OFFICE OF QUALITY SCHOOLS

EXTENDED LEARNING SECTION

JANUARY 24, 2019

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) GRANT WRITING WORKSHOP

Missouri Department of Elementary and Secondary Education

The Office of Quality Schools

Assistant Commissioner

- Dr. Chris Neale

Grants and Resources Unit

- Craig Rector- Coordinator

Extended Learning Section (Afterschool ☺)

- Cindy Heislen- Director
- Jimmy Reed- Supervisor
- Kelly Kempker- Supervisor
- Kim Wolf- Accounting Specialist

Things To Remember

- The contents of this presentation are ONLY examples from previous 21st CCLC applications.

- Future applications may be different than what is stated in this presentation. Several components of the new law are still being worked through and will require differences in future applications.

Things to Remember (cont'd)

- This workshop is <u>informational only</u> and is meant to help you write a better proposal for upcoming afterschool grant opportunities.

- Attendance at this workshop will not earn you any preference over non participants on an application.

21st Century Community Learning Centers (CCLC)

- 21st CCLC is authorized under Title IV, Part B, of the ESEA, as amended by the Every Student Succeeds Act (ESSA) of 2015.

- Possible changes pending further federal guidance.

Purpose of 21ˢᵗ CCLC Grant

- Establish or expand activities in community learning centers in three areas:

  1. Academic enrichment,

  2. Broad array of additional services, programs, and activities,

  3. Family engagement & educational development.

Every site must offer all three components listed above. (This is <u>NOT</u> just a homework help and/or tutoring grant.)

Purpose of 21ˢᵗ CCLC Grant (cont'd)

1. <u>Academic Enrichment</u>

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 in core academic subjects such as **reading and mathematics (and MO added science).**

- Academic enrichment means activities that supplement, enhance, or reinforce what is learned during the regular school day. It is <u>NOT</u> intended to extend the direct instruction of the classroom day.
- High-quality enrichment is challenging, creative, engaging, and fun. Should not typically look like a traditional classroom.
- It is "disguised" teaching-unrecognizable to the participant.

Purpose of 21st CCLC Grant (cont'd)

2. Broad Array

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;

Purpose of 21st CCLC Grant (cont'd)

3. <u>Family Engagement & Educational Development</u>

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.

- There should be <u>ongoing</u> programs and services provided based on needs assessment (beyond family events).

- Examples: Workshops on how to support their child's education, ESL classes, computer skills, financial literacy, resume preparation

ESSA Authorized Activities

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services

- *Well-rounded education activities;

- *Literacy education programs, including financial & environmental;

- Service-learning

- Youth development activities

- *Programs that support a healthy and active lifestyle;

- *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;

*New activities added with the implementation of ESSA

ESSA Authorized Activities (cont'd)

- Telecommunications and technology education programs

- Expanded library service hours;

- *Parenting skills to promote parent involvement

- 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 STEM, including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods;

- *Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness.

*New activities added with the implementation of ESSA

Things to Consider Prior to Applying

- 21st CCLC funds can be used only to *supplement and not supplant any federal or non-federal funds used* to support current programs. This means federal funds cannot take place of funds from non-federal sources.

- The 21st CCLC funds may be used to expand and/or enhance, not supplant, current activities provided in existing after school programs, whether supported by public or private funds.

Things to Consider Prior to Applying

- The grant application submitted is considered your plan for programming. If awarded, you are expected to begin your programming immediately to be run in the manner it was written and approved.
  - There is no additional planning time.
  - Changes could result in grant termination.

- Services rendered or items purchased before the award date may not be reimbursed with grant money (i.e. grant writers, salaries, etc).

Things to Consider Prior to Applying

- Each successful applicant must be financially stable and not have to rely on immediate grant reimbursement. Payment is done on a reimbursement basis. Grantees must be able to pay expenses first, invoice DESE second, and receive reimbursement third.

- Previously funded grantees must have completed all grant requirements of current or previous grants and resolved all audit findings, if any, this includes SAC grantees.

Things to Consider Prior to Applying

- There is a considerable amount of reporting on a monthly basis.

- Don't rush through the application process. Applicants often find out about the grant late and attempt to rush through an application without putting in the proper amount of preparation. This shows in the application and results in low scores.

Eligibility & Priorities

Eligible Applicants

- Applicants may include:
  - Public, private, or charter schools
  - Community-based or faith-based organizations
  - Not-for-profit agencies or for-profit corporations

- The statute also allows for a consortium to apply.

Absolute Priority

- Absolute priority will be given to applications proposing to target services to –
    - Schools that implement comprehensive support and improvement activities

    - Schools that implement targeted support and improvement activities

    - Schools determined to be in need of intervention and support (40% or more of the student population is eligible to receive free and reduced lunch)

    NOTE: This is tentative as DESE is still determining lists.

Competitive Priority
(Check final application when available)

"<u>Competitive priority</u>" is defined as: Additional points earned over an application of comparable merit that does not meet the criteria.

- *Examples of <u>past</u> competitive priority points:*
  - *Propose to serve middle and/or high school.*
  - *Have not had a previous 21st CCLC grant.*

*Competitive priority points **will be different** in future competitions than the examples given above.*

Do not base your application on the competitive priority!

Competitive Priority (cont'd)
Submitting Jointly

(a) Application must be submitted jointly by eligible entities consisting of at least one LEA receiving funds under Title I, Part A and another eligible entity.

- The LEA and at least one other organization collaborated extensively in the sharing, planning, and designing of the program;

- Each co-applicant organization has substantial roles to play in the delivery of services;

- All co-applicant organizations share grant resources to carry out their roles;

- All co-applicants have significant and ongoing involvement in the management and oversight of the program;

Competitive Priority (cont'd)
Submitting Jointly

(b) An assurance must be signed by an authorized person for both the LEA and non-LEA, which states the proposed program was developed and carried out –

- In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality; and

- In alignment with the challenging State academic standards and any local academic standards.

Competitive Priority (cont'd)
Submitting Jointly

- Joint submittal requires all pages requiring signatures to be copied so that each agency, entity, or organization has signed where required AND an MOU must be attached to the application.

- It is more than "partnering" for services. It is a shared responsibility of the grant entirely but with one entity being deemed the fiscal agent.

Application Details & Requirements

Program Need/Target Audience

- Specifically indicate in your application who your target audience is. It is not good enough to say "all kids".

- All areas of the state have needs and think their kids have the most need. Put those thoughts onto paper. This is the only way the readers will know that you have a genuine need.

Program Need/Target Audience

- A simple way to define the need lies within a few questions:
  - What is the need of your children? (i.e. homework help, grades, social/emotional skills)

  - What are the needs of your parents? (safe place for children, transportation, convenience)

  - What are the contributing factors responsible for the need? (i.e. needs not being met, poverty, rates of juvenile crime, attendance rates, etc.)

Needs Assessment Survey

- Needs assessment surveys are unique to your kids and community. All kids have needs but what sets *yours* apart lies in the narrative.

- This is a crucial piece in preparing to write the grant.

Collaboration and Communication

- Often grant applications are completed by seasoned grant writers who do a great job selling the potential program (Remember they cannot be paid with grant funds!); however,

- In many cases the grant writers themselves have little to no involvement with the program operation and it is then turned over to district/organization personnel unfamiliar with the grant or its requirements and they are unable to meet the deliverables they said they would meet.

- This is why it is important to foster involvement with all parties who will be active within the life of the grant (parents, students, community, school teachers, advisory council, program director, if already involved, etc.).

Program Operation

- Must operate at a minimum 4 days and 12 hours per week; during non-school hours (after school, before- and after-school, evenings, weekends, holidays, summers).

- Research has proven that brief periods of contact time in afterschool programs are not beneficial to students. It is crucial for programs to encourage regular participation.

- Your schedule should meet the needs of both the students and working parents. It is encouraged to operate the length of the school year in order to accommodate working families.

- Help working parents by providing a safe environment for students when school is not in session.

	Summer–prior to school start (July 1-start of school), if applicable Years 2-5	Regular school year (i.e. August 17-May 16)	Summer–afterschool ends (following last day of school-June 30), if applicable	Grand total during the entire year (July 1 – June 30)
First date of operation		8/18/17		
Last date of operation		5/24/18		
Total # hours/week		12		
Total # days/week		4		
Total # of weeks		32		
Total # of days		174		

C. Specify beginning and ending **times** site is in operation during school year (*during non-school hours*):

	Before School (Times of Operation)			Afterschool (Times of Operation)			Grand Total # hours/day
	Beginning Time	Ending Time	# hours before school subtotal	Beginning Time	Ending Time	# hours after school subtotal	
Monday				3:15	6:15	3	3
Tuesday				3:15	6:15	3	3
Wednesday				3:15	6:15	3	3
Thursday				3:15	4:15	1	1
Friday							
Saturday							

Make sure your weekly schedule is at least 12 hrs/week

Program Attendance

- Attendance must be taken daily in your program and reported monthly

- You will be asked the following (BE REALISTIC):
  - How many students will you enroll?
  - How many students will attend 30+ days?
  - How many students of the 30+ days attend 60+ days?

Total # of students proposed
To be served:___500_____

Of the total above, proposed
number of regular attendees
(30+ days): ____200_____

Of the total # of 30+ day regular
attendees above, proposed # of
attendees 60+ days____75____

Program Attendance (cont'd)

- Grantees risk reduction in funds or placed in higher risk for not meeting certain percentage of attendance.

Linking Afterschool Program with Regular School Day

- A dedicated effort to achieve ongoing communication and articulation of issues between regular school day and 21st CCLC staff. Such efforts might include, but are not limited to:

    - combining meetings or training opportunities;

    - identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.); or

    - case conferencing regarding individual students.

Collaboration & Academic Alignment Assurance (non-school applicants)

Section 4204(b)(2)(D)

An assurance that the proposed program was developed and will be carried out-

(i)   In active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and

(ii)   In alignment with the challenging State academic standards and any local academic standards;

Collaboration & Academic Alignment Assurance (non-school applicants)

- Superintendent must sign assurances in the grant; and

- Must have MOU signed between the organization and the district (updated yearly) and include:
  - Assurance the program was developed & will be carried out in active collaboration with the schools the students attend;
  - Description of how & when program data will be collected, compiled, and shared throughout each awarded year (grades, MAP, etc.).
  - Any other data requested by the DESE that will be necessary for federal & state reporting and evaluation of the 21st CCLC program.

Transportation

- Daily transportation is an allowable expense both as students leave the program in the evening, as well as, educational field trips.

  - The purchase of a bus, etc. is not allowed but the grant may pay for the driver and cost of fuel.

  - Must maintain transportation logs which details days, number of students, driver hours, and fuel and maintenance receipts for the purpose of DESE monitoring visit.

- You must address how students participating in the program will travel safely to and from the center and home (if applicable).

Family/Parent Engagement

- Parent/Family Participation
  - Build relationships, communicate with families, create a welcome environment, invite parents to play a role in program decision making or lead activities.

- Parent/Family Involvement
  - Offer enjoyable learning experiences where the whole family can learn together.

- Parent/Family Education
  - Offer activities or programs where parents/adult family members learn new skills.

Partnerships

- Partnerships are absolutely vital to the long term viability of your program.

- Strong partnerships are more than a one time event and include a common vision, goals, defined roles, and shared responsibilities.

  - An individual, organization or other entity that only provides a service or good and is not involved in planning and implementation of the program is considered a vendor (purchased service); not a partner.

  - Letters of Commitment must specifically describe **who will do what, when, where, to what ends, with what anticipated results and if there is any monetary costs.** (Not acceptable: Letter from McDonald's who donated cups and juice).

Partnerships (cont'd)

- In-kind donations:
  - Program space, supplies, administrative, furniture, volunteers, services, etc.

- Estimated monetary value of resources, contributions, or service:
  - Independent Sector: Value of volunteer time
  - In MO the 2018 hourly value was $23.21 (national was $24.69)

  http://www.independentsector.org/resource/the-value-of-volunteer-time/

Licensure

- Programs may require licensure. No program may operate if required to be licensed until licensure is received.

  - It is the responsibility of each applicant to inquire with DHSS, Section for Child Care Regulation, **before** making bid to determine if they are required to be licensed. Awarded funds are contingent upon determination.
    http://health.mo.gov/safety/childcare/index.php

Facility/Site Location

- Must assure that the program will take place in a safe and easily accessible facility.
  - If an off-campus program site is proposed, the program location must be **at least as available and accessible** as it would be if it were located at the school site;
  - There must be a clearly defined plan of communication between the alternate site and the school(s) including the alignment of the academic assistance component; and
  - Safe transportation between the school and the alternate site must be provided.

Private School Consultation

- A public school or other public or private organizations that are awarded must provide equitable services to private school students and their families if the students are part of the area to be served by the 21st CCLC award.

- Applicants **must** have a "timely and meaningful" consultation with private school officials _**DURING THE DESIGN AND DEVELOPMEN**_T of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.

Private School Consultation (cont'd)

- Timely and Meaningful Consultation -
  - Must occur **_BEFORE_** **any** program decisions are made and not "after the fact." The goal is to reach an agreement between the private school and LEA.
  - Should be an exchange of ideas
  - Consultation must be _ongoing_. Must start during the design and development of the program and continue throughout the year and you must maintain _documentation_ as proof of consultation.

Nonpublic Schools eligible submitted counts through the Fall 2018 Nonpublic Registration form.

Program Income/Fees

- Parent/participation fees that are charged are considered income (per U.S. Department of Education); therefore:
  - Must spend all program income (fees) collected within the same <u>award</u> year as collected;
  - Fees must be used for the purposes and under the conditions of the awarded grant (no exceptions);
  - Fees must be coded to separate account to determine separation of federal funds from fees collected; and
  - Programs collecting fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate.
  - **DESE will ask for documentation in monitoring efforts.**

Sustainability

- It is important when building your sustainability plan to start in year six and think backwards.

- You may charge fees *(see previous slide)* for your program but you cannot turn away any child for the inability to pay.

- If you are considering charging a fee it is important to do it in the beginning of your program rather than starting it in the end, as parents will be less likely to pay for a service that was free at one time.

- It is important to note that after 21st CCLC funding ends you can not reapply to continue the same programming you must enhance and/or expand.

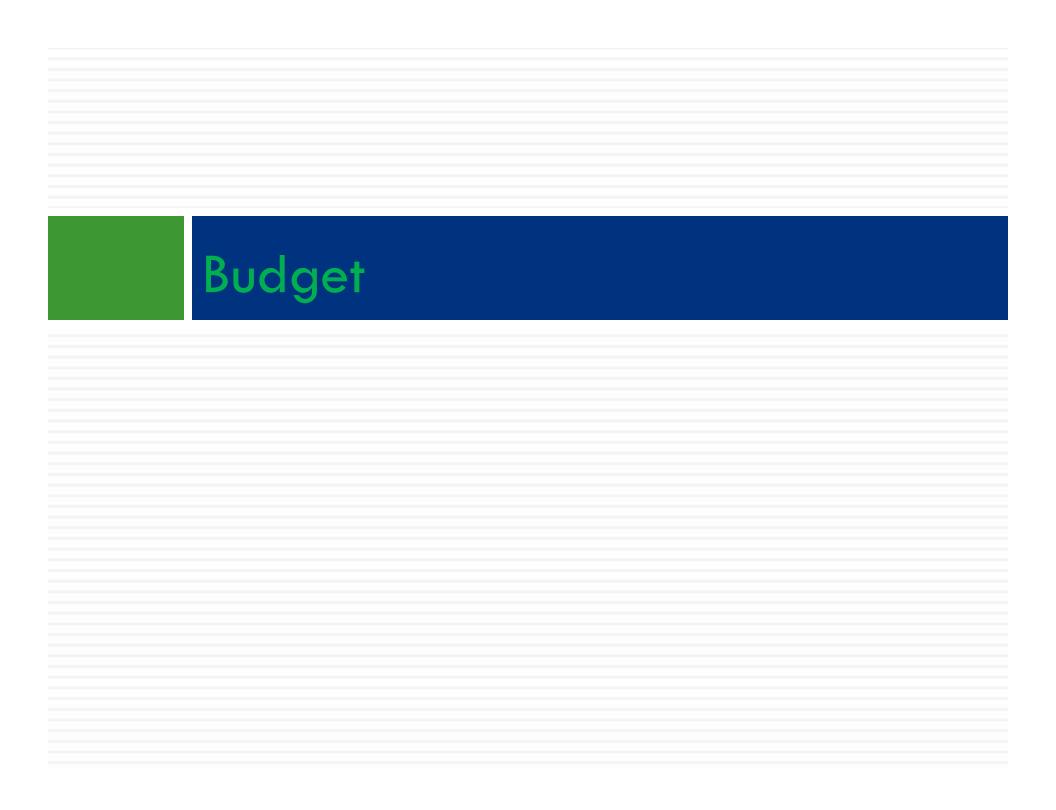# Program Goals & Activities

Program Goals

Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.

Goal 3: Enhance youth's college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.

Proposed Activities, Programs, Services

- Designing your plan is unique to your students, parents, and community. Make sure you clearly establish what sets it apart from other programs.

- In the application you will include the proposed academic enrichment opportunities that will meet the required math, reading/language arts, and science, as well as, the broad array of additional services, programs, and activities that will advance student academic achievement and support student success.

- Must be able to demonstrate that these activities, programs, and services are meeting the needs identified during the needs assessment process of the students and families and help progress towards the outlined program goals.

Budget

Budget Strategy

- Your budget should be a direct reflection on your program's financial needs.

- We train our readers to evaluate budgets that are reasonable, justifiable, and tied in to the scope of your program and appropriate for the size of program and the number of students served.

- Be REALISTIC! Don't ask for the max just because you can. Do you truly need that much in your program? Can you maintain that much when the grant ends?

Budget Strategy (cont'd)

- Explain your purchases clearly so readers know what the item is and how it relates to your program. Do not make them guess or assume as they will not.

- Most, but not all unallowable requests, come in the equipment/supplies category.

- Important to show how program will combine/coordinate with federal, state, and local programs with most effective use of public resources.

- Demonstrate how you will leverage existing school resources.
  - Is the school providing space, janitorial, etc.?
  - Will you be providing a snack through DESE school foods or CACFP?

Budgeting for the Future

- When you craft your budget think of all 5 years as opposed to the initial year. You are planning finances for a long term program and not simply trying to pass the first year.

- Budgets diminish by 20% in Year 4 and 40% in Year 5. The amount is determined by taking the awarded amounts from the first three years to get an average and then diminishing by 20% and 40%.

- Be consistent through the entire application!

- Watch for notation of possible late year 1 start date, if so be sure you reduce your year 1 request accordingly!!

Budget Perceptions

- On the application you are asked to list your total budget, budget narrative, and cost per child. Breaking your budget down to this level helps the readers determine if the total amount requested matches the number of proposed students to serve (DO NOT INFLATE-POSSIBLE FUTURE RAMIFICATIONS)!

- Overestimating your budget can have future ramifications as returning large amounts of money or submitting numerous budget amendments at the end of the year will result in possible future reductions.

- See handout. Sample from previous year ONLY. Many more changes yet to come!

What you Want vs. What you Need

- There is no official handbook on how to build your 5 year budget; however, there are some rules of practice that we advise applicants to try the following method:

  - **Years 1 & 2:** Normal & required expenses such as salaries, benefits, PD, etc. and any _**major program related**_ equipment should be purchased here.

  - **Year 3:** Your dollars should primarily be used for maintaining salaries, benefits, replenishing supplies and meeting grant requirements. Any equipment that needs repaired should be taken care of here.

  - **Years 4 & 5:** Diminished funding years should be primarily focused on maintaining salaries and meeting required grant deliverables.

Spending Guidelines

- Spending guidelines (See handout)

- Should you budget for something on the "questionable" column considering this is a competitive application?

Common Mistakes

Common Mistakes

- Application not turned in on time - automatic disqualification (No exceptions!)

- Out of order

- Incomplete sections

- Missing attachments

- Addition errors

- Not getting proper signatures (i.e. Superintendent)

- Use of acronyms - clear to applicant but not to a reader

These mistakes can make a reader wonder "if they can't follow directions can they run a successful program?"

Turned in Late

- The due date and time is set in stone. Make sure you take proper steps to ensure your application arrives on the proper date and time.

- All proposals are time stamped at the time of delivery, so we will know without question if you turned yours in on time.

- Turning the application in late can ruin months of hard work and can be the difference in your proposal being funded or not.
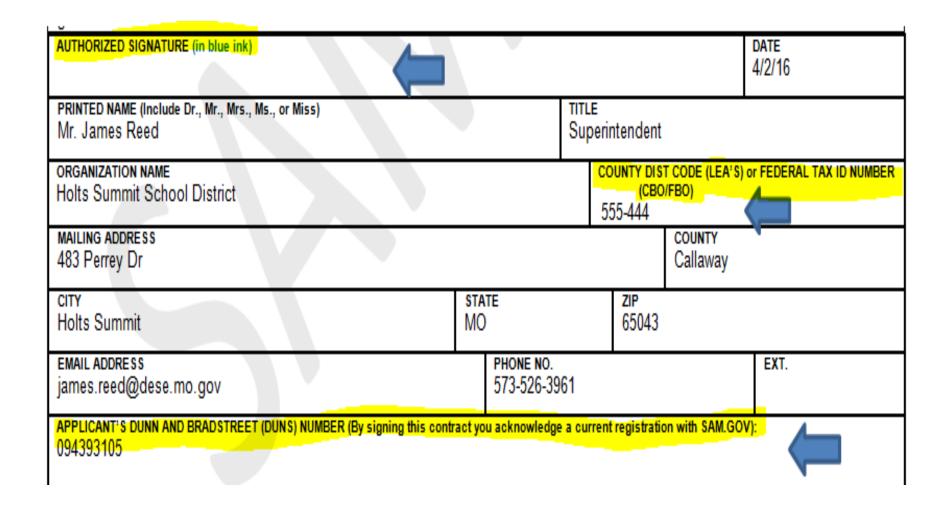
Automatic Disqualification

Out of Order

- One of the biggest complaints from readers is not having your application in order.

- Our readers are instructed not to look through the application for the missing information resulting in zero points scored and they are not to "assume" anything if it is not spelled out clearly just because they may have afterschool knowledge.
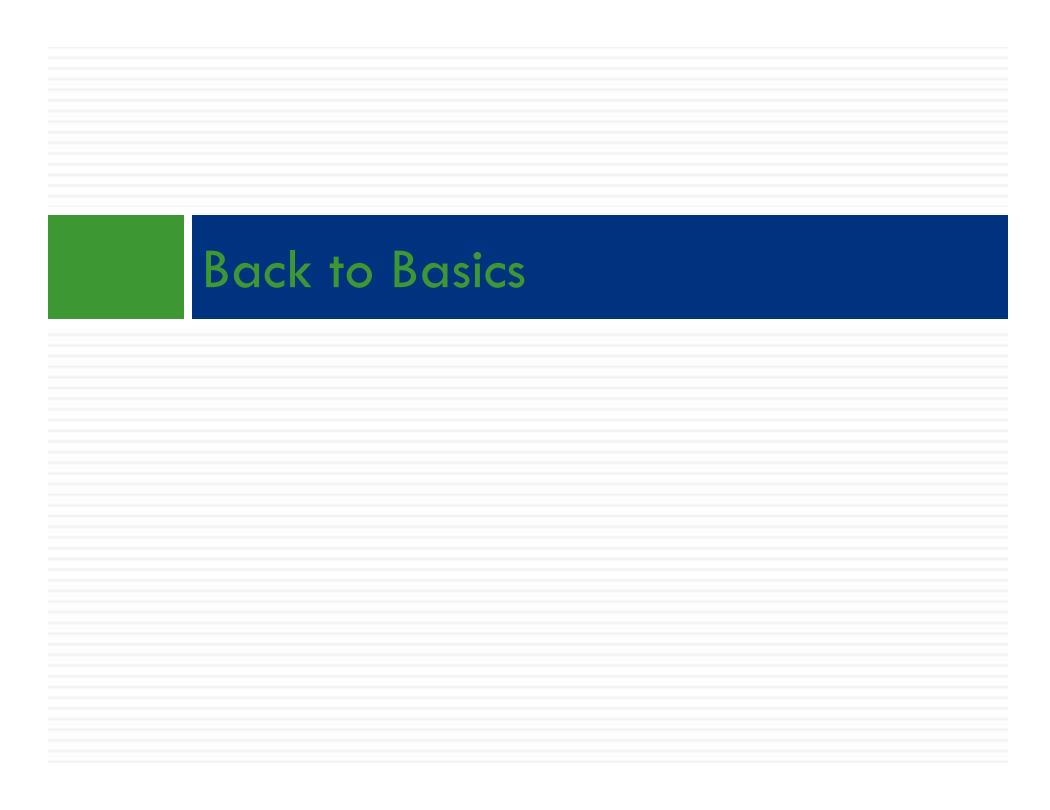
Incomplete/Missing Sections

- Failing to complete or neglecting to submit pieces of the application will result in point reductions or disqualifications.

- Be sure every number within each section has been answered!

- Once the grant application deadline has passed you are not permitted to submit missing pieces.

- Make sure all the attachments have been attached!

Common Missing Information

AUTHORIZED SIGNATURE (in blue ink)		DATE 4/2/16
PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss) Mr. James Reed	TITLE Superintendent	
ORGANIZATION NAME Holts Summit School District	COUNTY DIST CODE (LEA'S) or FEDERAL TAX ID NUMBER (CBO/FBO) 555-444	
MAILING ADDRESS 483 Perrey Dr	COUNTY Callaway	
CITY Holts Summit	STATE MO	ZIP 65043
EMAIL ADDRESS james.reed@dese.mo.gov	PHONE NO. 573-526-3961	EXT.
APPLICANT'S DUNN AND BRADSTREET (DUNS) NUMBER (By signing this contract you acknowledge a current registration with SAM.GOV): 094393105		

Adjustments to Submitted Applications Prior to Deadline

- Prior to the deadline, if an applicant has submitted their application, and realizes an adjustment needs to be made, applicants must replace the entire application with another prior to the due date. DESE will not make any adjustments!

- You must inform DESE to replace the previous application with the new one to ensure the correct application is read and scored.

Back to Basics

Follow Directions

- Grants are full of directions but many times one particular set of directions are overlooked:

  - Using the correct font
  - **Staple in upper left corner (if too large, use clips)**
  - **Do not add fancy bindings, do not put in binders, do not 3-hole punch, etc.**
  - Space correctly
  - **Do not reformat**
  - **Number the pages in lower right hand corner (can be hand written)**

Check and Recheck

- Incorrect math makes evaluating budgets difficult.
- If the directions call for rounding make sure you round!!
- Check math again (and again)!
- It is good practice to have at least three people (one of whom has little to no knowledge of afterschool) to review the grant.

Describing Your Plan

- Be sure your plan is well described, beginning to end!

- Have someone not familiar with your program read your application, does it make sense to them?

- Is your plan *consistent*? Did you reference the same number of kids to be served consistently throughout the application? Did you reference the same number of sites to be serving students?

- Does your plan serve the need and serve the students that need to be served? Does the budget support the plan?

Plagiarism

- Plagiarism is taken very seriously. Any discovery of plagiarism that is made known or brought to the attention of DESE will be potential for disqualification.

Submitting Multiple Applications

- May submit multiple applications for different districts, however:

  - This is a very strict competition and you will be competing against yourself.

Grant Reading

Grant Reading

Reminder

Just because a reader may have afterschool knowledge/experience they are <u>NOT</u> to assume or fill in blanks/gray areas not completely described and provided by applicant. They may not be familiar with acronyms!

Grant Reading (cont'd)
What We Observed During Last Grant Reading (our opinion)

- Readers did not like heavy administrator/executive salaries.

- Partnerships - If you live in a large community, readers wanted to see more than two partnerships (yes, it was the minimum requirement).

- Concern over teacher burnout if grant proposed to use regular day teachers. Make sure you address how you will avoid it.

- Consistency – numbers, ages of kids served, sites, and is the need and plan for program reflected throughout the entire application?

Grant Reading (cont'd)
What We Observed During Last Grant Reading (our opinion)

- If you indicate you will be doing something that requires money, but it is not in the budget because you are using other funds, you should clearly explain how it will be paid for so the reader knows you didn't just leave it out (transportation, required trainings, etc.).

DESE Roles & Responsibilities

Our Roles at DESE

- We do not do:

  - Score the application

  - Influence scoring

  - Give preferential treatment or answers

Our Roles at DESE (cont'd)
Pre-Grant Reading

- **What do we do pre-grant reading?**

  - Make sure application is eligible

  - Complete a demographics sheet based on numbers

  - Answer questions that come in. We only give "yes" or "no" answers with little dialogue as to not give any advantage.

  - Keep a log of questions received and answers provided.

Our Roles at DESE (cont'd)
Post-Grant Reading

- **What do we do post-grant reading?**

  - Double check all scores

  - Double check budgets for errors and compliance

  - May contact you for clarification (this does not mean that you received the grant)

  - Route the grant through a huge array of DESE individuals for approval before awarding (including legal)

Results

- Results will be released late September.

- Please do not call September 1st!

Training Available

Training Available

Beyond the Bell: Tools for Starting an Afterschool Program

Some of the Topics Covered

- ✓ developing a program plan
- ✓ finding partners
- ✓ setting program goals

- ✓ allocating resources
- ✓ hiring staff members
- ✓ choosing programming

- When: March 5, 2019
- Time: 10:00 am – 2:30 pm
- Where: MO 4-H Center for Youth Development, Columbia
- Cost: $250
- Registration closes February 5, 2019

Questions?

Contact information

exl@dese.mo.gov

(573)522-2627