



## 21<sup>st</sup> Century Community Learning Centers Grant - Cohort 8

### INTRODUCTION MEMO

**TO:** Local education agencies (LEA), Minnesota’s 11 federally recognized tribes and American Indian organizations, community-based organizations, faith-based organizations, non-profit agencies and for-profit corporations, city or county governments, institutions of higher education, and other public or private entities

**FROM:** Monica Herrera, Director, Nutrition, Health and Youth Development

**ACTION:** Signed and submitted applications must be received by: April 19, 2019 by 3:30 pm Central Time

### PURPOSE AND OUTCOME OF THE GRANT OPPORTUNITY

The Minnesota Department of Education (MDE) makes this funding available to all eligible entities to support the creation or expansion of community learning centers that provide academic enrichment opportunities during non-school hours for young people, particularly students who attend high-poverty and low-performing schools. 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) help students meet state and local student standards in core academic subjects, such as reading and math; offer students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

### ELIGIBILITY CRITERIA

Any public or private organization is eligible to apply for a 21<sup>st</sup> CCLC grant. Agencies and organizations eligible under the 21<sup>st</sup> CCLC grant program include, but are not limited to: city or county governments, community-based organizations, faith-based organizations, institutions of higher education, public school districts and charter schools, non-public schools, Minnesota’s 11 federally recognized tribes and American Indian organizations, non-profit agencies and for-profit corporations. At least one [LEA](#) and at least one other [eligible entity](#) must partner together to establish a community learning center. Current and previously funded 21<sup>st</sup> CCLC grant recipients are eligible to apply. Individuals are not eligible to apply.

### FUNDING AVAILABLE

This grant opportunity estimates that \$5,000,000 is available to fund grants using funding from the federal award CFDA 84.287, titled “Every Student Succeeds Act, Title IV, Part B-21<sup>ST</sup> Century Community Learning Centers.” There is no maximum grant award amount. The minimum grant award allowed is \$50,000 annually.

The state reserves the right to offer grant amounts that differ than the applicant’s request.

## GRANT PERIOD

The term of the initial grant period is **anticipated** to be from September 1, 2019, through August 31, 2022. There is an option for a three-year renewal award.

Note: renewal award means additional funding for an additional three-year grant period, not just an extension in time or an amendment without funding.

Renewal awards are contingent upon meeting specific indicators of success during the preceding grant period, continued funding and priorities of the department.

## STATE'S RIGHT TO CANCEL

This grant opportunity does not obligate the state to award a contract and the state reserves the right to cancel the solicitation if it is considered to be in its best interest due to lack of funding, agency priorities or other considerations.

## General Information Section

### PROJECT INFORMATION AND BACKGROUND

The 21<sup>st</sup> CCLC grant program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) of 2015, to provide opportunities for communities to establish or expand community learning centers. MDE has administered the 21<sup>st</sup> CCLC grant program since 2002.

The U. S. Department of Education has created a website called “You for Youth (Y4Y)” with tools, resources and training materials. For an overview of the grant’s purposes and goals, as well as the impacts it has had on students, families and community members across the country, you may participate in the Y4Y course [Introduction to 21<sup>st</sup> Century Community Learning Centers](#). Here you will learn about the federal laws, regulations and guidance related to 21<sup>st</sup> CCLC grants, and a general overview on preparing and improving a 21<sup>st</sup> CCLC grant proposal.

### 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS MODEL

Community learning centers operate during non-school hours and promote the success of all participants by promoting a healthy lifestyle and creating environments that are physically and emotionally safe. Students attending a community learning center are engaged in learning and supported by qualified, caring adults. They provide opportunities that help students meet state and local student standards; offer students a broad array of enrichment activities; and offer literacy and other educational services to the families of participating children. Minnesota has identified three key strategies that support the effective implementation of a 21<sup>st</sup> Century Community Learning Center.

### *Strategy 1 – Collaboration and Partnership*

Effective 21<sup>st</sup> Century Community Learning Centers build meaningful partnerships to coordinate [programs](#) and [activities](#). Grant recipients are expected to collaborate with the schools and, to the extent possible, with other local organizations that also serve the participating students. Indicators of a meaningful partnership in an effective 21<sup>st</sup> CCLC include:

- Strong communication and decision making processes.
- Facilitating youth leadership/student [advisory](#) processes.
- Sharing responsibility for program implementation and evaluation.
- Having an established shared mission and vision of the collaboration.
- Providing and supporting joint staff trainings and professional development.
- Ensuring efficient coordination of funding streams and effective use of public resources.
- Providing opportunities for active and meaningful [family engagement](#) including opportunities for project advisory and volunteering.

### *Strategy 2 – Offer Year Round High-Quality Programming*

Effective 21<sup>st</sup> Century Community Learning Centers provide a coordinated set of program activities and content before and/or after school, school release days and summer that are designed to complement one another and align with the school day. Each center must:

- Provide opportunities for academic enrichment, including providing tutorial services to help students to meet the challenging state academic standards.
- Offer students a broad array of additional enrichment services, programs, and activities that are designed to reinforce and complement school day initiatives of participating students.
- Offer [families of students](#) served by community learning centers opportunities for literacy and related educational development.
- Ensure each student participant has access to 420 hours of programming during the non-school hours each year.
  - Minimum of three (3) days per week for not less than 300 hours per regular school year; and
  - Minimum of three (3) days per week for not less than 120 hours and six (6) weeks per summer.

Funds may be used to carry out a broad array of activities that advance student academic achievement and support student success, including:

- academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
  - the challenging state academic standards and any local academic standards; and
  - local curricula that are designed to improve student academic achievement;
- well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- literacy education programs, including financial literacy programs and environmental literacy programs;
- programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- services for individuals with disabilities;

- programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- parenting skills programs that promote parental involvement and family literacy;
- programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- drug and violence prevention programs and counseling programs;
- 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
- 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.).

### *Strategy 3 – Engage in Continuous Program Improvement and Evaluation*

Effective 21<sup>st</sup> Century Community Learning Centers use data to evaluate and improve their programs. The [Performance Measure Table](#) identifies the data to be collected to meet state and federal reporting requirements. Each center must:

- Document successes and challenges.
- Participate in annual data workshops.
- Develop an annual improvement plan.
- Create a plan that includes measures as indicated in the performance measure table.
- Collect and report on performance measures tri-annually as indicated in the performance measure table.

### **PRIORITY FOR AWARDS**

In awarding 21<sup>st</sup> CCLC grants, MDE will give priority points to applications that meet the following federal and state competitive priorities.

**Federal Priority:** Section 4204(i)(1) of ESSA requires states to give competitive priority to applications that meet the following criteria:

1. Propose to target services to students who primarily attend schools that have been identified by the North Star accountability system for [comprehensive support](#) or [targeted support](#), **OR** other schools determined by the LEA to be in need of intervention and support to improve student academic achievement and other outcomes; **AND** enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; **AND** provide services to their families.
2. Is submitted jointly by not less than one LEA receiving Title I funds and another eligible entity.

3. Demonstrates that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served **OR** would expand accessibility to high-quality services that may be available in the community.

**Minnesota Priority:** MDE will also give competitive priority to applications that primarily serve students in grades 5-12.

**Note:** An application that is “**submitted jointly**” means an application in which an LEA and at least one other organization collaborated in the planning and design of the program, each have substantial roles to play in the delivery of services, share grant resources to carry out those roles, and have significant ongoing involvement in the management and oversight of the program. Both the applicant and jointly submitting partner must sign the application to certify that they have read the application and will comply with the approved application. Letters of support and/or memoranda of understanding (MOUs) are not by themselves sufficient evidence that organizations or school districts have substantially been involved in the design of a program.

## **SPECIFIC GRANT EXPECTATIONS**

### *PUBLIC NOTICE*

The applicants must provide the community notice of an intent to submit this application and make the application available for public review after submission of the application.

### *CENTER STAFFING*

Grant applicants must designate a 21<sup>st</sup> CCLC Grant Coordinator who will serve as the primary point of contact with MDE. This person is responsible for managing the administrative functions of this project. We recommend assigning this role to someone **other than** an agency executive director, school principal or superintendent given the workload, responsibilities, and deliverables of the position over the long-term. Jointly submitted applications must designate a 21<sup>st</sup> CCLC Joint Partner Representative who will serve as the secondary point of contact with MDE.

A Center Coordinator must be designated at each community learning center. The Center Coordinator is commonly responsible for keeping accurate attendance records and timely attendance reporting. An effective Center Coordinator is a skilled facilitator, manager, and coordinator with exceptional multi-tasking abilities and strong connections to the community. For applicants with one proposed community learning center, the Grant Coordinator and Center Coordinator may be the same position. For applicants with multiple community learning centers, it is best practice that the Grant Coordinator and each Center Coordinator are separate positions.

### *GRANT COHORT MEETINGS AND TRAININGS*

Grant recipients are required to budget for up to three mandatory meetings/trainings annually during the grant period, including a fall and a spring conference and an Ignite Afterschool M3 data workshop. A minimum of two grantee representatives are required at each, including the grant coordinator and at least one representative of each jointly submitting partner, if applicable. All center coordinators may be required to attend a conference

annually. **Grant recipients must also attend an orientation session for 21<sup>st</sup> CCLC – Cohort 8 grantees tentatively scheduled for September 10-12, 2019.**

MDE makes efforts to rotate the events between the Twin Cities metro area and locations outside the Twin Cities metro area. Applicants should budget for travel to and from orientation, trainings, conferences, and for related meals and lodging in the application budget.

MDE, the U.S. Department of Education (ED) or other partner organizations may hold on-line or regional trainings and meetings as needed during the grant period.

### *STAKEHOLDER MEETINGS*

Grant recipients are required to hold stakeholder meetings at least quarterly. These meetings should include a process for gathering input from, and sharing decision-making with families and students. Participants should include representatives of the:

- applicant organization,
- jointly submitting partner (if applicable),
- schools that participating students attend,
- community-based organizations,
- participating non-public schools and tribal organizations, and
- other public and private entities, if appropriate.

### *CONTINUOUS IMPROVEMENT CYCLE*

Grant recipients are required to collect data as indicated in the [Performance Measurement Table](#) and participate in an annual Ignite Afterschool M3 data workshop as part of their continuous improvement cycle.

### *NUTRITIONAL SERVICES*

MDE expects, but does not require, that eligible community learning centers participate in [U.S. Department of Agriculture \(USDA\) Food and Nutrition Service Child Nutrition programs](#) to provide afterschool snacks or, in some cases, meals for participating students. 21<sup>st</sup> CCLC grant funds may not supplant USDA nutrition programs for food expenses.

### *LIGHTS ON AFTERSCHOOL*

[Lights On Afterschool](#), launched in October 2000, is the only nationwide event celebrating afterschool programs and their important role in the lives of children, families and communities. The 20<sup>th</sup> annual *Lights On Afterschool* will be October 24, 2019. The event is organized nationally by the Afterschool Alliance, and locally by Ignite Afterschool, to draw attention to the impact of 21<sup>st</sup> Century Community Learning Centers and afterschool programs. Grantees are required to hold a *Lights On Afterschool* community event on or near October 24, 2019 and annually thereafter, to build awareness of their center's programs and celebrate accomplishments with stakeholders, including parents, students, school day teachers, program partners, local businesses and elected officials.

## NONPUBLIC CONSULTATION

Applicants must consult with appropriate private school officials during the design and development of the grant application. The goal of this consultation is to reach agreement on how to provide equitable and effective programs for eligible nonpublic school students and families.

## TRIBAL CONSULTATION

Certain affected LEAs must consult with appropriate officials of the participating tribes or tribal organizations approved by the tribes during the design and development of the program with the goal of reaching agreement on how to provide equitable and effective programs for eligible students and families. The [Minnesota Tribal Consultation Guide](#) includes a list of affected school districts and information on meaningfully consultation with Tribal Nations.

## **GENERAL EXPECTATIONS OF GRANTEES**

Submit financial reporting forms and progress reports by the dates indicated in the Official Grant Award Notification.

Maintain a ledger to track the grant budget expenditures and payment reimbursements plus documentation that supports your budget line item expenses.

If you are a Minnesota public school district or charter school, you must use the [Uniform Financial Accounting and Reporting Standards \(UFARS\)](#) and any other financial reporting forms provided by the department.

If subcontracting is an allowable expenditure in your budget, follow applicable state and federal procurement laws and select "responsible vendors" who are not debarred or suspended, not engaged in unlawful practices and who are qualified.

You will provide MDE with information that is necessary and within the timelines specified so MDE may conduct their reporting as required under [the Federal Funding Accountability and Transparency Act \(FFATA\)](#) (<https://www.fsrs.gov/>). The department will contact you if additional information is necessary.

Prior to executing the award document, MDE will conduct a pre-award risk assessment to consider the applicant's financial capacity.

Monitoring is required during the grant period.

## **RESOURCES FOR APPLICANTS**

### *UFARS Reporting*

Minnesota school districts and charter schools must report their expenditures under the guidelines in the [Uniform Financial Accounting and Reporting System](#).

### *Capital Assets*

[Read the Capital Assets Guide](http://www.osa.state.mn.us/other/GASBTools/capital_asset_guide.pdf) ([http://www.osa.state.mn.us/other/GASBTools/capital\\_asset\\_guide.pdf](http://www.osa.state.mn.us/other/GASBTools/capital_asset_guide.pdf))

### *Federal Guidance*

Please refer to Code of Federal Regulations (CFR) Title 2, Parts 200, for uniform guidance, crosswalks and cost principles for state, local, and Indian Tribes institutions of higher education and nonprofit organizations. You can access the information on the [Electronic Code of Federal Regulations](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl) ([http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)).

### *Indirect Rates for Minnesota Public Schools plus Charter Schools and Education Cooperatives*

[Information on school district and LEA current fiscal year federal indirect cost rates](http://w20.education.state.mn.us/MDEAnalytics/Data.jsp) (<http://w20.education.state.mn.us/MDEAnalytics/Data.jsp>).

### *State Travel Plan*

[Commissioner's Travel Reimbursement Plan](http://www.mmd.admin.state.mn.us/commissionersplan.htm) (<http://www.mmd.admin.state.mn.us/commissionersplan.htm>)

### *State Grant Management Policies*

[The Minnesota Office of Grant Management Policies](http://mn.gov/admin/government/grants/policies-statutes-forms) (<http://mn.gov/admin/government/grants/policies-statutes-forms>)

## **OTHER RESOURCES FOR APPLICANTS**

The list below describes some key resources for after-school programs. MDE does not endorse the findings or programs that are featured at the web sites. This list is not meant to be exclusive.

[Afterschool Alliance](#)

[American Institutes for Research Afterschool and Expanded Learning](#)

[AIR - Beyond the Bell: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs](#)

[CDC - Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide](#)

[Collaborative for Academic, Social, and Emotional Learning](#)

[The Forum for Youth Investment](#)

[Harvard Family Research Project](#)

[Ignite Afterschool – Believe It. Build It. Minnesota's Guide to Effective Afterschool Practices](#)

[MDE Alternative Learning](#)

[National Center on Secondary Education and Transition \(NCSET\) Community Mapping Tool](#)

[National Institute on Out-of-School Time](#)

[National League of Cities Institute for Youth, Education and Families](#)

[National Summer Learning Association](#)

[U.S. Department of Education 21<sup>st</sup> Century Community Learning Centers](#)

[University of Minnesota, Extension Center for Youth Development](#)

## Grant Application Components

### APPLICATION COVERSHEET

The coversheet must include:

1. An original signature from the identified official with authority (IoWA) to sign on behalf of the applicant. If jointly submitting, an original signature from the IoWA of the applicant and jointly submitting partner is required. If jointly submitting, the organization with fiscal responsibility is generally the Applicant and the other organization the Jointly Submitting Partner. If a fiscal agent is representing another organization, both the fiscal agent applicant and a representative of the organization represented must sign. The fiscal agent and the organization represented should have a letter of agreement on file.
2. Contact information for the agency and agency head, jointly submitting partner agency and the jointly submitting partner agency head (if applicable), grant contact, jointly submitting partner contact (if applicable), the accounting or business office manager, and the data manager.

Applicant organizations must provide their complete zip code. Refer to [the United States Postal Service](#) site for information to look up the ZIP code + 4.

### REQUIRED IDENTIFICATION NUMBERS

***It is likely your organization already has these numbers. Check with your business office.***

Minnesota Statewide Integrated Financial Tool System (SWIFT) Vendor Number (*required for all applicants*).

- If you are a fiscal agent applicant, SWIFT vendor number included must be for the fiscal agent who will be receiving and administering the grant funds.
- Get a [SWIFT Vendor Number](#) ([https://supplier.swift.state.mn.us/psp/fmssupap/SUPPLIER/ERP/h/?tab=SUP\\_GUEST](https://supplier.swift.state.mn.us/psp/fmssupap/SUPPLIER/ERP/h/?tab=SUP_GUEST)).

Federal Data Universal Numbering System (DUNS) number.

- All organizations applying for **federal funding** must have a Data Universal Numbering System (DUNS). A DUNS is a unique nine-character I.D. number that is used to track how the federal grant is allocated.
- [Register for or verify a DUNS number](#) (access at <http://fedgov.dnb.com/webform/displayHomePage.do>).

## ASSURANCES – STANDARD AND 21<sup>st</sup> CCLC SPECIFIC

When you sign the application, you certify that you have read the application and that you will comply with the approved application, the assurances herein and in the Official Grant Award Notification (OGAN) and, all other applicable federal regulations, state statutes, and local policies.

## COMPETITIVE PRIORITY FORM

**All applicants must complete this form.** You are not required to apply for any or all competitive priorities. Evidence of meeting the qualifying conditions for priority must be apparent and substantiated throughout the body of the grant proposal. Total points possible is: 10

## APPLICATION NARRATIVE COMPONENTS AND BUDGET

In the application section, develop your narrative responses to the following components. Label each narrative component with a header in the application. The total page count recommended for the narrative components is: 20 pages. Total points possible is: 100

### Executive Summary

The executive summary serves as a stand-alone description suitable for MDE to publish and share with the public and essential stakeholders such as families, students, schools, and community. This summary should only include information that is provided in more detail later in this application. **Briefly** describe the project and identify the following:

- Community partners
- Strengths and assets of the community while acknowledging the need for additional resources and funding
- Population(s) that will benefit
- Primary program activities
- Expected outcomes and benefits

Points Possible: 0      Maximum Page Limit: ½ page

### Statement of Needs and Assets

The applicant and jointly submitting partner, if applicable, must conduct a needs assessment and complete a community asset map. To assist you, *Beyond the Bell* guides to *Asset Mapping* and *Conducting a Needs Assessment* are provided in Addendum 2 and Addendum 3.

- Summarize the process used to identify needs and assets, including how partners and stakeholders were involved in the process. Provide data and other information that supports your determination of the identified needs and assets. Include the following:
  - Describe the needs assessment process and who was involved.
  - Describe the asset mapping process and who was involved.
  - Describe data collected which identifies the needs of students and families.

Points Possible: 15      Recommended Page Limits: 3

### Strategy 1: Collaboration and Partnerships

Strong connections between schools and out-of-school time programs, along with strong community collaboration and family engagement, are crucial to the success of 21<sup>st</sup> Century Community Learning Centers.

- Identify the key partners of the proposed project and describe how the applicant and each partner will contribute to its success. Include a description of:
  - The relevant experience or promise of success of the applicant and key partners to collaborate and administer an effective 21<sup>st</sup> CCLC project.
  - The roles and responsibilities of the applicant and key partners, including processes for joint decision making and resolving disagreements.
  - How the applicant and key partners collaborated with the schools the participating students attend.
- Describe the staffing capacity of the applicant and partners. Identify the following:
  - Primary project staff (employees) funded by the grant and their role in this project. Include the skills, experience and expertise of the Grant Coordinator and Center Coordinator, if applicable.
  - Identify any staff not funded by the grant that may have a contributing role in this project.
  - Indicate your intent to subcontract with any outside professionals using the grant funds. Identify the services to be performed and the qualifications expected of subcontractors. Reminder: you must document the selection process used and follow applicable procurement practices.
  - If you are using volunteers, please describe how you will recruit and use qualified volunteers.
  - Describe how the partners will provide and support staff training, including joint trainings and regular joint staff meetings.
- Describe how students, parents, and community members are directly involved in the project. Include a description of:
  - How students and their families had opportunities for active and meaningful engagement in creating this application.
  - The communication strategies and methods you will use with parents, students and community members about the community learning center, including its location and evaluation results. How will you ensure the communication is inclusive and culturally relevant?
- Describe the other federal, state, and local programs that will be leveraged to support the proposed program and how these programs will be coordinated to make the most of public resources.
- If applicable, use the *Non-Public Consultation Form* for each private school in the targeted attendance area of your community learning center.
- If applicable, use the *Tribal Consultation Form* to document meaningful consultation with Tribal Nations.

Points Possible: 30      Recommended Page Limits: 5, does not include forms.

## Strategy 2: Offer Year-Round High-Quality Programming

Establish community learning centers that offer year-round high-quality academic and other enrichment opportunities intentionally designed to support the academic engagement, health, safety and wellbeing of students, and offer families of students opportunities for educational development.

- Describe the key features of the academic enrichment activities that will be offered to participating students. Include a description of:
  - How these activities will meet the identified needs of the students.
  - How the activities will align with state and local standards.
- Describe the key features of the other enrichment opportunities that will be offered to participating students. Include a description of:
  - How these activities will meet the identified needs of the students.
  - How these activities will complement and reinforce the [World's Best Workforce plan](#), [PBIS framework](#), wellness plan, and/or support plan (Comprehensive or Targeted) of the regular school day program of participating students.
- Describe the key features of the literacy and related educational services that will be offered to the families of participating students. Include a description of:
  - How you will create an inclusive environment where parents and family members will be welcomed and respected.
- Describe the plan to ensure the accessibility of the community learning center(s).
  - How participating students will travel safely to and from the center and home to ensure transportation will not be a barrier for participation.
  - If the center is not located in a school or has off-site programs, how are the center and off-site locations as accessible as a school would be to the students and families to be served.
- Use the *Center Feeder Schools* form to identify the [feeder schools](#) for each center. This form will demonstrate that the majority of targeted students for recruitment and [retention](#) will be from low-income schools. Information from this form will also be used to verify qualification for applicable federal and state priority points.
- Use the *Center Hours of Operations* form to document the proposed hours of operations for each community learning center. Include scheduling for release days (MEA, Winter Break, Spring Break, early release, etc.) in the Fall, Spring and Summer Hours sections. Demonstrate that all targeted students have access to a minimum of 420 hours of services available per year, including at least 300 hours during the school year and no less than six weeks of programming during the summer.

Points Possible: 40      Recommended Page Limits: 5, does not include forms.

## Strategy 3: Engage in Continuous Program Improvement and Evaluation

Demonstrate a commitment to data-driven planning and a shared system for accountability, assessment and continuous program improvement.

- Describe how the applicant and key program partners will manage sharing the system for collecting and managing the short-term and intermediate performance measures, including student registration, student attendance, identifiable student records (e.g., [MARSS number](#)), and other data in compliance with applicable laws relating to data privacy. Include a description of:
  - The system for data collection (student registration, student attendance, identifiable student records).
  - Plan to ensure compliance with data privacy laws.
  - Short-term and intermediate performance measures.
- Demonstrate a commitment to data-driven planning and a shared system for accountability, assessment and continuous program improvement.
  - Participation in evaluation of performance measurement processes and continuous program quality improvement.

Applicants are required to allocate at least 10 percent of their annual award to support evaluation activities (e.g., relevant data collection and reporting), and are encouraged to work with professional evaluators to help ensure that a comprehensive evaluation of the grant or program is conducted and performance measures are met. The evaluation expenses should be clearly identified in the budget forms provided. See [Excel Budget with Descriptions](#) section.

Points Possible: 15      Recommended Page Limits: 3

### Preliminary Sustainability Plan

Provide a preliminary sustainability plan describing how the community learning center will continue after funding under this grant ends.

Points Possible: 0      Recommended Page Limits: 2

### Budget Narrative and Excel Budget with Descriptions

Complete the *Excel Budget Summary* and *Year 1 Budget Narrative*. Specify the grant amount requested and detail all **necessary and reasonable** expenditures anticipated during the project period that align with the project goals and activities using the budget codes available.

**Necessary** means it is important to the success of the project. **Reasonable** means you are paying fair market price for the item or services.

The Excel Budget Form must address the following:

- Provide sufficient descriptions for budget line item entries. Include “Evaluation: ...” in the description for entries supporting evaluation activities.
- MDE 21<sup>st</sup> CCLC staff should be able to determine if the budget aligns with the project activities and primary purpose of the funding.
- Budget estimates for employee and proposed contractor services correspond with reasonable approximations of the activities to be performed.
- The budget planned expenses appears **necessary** and **reasonable** for the success and purpose of the project.

Points Possible: 0      Recommended Page Limits: Not applicable

Financial Information: Federal CFDA 84.287

UFARS Finance Code 01F499 (federal)

Grantees are expected to follow all guidelines for the administration of federal grant funds, and should therefore refer to the [Education Department General Administrative Regulations \(EDGAR\)](#) and the [Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards](#) for guidance.

The following is not an all-inclusive list of examples of **allowable expenses**.

- Salaries for 21<sup>st</sup> CCLC staff (both full time and part time). This includes salaries for any professional learning events focused on 21<sup>st</sup> CCLC work.
- Supplies and materials provided they are reasonable and necessary.
- Background checks
- Field trips only if they are educational in nature and connected to an ongoing program or initiative
- Technology provided it is reasonable, necessary and allocable
- Conferences are an allowable expense with MDE approval
- Contracted services with MDE approval
- Memberships to professional organizations, professional periodicals or civic/community organizations with MDE approval

The following is not an all-inclusive list of examples of **non-allowable expenses**.

- Agency-level expenses, not directly or clearly related to programs
- Some food (may supplement and not supplant USDA food programs)
- One-time events not connected to ongoing program objectives
- Incentives for students (e.g., prizes, plaques, T-shirts, field trips)
- Promotional or marketing items (e.g., flags, banners, T-shirts)
- Furniture (generally)
- Gift cards
- Capital improvements (e.g., permanent buildings, fixtures, renovations)
- Lobbying
- Fundraising
- Grant writer expenses
- Travel expenses for individuals not involved with the project
- Out of state travel expenses for individuals involved with the project without prior MDE approval
- Supplanting of federal, state or local funds

## APPLICANT QUESTIONS

The following MDE Representative is available to provide additional information or answer questions **by email only**.

Eric Billiet, Expanded Learning Specialist  
Youth Development and Health Promotion Team  
[mde.21CCLC@state.mn.us](mailto:mde.21CCLC@state.mn.us)

Questions must be emailed to the MDE contact by April 10, 2019. A question and answer document will be published on the grant opportunity site after April 11, 2019. View the [questions and answers document](#) (<https://w1.education.state.mn.us/EGMS/SearchAllActiveGrants.do>)

Questions related to the grant opportunity may **only** be answered by MDE’s Contact Representative identified above or his/her successor. Information received from an unauthorized source is not binding and could result in misinformation.

## APPLICATION SUBMISSION AND SIGNATURE

Applications must be received by email on April 19, 2019, no later than 3:30 p.m. Central Time to be considered. Late applications will not be accepted. **We will not accept applications via fax, through the SERVS system, or saved as Google docs.**

Please email a copy of the signed application coversheet, assurances, application narrative and required forms in one document (in PDF format) and one copy of the completed budget (in Excel format) to [mde.compgrants@state.mn.us](mailto:mde.compgrants@state.mn.us) with the subject line **21<sup>st</sup> CCLC Application, then the name of your organization.** You should title all documents with the name of your organization, then the name of the document. Example: if St. Cloud Public Schools were to submit an application, then the names of the submitted documents should be **St. Cloud Public Schools Application** and **St. Cloud Public Schools Budget.**

Costs associated with preparing the application must be borne by the applicant. **Contracts for free grant writing in exchange for contracting for evaluation consulting or other consulting is unallowable.** The burden of proof of timely submission is on the applicant.

## APPLICATION SCREENING AND REVIEW

### Phase 1: Screening

Applications that meet the following criteria will be forwarded for further consideration and review.

1. Received via email by the due date and time.
2. Applicant is an eligible organization and not an individual.
3. Application includes:
  - Signed and completed *Cover Pages*
  - Assurances
  - Completed *Competitive Priority* form
  - Completed Narrative
  - Completed *Center Feeder Schools* form for each proposed center
  - Completed *Center Hours of Operations* form for each proposed center
  - Completed *Budget Summary* form
  - Completed *Year 1-Budget Narrative* form (in Excel)
  - If applicable, *Title IV(B) Affirmation of Non Public Consultation* form(s)
  - If applicable, *Title IV(B) Affirmation of Tribal Consultation* form

### Phase 2: Application Components Scored

Applications will be reviewed by an equal number of peer reviewers and a student review team. Peer reviewers will be selected for their expertise in providing effective academic, enrichment, youth development, and related

services to students. Applicants or representatives of applicants that have submitted an application for the current application period may not review grants. MDE will make strong efforts to ensure peer reviewers will reflect the diversity of Minnesota’s communities. Reviewers will apply a score to each component below. Total points possible for this initiative are: 100 points possible

1. Executive Summary – 0 points
2. Statement of Needs and Assets – 15 points
3. Strategy 1 – Collaboration and Partnership Narrative – 30 points
4. Strategy 2 – Offer Year Round High Quality Programming Narrative – 40 points
5. Strategy 3 – Engage in Continuous Program Improvement and Evaluation Narrative – 15 points
6. Budget Narrative and Excel Budget with Descriptions – 0 points

Once the peer review scoring is complete, MDE 21<sup>st</sup> CCLC staff will confirm and add the priority points to the application’s score. 10 points possible

1. Federal Priorities – 5 points
2. Minnesota Priority – 5 points

### **Phase 3: Review of Outcomes**

MDE 21<sup>st</sup> CCLC staff review recommendations and outcomes resulting from the Phase 2 review. They will also review the applications. As a standard practice, those applications with the largest score, with consideration for statewide needs and agency priorities, funding available and geographic distribution, are offered grant awards. MDE may offer grant award amounts that differ than the applicants’ grant request. During this phase, MDE 21<sup>st</sup> CCLC staff or MDE grant services staff may contact an applicant to obtain clarification to one or more sections of their application. MDE 21<sup>st</sup> CCLC staff or MDE grant services may contact reviewers to obtain clarification of their feedback. All funding decisions made by MDE are final.

### **Phase 4: Pre-Award Risk Assessment**

Before executing grants, MDE will conduct a risk assessment for financial capacity as well as prior performance. MDE will also conduct a pre-award site visit to identify any issues or clarifications that may need to be addressed before execution of the award.

### **Appeals**

If a state agency disapproves an application under applicable federal programs, the applicant may submit an appeal to the state with regard to the disapproval by filing a notice and stating the state or federal statutes violated. Refer to Title 34, CFR 76.401 for more information.

The term “appeal” means a signed, written statement citing an alleged violation of applicable federal statute or regulation or a related state regulation that applies to the handling of the 21<sup>st</sup> CCLC Cohort 8 competitive process and corresponding outcomes.

All grievances must be addressed through the established MDE due process protocol. The complaint should describe the alleged violation and include the facts and circumstances on which the statement of alleged

violation is based. Such appeals must be in writing and postmarked or delivered to MDE within 30 calendar days from the date of the Letter of Notification.

Appeals may be mailed or hand delivered to the following address:

Timothy Larson  
Grants Coordinator  
Minnesota State Department of Education  
1500 W Hwy 36  
Roseville MN 55113

Within 30 days of receiving an appeal, MDE shall hold a hearing on the record and shall review its action. No later than 10 days after the hearing MDE shall issue a “Letter of Closure” including findings of fact and reasons for the ruling.

If MDE determines that its action was contrary to State or Federal statutes or regulations that govern the 21<sup>st</sup> CCLC grant, the agency shall rescind its action.

If MDE does not rescind its final action after an appeal, the applicant may appeal to the U. S. Secretary of Education within 20 days after MDE issues the “Letter of Closure.”

## Delays

The following may result in a delay of preparation of any grant awards.

- Clarifications to the budget or work plan
- Missing or invalid DUNS (if federal)
- Missing zip code
- Invalid SWIFT vendor ID Number
- Pre-Award Risk Assessment Review

## Award Notification

The agency anticipates the review to be completed by May 15, 2019. Applicants are expected to be notified within 2 weeks after the review has been completed. Review feedback is considered public but not until all grants have been accepted and negotiated with the selected applicants.

Clarifications may be necessary before execution of the award. Applicants recommended for an award must wait until they receive the signed OGAN or other award documentation, **before** providing any services and before incurring expenditures or entering into contracts for services. Any expenses incurred prior to the full execution of the OGAN, or other award documentation, are not reimbursable and are the responsibility of the applicant/grantee.

### [MINNESOTA DEPARTMENT OF EDUCATION](#)

1500 Highway 36 West  
Roseville, MN 55113-4266

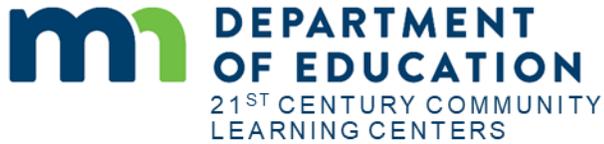
T: (651) 582-8200

TTY: (651) 582-8201

(<https://education.mn.gov>)

Information on this website can be made available in alternative formats by calling 651-582-8651. Persons with a hearing or speech disability may contact the Minnesota Relay Service by dialing 711 or 1-800-627-3529.

The state of Minnesota is an Equal Opportunity Employer.



## Minnesota 21st Century Community Learning Centers

### Glossary of Terms, Definitions, and Acronyms

Here are a few terms you'll see throughout the 21<sup>st</sup> CCLC Cohort 8 Application and Instructions:

#### Activity

Any specific event, item, or performance offered for students or their families. Each activity, including field trips and special events, must be part of a fully developed program and not a “stand-alone” event. Each activity is intentionally designed or selected in order to help achieve the goals of the grant.

#### Community Learning Center

A location providing learning activities through a coordination of community programs. Community learning centers provide opportunities for students and families to feel a sense of belonging, have influence over their opportunities, fulfill individual needs, share common experiences and be actively engaged in learning together and from each other.

- A community learning center may be in a school or a community facility and may have satellite programs that take place in different locations in a community as long as the locations are at least as available and accessible to the participants as if they were located in an elementary or secondary school.
- In the spirit of 21<sup>st</sup> CCLC's purpose and comply with several regulations, there may not be multiple centers in the same facility. Proposals to create community learning centers in locations of existing centers will not be funded (proposals to expand a current community learning center are ok). Although competing applications to create community learning centers in the same location are not automatically disqualified, they would potentially suffer lower scores in Strategy 2 in the peer review. If they score high enough for an award, the lower scoring proposed center would be disqualified.

#### Comprehensive Support

Schools identified by the [North Star system](#) for comprehensive support are the lowest 5 percent of Title I schools or high schools with four-year graduation rates below 67 percent.

#### Eligible Entity

An LEA, community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

## **Families of Students**

Families of students include parents/guardians, siblings, relatives, caregivers, extended families, and other individuals that a young person considers “family.”

## **Family and Student Advisory Processes**

Refers to the strategies of family and student involvement in the center advisory process. Many working families do not have time to attend formal advisory council meetings and a parent or student attending a quarterly meeting may not be sufficient representation of parents or family members and students. Thus, creative strategies must be developed locally based on family and student needs and interests to ensure advisory processes adequately provide meaningful involvement in program design, planning and assessment.

## **Family Engagement**

The collaboration of families, schools and communities as active partners in the shared responsibilities of ensuring each student’s success in lifelong learning and development. MDE’s dual approach is committed to engage families in meaningful and respectful cultural ways and share the ownership of children’s challenges and successes from birth through postsecondary and career opportunities while also providing educational opportunities to families, such as English and/or fiscal literacy or other adult education programs.

## **Feeder Schools**

Any school attended by student participants of a 21<sup>st</sup> CCLC center. A feeder school may be a public school (including a charter school) or private school.

## **Local Educational Agency (LEA)**

A local educational agency (LEA) is an entity with the authority and responsibility to operate public schools. In Minnesota, a school district and a charter school are LEAs. The community education department, Indian education department, alternative learning programs and athletics department are all departments within an LEA.

## **MARSS Number**

A unique student identifier in the Minnesota Automated Reporting Student System (MARSS).

## **Nonpublic Letter of Intent to Participate**

A letter that is sent to all the nonpublic schools within the feeder school/district boundaries at the beginning of the application process, regardless if the nonpublic school has participated in joint afterschool programs in the past. Send the Letter of Intent to Participate on agency/district letterhead paper. Applicants should keep a copy of the letter of Intent to Participate sent to each nonpublic school and their response, on file.

## Nonpublic Confirmation of Consultation

A form that verifies consultation between the applicant(s) and nonpublic school officials to collect poverty data and to determine equitable academic and enrichment programming to meet the needs of the nonpublic students prior to the 21<sup>st</sup> CCLC application being submission to the MDE.

## Performance Indicators

A regular measurement of outcomes and results which generates reliable data on the effectiveness and efficiency of programs. Performance indicators may also be called performance measurement.

## Program

A set of related and coordinated activities intended to meet identified needs and result in specific outcomes.

## Retention

Sustained student attendance and active participation. Sustained and active participation is defined by enrollees attend at least 30 program days (which do not have to be consecutive) during the summer or school year reporting period. Grant recipients are expected to retain 70 percent of their proposed student recruitment numbers during the school year reporting period and have an accurate system in place to record and report student attendance data.

## Targeted Support

Schools identified by the [North Star system](#) for targeted support have a student group performing at or below the average of the lowest 5 percent of Title I schools or below certain overall performance thresholds.

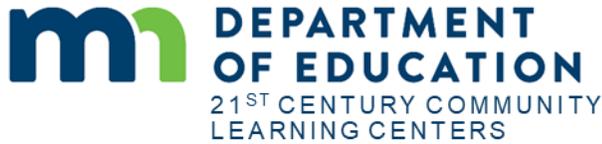
## Tribal Confirmation of Consultation

A form that verifies consultation between applicable LEA applicants (including jointly submitting partners) and appropriate tribal officials to determine equitable policy, programs, and resources to support Minnesota's American Indian students prior to the 21<sup>st</sup> CCLC application submission to the MDE. MDE provides a list of affected districts and schools in the [Minnesota Tribal Consultation Guide](#).

## World's Best Workforce

Each school districts must develop and post on their website a [World's Best Workforce](#) (WBWF) plan with strategies and initiatives that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



## 21<sup>st</sup> CCLC Cohort 8 Application Scoring Rubric

### Application Components and Points

1. **Executive Summary – 0 points**
2. **Statement of Needs and Assets – 15 points**
3. **Strategy 1: Collaboration and Partnerships – 30 points**
  - a. Component 1: Partnership Success – 5 points
  - b. Component 2: Staffing Capacity – 5 points
  - c. Component 3: Community Involvement – 10 points
  - d. Component 4: Other Programs Leveraged – 10 points
4. **Strategy 2: Offer Year-Round High-Quality Programming – 40 points**
  - a. Component 1: Intentional Design of Academic Enrichment Activities – 15 points
  - b. Component 2: Intentional Design of Other Enrichment Activities – 15 points
  - c. Component 3: Educational Services for Families – 5 points
  - d. Component 4: Transportation and Accessibility – 5 points
5. **Strategy 3: Engage in Continuous Program Improvement and Evaluation – 15 points**
  - a. Component 1: Capacity for Data Collection and Data Privacy Practices – 10 points
  - b. Component 2: Capacity for Continuous Program Improvement – 5 points

### Reviewer Process

- Each grant reviewer must attend the required “21<sup>st</sup> CCLC Grant Reviewer Training” provided by MDE that will include:
  - Overview of the 21<sup>st</sup> CCLC grant
  - Components of the grant application
  - Reliability training
  - Evaluation criteria and scoring rationale
  - Reviewer process and responsibilities
  - Reliability training
- Upon receipt of assigned grants, please read through the entire 21<sup>st</sup> CCLC Cohort 8 Request for Proposals (RFP) in its entirety prior to scoring any of the components in the application.
  - Reviewers must ensure all components are specific, informative, and complete.
  - Each component is assigned an overall composite score. Reviewers must choose one criterion that best describes the applicant’s completion of the component.

- All components of the application are multi-faceted. Reviewers will refer to the original RFP to ensure the applicant has answered each component thoroughly and in its entirety.
- Reviewers are required to provide constructive feedback for each component in support of their scoring rationale via a web-based platform.
- Component point scores will be electronically tabulated at the end of the scoring rubric. A final copy of their preliminary points will be provided at the “Reviewer Meeting” before final submission.
- Reviewers must attend an in-person “21<sup>st</sup> CCLC Grant Reviewer Meeting” to discuss justification of scores in groups before submitting their final scores.
- 21<sup>st</sup> CCLC Cohort 8 applicants may request the reviewer’s comments when the competition is complete and the OGANS for the awarded grants are signed.

## Application Components and Criterion

### Executive Summary

The executive summary serves as a stand-alone description suitable for MDE to publish and share with the public and essential stakeholders such as families, students, schools, and community. (0 points)

#### *Required Elements:*

- Community partners
- Strengths and assets of the community while acknowledging the need for additional resources
- Population(s) that will benefit
- Primary program activities
- Expected outcomes and benefits

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

### Statement of Needs and Assets

Summarize the process used to identify needs and assets, including how partners and stakeholders were involved in the process. Provide data and other information that supports your determination of the identified needs and assets. (15 points)

#### *Required Elements:*

- Description of the needs assessment process and who was involved.
- Description of the asset mapping process and who was involved.
- How data collected identifies needs of students and families.

Points	Criterion
12 - 15	Extensive evidence of how partners and stakeholders, including families and students, were thoroughly involved in the needs assessment and asset mapping processes; clearly describes the community's needs and assets with detailed supporting evidence.
8 - 11	Sufficient evidence of how partners and stakeholders, including families and students, were involved in the needs assessment and asset mapping processes; generally describes the community's needs and assets with sufficient supporting evidence.
4 - 7	Minimal evidence of how partners and stakeholders, including families and students, were involved in the needs assessment and asset mapping processes; description of the community's needs and assets requires additional details and clarification.
1 - 3	Inadequate details on how partners and stakeholders, including families and students, were involved in the needs assessment and asset mapping processes; description of the community's needs and assets requires significant clarification.
0	No evidence that details the processes used for the Asset Mapping and the Needs Assessment with partners, families, or students.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 15 points

### Strategy 1: Collaboration and Partnerships

Strong connections between schools and out-of-school time programs, along with strong community collaboration and family engagement, are crucial to the success of 21st Century Community Learning Centers.

1. *Identify the key partners of the proposed project and describe how each partner will contribute to its success. (5 points)*

*Required Elements:*

- The relevant experience or promise of success of the applicant and key partners to collaborate and administer an effective 21<sup>st</sup> CCLC project.
- The roles and responsibilities of the applicant and key partners, including processes for joint decision making and resolving disagreements.
- Describe how the applicant and key partners collaborated with the schools the participating students attend.

Points	Criterion
5	Extensive evidence that the applicant and key partners have a strong, established relationship (or potential for a strong relationship) enabling them to collaborate and administer a 21st CCLC project with a complete description of collaborating with participants' schools.
4	Sufficient evidence that the applicant and key partners have a relationship (or potential for a relationship) enabling them to collaborate and administer a 21st CCLC project with a general description of collaborating with participants' schools.
2-3	Minimal evidence that the applicant and key partners have a relationship (or potential for a relationship) enabling them to collaborate and administer a 21st CCLC project or the description of collaborating with participants' schools requires additional details and clarification.
1	Inadequate details of the relationship between applicant and key partners' capacity to collaborate and administer a 21st CCLC project, or weak evidence of collaborating with participants' schools; parts of narrative requires significant clarification.
0	There is no evidence the applicant has identified partners to collaborate with on a 21st CCLC project or that the applicant collaborated with participants' schools.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 5 points

2. *Description of the staffing capacity of the applicant and partners. (5 points)*

*Required Elements:*

- Primary project staff funded by the grant and their role in this project. Includes skills, experience and expertise of the grant coordinator and center coordinator(s), if applicable.
- How other staff not funded by the 21st CCLC grant will contribute.
- Intent to subcontract or hiring services to be performed.
- If using volunteers, how they will recruit and use qualified volunteers.
- How the partners will provide and support staff training, including joint trainings and regular joint staff meetings.

Points	Criterion
5	Well-conceived staffing plan with specific staff details and qualifications. Clear evidence that applicant and key partners will (or already do) collaborate to provide joint staff professional development.
4	General staffing plan with staff details and qualifications. Sufficient evidence that applicant and key partners will collaborate to provide joint staff professional development.
2-3	Minimally detailed staffing plan. Joint staff professional development plan requires additional details and clarification.
1	Inadequate details of the staffing plan or primary project staff. Joint staff professional development plan requires significant clarification.
0	There is no evidence that the applicant and partners plan for additional staff or joint staff professional development.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 5 points

3. *Describe how students, family members, and community members are directly involved in the project. (10 points)*

*Required Elements:*

- Describe how students and their families had opportunities for active and meaningful engagement in creating this application.
- Describes communication strategies and methods used with parents, students and community members about the community learning center, including its location and evaluation results. Describe how partners will ensure the communication is inclusive and culturally relevant.

Points	Criterion
9 - 10	Extensive evidence the applicant and joint partners value the contribution of students, families and community members in planning and implementing the project with thoroughly developed processes of meaningful engagement.

Points	Criterion
6 - 8	Sufficient evidence the applicant and joint partners value the contribution of students, families and community members in planning and implementing the project with generally explained processes of meaningful engagement.
3 - 5	Minimal evidence the applicant and joint partners value the contribution of students, families and community members in planning and implementing the project and requires additional details and clarification on processes of meaningful engagement.
1 - 2	Inadequate evidence the applicant and joint partners value the contribution of students, families and community members in planning and implementing the project with minimal evidence of meaningful engagement processes.
0	There is no evidence that students, families and community members contributed to planning the 21st CCLC project.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 10 points

4. *Describe the other Federal, State, and local programs that will be leveraged to support the proposed program and how these programs will be coordinated to make the most of public resources. (10 points)*

Points	Criterion
9 - 10	Well-conceived plan for leveraging and sharing, rather than competing for, resources. Thoroughly developed plans and processes for creating an afterschool system to support students and families.
6 - 8	General plan for leveraging and sharing, rather than competing for, resources. Provides sufficient details for creating an afterschool system to support students and families.
3 - 5	Moderately detailed plan for leveraging and sharing resources to create an afterschool system to support students and families.
1 - 2	Inadequate details for sharing resources with weak evidence for creating an afterschool system to support students and families.

Points	Criterion
0	There is no evidence that details how the applicant will work with partners to leverage resources to overcome challenges, gaps and barriers currently present for students and families intended to be served.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 10 points

### Strategy 2: Offer Year-Round High-Quality Programming

Establish community learning centers that offer year-round high-quality academic and other enrichment opportunities, and offer families of students' opportunities for educational development.

5. *Describe the key academic enrichment activities of the project and how they are intentionally designed to meet the academic needs of students. (15 points)*

*Required Elements:*

- How these activities will meet the identified needs of the students.
- How these activities will align with state and local standards.

Points	Criterion
12 - 15	Well-conceived plan for aligning high quality educational programs with identified student needs. Extensive evidence that activities will align with Minnesota and local standards.
8 - 11	General plan for aligning high quality educational programs with identified student needs. Sufficient evidence that activities will align with Minnesota and local standards.
4 - 7	Moderately detailed plan for aligning high quality educational programs with identified student needs. Minimal evidence that activities will align with Minnesota and local standards requires additional details and clarification.
1 - 3	Inadequate plan for aligning high quality educational programs with identified student needs. Weak evidence that activities will align with Minnesota and local standards.
0	There is no evidence that educational programs align with identified student needs or with Minnesota and local standards.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 15 points

6. *Describe the key enrichment opportunities of the project and how they are intentionally designed to support health, safety and wellbeing of students. (15 points)*

*Required Elements:*

- How these activities will meet the identified needs of the students.
- How these activities will complement and reinforce the World’s Best Workforce plan, PBIS framework, wellness plan, and/or support plan (Comprehensive or Targeted) of the regular school day program of participating students.

Points	Criterion
12 - 15	Well-conceived plan for aligning high quality enrichment programs with identified student needs. Extensive evidence that activities will align with regular school day program of participating students.
8 - 11	General plan for aligning high quality enrichment programs with identified student needs. Sufficient evidence that activities will align with regular school day program of participating students.
4 - 7	Moderately detailed plan for aligning high quality enrichment programs with identified student needs. Minimal evidence that activities will align with regular school day program of participating students requires additional details and clarification.
1 - 3	Inadequate plan for aligning high quality enrichment programs with identified student needs. Weak evidence that activities will align with regular school day program of participating students.
0	There is no evidence that enrichment programs align with identified student needs or with regular school day program of participating students.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 15 points

7. Describe the literacy and related educational services that will be offered to the families of participating students. (5 points)

Required Elements:

- How you will create an inclusive environment where family members will be welcomed and respected.

Points	Criterion
5	Well-conceived plan for leveraging and sharing, rather than competing for, resources. Extensive evidence for processes to create an afterschool system to support students and families.
4	General plan for leveraging and sharing, rather than competing for, resources. Sufficient evidence for processes to create an afterschool system to support students and families.
2-3	Minimally detailed plan for leveraging and sharing resources to create an afterschool system to support students and families.
1	Inadequate details for sharing resources with weak evidence for creating an afterschool system to support students and families.
0	There is no evidence that details how the applicant will work with partners to leverage resources to overcome challenges, gaps and barriers currently present for students and families intended to be served.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 5 points

8. Plan to ensure the accessibility of the community learning center(s). (5 points)

Required Elements:

- How participating students will travel safely to and from the center and home to ensure transportation will not be a barrier for participation.
- If the center is not located in a school or has off-site programs, how are the center and off-site locations as accessible as a school would be to the students and families to be served.

Points	Criterion
5	Extensive and well-conceived plans for students to be safe and ensure transportation will not be a barrier.
4	Sufficient and well-conceived plans for students to be safe and ensure transportation will not be a barrier.
2 - 3	Minimally detailed plans for students to be safe and ensure transportation will not be a barrier.
1	Inadequate plans for students to be safe and ensure transportation will not be a barrier.
0	There are no plans for students to be safe and ensure transportation will not be a barrier.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 5 points

### Strategy 3: Engage in Continuous Program Improvement and Evaluation

The applicant and key program partners (e.g., schools that participating students attend, community-based organizations, and/or another public or private entities) must collect and ensure student data privacy on all short-term and intermediate performance measures as specified in the Performance Measure Table to inform continuous program improvement.

9. *Describe how the applicant and key program partners will manage sharing the system for collecting and managing the short-term and intermediate performance measures, including student registration, student attendance, identifiable student records (e.g., MARSS number), and other data in compliance with applicable laws relating to data privacy. (10 points)*

*Required Elements:*

- System for data collection (student registration, student attendance, identifiable student records).
- Plan to ensure compliance with data privacy laws.
- Short-term and intermediate performance measures.

Points	Criterion
9 - 10	Well-conceived plans for a shared and secure system for data collection between applicant and key partners that adheres to data privacy laws; extensive evidence that demonstrates capacity to collect all short-term and intermediate performance measures in the Performance Measure Table.
6 - 8	General plans for a shared and secure system for data collection that adheres to data privacy laws; sufficient evidence that demonstrates capacity to collect short-term and intermediate performance measures in the Performance Measure Table.
3 - 5	Moderately detailed plans for a shared and secure system for data collection that will adhere to data privacy laws; minimal evidence that demonstrates capacity to collect most of the short-term and intermediate performance measures outlined in the Performance Measure Table.
1 - 2	Inadequate plan for data collection that may not adhere to data privacy laws, weak evidence of shared data collection system; weak evidence that demonstrates capacity to collect of the short-term and intermediate performance measures outlined in the Performance Measure Table.
0	There is no evidence of data collection system or process that ensures student data privacy or other data privacy laws; no evidence of addressing short-term or intermediate performance measures outlined in the Performance Measure Table.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 10 points

*10. Demonstrate a commitment to data-driven planning and a shared system for accountability, assessment and continuous program improvement. (5 points)*

*Required Elements:*

- Participation in evaluation of performance measurement processes and continuous program quality improvement.

Points	Criterion
5	Extensive evidence of capacity to commit to data-driven planning, participate in evaluation of performance measurement processes, and continuous program quality improvement.

Points	Criterion
3-4	Sufficient evidence of capacity to commit to data-driven planning, participate in evaluation of performance measurement processes, and continuous program quality improvement.
2	Minimal evidence of capacity to commit to data-driven planning, participate in evaluation of performance measurement processes, and continuous program quality improvement.
1	Inadequate evidence of capacity to commit to data-driven planning, participate in evaluation of performance measurement processes, and continuous program quality improvement.
0	There is no evidence of capacity to engage in data-driven planning, participate in evaluation of performance measurement processes, or continuous program improvement.

**Strengths:** Describe strengths.

**Weaknesses:** Describe weaknesses.

**Questions or concerns:** Write out questions or concerns.

**Score:** Enter score out of 5 points

## Summary of Application

### Final Scores

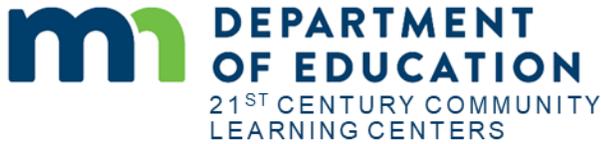
Components	Reviewer Score	Total Points
Statement of Needs and Assets	Score	<b>15</b>
Strategy 1 – Collaboration and Partnerships	Score	<b>30</b>
Strategy 2 – Offer Year-Round High-Quality Programming	Score	<b>40</b>
Strategy 3 – Engage in Continuous Program Improvement and Evaluation	Score	<b>15</b>
<b>TOTAL POINTS</b>	<b>Score</b>	<b>100</b>

### Overall Strengths and Concerns

Describe overall strengths and/or concerns about the application.

### Recommendation for Funding

Points	Recommendation
96 – 100	Definitely recommend
90 – 95	Highly recommend
85 – 89	Recommend with few modifications
80 – 84	Could be funded with some changes
75 – 79	Could possibly be funded with major changes
74 or below	Cannot recommend for funding under any circumstances



## Beyond The Bell Asset Mapping<sup>1</sup>

The first step in designing (or redesigning) a community learning center is to inventory your local assets and identify local needs. In *Beyond the Bell*, you can learn about several ways to shape your 21CCLC plan around the assets and needs in your community.

Asset mapping is a strategy for promoting community collaboration by better aligning programs and services for students and families. The major goal of community asset mapping is to ensure that all students have access to a broad, comprehensive, and integrated system of services essential in achieving desired outcomes.

Asset mapping is a fun and interactive way to uncover the talents and skills of your staff, participants, family members, and community from a strengths-based rather than a deficit-based perspective. *Beyond the Bell* recommends starting this process with an internal (program staff only) asset map and reaching out to those external to your program soon after. You can use the assets you uncover to assist with your program planning.

*Directions: There are multiple ways to do an asset map. This tool contains some tips and suggestions for developing your map and answers some questions you might have about the process. You can use this information to develop a process that will work best for you and your team.*

### Who Should Be Involved?

It is difficult to do asset mapping alone. We strongly suggest that you bring together a group to conduct the process. This can be one large group or several smaller groups of stakeholders. You may want to include staff, family members, older youth, community organizations, community members, program providers, school staff, etc. You can do several asset maps with individual stakeholder groups (youth, families, or teachers). Post all of the asset maps in a public place, and let people reflect on the commonalities or differences among them.

### How Long Will Asset Mapping Take?

Asset mapping can typically be done in one meeting of approximately two hours. If you are engaging different groups of people, you may have several two-hour sessions.

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<sup>1</sup> This document was adapted from: McElvain, C. K., Moroney, D. A., Devaney, E. D., Singer, J. S., & Newman, J. Z. (2014). *Beyond the Bell: A toolkit for creating effective afterschool and expanded learning programs* (4th ed.). Washington, DC: American Institutes for Research.

## What Kinds of Assets Should We Try to Uncover?

There are many different assets you can uncover through this process. Some of the most common are listed below, but be creative and think about what is in your own community.

- Skills and expertise in your community – Try to identify individuals and organizations with specific skills or expertise that can be turned into activities for your program. Maybe you have a theater company that can offer acting classes, a library that can host a weekly book club, or a strong local arts community with many individual artists willing to share their talents. Think about all of the types of organization in your community and what they have to offer (community-based organizations, hospitals, colleges and universities, arts organizations, etc.).
- Facilities in your community – Think about the facilities that exist in your community that might be useful to your program. These might include local parks with playgrounds, tennis courts, and sports fields; community centers with pools; colleges and universities with auditoriums, gymnasiums, science labs, etc.; arts organizations with specialized rooms or equipment such as a pottery studio or dance studio; organizations to support specialized sports instruction such as karate studios, horseback riding facilities, community sailing programs, tennis courts, gymnastics programs, etc.
- Expertise among your staff and community members – Identify the specific expertise among your staff, family members, and school partners (if you are a school-based program) that can contribute to your programming. Perhaps a teacher in your school is also a yoga instructor on the weekends. Maybe a family member of one of your participants is a chef. You may have a staff member with a degree in journalism. Consider how all the people in your community can contribute to your program options.
- Potential partners – Think about organizations and entities in your community that might make good partners. These might be organizations or businesses that could offer something to your program but would also benefit from being involved. Think about organizations with a mission that you could support—for example, a local environmental organization may have a goal of providing environmental education to as many young people in the community as possible, or a local museum may have a goal to reach out to more high-need youth.
- Potential funding sources – Take time to identify possible funding sources. These don't have to be concrete or planned funders, but rather possible partnerships you could explore or create down the road. These might include local businesses, family foundations, United Way, etc. Think broadly for now.

Finally, ask people to name at least one asset that cannot be found easily. For example, participants may identify the best place to read a book, or a person to go to for advice. These are the most valuable kinds of assets!

## How Should We Capture the Information?

Again, there is no right way to do an asset map. You might use clay, make lists, draw pictures, or create graphic organizers. To some extent, it depends on your preferences. Be creative and use the best format for you and your team!



## Beyond THE Bell Conducting a Needs Assessment<sup>2</sup>

As previously mentioned, the first step in designing (or redesigning) a community learning center is to inventory your local assets and identify local needs. In *Beyond the Bell*, you can learn about several ways to shape your program plan around the assets and needs in your community. With the **Asset Mapping Tool** you learned about going through an asset mapping process. This tool shows you how to do a needs assessment.

***Directions:** A needs assessment can be done in many different ways, depending on how much time you have, the resources you have available, and how thorough you want to be. Below are a series of ideas and activities you might include in your needs assessment. Together with your staff and advisory team, select one or several of these activities. We've noted what kinds of resources and how much time is required for each to help you select the most appropriate activities for you.*

### Existing Data

Before you start collecting new information, look at the data you already have available. We strongly encourage you to use local Minnesota Student Survey data, school Title I needs assessments, identified needs in the school's WBWF plan, the [Minnesota Report Card](#) and other local sources of data.

**Resources Required:** Low-these only require the time of one individual to collect the various data reports.

**Time Commitment:** Low-only requires the time of one individual to collect data, may require building relationships with organizations that have the data.

### Surveys

Surveys are a great way to capture quantitative information about what is needed in your community (see *Beyond the Bell Tool 87: Tips for Developing and Administering Surveys*). Youth and family members are the most common types of people to survey. You might consider asking the following types of questions:

What kinds of activities or programming would they like to have in an afterschool and expanded learning program (e.g., sports, academics, arts, personal and social development)?

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<sup>2</sup> This document was adapted from: McElvain, C. K., Moroney, D. A., Devaney, E. D., Singer, J. S., & Newman, J. Z. (2014). *Beyond the Bell: A toolkit for creating effective afterschool and expanded learning programs* (4th ed.). Washington, DC: American Institutes for Research.

What kinds of activities or programming do they already access in the community (e.g., sports leagues, local Ys, scouting organizations, Boys and Girls Clubs, etc.)?

What kind of schedule they would like to see—that is, do they want a program that is offered every day? How late do they want programs to go? For how many weeks? Throughout the school year? Summer?

Do they need transportation home?

**Time Commitment:** High—you need to identify the population to survey (perhaps all of the young people and their families in the community where you are planning to run your program), distribute the surveys, enter the data, analyze the data, and create some kind of report.

**Resources Required:** Moderate—the main expense is staff time. You'll need to copy and distribute the survey and then have someone enter the data, which can be time-consuming if you distribute a large number of surveys. You may want to hire someone to tally and present the results.

## Focus Groups

Focus groups can be a good way to get qualitative and more in-depth information from a smaller number of people. Focus groups might be with youth, families, community members, or potential providers. You will need to identify the groups of people you want to talk to, develop a focus group protocol that includes the questions you want to ask, schedule the groups at a time that is convenient for your participants, and identify people to conduct the groups. Generally, focus groups should include five to eight people. Any more can get unwieldy, but fewer than five requires people to talk too much and can be tiring. See **Tool 88** for tips on conducting good focus groups.

**Time Commitment:** Low—these can just require a few hours of time to coordinate and organize, and then each group typically lasts between 45 minutes and 1.5 hours.

**Resources Required:** Moderate—these can be expensive or relatively inexpensive depending on how many people you include, whether you provide food, and who conducts the groups. You may want to hire someone with experience doing focus groups; it can be challenging to keep the group on track and elicit the information you want, so having someone with expertise may be useful.

## Program Inventory

One way to determine where there are gaps in programming in your community is to do a program inventory. This can be a formal survey of providers in the community or a more informal review. Some questions to ask providers include:

What age range do you serve?

How often do you run programs? What days of the week? What hours? How many weeks each year? Do you run summer programs?

What types of activities do you offer?

What neighborhoods or schools do you serve? What is your target population?

**Time Commitment:** High—an inventory can be quite time-consuming. You will need to either set up and conduct interviews or develop and disseminate a survey. Getting community providers to respond to a survey will require follow-up because most are very busy and may not see it as a priority.

**Resources Required:** Moderate—this does not have to be an expensive process, but it will require a fair amount of staff time, especially if you decide to distribute surveys. Interviews or more informal program reviews may be less time-consuming and therefore less expensive.

## Interviews

Interviews with key stakeholders in the community can be a great way to learn more about what is needed and how your program might be received. Think about people in your community who could serve as key informants. This might include local leaders such as city council members or faith-based leaders, school officials, directors of local non-profits, the head of the parent-teacher organization, and other high-profile individuals representing your constituents. Develop a set of interview questions unique to each person that targets the information they may be able to provide. Contact each individual to set up an interview. The interview should last between 45 minutes and one hour. Any more than that may be overwhelming. If possible, meet in person rather than doing it over the phone in order to build relationships.

**Resources Required:** Low—these can be relatively inexpensive to conduct and they only require the time of one individual to develop questions and conduct the actual interviews.

**Time Commitment:** Again, these only require the time of one person to develop a set of questions and set up and conduct interviews. Depending on how many people you talk to, these might take as little as five or six hours to conduct.

**Now What?** *Take the information you have gathered for the activities above and write it up in a brief one-page report. This can be a bulleted list or PowerPoint presentation. Present the findings to your advisory board and other local stakeholders to make sure the information you have gathered is accurate. This is called a feedback loop. Ask your stakeholders to make suggestions based on the findings; note their suggestions in your document. Keep the document for future use. You are likely going to have to demonstrate the need or background for the program in grant proposals, program plans, or evaluation reports. This information can be compelling for recruiting program partners and in-kind donations from local businesses. A little bit of information can go a long way in gathering support for your program.*

*Finally, think about ways to modify this activity to engage young people in the process once your program is up and running. This is a great way to kick off a service learning project or to engage youth in the ongoing process of program planning.*



## Performance Measurement

MDE will use a results-based accountability approach that consists of ongoing monitoring and evaluation activities. By conducting these evaluative activities, it helps demonstrate the achievement of project outcomes, build a stronger evidence base for specific practices, clarify applicability of the evidence base to different populations, settings, and contexts, and drive continuous improvement. This evaluative approach will provide information on the progress made toward activities that promote positive social and academic support that reinforce academic achievement among students.

The Performance Measure Table includes all data that grantees and MDE will collect throughout the three-year grant cycle. The data reported from the Performance Measure Table will be managed and analyzed by MDE to develop reports for grantees to assess programmatic progress, identify areas for quality improvement and technical assistance needs, and to establish key recommendations on program impact, sustainability, and continued program improvement that can be shared with decision makers and other stakeholders.

As resources permit, MDE may also identify and conduct additional evaluation projects (longitudinal studies, case studies, etc.) to evaluate program activities and outcomes. MDE will lead the design, data collection, analysis, and reporting for these studies in collaboration with grantees.

### Performance Measure Table:

Improving Student Academic Achievement through High-Quality Out-of-School Time Programs in 21<sup>st</sup> Century Community Learning Centers

Short-term Performance Measures <i>How much are 21<sup>st</sup> CCLC grantees doing?</i>	Intermediate Performance Measures <i>How well are 21<sup>st</sup> CCLC grantees doing?</i>	Long-term Performance Measures <i>Are students better off?</i> (Reported by MDE)
Who are the students attending 21 <sup>st</sup> CCLC programs during the summer and school year (e.g., MARSS number, full name, date of birth, feeder school, race/ethnicity; sex; English language proficiency;	Students regularly attending (30+ days) reporting positive experiences in 21 <sup>st</sup> CCLC programs.	Students who improved academic achievement (not proficient to proficient in reading and math).  Students who increased school-day attendance.

<p>Short-term Performance Measures</p> <p><i>How much are 21<sup>st</sup> CCLC grantees doing?</i></p>	<p>Intermediate Performance Measures</p> <p><i>How well are 21<sup>st</sup> CCLC grantees doing?</i></p>	<p>Long-term Performance Measures</p> <p><i>Are students better off?</i> (Reported by MDE)</p>
<p>free or reduced price lunch status, special education).</p> <p>Track number of students attending 21<sup>st</sup> CCLC programs regularly (attending 30 or more days during the school year).</p> <p>Attain annual program hour goals (minimum 300 hours for school year and 120 hours for summer).</p> <p>Conduct an annual program quality assessment.</p> <p>Align 21<sup>st</sup> CCLC programming to school-day/academic standards.</p> <p>Track types of paid and unpaid staffing (e.g., administrators, community members, parents, or others), including in-kind contributions.</p> <p>Track types of 21<sup>st</sup> CCLC programming delivered (such as academic, enrichment, social/emotional skill building, college and career readiness, etc.), how often sessions occur (monthly, weekly, and daily), average hours per session, and average attendance per session.</p>	<p>Students regularly attending having supportive and caring adults in 21<sup>st</sup> CCLC programs.</p> <p>21<sup>st</sup> CCLC staff whose skill in improving 21<sup>st</sup> CCLC program quality has increased as a result of receiving professional development and training.</p> <p>Schools that have established, implemented and/or evaluated student advisory processes for students in 21<sup>st</sup> CCLC programs.</p> <p>21<sup>st</sup> CCLC delivering intentional programming is meeting identified needs indicated in the grant.</p>	<p>Other long-term measures as identified by the U.S. Department of Education, including Government Performance and Results Act (GPRA) performance indicators.</p>

## Sample Letter of Nonpublic Intent to Participate

*[Organization letterhead stationary]*

*[Insert Name]*

*[Insert Address]*

*[Insert City, State, Zip Code]*

*[Insert Date]*

Dear *[Insert Nonpublic School Official's Name]*:

Your students and parents may be eligible for federal after school education services under the Elementary and Secondary Education Act (ESEA). The 21<sup>st</sup> Century Community Learning Centers (21CCLC) is a competitive grant program. 21CCLC provides opportunities for communities to establish or expand community learning centers that primarily provide after school and summer services to public and nonpublic school children who need additional educational help and who live in Title I public school attendance areas. Services must be provided through school and community partnerships and include academic enrichment, a broad array of additional youth development activities and offer families opportunities for literacy and related educational programs.

If you are interested in learning more about the 21CCLC application that could potentially serve your eligible students and parents for the next three years, please return the enclosed form no later than *[insert day at least 10 days after receipt of letter]*. You may return the form either by fax to *[insert fax number]* or by U.S. mail. When I receive your form, I will contact you about our first consultation meeting, which is planned for *[insert date at least 10 days after form is due]*.

If you are not interested in 21CCLC application, please indicate that on the enclosed form and return it either by fax, email or by U.S. mail. If you have questions, please contact me at *[insert phone number and e-mail address]*. I look forward to meeting you soon.

Sincerely,

*[Signature]*

Enclosure

## Intent to Participate in 21CCLC Application

Name of Nonpublic School \_\_\_\_\_

Name of Nonpublic School Official \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Grade levels of your school: \_\_\_\_\_

- Yes, I am interested in my students, teachers, and families participating in 21CCLC programs for the 20\_\_ – 20\_\_ school years.
- No, I am not interested in my students, teachers, and families participating in 21CCLC programs for the 20\_\_ – 20\_\_ school years.

Administrator's Signature: \_\_\_\_\_ Date signed: \_\_\_\_\_

(Nonpublic school students and families may receive services from this program **at the proposed community learning center**. Nonpublic schools do not receive direct funding from these programs unless specified in the grant. The lead grant applicant is the fiscal agent and always maintains control of the funds.)

### Title IV, Part B, 21<sup>ST</sup> Century Community Learning Centers

This program is intended to provide opportunities for communities to establish or expand activities in community learning centers that: 1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; 2) offer 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) offer 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.

Mail, fax or email this completed document to: *[insert name, address, fax number and/or email information.*