Salem, OR 97310-0203

# Part 3 Application Template

## Application Template Checklist

1. **Application Cover Page (0 Points)**

☐ Attachment 1

1. **Program Overview (25 Points)**

☐ Program Abstract *(Narrative)*

☐ Absolute Priorities *(Narratives)*

☐ Program Dashboard *(Attachment 2)*

1. **Strengths & Needs Assessment (20 Points)**

☐ Strengths and Assets *(Narrative)*

☐ Identified Need *(Narratives)*

1. **Community Partnerships (25 Points)**

☐ Co-Creation & Innovation (Narrative)

☐ Collaborative Decision Making (Narrative)

☐ Aligning with the School Day (Narrative)

☐ Applicant and Partner Commitment Form (Attachment 3)

1. **Conditions for Student Learning & Development (20 Points)**

☐ Culture & Climate (Narrative)

1. **Program Goals, Objectives, and Outcomes (40 Points)**

☐ Aligning to Program Goals Template *(*Attachment *4)*

1. **Program Design (20 Points)**

☐ Daily Schedule (Narrative)

☐ Transportation (Narrative)

1. **Engage Students and Families (20 Points)**

☐ Outreach & Engagement (Narrative)

1. **Quality Management and Operations (20 Points)**

☐ Location of Program (Narrative)

☐ Safety (Narrative)

☐ Capacity to Implement (Narratives)

1. **Budget (20 Points)**

☐ Adequacy of Funds (Narratives)

☐ Title IV-B Program Budget Form (Attachment 5)

1. **Competitive State Priorities (Optional 30 Points)**

☐ Ensure Mental Health & Well-Being (Narrative)

☐ Literacy Focused Programs for K-5 Students (Narrative)

☐ CTE for Middle and High School Students (Narrative)

## Application Template Overview

This document is meant to be used as a template to work from prior to submission through the electronic application portal. It is strongly recommended that applicants work in this Word version and copy/paste responses in the [Smartsheet 21st CCLC Application Portal](https://app.smartsheet.com/b/publish?EQBCT=e6093a63816949ea864f943f2db1e8b4). After copying and pasting into the Smartsheet Application, you must **save your work on each page**. An application missing any required components and/or forms will not be reviewed.

**Attachments**

There are 5 documents that will need to be completed and uploaded as attachments into the Smartsheet 21st CCLC Application Portal. Applicants must fully complete and upload each attachment including any required signatures to be considered for funding. Attachments include:

* [Attachment 1](https://odemail-my.sharepoint.com/:w:/g/personal/rainl_ode_oregon_gov/EeZ14X7lzXxChYsnVDxuDVEBWSwtc65vGEhRvNlOvlAMrw?e=gkFBSd): Application Cover Page with Assurances (Word template copy in appendix)
* [Attachment 2](https://odemail-my.sharepoint.com/:w:/g/personal/rainl_ode_oregon_gov/EbOP2we2MFNMq80qy96Rqw8BCj6EfkttToyLZbPprljCyQ?e=WMnBvJ): Program Dashboard (Word template)
* [Attachment 3](https://odemail-my.sharepoint.com/:w:/g/personal/rainl_ode_oregon_gov/ESRyynQiyutAtoOqO2DIbcsBjvX1zjoX_NoA4ZpFtBWgWw?e=CRIjmp): Lead Applicant and Partner Commitment Form (Word template copy in appendix)
* [Attachment 4](https://odemail-my.sharepoint.com/:w:/g/personal/rainl_ode_oregon_gov/EeQEmfXFjNdComC0rmACCooB86y2zGhfPg9kYT12mBALvg?e=ZxT2wA): Aligning to Program Goals Template (Word template)
* [Attachment 5](https://odemail-my.sharepoint.com/:x:/g/personal/rainl_ode_oregon_gov/ERDXHhTAMcdDi4SxhIThYo4B4jQ2aoCW7PvFLRY4BgQ97w?e=8LYeao): Title IV-B Program Budget Form (Excel document)

## Section A: Application Cover Page (0 Points)

Notes regarding the Application Cover Page:

* The fields for contact information will be in a fillable form in the electronic 21st CCLC Smartsheet Application.
* If awarded, the name of the lead applicant will be the Official Grantee name used by the Oregon Department of Education.
* Applicants must upload the Application Cover Page with the signature of the person who is authorized to sign for the applicant for the entity and all assurance boxes must be checked.

Attachment 1: Application Cover Page with Assurances

## Section B: Program Overview (25 Points)

1. **Program Abstract**

Briefly describe your proposed 21st CCLC program. This abstract should concisely give a broad overview of the vision and goals of the program, target population, the main activities, and a synopsis of the expected outcomes. If funded, this abstract will be shared with other programs and posted on the 21st CCLC ODE website.

Narrative (200 words or less)

1. **Absolute Priorities**

Focal Student Groups

21st CCLC programs must prioritize the outreach and engagement of focal student groups\* and provide inclusive, culturally affirming, responsive and where appropriate culturally specific programming to support the strengths, assets, needs and dreams of students.

Applicants must have clear, specific, culturally affirming/responsive strategies that should be described throughout the proposal narrative**.** This might include, but is not limited to:

* specific outreach and communication strategies;
* program activities intended for focal student groups and evidence-based approaches and best practices in supporting students in all program activities;
* family and community engagement strategies;
* certain staff qualifications sought in hiring of staff and/or professional development provided to staff;
* disaggregated data analyses performed as part of program evaluation;
* additional coordination of efforts by the LEA and CBO(s) to serve focal students and families more effectively.

1. Provide a detailed summary of how the proposed program embeds inclusive, culturally affirming, and responsive practices throughout 21st CCLC programming for focal student groups.

Narrative (200 words or less)

1. Describe explicit strategies and coordination efforts between LEA(s) and CBO(s) to provide inclusive and meaningful learning experiences for students experiencing disabilities in the proposed 21st CCLC program including adaptations and supportive services that would help ensure access and equity.

Narrative (200 words or less)

1. **CSI/TSI Schools**  
   If applicable, provide a narrative that lists the CSI/TSI schools the applicant plans to serve. Describe how the 21st CCLC programming will be coordinated to support the improvement efforts of the CSI/TSI school and district.

Narrative (200 words or less)

1. **Program Dashboard**

Applications must include a completed Program Dashboard for each school the applicant proposes to serve with key information of the program at-a-glance. The form includes the following:

* Title I-A status,
* Percent Free and Reduced Lunch (FRL) rates,
* Currently or Previously Identified CSI or TSI School,
* Total School Enrollment (of grades proposed to serve),
* Estimated number of students to be served by 21st CCLC (not duplicated)
* School Site or Feeder School to Different Program Location
* Elementary, Middle or High School
* Before, Afterschool and/or Summer Services
* Number of Days Center will Operate
* Number of Hours Per Week Center will be Open
* Anticipated Start and End of School Year Program

This form must include the school principal's signature for each school listed. The signature serves as a commitment to supporting the grant and proposed programming described in the grant application.

If awarded a grant, the number of estimated students served by the 21st CCLC program column for each school will become the program’s attendance goal used in the monitoring and evaluation of the grant.

Attachment 2: Program Dashboard

## Section C: Strengths and Needs Assessment Summary (20 Points)

Applicants should work in collaboration with schools, districts and partnering entities to develop an asset and needs assessment [ESSA 4204(b)(2)(I)] tailored to the community’s local context and informed by local needs (including the needs of working families). A needs assessment will help to identify both the assets and needs of students and their families, and the gaps in services. To maximize effectiveness and leverage resources, a thorough assessment should not only identify gaps, but ensure coordination between existing programs and services in the community [ESSA 4204(b)(2)(C)]. The goals, objectives, and activities described in the application should be closely tied to the needs of the community to be served. It is recommended that schools and districts utilize community engagement and the needs assessment as required by the Student Success Act: [Aligning for Student Success: Integrated Guidance](https://www.oregon.gov/ode/studentsuccess/pages/innovation-and-improvement.aspx) plan which can be found on all district websites.

**Data Privacy:** Application materials for this 21st CCLC must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16.

1. **Strengths and Assets**

Describe the strengths and assets the applicant found that contributes to program quality and supports the coordination of existing services, access, and equity in the 21st CCLC program.

Narrative (250 words or less)

**Identified Need**

1. Describe the exact needs or issues the 21st CCLC program will address for each proposed center. Applicants must describe the academic enrichment and youth development needs of students to be served, and the literacy and related educational needs of these students’ families, including the needs of working families. Applicants should provide current, objective data supporting the unmet need for before school, afterschool programs and/or summer programs in the community. Please cite sources of data and compare local data to county and/or state figures when possible.
2. **Returning 21st CCLC grantee applicants** should include a reference to their current award and demonstrate how there is a continued need and improved capacity in the 21st CCLC program to meet these needs. Describe how funds will be used for new and/or enhanced programming and will not replace current funding.

Narrative (500 words or less)

## Section D: Community Partnerships (25 Points)

A quality program develops, cultivates and sustains strong partnerships to integrate a common vision and co-create opportunities that complement and address the specific assets, needs and dreams of the community.

1. **Co-Creation & Innovation**

Describe the process used to identify partners and how they were involved in the development of the application. Include how the program will maintain these partnerships over the course of the grant and the roles and responsibilities will be identified, communicated and shared. Share how each partners’ contribution(s) will benefit the program, including contributions of promising practices, and are aligned to the 21st CCLC program goals and objectives.

Narrative (300 words or less)

1. **Collaborative Decision Making**

21st CCLC grantees must have an active governance or advisory group that may be composed of school/district staff, partners, Tribes, community partners, community members and/or families who assist with planning, the continuous quality improvement of the program, and decision-making. Describe how the applicant plans to develop and utilize this group, center staff and other key partners to inform programming and continuous improvement efforts, including the frequency of meetings.

Narrative (300 words or less)

1. **Aligning with School Day** [ESSA 4204(b)(2)(D)]

21st CCLC programs must be planned and operated in active collaboration with proposed schools. Describe how the proposed program will ensure ongoing coordination with the students’ school day, including how the sharing of expertise, continuity of expectations, coordinated emphasis on academic outcomes, and the facilitation of any joint use of the school facility will occur.

Narrative (300 words or less)

1. **Applicant Partner Commitment Form**

Attachment 3 - Lead Applicant & Partner Commitment Form

## Section E: Conditions for Student Learning & Development (20 Points)

Intentional and well-designed learning environments built on a foundation of connection and care set up the conditions for maximum learning, growth, and development. Relationships are the foundation of an equity-driven, high-quality program. 21st CCLC programs should ensure students are able to access content through centering relationships, communities and a sense of belonging.

1. Describe how the 21st CCLC program will build a strong foundation of connection, care, and intentionally designed activities that cultivate a climate of belonging for all students. Applicants should describe how the 21st CCLC programming will support the emotional, social, cognitive, and behavioral conditions where students can thrive and feel safe, supported, and healthy.

Narrative (500 words or less)

## Section F: Program Goals, Objectives and Outcomes (40 Points)

Oregon 21st CCLC programs are grounded and focused on 4 critical goals. These four goals are aligned to 12 objectives and performance indicators or outcomes.

* **Goal 1: Equitable Programming:** 21st CCLC Programs provide equity-driven expanded learning opportunities that support every child with equitable access to safe, inclusive, and welcoming learning environments.
* **Goal 2: Academic Enrichment:** 21st CCLC programs provide expanded learning opportunities for academic enrichment that explore and build on concepts from the school day to help students meet state and local student performance standards in core academic subjects including reading/language arts, math and science.
* **Goal 3: Youth Development:** 21st CCLC programs provide a broad array of student-centered, well-rounded enrichment opportunities that spark joy, connection and curiosity to deepen learning and promote positive youth development.
* **Goal 4: Family Engagement:** 21st CCLC programs engage caregivers and families at the individual and community level to co-create meaningful learning experiences and promote active engagement in students’ education.

Applicants must complete and upload the *Aligning to Program Goals Template* narrative sections.

1. For each objective, describe specific best-practice, research or evidence-based program activities, curriculum, and strategies that will be implemented to address each performance target. *(Cite evidence-base when specific programs or curriculum are proposed)*
2. For each overall goal, describe the staff professional development activities that will be offered.

For more information see Using Evidence to Strengthen Education Investments: [Non-Regulatory Guidance](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) and the ODE definition of Evidence-Based practices in the glossary of terms.

Attachment 4 - Aligning to Program Goals

## Section G: Program Design (20 Points)

The Program Design section provides reviewers a deeper look at how the activities described in the Program Goals, Objectives and Outcomes section come together to create a comprehensive program. Proposals that focus too exclusively in one area (i.e., academic programming over youth development) will not score highly, nor will proposals that minimize the importance of youth development activities that foster joy, curiosity, and experiential learning. Moreover, meaningful family engagement is an expectation which should be treated as an integral component of the grant, rather than as an add-on.

1. **Daily Schedule**

Quality expanded learning programs provide safe, engaging environments that motivate and inspire learning outside the regular school day. While there is not one single formula for success in afterschool programs, both practitioners and researchers have found that effective programs should include the following components:

* academic enrichment and support aligned to the school day and Oregon standards;
* enriching youth development opportunities, typically student-centered, based on student voice/interest, and includes time for connection and community building activities;
* healthy snack or meal;
* time for physical activity;
* transportation home.

Describe a typical daily schedule and how integration of program goals and activities come to life into a comprehensive community learning center.

Narrative (300 words or less)

1. **Transportation** [ESSA §4203(a)(10), §4203(b)(2)(A)(ii)]

Providing safe transportation to the 21st CCLC location and home is expected. Describe how the program will ensure age-appropriate and safe transportation arrangements for both the afterschool and summer programs, including:

* How students participating in the program will travel safely to and from the site(s), including the type(s) of vehicle(s) used to transport the students
* If the program is not being held at a school, explain how participants will get to the program. Please explain how the location will be at least as accessible to the students served as if the proposed program were located in a school
* If limited transportation is being provided, demonstrate how this will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.

Narrative (200 words or less)

## Section H: Engage Students and Families (20 Points)

A quality program employs a multi-faceted approach to outreach and engagement that respects, honors and values families while fostering student joy and curiosity to promote regular participation. 21st CCLC programs are voluntary and without intentional effort with clear communication, easy registration, and multiple strategies to engage directly with students and families, participation in the program will be limited.

21st CCLC program should be made available broadly to students within the target school(s) identified in federal statute. However, registration should not be done entirely on a first-come, first-served basis, but rather in partnership with school faculty and staff. Thought should be put into developing processes for identifying and engaging focal student groups\* who might benefit the most from the program. Applicants are encouraged to build programs based on students’ voice, choice and interests and provide culturally responsive and identity affirming activities, outreach, and engagement methods. Moreover, care should be taken to avoid having different groups of students having different experiences with the program (e.g., students who are meeting academic standards having access to an array of enrichment activities, whereas students who are not meeting standards only having access to academic programming).

1. Describe the strategies the program will implement to provide effective outreach and engagement efforts to recruit students into the program, particularly focal students, and their families. Describe how the program plans to maintain the annual participation target of the focal student population. In addition, the applicant must describe how the program will disseminate information about the program to the community in a way that is understandable and accessible.

Narrative (300 words or less)

## Section I: Quality Management and Operations (20 Points)

1. **Location of 21st CCLC Programs**

Typically, 21st CCLC programs and activities are carried out at school sites. However, programs may be located at facilities other than a school if:

* the site is at least as available and accessible as it would be at the school site;
* the LEA, school district, and/or school(s) are in agreement on the site;
* a clearly defined plan of communication between the site and the school is in place; and
* safe transportation between the school and the alternative site has been arranged.

Describe how the program will utilize the physical environment (indoor and outdoor space) to ensure the center is safe, accessible, has the capacity to serve the number of students proposed and is appropriate for the planned activities.

Narrative (200 words or less)

1. **Safety** [4204(b)(2)(A)(i)]

Programs should ensure the emotional and physical safety of youth and staff; provide a healthy, welcoming, and accommodating environment, and ensure that emergency preparedness is a priority.

1. Supervision:

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

Narrative (200 words or less)

1. Emergency Preparedness:

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

Narrative (200 words or less)

1. **Capacity to Implement**

Projects must employ a 21st CCLC Program Director for a minimum of 30 hours per week. Salary and benefits must be adequate to employ a highly skilled individual in this role. Full-time Program Directors should be considered for all grants. Additionally, center-based coordination (Center Coordinator) within multi-site proposals is required. A minimum of 20 hours weekly is generally needed for this role for one site or center. Single site grants may merge Program Director and Center Coordinator duties.

Describe the program's organizational structure, and the capacity of program leadership (Program Director, Center Coordinator(s), Fiscal Officer, and Data Analyst) to provide effective program implementation, including oversight of major planning elements, such as curriculum and instructional approaches, professional development, and ongoing monitoring of program effectiveness and continuous improvement. Describe any plans for the program to utilize volunteers. Finally, describe a preliminary plan for how the program will continue after funding ends in year 5 of the grant.

Narrative (400 words or less)

Describe how the program will effectively recruit, retain and provide on-going professional development and support for 21st CCLC program staff. Include specific processes and practices that will enable 21st CCLC staff to thrive within the workplace and participate in the collective vision of realizing 21st CCLC goals.

Narrative (200 words or less)

## Section J: Budget (20 Points)

Applicants must complete the *Title IV-B Program Budget Form* and the narrative below that outlines allowable costs that are aligned with the scope of the proposed application. Applicants may not request an amount less than $50,000 and not more than $500,000. It is recommended applicants closely read the direction and guidance located in the Program Budget Form.

1. Calculate a per pupil cost of your proposal using the amount requested and the estimated number of students the program is planning to serve. Justify why this is a reasonable and necessary amount and why the overall budget is sufficient for the proposed program.

Narrative (200 words or less)

1. Describe how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities and will not supplant federal, state, local, or non-federal funds.

Narrative (200 words or less)

Attachment 5: Title IV-B Program Budget Form

## Section K: Competitive Priority Points (30 Points)

Applicants are eligible to receive competitive priority points if a score of 147 points (70%) or higher is achieved on the base grant application. Up to 10 additional points will be awarded for each competitive priority that is met by the applicant. Applicants may apply for one or more of the priority areas.

1. **Ensure Mental Health and Well-Being**

Priority points will be given to applicants who can demonstrate how the 21st CCLC program will prioritize mental health and support the well-being of students, families and staff. Applicants must have clear and specific strategies that will promote safer, more inclusive, and positive environments built on a foundation of care and connection. This might include, but is not limited to:

* **A deepened focus on creating a welcoming, safe, and inclusive environment.** This includes implementing asset-based approaches that consider the unique context and assets of specific communities. Additional examples of supportive practices are available on the [ODE Strengthening Mental Health in Education](https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Strengthening-Mental-Health-in-Education.aspx) website and in the United State Department of Education’s [Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs](https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf) resource. Such examples include community-driven programs designed to promote active partnerships with community organizations and mental health providers and empower and elevate youth voices.
* **Culturally and linguistically responsive mental health services.** This includes the provision of effective, equitable, understandable, and respectful quality support and services that are responsive to diverse cultural beliefs and practices, preferred languages, mental health literacy and other communication needs. Such examples include establishing and supporting clubs and/or events for students who are Black, Indigenous, and/or Persons of Color (BIPOC) and youth from tribal communities.
* **Creating strong connections between schools and the 21st CCLC programs to allow continuity of supports.** Multi-tiered systems of support in schools could be adapted and implemented in 21st CCLC programs to integrate academic, mental health, and behavioral supports and interventions. Where appropriate and consistent with all student privacy regulations, sharing information about student attendance, progress, and performance, such as information from an [early warning indicator system](https://files.eric.ed.gov/fulltext/ED566904.pdf), can allow 21st CCLC programs to adapt and respond to emerging student needs and do so in a timely manner.
* **Implementing trauma-informed practices.** A trauma-informed approach incorporates recognition of the widespread impact of trauma and its signs and symptoms, appropriate responses, and active efforts to avoid re-traumatization. Safety, trustworthiness and transparency, peer support, and collaboration are key principles of the approach according to the [Substance Abuse and Mental Health Services Administration](https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4884.pdf). Resources from USDE’s [National Center on Safe Supportive Learning Environments](https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools) can be adapted for use in 21st CCLC programs. Whenever possible, integrate school-based mental health support into 21st CCLC programs.
* **Establishing mentoring programs built on strong relationships among students, mentors, schools, and families.** Supportive mentorship relationships can promote resilience and increase mental health and academic development. The Y4Y website offers a webinar focused on [21st CCLC mentoring programs](https://www.youtube.com/watch?v=jyYXxtXkOBE), and the [National Partnership for Student Success](https://www.partnershipstudentsuccess.org/) provides technical assistance on establishing high quality mentoring programs. Additional information on the benefits of high-quality mentoring, along with key components of productive mentoring relationships, are available from [youth.gov](https://youth.gov/youth-topics/mentoring), the [National Mentoring Resource Center](https://nationalmentoringresourcecenter.org/), and the [National Center on Safe Supportive Learning Environments](https://safesupportivelearning.ed.gov/voices-field/how-do-high-quality-mentoring-relationships-benefit-young-people).
* **Creating systems to support workplace mental health and well-being for staff.** Welcoming, safe, and inclusive programs are not possible without dedicated staff who feel supported and valued in their work. Addressing processes and practices to best support the mental health, well-being and job satisfaction of staff who work in the program will go a long way to building an identity affirming climate of belonging for students. More information on supporting the well-being and job satisfaction of staff can be found by the Office of the United States Surgeon General’s [Framework for Workforce Mental Health & Well-Being.](https://www.hhs.gov/sites/default/files/workplace-mental-health-well-being.pdf)

Describe the explicit strategies, processes, and practices the 21st CCLC program will implement to prioritize the mental health and well-being of students, families, and staff.

Narrative (400 words or less)

1. **Literacy Focused Programming for K-5 Students**

Literacy is foundational for learning and afterschool programs can play a vital role in improving literacy outcomes for children. High-quality afterschool and summer programs incorporate both a focus on evidence-based academic learning and additional opportunities that are designed to spark joy, cultivate curiosity and deepen connection. These two elements are not mutually exclusive, but rather must be purposefully designed, planned for and incorporated together to create 21st CCLC programs students want to attend.  In order to nourish our children in ways that lead to literary proficiency and provide learning conditions and content exposure that honor linguistic, cultural assets and lived experiences, it requires collective community commitment.  When planned well, 21st CCLC programs are poised to cultivate and strengthen school, community and family partnerships in order to ensure that every student receives consistent, high-quality literacy instruction aligned to grade-level standards informed by research and culturally responsive practices.

Applicants may earn additional competitive points for prioritizing and infusing literacy throughout the 21st CCLC program for students in kindergarten through 5th grade. Applicants must have clear and specific strategies for robust literacy instruction and enriching activities aligned to Oregon English Language Arts standards and school day curriculum focused on the learning to read, reading to learn progression. Applicants should consider staff professional development, bolstering family and community literacy partnerships, high impact tutoring programs, and an intentional focus on supporting multilingual learners, students experiencing disabilities, and students performing below grade level in reading.

Describe the intentional design of the 21st CCLC program, including explicit strategies, activities and coordination efforts, to prioritize and improve literacy engagement, instruction and outcomes for students.

Narrative (400 words or less)

1. **Career and Technical Education (CTE) for Middle and High School Students**

CTE prepares students with the technical, academic and employability skills for success in the workplace and in further education. CTE offers Oregon students the chance to explore different career opportunities they might like to pursue after high school, see if they are a good match, discover passions, and inspire life-long learning through hands-on and applied experiences.  Notably, students completing two credits in approved CTE programs of study significantly exceeded the statewide average, graduating at a rate of 93% in 2022. 21st CCLC middle and high school students thrive when they engage in empowering environments where they can become more aware of the career options available to them while exploring and tapping into unique strengths, interests and talents.

Applicants may earn additional competitive points for prioritizing CTE programming in 21st CCLC middle and high school programs. Applicants should consider local programs of study, internships, apprenticeships, work-based learning opportunities, and cooperative education programs putting students and potential employers together. Applicants should consider necessary partnerships within the community, coordinating with CTE district staff or Regional Coordinators, additional positions such as post-secondary transition coaches, and coordination strategies to align systems already in place to provide support to students at risk for not graduating on time. Applicants should consider how the 21st CCLC program will remove barriers to access that are specific to middle and high school students including how focal students and their families will learn about program offerings and current information on high skill, high wage or in-demand sectors and occupations to enhance future prospects, ensure equity and empower communities.

Describe how the 21st CCLC program will provide CTE career exploration, development courses, activities, and services in partnership with local school districts, colleges, business and/or workforce partners that are aligned to challenging Oregon academic standards.

Narrative (400 words or less)

# Appendices

## Glossary of Terms

**Centers:** The location where the majority of the grantee's activities occur. A grantee can have one or multiple centers.

**Center Coordinator:** The person responsible for coordinating the overall management and operation of an individual site under the 21st CCLC grant.

**Community-Based Organization (CBO):** CBOs are driven by and representative of a community or a significant segment of a community and work to meet community needs and amplify strengths.

**Consortium:** Group of two or more eligible entities, which can include community-based organizations and school districts. One organization must be designated as the lead applicant/fiscal agent of the consortium. In addition, an applicant consortium must designate an individual, Program Director, who will be responsible for communication and coordination across all centers within the consortium.

**Culturally Affirming:** Centering racial consciousness, supporting the development of positive self-concept, and affirming the lived experiences of historically and currently underserved groups.

**Culturally Responsive:** The implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning and assessment. This includes identifying, valuing, and maintaining high commitment to students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/ experiences; and behaviors in the classroom that can differ from white-centered cultural views of what qualifies as achievement or success.

**Culturally Specific Organization:** An organization that serves a particular cultural community and is primarily staffed and led by members of that community. These organizations demonstrate an intimate knowledge of lived experience of the community including but not limited to: the impact of structural and individual racism or discrimination on the community, knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service, commitment to the community’s strengths-based and self-driven thriving and resilience, ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs and or practices, positive cultural identity and or pride, and religious beliefs, etc.

**Equity Lens:** An active tool that supports core values, commitments, orientations, and questions to become operationalizable. An equity lens must support navigating choices in the here and now. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include: a) Facilitation Tools or Protocols: Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion; and b) Decision-making Tools or Protocols: Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.

**Evidence-Based:** is defined in ESSA in Sec. 8101(21), as shown below:

(A)   In General. –except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that:

I. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

i.     **Strong** evidence from at least 1 well-designed and well-implemented experimental study;

ii.     **Moderate** evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

iii.   **Promising** evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; OR

                              II.   demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

**Note:** For more information see Using Evidence to Strengthen Education Investments: [Non-Regulatory Guidance.](https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf) Additional information about specific evidence-based practices in out-of-school time is available in [Supporting Learning Acceleration with American Rescue Plan Funds](https://www2.ed.gov/documents/coronavirus/learning-acceleration.pdf), and Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time. U.S. Department of Education’s IES What Works Clearinghouse (WWC) also provides evidence-based resources that can help applicants plan effective before, afterschool and summer programs. WWC includes a series of practice guides that may be helpful, including Structuring Out-of-School Time to Improve Academic Achievement. The National Partnership for Student Success (NPSS) and the Engage Every Student Initiative, which are public-private partnerships that support learning recovery, including efforts to reengage and engage students, and can support your efforts in using 21st CCLC funds.

**Evidence-Based Strategies:** Refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, Tribal, culturally responsive/sustaining/specific, non-dominant and non-Western ways of knowing, being, and researching. These strategies should consider scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

**Expanded Learning Programs:** Refers to before, afterschool, summer and intersession programs that focus on developing the academic, social, emotional, physical strengths, assets, needs and interests of students through hands-on learning experiences. Expanded learning programs focus on the whole child, providing student-centered, results driven, opportunities that include community partners and use of program standards to complement but not replicate learning activities in the regular school day/year.

**Focal Student:** A student facing limited educational opportunities and disengagement; including students from racial or ethnic groups that have historically experienced academic disparities, including, but is not limited, American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities. Students with Disabilities, Students Experiencing housing insecurity, Foster Students, students navigating poverty, LGBTQ2SIA+ Students (students who identify as Lesbian, Gay, Bisexual, Transgender, Queer/questioning, Two-Spirit, Intersex, or Asexual), Students Recently Arrived, Migrant Students, Students with experience navigating the justice system, and/or Multilingual Students.

**Opportunity Gap:** The effects, system biases, and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for students. Factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities represent a system bias and an educational debt that the dominant educational system owes to marginalized students, which necessitate the need to address and shift the system itself.

**Partnership:** a group of organizations, Tribes, districts, or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and two-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

**Program:** the totality of the collective practices, projects, and impacts being established through applicants awarded with 21st CCLC funding.

**Program Director:** means the person responsible for coordinating the overall management, vision and operation of the 21st CCLC grant.

**Promising Practices:** a practice that has demonstrably improved student learning, as measured by local measures such as classroom-level achievement data, district-level achievement data, and community-level data.

**Regular Attendees:** Refers to students who have attended a 21st CCLC program for at least 90 hours (which do not have to be consecutive) during the attendance reporting period. It is expected that 80 percent of participants in elementary and 60 percent of middle and high school participants will be regular attendees.

**Supplant:** meaning replace a prior existing use of a different fund source.

**Supplement:** meaning it comes in addition to and is expected to be used in addition to existing resources.

## Selection Criteria and Evaluation Rubrics

**Part 1: Application Screening (ODE Use Only)**

Applications will only be scored based on the information submitted in the required format. ODE will screen applications to determine if the proposal met absolute priority areas and met submission requirements. Applications that do not meet these requirements will not be reviewed.

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| **Absolute Priority and Submission Requirements**  ODE will determine if the application met absolute priority areas and all submission requirements are met. All the boxes in this section must be checked for an application to be reviewed. | | | |
| Application serving Title I-A Eligible Schools and/or schools implementing CSI or TSI supports. | The program has formed a partnership between at least one LEA eligible to receive funds under Title I-A and at least one public or private community organization as evidenced in signed partner commitment attachment. | The proposed 21st CCLC program prioritizes focal student groups as evidenced in Section B, question 3 in application template. | All required components of the application are complete and submitted on time including signatures, narratives and attachments submitted in the 21st CCLC Application Portal. |
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**Part 2: Narrative & Attachments (210 points + 30 possible state priority points)**

The total possible score for the application is 210 points plus an additional 30 priority points for a total of 240 points. Applicants are only eligible for competitive priority points if a score of 147 points (70%) or higher is achieved based on the base grant sections. An application that receives a score of zero on any required section will not be funded. The value assigned for each section is indicated.

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| Section A: Application Cover Page | |
| **Attachment 1: Application Cover Page and Assurances**  Complete applicant information with signatures uploaded to the application portal- this section is accounted for in the screening criteria. | No Points |

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| Section B: Program Overview | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high-quality response) | **Total Points** |
| 1. **Program Abstract** (Narrative - 500 words or less)  * Provides a clear and concise description of the overall program that includes the vision, goals, main activities and expected outcomes. | 1 | 2 | 3 |  |
| 1. **Focal Student Groups**   **Question 1**  **State Absolute Priority**  (200 words or less):   * Provides a concise and detailed summary of how the program embeds specific inclusive, culturally affirming, and responsive strategies throughout the application to prioritize focal student groups.   *Note- Question 1 is an absolute priority requirement determined by ODE. Reviewers should consider this narrative when scoring the Alignment to Program Goals Template under Goal 1, and other sections referring to focal students.*  **Question 2**  **Student Experiencing Disabilities**  (200 words or less):   * Describes explicit strategies and coordination efforts between LEAs and CBOs specifically for students experiencing disabilities; * Describes how activities will be inclusive and meaningful; * Describes any adaptations, modifications and/or supportive, coordinated services to ensure access and equity; * Description is clear and likely to result in desired outcomes. | 1-4 | 5-8 | 9-12 |  |
| 1. **CSI/TSI Schools** (narrative 200 words or less)  * Up to 5 points may be earned for applications proposing to serve one or more CSI/TSI schools.   + 0 points- no CSI/TSI school(s) in application.   + 3 points- application includes one more CSI/TSI school(s).   + 5 points- application includes one more CSI/TSI school(s) and applicant describes how services will be coordinated with school and district improvement efforts. | 0 | 3 | 5 |  |
| 1. **Program Dashboard**  * The estimated number of students and families to be served is a realistic and likely goal in comparison to the total number of students who attend the school and number of students needing the program; * All the proposed schools are either Title I-A eligible and/or CSI, TSI identified; * The length and duration of the program meets service option requirements; * Provides programming when school is not in session and indicates if services are before, afterschool and if offering a summer program; * The attachment is complete and is not missing any information. | 1-2 | 3-4 | 5 |  |
| Strengths:  Weaknesses: | | | | |
| **Total Points** | | | | **/25** |

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| Section C: Strengths and Needs Assessment Summary | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high-quality response) | **Total Points** |
| 1. **Strengths and Assets**   (Narrative - 250 words or less)  Community assets were identified with a description of how they add to program quality   * Existing services were identified with evidence of coordination efforts with 21st CCLC programming. * Evidence there was a collaborative process for identifying community assets. | 1-3 | 4-7 | 8-10 |  |
| 1. **Identified Need**   (Narrative 500 Words or less)  **Question 1**   * Applicant provides an analysis of objective data establishing the need for the 21st CCLC program including:   + Equitable access,   + academic enrichment,   + youth development activities, and   + an array of additional services for the families of the students served. * Response connects strengths and assets to identify what resources are currently available and any gaps or weaknesses in services, infrastructure, opportunities, including the magnitude and nature of those gaps using multiple data points. * Includes and cites sources of local, county and/or state data figures when possible. * Analysis of data shows a clear understanding of data and the need for a program is strongly justified through supporting data.   **Question 2**  **(Returning Grantees Only)**   * Applicant references current award and demonstrates continued need and improved capacity to meet need. * Applicants describe how funds will be used for new and/or enhanced programming * Applicants describe how new funding will not replace current funding | 1-3 | 4-7 | 8-10 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/20** |

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| Section D: Community Partnerships | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high-quality response) | **Total Points** |
| 1. **Co-Creation & Innovation**   (Narrative - 300 words or less)   * Evidence of a process used to identify potential partners; * Evidence of co-creation and likeliness of meaningful involvement in the applications development; * Evidence there is a sound strategy and agreement to maintain partnerships throughout the life of grant; * Evidence of each partner’s contribution towards: * Goals and objective of program * Promising practices that will likely achieve desired outcomes of program * How partnership will benefit program * Partnerships appear strong and well-integrated into the program design. * Evidence of respective roles and responsibilities of partnerships are clearly and appropriately delineated. | 1-3 | 4-7 | 8-10 |  |
| 1. **Collaborative Decision Making**   (Narrative 200 Words or less)   * Clear description of governance structure with members identified (partnerships, staff, families, etc.) and how often meetings will occur; * Evidence of how the group will make decision and contribute to the continuous quality improvement of the program; * Description of how often group meets and likeliness of shared decision making; * Evidence of how front-line staff will be active members in the continuous quality improvement process and decision making. | 1-2 | 3-4 | 5 |  |
| 1. **Aligning with School Day**   (Narrative 300 words or less)   * Applicant demonstrates a strong, detailed program coordination with the school day; Evidence of how Oregon State Standards will be infused into the activities of the 21st CCLC program; * Clearly describes collaboration and communication with school principal and teaching staff to coordinate services, including specific roles and responsibilities and how often coordination meetings will occur; * Describes communication plan for sharing information on student progress between regular-day, student families, and 21st CCLC program. | 1-3 | 4-7 | 8-10 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/25** |

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| Section E: Conditions for Student Learning & Development | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high-quality response) | **Total Points** |
| (Narrative - 500 words or less)   * Applicant has identified specific processes, strategies and programming that is purposeful and likely to create a caring community with supportive relationships:   + Between staff and students   + Between students   + Between staff and families * Evidence of strategies likely to affirm students’ unique identities and experiences and create opportunities for students to demonstrate their own cultural knowledge and ways of being; * Evidence the program empowers and values student voice, choice, interest, and leadership in the program; * Evidence the program will create positive emotional, social, cognitive, and behavioral conditions that may include but not limited to:   + processes and structures that create a web of support throughout the 21st CCLC program with ties to the school day;   + how the structure of the program includes time to give and receive social and emotional support and draw meaning from community, cultural and individual lived experiences;   + how relationship structures will be implemented reliably, consistently making the program coherent and predictable for students. | 1-6 | 7-14 | 15-20 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | /20 |

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| Section F: Program Goals, Objective and Outcomes | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high- quality response) | **Total Points** |
| **Attachment 4:** **Aligning to Program Goals Template** (no more than 12 pages, 11-point font)   1. **Activities Aligned to Goals, Objectives, and Outcomes**  * Applicant describes specific best-practice, research or evidence-based program activities, curriculum, and strategies that will be implemented to address each outcome; * Evidence-base is cited when specific programs or curriculum is proposed; * Strategies/activities have clear and appropriate research or evidence or best practice; * there is overall alignment between strengths and needs assessment, overall goal, objective and outcomes; * Likeliness the planned activities, curriculum or strategies will meet objectives and desired outcomes. (e.g., take into consideration local context, relevance and reasonableness, staff considerations, practical matters, best practice/evidence – quality) | 1-10 | 11-20 | 21-30 |  |
| 1. **Professional Development for Staff Aligned to Goals**  * Evidence of professional development plan aligned to each 4 goals; * Evidence of topics, frequency, target staff identified in each section; * Likeness professional development will support desired student and family outcomes; * Proposed plan is reasonable, attainable, and coordinated with partners and school staff; * Evidence professional development is on-going and utilizes expertise of partners, staff to build expertise and leadership capacity. | 1-3 | 4-7 | 8-10 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | /40 |

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| Section G: Program Design | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high- quality response) | **Total Points** |
| 1. **Daily Schedule**   (Narrative 300 words or less)   * The description clearly paints a picture of what a student’s day would typically look like in the program; * Evidence the daily schedule infuses a balance of both academic enrichment aligned to Oregon Standards and youth development opportunities that are engaging and interesting to youth; * Evidence the overall structure and schedule are likely to achieve desired program goals, objectives and outcomes; * Evidence there is time for connection and community building; * Evidence healthy snacks and/or meals are offered; * Evidence students have the opportunity for physical activity; * Evidence of community and school/district partnerships are infused into the programming; * Evidence family engagement is an integral and meaningful part of the grant and not simply an add-on.  1. **Transportation**   (Narrative 200 words or less)   * Evidence there is a transportation plan that is age-appropriate, safe and transportation will not a barrier to student attendance; * Description of how students will get to and from a program if not located in a school building. * The description clearly paints a picture of what a student’s day would typically look like in the program; * Evidence the daily schedule infuses a balance of both academic enrichment aligned to Oregon Standards and youth development opportunities that are engaging and interesting to youth; * Evidence the overall structure and schedule are likely to achieve desired program goals, objectives and outcomes; * Evidence there is time for connection and community building; * Evidence healthy snacks and/or meals are offered; * Evidence students have the opportunity for physical activity; * Evidence of community and school/district partnerships are infused into the programming; * Evidence family engagement is an integral and meaningful part of the grant and not simply an add-on. | 1-6 | 7-14 | 15-20 |  |
|
| Reviewer Comments: | | | | |
| **Total Points** | | | | /20 |

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| --- | --- | --- | --- | --- |
| Section H: Engage Students and Families | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high- quality response) | **Total Points** |
| (Narrative 500 words or less)   * Evidence the applicant has an outreach and engagement plan that is likely to recruit the proposed number of students and their families into the program; * Evidence there are multiple ways to communicate directly with students and families to make the program known in the community; * Evidence the applicant has considered ways to reduce barriers with registration and make it easy for students and families to attend; * Evidence that outreach and engagement strategies are coordinated with the school and prioritize focal students and families; * Evidence the applicant will utilize strategies that are culturally responsive to engage focal students and their families; * Evidence the applicant has a plan that is likely to retain students in the program as regular attendees. * Evidence the program will disseminate information about the program to the community in a way that is understandable and accessible. | 1-6 | 7-14 | 15-20 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section I: Quality Management and Operations | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high- quality response) | **Total Points** |
| 1. **Location of 21st CCLC Programs**  * Evidence the 21st CCLC is safe and accessible for all students; * Evidence LEA(s) and community partner(s) are in agreement of location of program(s) and plan has been developed to transport student to non-school site if applicable; * Evidence program has access to indoor and outdoor space; * Evidence space is adequate to serve the number of students proposed and is appropriate to support planned activities. | 1-2 | 3-4 | 5 |  |
| 1. **Safety**  * Evidence there are systems and procedures to ensure students are accounted for and are appropriately supervised at all times Including:   + during program activities,   + arrival and dismissal,   + staff identification,   + visitor and volunteers. * Evidence of plans for establishing and practicing emergency drills including staff training and participation. | 1-2 | 3-4 | 5 |  |
| 1. **Capacity to Implement**  * Organization structure includes:   + at least 30 hours per week Program Director with additional Center Coordination if multiple sites,   + Fiscal and data analyst support;   + Frontline staff who work directly with students and families   + Additional coordination staff, volunteers, or partnerships to support activities, instructional approaches, professional development, outreach and engagement, family, and community support, etc. * Evidence the program has strategies to effectively recruit, retain and build expertise and capacity of program staff. * Evidence there is a comprehensive approach to ensure high-quality, high functioning staff with clear expectations for work performance. * Evidence of a preliminary plan for how the program will continue after funding ends in year 5 of the grant. | 1-3 | 4-7 | 8-10 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section J: Budget | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high- quality response) | **Total Points** |
| **Attachment 5: Title IV-B Program Budget Form**   * Annual requested amount is between $50,000 and $500,000 per year; * The Title IV-B funding column is complete and expenditures equal requested award amount; * The additional funding columns show diversified funding to support the program from multiple sources and partnerships. * Budget description and/or notes describe how the proposed program's costs are reasonable and the budget is sufficient. * No more than 25 % of overall budget is used for non-direct personnel programming; * Majority of expenditures are related to direct services to students and families; * Each line item for salaries indicates the type of position and number of personnel; * Contracted services do not make up more than 90% of total annual budget; * 5% of total budget is reserved for staff professional development; * Budget expenditures are allowable, reasonable, necessary, and allocable; * Budget items are aligned to program goal categories and secondary budget categories;   **Budget Narrative Questions**   * A per pupil amount has been calculated with annual award amount requested and the estimated number of students the program plans to serve; * The per pupil amount and overall budget is reasonable and necessary to operate a high-quality 21st CCLC program that is likely to attain desired goals, objectives, and outcomes. | 1-6 | 7-14 | 15-20 |  |
|
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/20** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section K: Competitive State Priority Points  \*Optional- applicants may apply for one or more of the priority areas | **Met Very Few Criteria**  (information missing or incomplete) | **Met some Criteria**  (requires additional clarification) | **Met All Criteria**  (concise and thoroughly developed, high-quality response) | **Total Points** |
| 1. **Ensure Mental Health and Well-Being (500 words or less)**  * Evidence the program has explicit strategies to prioritize mental health and well-being by implementing processes, procedures and/or strategies that are notably above and beyond expected program operations of centering relationships and creating a culture and climate of care and connection that are likely to be effective. * Evidence the program plans to form partnerships with school/district-based mental or public/private mental health organizations; * Evidence the program will address both student and staff mental health and well-being; * Evidence mental health and well-being strategies have one or more overlapping pillars of practice:   + strengths-based,   + trauma-informed,   + incorporate principles of social-emotional learning, and   + equity-centered. | 1-3 | 4-7 | 8-10 |  |
| 1. **Literacy Focused Programming for K-5 Students (500 words or less)**  * Evidence the program has explicit strategies to prioritize elementary literacy beyond the expected program offerings for academic enrichment and coordination with the school day and Oregon state standards; * Evidence the program will focus on the transition of learning to read to reading to learn by the end of third grade; * Evidence the program has coordinated efforts to align with school curriculum, reading programs, and staff professional development; * Evidence plans include family and/or community literacy partnerships; * Evidence research and/or evidence-based practices like high impact tutoring or other methods are present in plan; * Evidence there are plans specific to supporting the growth and achievement of multilingual learners, students experiencing disabilities, and students performing below grade level in reading. | 1-3 | 4-7 | 8-10 |  |
| 1. **Career and Technical Education (CTE) for Middle and High School Students (500 words or less)**  * Evidence the program has explicit strategies to prioritize CTE programming in middle and high school 21st CCLC programs beyond the expected program offering of academic enrichment and youth development activities with purposeful coordination of CTE programs of study and/or workforce partnerships. * Evidence students will have access to internships, apprenticeships, and work-based learning opportunities; * Evidence barriers to participation specific to middle and high school students are addressed; * Evidence of how focal student groups and families will have access to programs and information; * Evidence the plan is high-quality and likely to realize desired student outcomes. | 1-3 | 4-7 | 8-10 |  |
| Reviewer Comments: | | | | |
| **Total Points** | | | | **/30** |

## 21st CCLC RFA Evaluation Rubric Scoresheet

| **Section** | **Base Grant Application Sections** | **Points** |
| --- | --- | --- |
| **A** | Application Cover Page with Assurances | 0 |
| **B** | Program Overview | /25 |
| **C** | Strengths and Needs Assessment Summary | /20 |
| **D** | Community Partnerships | /25 |
| **E** | Conditions for Student Learning & Development | /20 |
| **F** | Program Goals, Objectives and Outcomes | /40 |
| **G** | Program Design | /20 |
| **H** | Engage Students and Families | /20 |
| **I** | Quality Management and Operations | /20 |
| **J** | Budget (Attachment 5 and Narrative) | /20 |
|  | **SUBTOTAL** | /210 |

\*Competitive points will only be awarded if a score of 147 (70%) or higher is achieved on base grant.

| **Section** | **Optional Competitive State Priority Narratives** | **Points** |
| --- | --- | --- |
| **K** | Ensure Mental Health and Well-Being | /10 |
| Literacy Focused Programming for K-5 Students | /10 |
| Career and Technical Education (CTE) for Middle and High School Students | /10 |
|  | Subtotal | /30 |

| **Base Grant** | /210 |
| --- | --- |
| **Priority Points** | /30 |
| **Total Points** | **/240** |

**Overall Strengths:**

**Overall Weaknesses:**

**Suggested Changes:**

**Reviewer Team Recommendations:** Funded \_\_\_\_\_ Funded with Changes \_\_\_\_\_ Not Funded \_\_\_\_\_

## Appliation Cover Page & Assurances - Attachment 1

|  |  |  |
| --- | --- | --- |
| **Name of Lead Applicant/Fiscal Agent of 21st CCLC Program:** | | |
| **Program Director Printed Name:** | **Signature:** | |
| **Title/Role in Organization:** | | |
| **Address:** | **Email:** | |
| **City and Zip:** | **Phone:** | |
| **Other Lead Applicant Contact:** | **Title:** | |
| **Phone**: | **Email:** | |
| **Fiscal Manager Contact:** | | |
| **Phone**: | **Email:** | |
|  | | |
| **Please mark all that apply** | | **Applicant Categories** |
| Elementary | | New Applicant |
| Middle School | | Current Grantee |
| High School | | Prior Grantee |

**Annual Amount Requested by Applicant: $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assurances**

Please mark an “x” next to the following assurances to ensure the applicant has reviewed and assures the following:

* The program will take place in a safe and easily accessible facility that meet ADA requirements for access to classrooms and learning environments supported through federal funding.
* The program was developed and will be carried out in *active* collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools) all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging State academic standards and any local academic standards.
* The program will primarily target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students.
* Funds under the program will be used to increase the level of State, local and other non-Federal funds that would, in the absence of funds under this part, be made available for  authorized programs and activities authorized under this part and in no case supplant Federal, State, local, or non-Federal funds.
* The community was given notice of the applicant’s intent to submit an application, and after the submission, the applicant will provide for public availability and review of the application and any waiver request.
* The LEA has engaged in timely and meaningful consultation with private school officials regarding the provision of equitable 21st CCLC activities and services to private school children in accordance to federal rules and guidelines provided in the RFA.
* The program will follow procurement policies and procedures as it would for any non-federal funds and comply with Uniform Grants Guide (UGG) §200.322.
* The program will successfully follow the required annual 21st CCLC Evaluation and monitoring requirements outlined in this RFA and required information and reports will be submitted as requested by ODE.
* The applicant will complete and submit to ODE a 21st CCLC sustainability plan by the end of the third year of funding.
* The program will be carried out as proposed in the application.
* The Program Director will attend all required meetings by ODE and the U.S. Department of Education.
* The program 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 Criminal records check](https://oregon.public.law/statutes/ors_326.603); ORS 326.607 [Authority to obtain criminal records check](https://oregon.public.law/statutes/ors_326.607).

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Authorizer: (Please print name) (Title) Authorizer Signature**

## Lead Applicant and Partner Commitment Form - Attachment 3

|  |  |
| --- | --- |
| **Name of Lead Applicant** (same as on Application Cover Page): | |
| **Program Director:** | |
| **Address:** | |
| **Phone Number**: | **Email**: |
| **List all Partners in the 21st CCLC Program**  Indicate if the commitment the partner is providing is (1) by contract or is (2) an in-kind service in description | |
| **Name of Entity:** | **Description of Organization and Commitment:** |
| **Contact Name**: |
| **Address:** |
| **Email:** |
| **Phone Number**: |
| **Partner Signature:** | |
| **Name of Entity:** | **Description of Organization and Commitment:** |
| **Contact Name**: |  |
| **Address:** |
| **Email:** |
| **Phone Number**: |
| **Partner Signature:** | |

(Please include additional copies of this chart for each partner or consortium member.