WELCOME
Nebraska 21st Century Community Learning Centers 2017 Grant Writing Zoom Workshop
Applicants for a First-Time Grant

21st Century Community Learning Centers Grant Program
- Competitive grant program
- Federally-funded
  - Title IV, Part B of Elementary and Secondary Education Act, as amended

Grants Available
Two types of 21st CCLC grants:
- First-Time Grant
  - Available to eligible school building populations never previously awarded a 21st CCLC grant
Grants Available

Two types of 21st CCLC grants:
- Continuation Grant
  - Available to applicants successfully implementing a quality 21st CCLC grant program for five years for eligible school building populations

February 1, 2017 Grant Competition

- Approximately $2 million available to award
- One competition for both types of grants
- Separate criteria and scoring rubrics

Three Required Goals

- Improve student learning in one or more core academic areas
- Increase social benefits & positive behavioral changes
- Increase family and community engagement in schools
First Steps

- Get support from school leadership
  - School
  - School Board
  - Community Partners
    - Agency director(s)

First Steps

- Meet with target school building principals (public and nonpublic)
- Clarify your shared vision and mission
- Investigate funding sources

Principles of Effectiveness

- Nebraska State Board of Education Policy for Expanded Learning Opportunities adopted 09/06/13
Project Design
Characteristics of Quality
Out-of-School Time Programs

- School/community partnerships
- Engaged learning
- Family engagement
- Intentional programming aligned with the school day
- Diverse, prepared staff

Project Design
Characteristics of Quality
Out-of-School Time Programs

- Participation and access
- Safety, health, and wellness
- Ongoing assessment and improvement

21st CCLC programs align with the 6 tenets of AQuESTT

- Strong foundation of positive partnerships
- Transitional support from year to year
- Engagement in student-centered opportunities aligned to school day
21st CCLC Grant Writing Workshop

21st CCLC programs align with the 6 tenets of AQuESTT
- Meaningful connections with businesses, colleges and staff to develop interests
- Sound data collection and management focused on continuous improvement
- Ongoing staff professional development

Tools To Assist Writing the Grant Proposal
Posted on the 21st CCLC Website
www.education.ne.gov/21stcclc
- 21st CCLC First-Time Grant Application (includes instructions and all forms)
- 21st CCLC Technical Assistance (includes scoring rubric, checklists, examples of completed forms, grant process timeline)

Funding Priorities
- All school building data used to determine eligibility for priority points is available on the 2015-16 Nebraska Education Profile to be posted in late October 2016
  http://education.ne.gov
Absolute Priority

- Must serve students who attend school buildings that had at least 40% of students eligible for free or reduced-cost meals in 2015-2016

Application Sections & Point Values (page A-11)

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Competitive Priorities

In addition to the absolute priority:

1. Serve students who attend school buildings receiving a classification of “Needs Improvement” on the AQuESTT Classification Report (ACR) released in December, 2015
Competitive Priorities

(2) Submit a collaborative proposal that involves at least one district receiving 2015-16 Title I, Part A funds and at least one community-based organization

Competitive Priorities

(3) Serve students who attend school buildings that have a mobility rate above the 2015-16 statewide average

Competitive Priorities

(4) Serve students who attend school buildings that had at least 60% of students eligible for free or reduced-cost meals in 2015-2016
Competitive Priorities

(5) Serve students who attend school buildings that had at least 80% of students eligible for free or reduced-cost meals in 2015-2016

Competitive Priorities

(6) Serve students who attend school buildings that have a percentage of English Learner students above the 2015-16 statewide average

Eligible Applicants

Public or private organizations (e.g., public & private school districts, community-based orgs, non-profit agencies, city or county gov. agencies, faith-based orgs., institutions of higher ed., for-profit corporations or a consortium of two or more eligible entities)
Eligible Applicants

- A school building can benefit from only one 21st CCLC First-Time grant
- Multiple applications from a district ok if no duplication of service
- A single school building may be involved in only one application per funding cycle

Eligible Applicants

- Ongoing projects may apply for new sites, or to add new groups of students (e.g. an elementary program expanding to middle school)

Requirements for Nonpublic Schools

- Equitable services must be offered to nonpublic school students & their families, if those students are part of the target population (reside within the public school building’s attendance boundaries)
Demographic Data for Nonpublic Schools

Must submit evidence that:
- they meet the absolute priority (40.00% low-income threshold), and
- if applicable, they meet the competitive priorities
  - Mobility percentage
  - English Learners percentage

Requirements for Nonpublic Schools

- FBOs are required to accept children of all religions
- Funds cannot be used for religious activities
- Guidance includes laws to which FBOs must adhere

The Application (Part 1)

- Cover Page (page A-21)
- Statement of Assurances (A-22)
- Consortia Partners Signature Page (A-23)
- Nonpublic School Participation form (if applicable)
**Cover Page**

- Identify lead agency representative
- Board authorized representative for applicant organization/consortium
- Identify project director
- Directly responsible for day-to-day operations
- Identify the fiscal agent (see criteria on page A-17)

**Cover Page**

**Grant Award Amounts**

- Minimum – $50,000 per year regardless of the number of co-applicants
- Maximum – Based on number of students to be served & funds available

**Cover Page**

A regular attendee is a student who attends at least one hour of programming:

- 30 days or more for a typical 180 day school year, or
- 16.6% of the number of days the program component services are offered
Attendance objective per site should be realistic and attainable
- # of days
- # of students

To assure continuation funding, attendance objective must be met per site at:
- 70% in year 1
- 85% in year 2
- 100% in years 3-5

Grant Request Guidelines
- Minimum # students served – 56 if attending afterschool for a 180-day school year
  ($5.00 x 56 x 180 = $50,400)
- Other timeframes ($7.50/day)
  - full days (4+ hours) during the school year
  - Summer (4+ hours)

$5 per day x number of students x number of days program will operate in the afterschool hours
Cover Page
Grant Request Guidelines

$7.50 per day x number of students x number of days the program will operate 4+ hours during school year as well as weekends, holidays, or summer break

If annual continuation funding requirements met, grants will be...
- 100% grant-funded in years 1-3
- 80% in year 4
- 60% in year 5
- Must continue original services to the original number of students in years 4 & 5

No minimum percentage of partner/local fiscal support required, but must show evidence of sufficient resources to sustain project in years 4, 5 and after grant funding ends
Required Forms

Signatures

- Statement of Assurances – Board authorized representative from lead agency
- Consortia Partners Signature Page – Board authorized representative from each co-applicant
  - Co-applicant – Any organization receiving services from, or providing $1,000 or more in services/resources to, the project
  - Building principal of every public and nonpublic student population to be served

Required Forms

- Every nonpublic school serving students of the same grade level geographically located within the public school building attendance area must be consulted about potential participation
- A signed Nonpublic School Participation form attesting to this meaningful discussion is required by NDE

The Application

- Table of Contents (Part 2)
- Abstract (Part 3)
Site Summary Form
(Part 4)
- Site Summary Form
- Competitive Priorities (If applicable)
  - Six priorities -- 5 points each
  - Population to be served, type of partners & activities, service options

Need (Part 5)
20 Points
- Document risk factors & substantiate with data
- Document academic needs & need for support outside of the regular school day

Need (Part 5)
20 Points
- Document lack of community services to address needs
- Provide results of a community needs assessment
Project Design (Part 6)  
55 Points

Program Goals (6A)-15 Pts  
Program Administration (6B)-15 Pts  
Management Plan (6C)-25 Pts

Program Goals (6A)
- Provide narrative for each of three required goals:
  - Improve student learning in one or more core academic areas
  - Increase social benefits and positive behavioral changes
  - Increase family and community engagement

Project Design Core Design Elements
- Pre-K services limited to enrolled kindergartners during summer preceding kindergarten
- Summer school classes limited to target population in conjunction with other allowable activities
- Literacy services allowable if identified need, but limited to family members of eligible students
Project Design
Core Design Elements

- Required to be open a minimum of 12 hours per week (waiver considered)
- Required to be open no less than 4 hours per day for full days on non-school weekdays, weekends, holidays or during summer break
- Meals/snacks must be offered
  - Must participate in USDA Nutrition Program

Licensure – Must be licensed if serving four or more children and charging a fee

Safety—Must meet at least minimum safety requirements in DHHS School-Age Only Licensing Requirements

Program Administration (6B)
Required Components

- Summarize how risk factors will be remedied
- Describe membership of site-level shared decision-making body administering program & meeting regularly (at least 8 times per year):
  - Aligning the afterschool program with the school day program
  - Maintaining/recruiting high quality staff
  - Providing relevant professional development
  - Conducting continuous improvement evaluation practices
  - Program and fiscal management of grant
Program Administration
Required Components
- Describe plan to assure school day demographics are reflected in afterschool program
- Describe plan for recruitment, enrollment and retention
- Describe transportation plan

Program Administration
Schedule of Operation by Site
- Use a table to provide a schedule of operation for each proposed site

Plan of Operation Narrative
Provide schedule of operation by site
- Number to be served
- Organization operating site
- Collaborating partners
- Months & days services provided
- Daily hours of operation
- Meals & snacks provided
Project Design
Management Plan
(Part 6C)
(25 Points)

Management Plan
Staffing

- Use a table to list each position, name (if known), minimum qualifications, responsibilities, student:staff ratio and % of FTE or hours/week

Management Plan
Staffing

- Document percentage of grant funds spent on administration versus direct services with students. Justify salaries of project director and site coordinator(s) (include responsibilities with students and FTE)
Management Plan
Staffing

- Describe administrative competency/expertise of management team
- Describe how parents, senior citizens, or other volunteers will contribute to program

Management Plan
Staffing

- Describe plans for initial & ongoing professional development of staff & volunteers

Management Plan
Collaboration & Partnerships

- Identify partners, describe each partner’s contributions, document collaboration with other entities (narrative should address bulleted items on Page A-14 and A-15)
Management Plan
Collaboration & Partnerships

- Describe each principal’s involvement in regular meetings with shared decision-making body and their role in hiring staff, recruiting students and aligning afterschool program content with school day content (see Page A-15 for specifics).

Management Plan
Equitable Access & Site Location

- Describe plan for equitable access and participation for:
  - Students and family members with limited English proficiency and literacy needs
  - Participants with disabilities
  - Eligible non-public school youth

- If fees charged, describe policies/procedures to assure all eligible students may participate, regardless of ability to pay.
Management Plan
Equitable Access & Site Location
- Document that the site is either a school building or an equally safe and accessible location.
- Describe the location and space within the building that will be used.
  - Must provide letter of commitment from each building principal or CBO director that each site will provide access to needed space and resources.

Management Plan
Non-school Sites

For non-school sites, provide:
- Evidence that site is as available & accessible as the school site(s).
- Evidence that school district and co-applicants are in agreement on alternate site.
- Evidence that transportation costs of a school versus non-school-based program were considered and justified.

Communication plan between alternate site(s) and school(s) including:
- Alignment of academic component with state/local standards & curriculum.
- Access to student academic records.
- Monitor school day attendance.
- Share info on student progress.
Management Plan
Sustainability & Fiscal Management

- Provide evidence of partner/local fiscal support in years 4 & 5 to continue service to the original number of students
- Describe the sustainability plan
- Document the investments that each partner will make after the grant funding ends

Management Plan
Sustainability & Fiscal Management

- Fiscal agent must (see page A-17):
  - Annually register in SAM
  - Have a DUNS number
  - Be approved by NDE
- Criteria
  - Previous experience
  - Proven fiduciary responsibility
  - Linkage with school district/sites

Evaluation (Part 7)
5 Points

- Federal Requirements (for local grantees)
  - Grantee Profile
  - Annual Performance Report
- State Requirements
  - MS Access database/PC computer
  - Self-assessment
  - Surveys—teacher, parent, student, staff
Evaluation (Part 7)

Applicants must identify external CIP facilitator (required for year 1 grantees)
- External to program--not employed by grantee or any agency providing services to students

External CIP facilitator will:
- Assure that all duties specified on page A-17 – A-18 will be met
- Meet state and federal evaluation requirements

Adequacy of Resources/ Budget Section (Part 8)

- Adequacy of Resources (Part 8A)-5 Pts
- Budget Summary & Justification (Part 8B)-5 Pts

Adequacy of Resources (Part 8A)
- Describe how existing site resources will be used
- Summarize each partner’s contributions
- Describe collaboration with other agencies and use of other federal, state, local programs or funds to achieve project outcomes
Adequacy of Resources (Part 8A)

Waiver Requests

- Discuss per pupil costs
- Provide a sliding scale for services for which a fee is charged
  - Students eligible for free lunch = free
  - Reduced lunch = free or reduced rate
- If requesting a waiver, must be described in this section

Budget (Part 8B)

- All budget figures must be rounded
- Budget Summary
  - Grant Funds Only
  - Partner/Local Fiscal Support Funds Only
  - Covers entire 5-year budget

Budget (Part 8B)

- Partner/local fiscal support
  - No set amount required for years 1-3
  - 20% for year 4
  - 40% for year 5
Budget (Part 8B)

- Annual Budget Justification (Yr. 1 only)
  - Grant Funds Only
  - Partner/Local Fiscal Support Only

- Justify proposed expenditures by including purpose & itemization of all object codes

Budget (Part 8B)

Mandatory Budget Items

Grant funds or partner/local fiscal support must be budgeted for...

- Student transportation (if necessary)
- Accommodations for special needs students

Budget (Part 8B)

Mandatory Budget Items

- Staff development
  - In addition to local training, annually budget for staff attendance at:
    - One NDE-sponsored statewide conference
    - Two NDE-sponsored regional workshops (at least 2 staff per site)
  - All out-of-state travel must be clearly linked to the local 21st CCLC program objectives, as well as be pre-approved by NDE
Budget

Restricted Costs
- See page A-19 for detailed list

Budget

Non-Allowable Costs
- See page A-20 for detailed list

Appendix (Part 9)
Letters of commitment are required from:
- Entities providing $1,000 or more per year in services/resources
- Principal of each public and nonpublic student population to be served for each site
- Appendix may not be used to circumvent page limit
Preparing the Application For Submission

- Double-spaced, 1” margins
- Write narrative in same order as requested in the application
- Use application headings
- Number each page

Page Limit

- Narrative portion no more than 25 pages for single site proposal (30 for multiple sites)
- Excludes table of contents, forms, budget and letters of commitment

Forms & Tables on Web Site

- Cover Page and Budget Summary are available as interactive PDF documents
- Table templates are available as Word documents
**Timeline of the Grant Process**
- December 1, 2016 -- Intent to apply due
- February 1, 2017 – Application postmark deadline
- March, 2017 – Peer review of applications
- April, 2017 – State Board considers approval of awards/applicants notified
- April 7, 2017 – Grant period begins

**Application Sections & Point Values**
- Total Priority Points: 30
- Total Narrative Points: 90
- Total Possible Points: 120

**Other Grant Selection Factors**
- Geographic diversity (all applications received)
  - Based on highest overall score
  - Applications must meet minimum score requirements
Technical Assistance for Applicants

- Application Checklist (Page G-27)
- Application Scoring Sheet (Rubric) for a First-Time Grant (Page G-32)

For more information, contact:
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