

21st Century

OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

GRANT APPLICATION GUIDELINES

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OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS

21st Century Community Learning Centers (CCLC) No Child Left Behind - Title IV, Part B

OVERVIEW

Background and Eligibility

The purpose of the 21st CCLC program is to establish *community learning centers* throughout Oklahoma that provide activities designed to complement the regular academic program of PK-12 students as well as opportunities for academic enrichment. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), the program's specific purposes are to offer:

- (1) Assistance to students in meeting state and local student performance standards in core academic subjects and opportunities for academic enrichment, including tutorial services for students, particularly those in high-poverty areas and low-performing schools;
- (2) A broad array of additional services, activities, and programs to students such as youth development, drug and violence prevention, counseling, art, music, Science, Technology, Engineering, and Math (STEM), service-learning, character education, and physical, education and wellness to reinforce and complement the regular academic program of participating students; and
- (3) Opportunities for literacy training and related educational development for families of students served by community learning centers and to help working parents by providing a safe environment for students when school is not in session.

Eligible Applicants

Agencies and organizations eligible to receive 21st CCLC program funds include, but are not limited to: local educational agencies (LEA), career technology centers, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

Organizations are not required to demonstrate prior experience in providing after-school programs to be eligible. However, in its application, an organization that does not have prior experience must demonstrate promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth

development of participating students. Only those eligible entities willing to work in close partnership with eligible LEAs are encouraged to take advantage of this grant opportunity.

Applicants are limited to two sites in a multi-site application, and each site must meet the eligibility requirements.

Collaboration

The federal guidance for 21st CCLC contains several provisions about the importance of collaboration. The guidance requires each applicant to provide:

- (1) A description of how the program was developed and will be carried out in active collaboration with the schools the students attend, if the local applicant is another public or private organization; and
- (2) A description of the partnership between a local educational agency, a community-based organization (CBO), and other public or private organizations, if appropriate.

If the applicant is a public or private organization, the application should describe the arrangement with the LEA for access to student achievement data necessary to evaluate the effectiveness of the program, including the assurance of confidentiality of student data. The application should also describe how the LEA will share the Oklahoma C³ Standards which includes the Common Core content area standards and curriculum with the applicant.

Grant Awards/Duration

By statute, a 21st CCLC grant may not be made in an amount that is less than \$50,000. It is the intent of the Oklahoma State Department of Education (OSDE) to award grants of sufficient size and scope to support high-quality, effective programs.

The OSDE will award competitive grants ranging from \$50,000 to \$300,000 per applicant, per year for three years with an optional two years of additional funding providing that:

- The project annually meets or exceeds the stated program mission and objectives;
- Documentation of regular (daily) attendance is provided;
- Attention is given to timely submission of evaluation; and
- There is evidence of efforts to build a sustainable program.

In order to encourage program sustainability, a fourth year at 80 percent, and a fifth year at 60 percent of the original amount may be funded.

Program expenditures will be reported and reimbursed through the Oklahoma Cost Accounting System (OCAS). At the close of each funding cycle, all funds should be expended. Carry over is allowed only for sites requesting to have summer school extend in to the next fiscal year.

Each year, participating organizations must collect data that can help them analyze, refine and assess their programs based on the impact of the activities and quality of programming. Awarded grantees will be trained on the use of the Youth Program Quality Assessment (YPQA). Grantees are required to perform an annual “self-assessment” using the YPQA tool. Also, grantees in their first and third years must have an “External Assessment” of their program. Programs with proven effectiveness are those that are most likely to be sustained after the federal funding ends. Current practice and research strongly suggests that three years is not enough time for local communities to fully develop a program. Research finds that it takes a period of approximately five years of continual revision and improvement for a community to fully implement a successful program.

Experience and Practice

Each year, participating organizations should collect data that can help them analyze and refine their programs based on the impact of the activities. Programs with proven effectiveness are those that are most likely to be sustained after the federal funding ends. Current practice and research strongly suggests that three years is not enough time for local communities to fully develop a program. Research finds that it takes a period of approximately five years of continual revision and improvement for a community to fully implement a successful program.

The OSDE encourages applicants to consider the scope of services, the number of students to be served, the needs of the families and community, and current available assets when determining the amount of money to request.

Use of Funds

Funds may be used solely for the purpose of creating local community learning centers that provide students and their families with activities that reinforce the regular academic program, and a broad array of other activities designed to complement their school-day programs and advance student achievement. Services must be offered during non-school hours or periods when school is not in session. This time may include before and/or after school, evenings, weekends, school vacations, and/or summer.

Funds must be used only to supplement, not supplant, any federal, state or local dollars available to support activities allowable under the 21st CCLC program.

Though a cash match is not required, applicants are encouraged to identify in-kind services that will contribute to the sustainability of the 21st CCLC. Attention will be given to each applicant's capacity to administer the program based on:

- Previous experience with similar amounts of funding at the state or federal level through government or foundation grants;
- Proven fiduciary responsibility demonstrated through annual audits; and
- A clear and documented communication plan that links the school district(s) and school program site(s), and major partners.

21st CCLC programs may charge participant fees; however, programs must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that charge fees may not prohibit any family from participating due to its financial situation. **Programs that opt to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford the program. All income collected from fees must be used to fund program activities specified in the 21st CCLC grant application.**

Absolute Priority and Required Activities

Absolute Priority

The absolute priority is a mandatory requirement and must be addressed by all applicants. Eligible applications will:

- Propose to serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program;
- Be submitted jointly between at least one LEA eligible to receive funds under Title I, Part A, and at least one public or private community organization. An exception may be granted for LEAs that do not have qualified community organizations within reasonable geographic proximity. In determining whether an application has been "submitted jointly," there must be sufficient evidence that:
 - (1) The LEA and at least one other organization collaborated in the planning and design of the program;
 - (2) Each has a substantial role to play in the delivery of services;

- (3) Each has significant ongoing involvement in the management and oversight of the program; and
 - (4) Provision has been made for educational services or activities appropriate for adult family members of students participating in the 21st CCLC program.
- Identify program goals and objectives which have the potential to increase student academic achievement and are based on scientifically based research that provides evidence that the program or activity will help students meet the C³ Standards.

Experience and Practice

Scientifically based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- (1) Employs systematic, empirical methods that draw on observation or experiment;*
- (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;*
- (3) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;*
- (4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;*
- (5) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and*
- (6) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.*

Required Activities

Applicants must describe how each of the following components will be incorporated into the proposed 21st CCLC program to advance student academic achievement either elementary or secondary levels:

- Remedial education and academic enrichment activities;
- Tutoring services, homework assistance, and mentoring programs;

- Reading and language arts activities;
- Mathematics, Science, Technology, and Engineering (STEM) education activities;
- Civic education and social studies activities;
- Art and music education activities;
- Telecommunications and technology education programs;
- Parental involvement and family literacy activities;
- Drug and violence prevention programs, counseling programs, and character education programs; and
- Physical education and wellness activities.

Optional Activities

Additionally, applicants may describe how the following components will be incorporated into the program:

- Expanded library service hours;
- Entrepreneurial education programs;
- Assistance to students who have been truant, suspended, or expelled to allow improvement in academic achievement;

Experience and Practice Standards

After-School Programs and the K-8 Principals, developed by the National Association for Elementary School Principals (NAESP), in cooperation with the National Institute on Out of School Time, The National School-Age Care Alliance, and the United States Department of Education (USDE), identifies standards for quality school-age child care. One of the standards of excellence that specifically pertains to after-school programming reflects a commitment to promoting knowledge, skills, and understandings through enriching learning opportunities that complement the school day. Specifically, high-quality after-school programs should offer opportunities for children to develop in the following areas:

- *Communication skills in reading, writing, speaking, spelling, and listening;*
- *Math skills in computation, application, and problem solving;*
- *Scientific inquiry into the natural and physical world, as well as practical applications of science and technology;*
- *The interrelationships of people and cultures to historic, geographic and economic environments;*
- *Participation in the arts, including visual art, music, dance, and drama;*
- *Development of physical fitness and motor skills through physical activity;*

- *Opportunities for problem-solving that strengthen decision-making and higher level thinking skills;*
- *Study and time-management skills to encourage children's responsibility for their own learning;*
- *Personal and civic responsibility and the significance of service to others;*
- *Appreciation of, and respect for, differences in culture, race, and gender; and*
- *Skill development in computer and multimedia technology.*

Experience and Practice Enrichment

Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include:

- *Chess clubs, to foster critical thinking skills, persistence and other positive work habits;*
- *Service-learning programs to apply academic learning, meet community needs, and reinforce civic education;*
- *Theater programs, to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making;*
- *Book clubs, to encourage reading and writing for pleasure;*
- *Cooking programs, to foster application of reading, writing, math and science skills;*
- *Poetry contests, to encourage reading, writing and speaking;*
- *Woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and*
- *Computer clubs, including newspaper publishing, to promote writing, editing and knowledge of and comfort with technology.*

Location and Accessibility of the 21st CCLC

A community learning center may be located in a facility other than an elementary or secondary school. However, the facility must be at least as available and accessible to the participants as if the program were located in an elementary or secondary school.

Whether the program takes place in a school building or other facility, the applicant must include a plan of how students will travel safely to and from the community learning center and home.

All students are eligible to participate in 21st CCLC programs on an equitable basis. A public school or other private organization that is awarded a grant must provide equitable services to private school students and their families within the community. Grantees must document consultation with private school officials during the design and development of the 21st CCLC

program on issues such as how the children's needs will be identified and what services will be offered.

Operation Hours

The federal guidance does not specify hours of operation or the minimum/maximum numbers of students a center must serve. The guidance does specify that 21st CCLCs must offer services during non-school hours or periods when school is not in session. Pre-Kindergarten or Kindergarten students enrolled in a half-day program may receive 21st CCLC services before or after their class during regular school hours, as this may be the most suitable for serving these populations.

Programs must operate a minimum of ten hours per week. The most successful programs operate twelve hours or more each week. Research suggests that more time spent engaged in sustained learning activities yields greater benefits. Applications should consider the number of students who would benefit from after school services, how many students the facility can accommodate, and a plan to encourage regular (daily) attendance of participating students. To best serve children of working families, centers should establish consistent and dependable hours of operation and describe this process in the application.

Existing Site Eligibility

Applicants who have previously been funded for a State 21st CCLC program should provide a project summary as evidence of operating a successful program. Such evidence should be limited to five additional pages to be uploaded as an attachment on the "Primary Partner" page, and should include:

- Summary of most recent Applicant Performance Report (APR);
- Number of students served;
- Academic achievement reports; and
- Student attendance records.

Funds for Planning

Funds must be used to provide services and cannot exclusively support planning.

The legislation requires a local applicant to demonstrate prior experience or promise of success in providing educational and related activities. Applicants should plan for implementation prior to applying for the grant. However, grantees may use funds for ongoing planning throughout the grant period to strengthen the program based on evaluation results.

Community-Based Organizations

Community-based organizations (CBOs), including faith-based organizations (FBOs), are eligible to apply for 21st CCLC grants provided they meet all requirements of this program as stated in the application. In order to ensure that a grantee meets the program's purposes and criteria, it should not discriminate against beneficiaries on the basis of religion. In matters of program eligibility, the OSDE will not discriminate against grant applicants with regard to religion. Thus, community-based and faith-based organizations may apply for local grants on the same basis as other applicants.

Funds shall be used solely for the purposes set forth in this grant program. No funds provided pursuant to this program shall be expended to support religious practices, such as religious instruction, worship, or prayer. FBOs may offer such practices, but not as part of the program receiving assistance and FBOs should comply with generally applicable cost accounting requirements to ensure that funds are not used to support these activities. For example, FBOs are required to provide evidence that grant funds are accounted for separately to ensure that they are not used inappropriately.

OSDE GOALS AND OBJECTIVES FOR CONSOLIDATED APPLICATIONS

The 21st CCLC program was included in the OSDE's consolidated application for activities funded under the No Child Left Behind (NCLB) Act. In the consolidated application, the OSDE adopted the five performance goals identified by the United States Department of Education (USDE). Applicants are encouraged to consider the following goals and program-specific objectives in preparing the 21st CCLC application. Competitive grants will be awarded to school and community partnerships that show the greatest promise of enhancing the attainment of the five performance goals as designated in the consolidated application.

Goal 1: By the end of the school year, all students who regularly attend the 21st CCLC program will improve their academic performance in Reading and Math by scoring a "satisfactory" or better on the state Criterion Reference Tests (CRT) or increasing their knowledge and skills by a minimum of 20% as measured by pre- and post-testing at the beginning and end of the school year.

Goal 2: All students will be instructed by "Highly Qualified Teachers" and caring adults.

Goal 3: All students will have a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

Goal 4: All grantees will provide opportunities for parents and students to learn and serve their community together.

Goal 5: All grantees will identify students that exhibit the behaviors identified as “at-risk” for drop-out and provide appropriate programming and instruction to engage those students.

Preparing the Application

Training

Each funded program will be required to send a representative(s) to at least one (1) state, and two (2) regional or national workshops each year. In addition, there will be at least one state network meeting each year and multiple training opportunities for implementing the YPQA.

Principles of Effectiveness

The federal guidance includes the Principles of Effectiveness for a 21st CCLC program. Your program narrative must include a description of how its proposed activities will meet the principles of effectiveness listed below. Such programs shall be:

- Based on an assessment of objective data regarding the need for before- and after-school programs (including summer recess periods) and activities in the schools and communities;
 - Based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
 - Based upon research that provides evidence that the program or activity will help students meet the state and local student academic achievement standards.
- The grant application, as well as continued funding, will be based on these Principles of Effectiveness.

Application Development

In preparation for writing the application, a 21st CCLC Advisory Committee should be established and should consist of the individual preparing the application, representative(s) from partnering organizations, school administrators, community and civic leaders, parents, and students. The Advisory Committee should be used to guide the application and should convene at least quarterly to guide the development and implementation of the 21st CCLC program. Complete Form C by listing the individual members of the Advisory Committee.

It is expected that applicants will utilize the Advisory Committee and local partners to establish the program activities and strategies proposed by this application. The application MUST accurately reflect the unique demographics and formally identified needs of the applicant district and sites. The application must be developed in accordance with the Advisory Committee process.

Application Instructions And Peer Review Process

Beginning February 2012, the competitive application is to be written and submitted online. The application is available on the District Reporting Site located on the Oklahoma State Department of Education's website. The URL for this website is:

<<https://apps.sde.state.ok.us/security/Login.asp>>

For an LEA to access the site, please use the superintendent's login information. The 21st CCLC application is located under the "Grants Management and ARRA Expenditure Reporting" link.

For non-districts and other entities eligible to apply for the 21st CCLC grant, an "OSDE Grants Management Credentials Request Form" must be completed and submitted to the OSDE for review and assignment of Login information. The URL to access this form is:

<<http://ok.gov/sde/21st-century-community-learning-centers>>

There are five sections in the application narrative, four required and one optional. An additional 10 competitive points at 2.5 per priority component may be awarded. The total possible points for each section are listed below:

- Program Need 15 points
- Program Design 96 points
- Resource Management 18 points
- Program Management 18 points
- Competitive Priorities (up to 10 additional points)

Supplementary materials

Within the online grant application are several areas where supplemental materials and appendices may be uploaded. Please look at the bottom of each page for an "UPLOAD" button.

Peer Review System

All applications will be evaluated and rated through a peer review system. The review panel will have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. Award selection will be based on merit and quality of information and meeting the criteria of the 21st CCLC Grant Application Guidelines

Applications that appear to the OSDE to be substantially similar to other applications submitted or appear to be duplicates of others or do not appear to be uniquely developed for the applicant district may be disqualified.

The deadline for submitting the application will be posted on the OSDE Web site <<http://ok.gov/sde/21st-century-community-learning-centers>>.

Assistance

For general matters concerning the 21st CCLC application or technical assistance preparing the application, please contact:

Sonia Johnson, Director 21st CCLC
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Room 414
Oklahoma City, Oklahoma 73105-4599
(405) 522-6225
Sonia.Johnson@sde.ok.gov

Application Narrative

I. Program Need (15 total points)

The Program need section will describe the extent to which the proposed program will provide services or otherwise address the needs of students at risk of educational failure.

Description

Describe your community, cite factors that place students in your community at risk of educational failure, and clearly describe the extent to which your proposed program is appropriate to, and will successfully address the needs of the target population. Data to validate the factors may include, but not be limited to the:

- Poverty and unemployment rates in the communities to be served;
- Percentage or rapid growth of limited English proficient students and adults;
- Percentage of Title I students;
- Dropout rates; and
- Literacy rates and education levels in the community.

Use specific, relevant, and current data regarding the students and families to be served by the project, including recent community needs assessments and an inventory of community assets/resources. Communication with the LEA Title I director is encouraged as data is being collected in preparation for the application.

Risk Factors

Describe how the proposed program will address the risk factors for each target population. The services to be provided should be closely aligned with the academic enrichment, youth development, and family service needs identified.

II. Program Design (96 total points)

The Program Design section of the narrative includes three parts:

- 1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

In its consolidated plan to the United States Department of Education, the OSDE set performance goals to be measured in the statewide 21st CCLC program. There should be a direct correlation between your program goals and activities, the state 21st CCLC goals, and the Oklahoma C³ Standards.

Based upon your needs assessment, identify:

- Measurable program goals, objectives, and outcomes for the entire three- year grant aimed at ensuring the availability of high quality academic opportunities for students engaged in the 21st CCLC program;
- Activities for Program Year 1. Activities for subsequent years will be requested during annual monitoring;

- The timeline for meeting the goals and objectives of Program Year 1, including partnership meetings, professional development, and reasonable start-up and implementation benchmarks;
- The scientifically research-based curriculum you anticipate using in your 21st CCLC program;
- Specific teaching strategies that program staff will use to help students meet their academic needs;
- How the program is expected to improve student performance, particularly in core academic areas such as reading/language arts, mathematics, science, social studies/civic education, and the arts;
- How your program will provide services and activities during extended hours that are not currently available during the regular school day;
- How 21st CCLC staff will collaborate with regular school day teachers to assess students' needs;
- How and to what degree the specific learning opportunities and activities are expected to improve student achievement, including a description of how activities are coordinated with the regular school day; and
- Strategies that support regular (daily) student attendance in the local 21st CCLC program.

Experience and Practice

Merely asserting in the application that the project will assist students in meeting or exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this will occur.

- 2) The extent to which the design of the proposed program is appropriate to, and will successfully address the needs of the target population.

Based upon your needs assessment:

- Describe the role of the advisory committee in determining the design of the proposed program;
 - Provide evidence that the program will be adequately staffed with qualified personnel. Provide résumés/job descriptions for key staff as supporting documentation;
 - Describe any services that are planned for adult family members of youth participants; And;
 - Describe how students participating in the program will travel safely to and from the center and home.
- 3) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population

Based upon your needs assessment, describe:

- The eligible applicant's experience, or promise of success, in providing educational and related programs that will complement and enhance the academic performance, achievement, and positive youth development of students.
- The vision and responsibilities of the program partners as they relate to the 21st CCLC program, including the roles to be played by each of the partners, i.e., who will do what, when, and where, to what ends, and with what anticipated results.

Include letters of commitment or memoranda of understanding, as supporting documentation, that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that letters of support with a clear demonstration of buy-in from senior administrators of the partnering organization are more important than the quantity of letters. The most successful applications will have involved their community partners in planning and writing the grant application.

- The process for developing plans for the continuous strengthening of the partnership(s) between the local educational agency, community-based organization(s), and public or private organization(s) (if appropriate). Include preliminary plans for continuing the proposed programs beyond the three- to five-year period of 21st CCLC grant funding.

- How other federal, state, and local programs will be combined or coordinated with the 21st CCLC program to make the most effective use of public resources.

Experience and Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools that integrate enrichment and recreation opportunities with academic services. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current 21st CCLC programs are eligible to receive funds through the U.S. Department of Agriculture (USDA) Food and Nutrition Service for “After-school Snacks and Suppers.” Local communities can also participate in USDA’s Summer Food Service program. These snacks and meals can contribute to the nutritional services provided in local programs. For specific information on these programs contact Joanie Hildebrand, Executive Director of Child Nutrition, at the Oklahoma State Department of Education, (405) 521-3327.

- How the applicant will recruit, train, and use volunteers, for example, National Senior Service Corps, in activities carried out through the community learning center.

III. Resource Management (18 total points)

General Guidance

Projected budget costs should be reasonable in relation to the number of persons to be served and for the anticipated results and benefits.

Administrative costs under this grant may not exceed 15 percent of the total grant amount. Administrative costs include indirect costs and direct administrative charges, such as administrative payroll. For example, a school getting a grant for \$200,000 would have a combined administrative salary, benefits, and indirect cost of \$30,000.

Salaries of positions that simply coordinate grant activities are also considered administrative and should be calculated under the 15 percent cap of that year’s allocation amount.

Salaries of positions that are providing student, teacher, or parent training or other direct services would not be considered administrative.

Each funded program will be required to send a representative(s) to at least one (1) state, and two (2) regional or national workshops each year. In addition, there will be at least one state network meeting each year and multiple training opportunities for implementing the YPQA. Adequate funding (\$5,000) should be included in your budget for their travel and lodging.

Each eligible organization that receives an award may use the funds to carry out a broad array of before- and after-school activities (including during summer recess periods) that advance student academic achievement. In the reauthorized Elementary and Secondary Education Act (ESEA), NCLB provides some flexibility in how 21st CCLC funds can be used at the local level for grantees that are LEAs.

- *Consolidation of Local Administration Funds* -- With approval from the state educational agency (SEA), LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.
- *School-wide Programs* -- LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. (A school in which not less than 40 percent of the children are from low-income families is eligible for “school-wide” status.) However, local schools are still responsible for implementing activities for which they received the 21st CCLC award.
- *Rural Education Initiatives* -- LEAs eligible for the Small, Rural School Achievement program may use their “applicable funding” (funds received under the Improving Teacher Quality State Grants, Educational Technology State Grants, State Grants for Innovative Programs, and Safe and Drug-Free Schools and Communities program) to carry out activities authorized under the 21st Century Community Learning Centers, Title I, Part A, Title III, or any of these particular programs.

Note: 21st CCLC grant funds cannot be used to purchase facilities, buses, furniture, or food nor can they be used to support new construction. Grant funds cannot supplant other federal, state, and/or local funds.

Budget Narrative

For Year 1 of the grant, complete the Budget Worksheet. This worksheet will serve as the budget narrative; itemize and justify the projected use of the grant funds as well as any other funds committed to the program.

In addition, a projected Program Budget Summary must be completed to provide a comprehensive overview of the three- to five-year program.

On the budget worksheet describe:

- Any cash and in-kind resources that partners are contributing, such as the use of transportation, community recreational areas, staff, supplies, etc;
- Evidence that appropriate resources and personnel have been carefully allocated for the tasks and activities described in the application (including program expenses and transportation);
- Identify and engage collaborative partners who can contribute to developing a vision and planning for financial capacity to support, and eventually sustain, the community learning center after the three- to five-year grant funding ceases. Applicants are required to provide a preliminary sustainability in their Text Narrative documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution.
- Any program funds allocated to program partners, if appropriate;
- The basis for estimating the costs of professional personnel, i.e., salaries, benefits, projected staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any other projected expenditures;
- How the major cost items relate to the proposed activities; and
- The cost of external assessment during grant years 1 and 3 will not exceed \$1000.

IV. Program Management (18 points total)

General Guidance

Charts, timetables, and job descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. These may be uploaded within the Program Management portion of the online grant application.

Successful projects typically budget for and employ a full-time project director and seek guidance and advice from a variety of members of the community. It is suggested that you address the issue of planning for sustainability after the grant period and elaborate upon how the applicant and partnering organizations will assist in sustaining the program. Applicants are advised to describe the role and responsibility of all key staff, and outline a plan and budget for ongoing staff development and training.

- Describe the plan to achieve the objectives of the proposed program on time and within budget, including clearly defined responsibilities, timelines, and benchmarks for tasks;
- Describe how the organization will disseminate information about the 21st CCLC program to a culturally diverse community in a manner that is understandable and accessible;
- Describe how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
- Provide assurance that the fiscal agent (the LEA) will adopt and use proper methods of administering each program, including the:
 - Enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - Correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

Experience and Practice

Based upon successful applications in the past, it is suggested that the applicant:

- *Clearly delineate the roles to be played by each of the partners, describing who will do what, when, and, where and with what anticipated results. Providing job descriptions for key staff is helpful in describing the structure of the project and the procedures for managing it successfully.*
- *Show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in the application. Make sure that your proposed budget will adequately cover program expenses, including transportation. It is important to demonstrate how you will leverage existing resources, such as computer labs, libraries, and classrooms to carry out your activities.*
- *Include a schedule for advisory council meetings and professional development as well as program implementation. Make sure the timeline is set up with reasonable expectations for start-up dates, etc.*

V. Competitive Priority (10 total points)

The OSDE will award competitive priority points to applications that:

- Propose to serve children and youth in schools identified as on the need of improvement list (pursuant to Section 1116 of Title I);
- Have never been awarded a 21st CCLC grant; and/or
- Proposes to serve secondary (middle school and/or high school students).
- Describe service-learning as a teaching and learning methodology that will be integrated into the 21st CCLC program;

Up to 2.5 points may be awarded for each of the competitive priority areas that an application addresses for a maximum possibility of 10 total points.

21st Century Community Learning Center Grant Application Checklist

The following forms are located in the on-line application. All forms must be completed and submitted by the application due date for the entire application to be considered.

- CONTACT INFORMATION
- PRIMARY PARTNER INFORMATION - including school collaboration verification form for non-district applicants.
- POPULATION/PROGRAM TYPE
- ABSTRACT
- CAPACITY DETERMINATION
- ADVISORY COMMITTEE MEMBERSHIP AND AGREEMENT
- PARTNERSHIP INFORMATION AND AGREEMENT
- APPLICATION NARRATIVE
- PROGRAM BUDGET WORKSHEET
- PROGRAM BUDGET SUMMARY
- ASSURANCES

21st
Century

OKLAHOMA 21ST CENTURY
COMMUNITY LEARNING CENTERS