21st Century Community Learning Centers (CCLC) 2019 E-Grants Application Frequently Asked Questions (FAQs)

Contents-Application Pages

Intent to Apply

Why was the "Intent to Apply" deadline extended?

The original documentation was created with the understanding that the grant application would open on March 11, 2019. With the application opening date being delayed, by circumstances out of this office's control, we extended the timeline for letters of Intent to Apply. Please note that the purpose of the Intent to Apply is to provide information on the number of applicants to the grant readers' contractor so that they can determine the number of readers they need to employ. The Intent to Apply has no points value during the scoring process of the applications.

When trying to log-in on E-Grants, we see both of our current grants (Title IV:B 21st Cent. Cont. & Title IV:B 21st Century) for Hamilton School District. Which of these do we to submit our upcoming "continuing" grant application? Or, since we are at the end of both of our current grant cycles, do we submit a new grant application?

Please submit a new grant application (Title IV-B: 21st Century) for the current grant cycles that will be ending at the end of June (July fiscal year end).

We missed the March 29, 2019 due date for the Intent to Apply, can we still apply for the 21st CCLC grant?

Yes, the Intent to Apply is intended to help us notify the grant readers of the number of applications that are expected to be submitted. This will help our Readers contractor determine the number of readers they will need to hire for the process.

We are working on our intent to apply letter and wasn't sure if the information we include on our "justification" for the population will be used as a determinant on whether we are eligible to apply? While we know, which schools and have some ideas as to our "targeted" population within those schools we want to provide additional support to, we are still working with the school district to pull all the data together and won't have the "final" meeting until after the March 29th deadline.

How detailed do we have to be on the "exact" scope of the project population?

The information needed in the Intent to Apply is in the response to the next question.

How do we receive verification that we will use this process for all questions, and that we watched the video?

Please write us an email indicating that each of the 4 pieces within the Intent to Apply has been completed (see below).

The Office of Public Instruction asks that you submit a letter expressing your "Intent to Apply" to OPI21stCCLCAppFAQ@mt.gov by March 29, 2019. Your letter of intent must include the following:

1. An identification of which schools/population makes you eligible to apply. For example, which Targeted, Comprehensive schools, or what justification you will give

to identify your population (see page 6 of the Grant Application Guidance, "Site Eligibility")

2. A verification you have previewed the training webinar (Request for Application (RFA) Instructional Guidelines FY 2019) found on the websitehttp://opi.mt.gov/Leadership/Academic-Success/After-School-Programs

3. A verification you have previewed the Grant Guidance Document to assist in your grant writing.

4. A verification that you will submit questions regarding the RFA or competition process to mailto:OPI21stCCLCAppFAQ@mt.gov and the OPI will provide responses on the website within 24 hours.

Overview

Does out-of-school time, necessarily mean voluntary attendance?   One of the schools in our consortium runs a full day of special programming on select Fridays during the school year. The days are structured for students to participate in community lead workshops, service learning projects, academic catch-up, and wellness activities. These are non-instructional days but students' attendance is mandatory. Absences count in students' attendance records. Would programming on these days qualify for 21st CCLC funding?

This is considered a school day activity, and it is an existing program with an existing funding structure; therefore, it would be considered supplanting to use 21st CCLC monies.

We cannot access the planning tool in EGrants, which says we have to complete first, it says it's not open yet. What do we do?

21st CCLC grant applicants do not complete the "planning tool" that is in red at the top of the application when it first opens. This is for a different program.

Comprehensive Support Schools and Targeted Support Schools (Eligibility)

I was looking through e-Grants yesterday and did not see where I am to upload the justification letter from the Superintendent since none of the schools we are serving are included in the Comprehensive or Targeted lists. Can you point me to where that needs to be submitted?

Please enter a note in the Needs Assessment text box, at the bottom of the Populations/Needs Assessment page, stating that the Justification Letter from the Superintendent has been uploaded onto the Files Upload page, and upload the document to the "Superintendent and Principal Support Certification Form" section.

Where can I find the list of targeted schools for funding?

You can find the Targeted Support & Improvement list and the Comprehensive Support & Improvement list tabs at http://opi.mt.gov/Leadership/Academic-Success/Every-Student-Succeeds-Act-ESSA.

Just to clarify, in order to apply for this grant, a consortium or agency must serve a school population listed on either the Comprehensive Support Schools and/or the Targeted Support Schools lists?

To apply for this grant, the students being served through the consortium or agency must be from the schools listed on the comprehensive support or targeted support list, or the Local Education Agency (LEA) must determine that the school is in need of intervention and support. The LEAs justification for need must be included in the Needs Assessment section of the grant application. In addition, the schools must meet the 40% free/reduced meals eligibility and the program must assure that 50% of the students attending come from the school or schools identified in the grant application.

May an existing grantee whose grant is expiring re-apply to provide new service enhancements to the existing population currently being served, with new 21st Century grant funds?

Yes

Regarding the statement during the webinar that part of the requirements for new grants will be "reaching 50% of the target population": does target population refer to the identified specific group/number of students proposed to be served, or does it refer to 50% of the entire school's population?

The target population refers to the identified specific group/number of students proposed to be served.

May two different grantees receive funding to serve different (populations) at the same school through this competition?

Yes, the Grant Guidance document (pg. 4) specifies that it is by population, not by school.

I have 12 centers in our consortium. Two centers qualify as a targeted support school and meet the 40% F/R lunch criteria. From my understanding we would need to serve at least 50% of targeted students at these sites. Six sites qualify as School-wide Title one and meet the 40% F/R lunch. Two sites meet the 40% F/R lunch criteria but are only Targeted Assistant Title I. The last two sites do not qualify at 40% F/R lunch and are only a targeted assistant title one. I know in past grant competitions, only one school in the grant had to be at 40% F/R and those schools that didn't meet that criteria were allowed to apply with the LEA. Is this still the case? Or should we not include the school that is not School-wide, comprehensive or a targeted support school or meet the 40% F/R rate.

Because you are proposing to create a consortium, "submitting jointly by eligible entities consisting of not less than 1 local educational agency receiving funds under part A of title I; and another eligible entity;" (ESSA,4204 (i)(1)(B)), you may apply to serve the two remaining centers who do not fall within the 40% free/reduced meals eligibility. In addition, 50% of the students attending a program must come from the school or schools that were identified in the application (implementing comprehensive support, schools implementing targeted support, or other schools determined by the LEA to be in need of intervention or support). NOTE: For the purposes of a consortium, a "program" consists of all the schools or organizations within the consortium.

I have a follow-up to the response given about targeted intervention. In the answer provided, you state that "When grant monitoring occurs, the grantees will be monitored to

ensure that at least 50% of the regular attendees within the afterschool program are from the targeted population.". However, in the grant guidance document, it states that we simply need to serve 50% of the targeted group. The example is given that "…if English Language Learners are the targeted population identified within the school in which you are proposing to serve, then your application must address how your program will serve at least 50% of English Language learners from that targeted school." Which of these answers is correct? If it is the first, then it would limit our participation based on the size of the targeted group. For example, if there were 50 people in the targeted group, then according to your answer we could not have more than 100 regular attendees. Is that correct?

In order to be eligible for 21st CCLC funds, ESSA states, "that the SEA will make awards to eligible entities that serve students who *primarily* attend schools implementing comprehensive support, schools implementing targeted support, or other schools determined by the LEA to be in need of intervention or support. The OPI has interpreted the phrase "primarily attends" to mean at least fifty percent. In addition, the applicant must provide an assurance that the program serves schools with a student body of 40% or more free/reduced meals eligibility.

To clarify, 50% of the students attending a program must come from the school or schools that were identified in the application (implementing comprehensive support, schools implementing targeted support, or other schools determined by the LEA to be in need of intervention or support). In previous responses, these three categories of schools were used collectively to define the targeted population. Therefore, during monitoring, the SEA will be monitoring to ensure that the program is primarily serving students from those identified schools. Again, the OPI has determined that primarily means fifty percent (50%). The OPI will not determine program enrollment caps. Please note updated response below (3/27/2018).

UPDATED: 3/27/2018 Now that the list of schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 111(d) has been released, I can see that one of the schools we serve is on the list. The grant guidance says that we must "demonstrate how the population served within the 21st CCLC program will be comprised of at least 50% of students from the targeted population." The school that we will be serving has been designated a targeted support school based on three populations…Economically Disadvantaged, Special Education and American Indian. Do we get to choose which population we will target? Also, what exactly does "serve" mean? Do we have to have them sign up for the program? Do they need to attend regularly? Or will providing opportunities for them to participate be sufficient? And finally, will priority points be assigned because we will be serving students from this school even though we serve other schools as well?

First, you may choose one or more of the targeted populations to serve in the program. Remember the purpose of this grant is to provide targeted intervention services to the designated populations to help increase academic performance. It is difficult to attain these goals if the identified population for services is not attending regularly. When grant monitoring occurs, the grantees will be monitored to ensure that at least 50% of the regular attendees within the afterschool program are from the targeted school or schools that made them eligible to apply. As long as this occurs, the program can serve other students in the program outside of the targeted school or schools.

Program Income & Parent Fees
If a community organization/non-profit is part of your consortium can they still accept fees and donations in order to run their program, if only a piece is being served by 21st Century funds?

Please review the 21st CCLC [Program Income & Parent Fees](#) policy on our website. 21st CCLC participants cannot be charged; however, only 21st CCLC enrolled participants are governed by this rule. Students attending a community organization/non-profit, outside the 21st CCLC program, are not subject to the rule.

Contact Information
Our program needs to change both the district clerk and the Superintendent's email addresses on the E-Grants' Contact Information page. How do we make these changes?

The superintendent or the district clerk needs to send an email indicating the need for an update in the OPI's Central Database. Send the email with the correct contact information to centralupdates@mt.gov . (Please note that this will not affect the application as you are completing it)

Authorized Representative:	District Clerk:
Last Name	Last Name
First Name	First Name
Phone	Phone
Fax	Fax
Summer Phone	Summer Phone
Email	Email

Allocations
On the grant Allocation Tab, it appears that I cannot add any figures. I thought that when I added figures to the Budget Tabs they might populate to the Allocation Tab but that is not the case. Are we to add figures to the Allocation Tab and if so how do we accomplish that?

The allocations page is automatically populated by the OPI upon award. The applicant does not enter any data into this tab.

Site/Center Information
Site Information
In egrants, there is an application for both HS and Elementary. DO we fill out both? They look like they would be the same with the different center. Or do we fill them out exactly the same way?

Please create a new competitive application in either the High School or the Elementary. The decision is up to each school, and is usually based on which population the majority of the programming will be focused.
On the site information page, it asks for "Year of Original Grant Award" and I am wondering what exactly I should put in there: 1) We have two "current" grants that provide partial

funding for the two sites that are proposed for this project. One started 10 years ago and the other started 5 years ago. 2) However, both have other sites included in the "current" grants, which are not included in this new competitive application. Given that we won't be renewing the current grants but actually proposing a new project that is different from the two previous projects how should we answer the question around original grant award?

Enter the very first year that your organization received a 21st CCLC award by the state of Montana.

We are applying in the competitive grant and have previously had the grant serving k-6. Our 5-8 school is in a separate building can we add this as a new or would it be considered existing because the 5-6 have been able to attend the program in the elementary?   The high school is a separate district. Can I apply as a consortium with the high school? The high school has not been involved in 21st since 2001 grant cycle. The students attending the high school are from two other grade schools that do not have 21st funds. Would this be considered a consortium for the points and also serving a new population for the points?

You can apply for the 5-8 school as well. Any students who have attended before would not be considered new; however, if the 7-8 students are a new population and the high school is a new population, then they would be considered new for the application. If the High is in a completely different district, then you may apply as a Consortium with them. You will need to develop a Memorandum of Understanding (MOU) with them (please see Grant Application Guidance).

So yes, if the high school and 7-8 are a new population that would count, and if you apply with the High School (a separate district) then that will count toward the consortium.

Under the Site Information Tab, there is a space to put "Year of Original Grant Award." Would we put the year of the Original Award for Rocky Boy Schools (which is the lead applicant and Fiscal Agent)? Or would we put 2019, since this is a new applicant (insofar as we are a consortium)? Or would we put something else?

Since you are applying as a new consortium, then you should enter 2019.

On the grant under Site Organization Type, there is no option for consortium. What organization type should be used for a consortium?

Please select the organization type that best represents the fiscal agent of the grant. If the fiscal agent is within a school, select School District. If the fiscal agent is a non-profit organization, select from the list of non-profits (e.g. Non-Profit Agency - Boys & Girls Club).

Can you please clarify the difference between a center vs. a site? If a school is listed as one school even though they are located in two different buildings, would they be considered one center for afterschool programming? Or would that be considered two centers? Example: the school is listed as "Smith Elementary" for grades K-2; Kindergarten are located in one school building and 1st & 2nd grades are located in another building across town. Afterschool programming is being held in both locations.

The site for a grantee is the fiscal agent of the grant. The centers are the physical locations where the programming occurs. Therefore, if Smith Elementary' s afterschool programs will

be in different physical locations, they would each be a separate center. For example, Smith Elementary Kindergarten Center, and the Smith Elementary 1st & 2nd Grades' Center.

Centers

We plan to partner with our local YMCA for their research-based Y-Achievers program for summer programming. It will target the students that attend our school year centers. But it will not be held at either center. Should I list it at each center, as their summer programming, or as its own center?

You should create a new center in E-Grants. If children will be moving back and forth from the YMCA to another location, address all transportation plans for the summer program.

Program Operation Details

Population Needs Assessment

Last year on the needs assessment tab it asked for percentages pertaining to the SBAC. Will that be on there again this year? If so and we will be applying for a K-8 grant, how do we present that information? SBAC is only 3-8, will that need to be reported as a whole percentage for that age group? We also use iReady that allows us to see progress for K-8, can we use those results instead?

In the grant application, under the Program Operation Details tab, and under the Populations/Needs Assessment tab, you will see a table that asks for Smarter Balanced percentages. Please enter the percent of students who scored below proficient on the Smarter Balanced assessment, grades 3-8, into this table. Below the table, there is a narrative text box. You may include any other assessment information that you feel is applicable to identifying the needs of your students in relation to this application. This may include other assessment systems (e.g. Dibels, iReady, etc.).

If our school does not use the state assessment or the ACT, then how do we get percentages of below proficient in Math and Reading?

If you are a public school or an accredited private school, then you should use the Smarter Balanced Assessment for your grade and middle schools, and the ACT scores for the high school. If you are a non-public, non-accredited school and do not use either of the above listed assessments, you must provide a justification, within the Needs Assessment section of the application, of how you will assess the achievement of your students in both reading and math.

One of the schools that I am applying for to become a site does not do the Smarter Balanced test. Can I use the MAPS results instead?

All public and accredited private school students, grades three – eight, are required to take the English Language Arts and Math assessments in Smarter Balance, and fourth graders are required to take the CRT science assessment in Smarter Balance.

We currently have a preschool located within the school. We do not receive federal or state allocations for the preschool students. We would like to expand services to include this population. How do I include this targeted group on the E grant application- Populations To Be Served/Needs Assessment?   Would we then qualify to receive the bonus points as follows?

If we understand this question correctly, the pre-school runs during the regular school day hours. This is an unallowable 21st CCLC expense.

We currently have a preschool located within the school. We do not receive federal or state allocations for the preschool students. We would like to expand services to include this population. How do I include this targeted group on the E grant application- Populations To Be Served/Needs Assessment? We don't wish to apply for funding to operate a preschool school day program. We would like to include the preschool population in our before school, afterschool, and summer programs.

If the students have registered and are enrolled in the participating elementary school prior to the before school, afterschool and summer programming, and the program meets all the requirements within the RfP, then the program would be permissible.

I added a school in the Needs Assessment that I would like to take out, how do I do that?

In the "Participating School Name" text box and the "Associated District" text box, enter "School Removed". In the "Percentage of Free/Reduced Meals Students" enter "0" in the text box and uncheck the box next to "95-100%". Under the "Needs Assessment" side of the table, enter "0" in each of the text boxes for the proficiency scores and the anticipated number of students. We will notify the readers of this correction.

How do we determine which students are below proficient using ACT scores? What is a proficient score in reading and math for ACT?

Please contact your ACT testing coordinator. Tell them you need the following information:

- How many students in the High School took the Math and English ACT test?
- How many students scored below proficient in Math (21 points or less)?
- How many students scored below proficient in English Language Arts (ELA) (18 points or less)?
- Divide the number of students who scored below proficient (by subject) by the number students who took that test (by subject).
  (SEE EXAMPLE BELOW):

- Example: If there were 50 students who took the Math and English ACT Test, and 5 students scored 21 points or below on the test, then,
  - 5 students scoring below proficient / 50 students who took the Math test = 10% of the students scored below proficient on the Math ACT test.

How do I access math and reading smarter balance assessment scores for 3rd-8th grades?

The assessment scores are housed within the GEMS data warehouse system. Applicants should work with their Local Education Agency (LEA) to gather this information.

Of my 4 schools, only one is 40% F/R. Since it is the high school that is 40% F/R, but the elementary is served more by the grant, would I still be eligible?

Yes, you are eligible.

My Free and Reduced has dropped below 40% so I am looking at working with another district on the grant. If we form a consortium, would each school submit a grant, or would there be one grant for the consortium? In requesting funds, are funds requested per site or are they requested for the entire consortium?

If you are submitting am application as a consortium, then you need to submit one E-Grants application. In requesting funds, your funds are requested for the entire consortium. The details should be discussed on the budget Break-Down page. Make sure all items according to the grant guidance are recorded in the Memorandum of Understanding (MOU) between all consortium members.

How do you answer the information regarding free/reduced lunch percentage when you have a private school that does not have that information?

If you are applying as a consortium with a private school, use the free/reduced lunch eligibility percentages from the main applicant (public school) of the grant.

Our school is currently in a reauthorization period for 21st Century. We currently do not have the free and reduce numbers to qualify. So, we are looking for options. If our number are near 40% can we still apply? Do you have a list of schools looking to form consortiums? Geographically, are there any limits to schools we could or could not partner with to form a consortium? For example, could a Billings school form a consortium with a Missoula school?

If your free and reduced-price lunch eligibility counts are lower than 40%, you cannot apply for an application as your own entity; however, you can apply as a consortium with another school whose free and reduced-price lunch eligibility counts are greater than or equal to 40%. It is the responsibility of applicants to search and coordinate with other schools to form a consortium. As a consortium, you must create a Memorandum of Understanding (MOU) that describes all the agreements between the entities (Listen to the 21st CCLC webinar for information on what is needed in the MOU). The OPI does not have a list of schools wishing to form a consortium. There are no geographical limits for creating a consortium; however, again please note the requirements within the MOU.

How do I record scores for high school level and what subject should I choose?

Applicants should use the ACT scores for high schools' assessment data. Scores should be from the reading and math assessment scores.

The high school I am applying for does not use the Smarter Balanced test? Can I use the MAPS results?

For the high school assessment scores, please use the 11th grade students' ACT scores. Work with your school district to collect the reading and math scores that reflect the percentage of students who did not meet proficiency in these two subjects.

I am not certain how to read the assessment score results for reading and math. Can you help me?

The assessment scores are housed within the GEMS data warehouse system. Applicants should work with their Local Education Agency (LEA) to gather this information. For additional assistance in how to read the assessment score information for the Needs Assessment section, please contact the OPIAssessmentHelpDesk@mt.gov or call 1-844-867-2569.

My district has utilized the 21st CCLC for several years (we are competitive for renewal this year) and operates under a school wide Title I program. Our free or reduced numbers have fallen to 38% but we are still considered a school wide Title I school under section 1114. Can we still apply for the grant?

Yes, if your school is currently deemed a school-wide Title I program, then that school-wide designation qualifies your school for the 40% free and reduced meals eligibility; therefore, you can still apply for the grant.

May an entity receive funding to serve a school that has a Free-Reduced Lunch rate of less than 40%? If so, what else is needed to qualify the school to receive funding?

If you are applying as a consortium, the primary school (the school population that comprises at least 50% of your total enrollment) must meet the eligibility criteria outlined on the Application Guidance Webinar (posted to the OPI 21st CCLC website).

What would be required to document/support that an LEA has designated a school to be "in need of intervention and support?" Is there a formal designation process schools use?

There are no formal criteria, it is up to the LEA to determine which schools within the district may need intervention and support, and provide their justification based on objective data. The justification must be written by the LEA and inserted into the Needs Assessment section of the application.

Does expanded services mean a larger population served or could it also include adding programming to the same population? For example, adding before school programming.

Expanded services can mean either adding on a new population or larger population and/or expanding programming to the same population.

Program Operations

Transportation
My questions are related to transportation. I have a budget using the grant guidance. After we did the budget we also read that only 8% of the budget can be used for transportation. I am confused by this and maybe I am not understanding the budget breakdown but if that is the case then I can only put in for $9000.00 say for transportation and the whole year of transportation for after school and running a summer program will say cost $38000.00. I do not understand how this works. One of the schools in the consortium has no bus or transportation to their school other than the parents, so transportation will help make this program even stronger than it is...so how do we figure the transportation portion of this budget?

When calculating the 8% for transportation, you may budget up to 8% of each organization's funding within the grant application. Each organization within an application may be funded up to $300,000.00; Therefore, transportation funds can be budgeted up to $24,000.00 per organization. The grant guidance will be updated to clarify this information.

Program Communication

Safety/Nutrition

I have a school that is not part of the National School Lunch Program. How do I figure out its' free and reduced lunch rate?

If the school that is not a part of the National School Lunch program due to size, and does not have a lunch program, since you are applying as a consortium, then you may use the free/reduced meals eligibility percentage from the primary applicant.

Summer Learning Programs

Can we use grant funds to offer 6-week summer programming for rising kindergartners that focuses on kindergarten readiness skills? (It is highly likely they will also participate in afterschool programming while in kindergarten.) There is currently summer programming for rising 1st, 2nd, and 3rd graders but not rising kindergartners.

If the students have registered and are enrolled in the participating elementary school prior to the summer programming, and the program meets all the requirements within the RfP, then the program would be permissible.

Management & Capacity to Implement the Grant

Professional Development Plan

We have money budgeted for Professional Development. Is it a requirement that I and/or the Program Coordinators (or all, or any of the frontline staff) attend a national educational conference before June 30?

Is it possible to do a more local/regional training instead?

It is a recommendation that you budget for a national conference, but you may attend a local conference. The only requirement is that it is directly related to the afterschool programming.

I have a question on the PD plan. We have a new Supt coming to our district -they don't start until 7/1/19. I know the three required trainings for the grant director.

We have a couple of the district PIR days already scheduled with activities for 19-20, but don't have an idea on what the new administrator would like to do with the other scheduled PIR days. For the question on PD, do I list the activities that I know will be happening?

The Professional Development (PD) that we are looking for is in direct relation to the 21st CCLC program. If the 21st CCLC staff will be attending the school's PIR days, then you can list the ones that you know about, but the PD for the application should include trainings that will be provided to staff who are working directly in 21st CCLC.

Our Public Schools and the local University provide professional development training opportunities for our program for a nominal fee, if any. Could we consider this in-kind training towards the 5% for professional development?

A minimum of 5% of the budget must be set aside for professional development. If the program chooses to have in-kind training for your staff, this must be in addition to the original set aside budget of 5%. Required professional trainings include one state meeting (2019 MTAA Summer Conference), and two regional meetings per calendar year. Please refer to the 21st CCLC website under Professional Development for more information.

Program Evaluation

In discussion with the Superintendents, they indicated that there had been in the past a preselected (by OPI) entity for evaluation. Per page 11 of the Grant Application Guidance, "It is recommended that approximately four percent of each site's total budget be reserved for federal, state, and local evaluation efforts." Should we budget that 4% as a line item TBA for the preselected entity? Or do we have discretion to budget for a potential local evaluator?

The state of Montana's OPI agency has a 21st CCLC state-wide evaluator. Sub-grantees may choose to create a contract with this evaluator for local evaluations; however, sub-grantees may instead choose to contract with a different evaluator. Within the application, regardless of whether you contract with the state evaluator or a different entity, 4% must be budgeted for evaluation.

Timeline

In the Timeline section of the Program Operations page, I am confused on exactly what you are looking for. In the previous grant applications, we listed the monthly activities that we did in working to maintain the grant. This looks like you want the daily activities. Which is correct?

Please list the monthly activities that you will use to maintain the grant.

Academics and Activities

Research or Evidence-based Best Practices

Academic Achievement

Aligning with the School Day

Integration into Continuous Improvement Plan (CIP)

Parental/Family and Career Technical Programs

Program Activities: Health, Nutrition, Culture and the Arts

Partnerships

Partnerships

We don't have any partners but this application will not save without that document. What do I do?

Please enter at least one partner in the form, or enter "No partners at this time", and upload the document into the application. Then, you should be able to submit the application to

your school's Authorized Representative, who must make the final submission to the OPI by 2:00 PM today.

(We) are working on our 21st CCLC grant application packet and we have a question I'm hoping you can help with. Part of our grant proposal includes a collaboration with School District (X) to partner and provide summer time academic support in reading & math to youth targeted by principals & teachers as being at risk in regards to 'summer slide', as well as afterschool academic enrichment through programs targeted by teachers.

Is there information that we can access about how School District (X) currently utilizes Title 1 funds for math & reading support during the school day so we can coordinate our efforts with providing additional support more effectively?

All partnerships and collaborations between Community-based organizations and school districts need to be discussed between the local entities. We do not provide information concerning those discussions from our office.

As a Boys & Girls Club, can our different Club sites be the Community Learning Centers for two different 21st CCLC grants? In the past, two of our sites have been served under one grant in partnership with one public school district, but now we've been approached by another public-school district in the county to partner our third unfunded site with them for a separate 21st CCLC grant. Is it allowed to have one organization utilizing two grants for programming as long as the programs/funding do not overlap?

It is possible for one organization to receive separate grant funds, as long as those grants are serving different student populations. Please remember that there is a $300,000 funding cap per organization regardless of if they received one grant or multiple grants.

We are looking for the 'Partnership Signature Form' and currently not finding that within the resources we are checking - can you please direct me to the appropriate location? This would be the document for consortium's to both sign, correct?

No, the document that an applicant applying as a consortium needs to submit is a Memorandum of Understanding (MOU) created by and agreed upon by all partnering organizations who will be a part of the consortium. Only those applicants who are applying as a consortium need to submit an MOU. The Office of Public Instruction (OPI) does not supply a template for the MOU. Items to consider in drafting the MOU include staffing agreements, data collection and reporting agreements, confidentiality, workers compensation agreements, fiscal agreements, hiring protocols and procedures, and any other items deemed necessary for actively collaborating as a consortium. Once the MOU has been created, it should be saved on the applicant's computer, and then uploaded into the File Uploads page under "Partner Agency Memorandum of Understanding".

The Partnership Signature Form (The Collaboration Signature Page) is required by all applicants, and it contains all partners with your program who have agreed to provide a service to your program sometime during the year. Examples may be 4-H, Local Rotary Clubs, Local private entities, community members, and any other persons who may contribute to your program.

Identification of Partner Agency…
Under Partner Agency Section, regarding coordination with federal, state and local programs, please advise on how we are to approach this question regarding public resources?

When reading the question in the application, please read as follows: Please demonstrate how the proposed program will coordinate Federal, State, and local programs and make the most effective use of these public resources.

Sustainability

File Uploads
Logic Model - Is there a new logic model we submit, or do we edit our current model?

There is a Local Activities section of the Logic Model in the E-Grants Application, on the File Uploads page. It provides a large text box to write about your program's Local Activities. The full Logic Model, for reference, is on the 21st CCLC website under the 2019 E-Grants Application Information.

Program time - We currently run 4-5:30 and bus students home. The last drop off is around 6pm. Do we count that time into our program hours?

Please only count the actual program hours into your program time.

We downloaded the pdf version of the new logic model but cannot edit it, I read through the previously asked questions and someone had the same problem. The answer stated that a word version is on the 21st century website, however the only one I can find is the old sample logic model and it is pdf version as well. What am I missing and where exactly would I find the word version on the website?

You can now find a Word document for the Local Level Activities on the 21st CCLC website under the 2019 Grant Application Information.

Where do I find a pdf or a windows document of the logic model to type in?

A fillable pdf form for the Logic Model is under the "File Uploads" tab in the application. For instructions on how to complete and submit the form, see the "Click for Instructions" link on the top left of the File Uploads page.

Below is an example of our current situation.

- *We serve 8th - 12th grade students from both the middle and high Schools of School A, B, C & D.*
- *Several of these schools also have 21CCLC funded programs.*
- *Some students, not all, participate in both our program and their school's 21CCLC program.*

If our program is required to have all of Superintendents & Principals sign the Superintendent/Principal Agreement for the 2019 Competitive Grant, it would be in conflict with those schools that have 21cclc programs.

How do you recommend I proceed with both the Superintendent/Principal Agreement and Collaboration Signature Page for our 2019 Competitive Grant?

Could I still get Collaboration Signatures from Superintendents & Principals from schools with 21CCLC programs and throughout the year check in with schools throughout the year to identify any students who are identifying in both?

Will you be able to assist me with identifying what schools currently have, or are applying for, 21CCLC funds? In both Ravalli and Lewis & Clark counties?

If you can separate the student population between the programs to show that the students are only attending one of the programs, then you can apply using that model (for example, if Hamilton High School is serving low performing math students, and you are serving low performing English language learners). Students can only attend one 21st CCLC program at a time in a community. Also, since our office must address "equitable distribution of funds" (see 2019 Grant Application Guidance, page 6), it is likely that the grant application with the higher score would be selected to receive the grant award. Therefore, it may be that you do not include students who are currently attending 21st CCLC programs in other schools in the area within your 21st CCLC application. You can still serve those students, but not with 21st CCLC funds.

You can find the current grantees in the 21st CCLC program by going to our website and looking at the map of grantees.

Do you have the logic model for the grant? The teachers wanting to start the grant process and can only find the sample logic model. Can you send me the logic model or where I can get them?

The teachers should be able to see both the sample full logic model on the Overview page of the application (used for reference to see the state criteria and activities), and then see the logic model that they need to complete on the Files Upload page of the application. There are instructions on at the top of the Files Upload page that explain how to complete the document and attach it to the application.

The indicators on the logic model 1.1.1 is an increase on state assessments. Elementary schools that base data on AimsWeb or DIBELS do we use that information.

If your students do not take the Smarter Balanced Assessments, you may use other assessments that you implement at your school.

Where do we find the new partner collaboration signature sheet, logic model, and principal-superintendent agreement form?

All three of the documents are on the *File Uploads* page in the application. There is a blue link to each document. Please read the "Click for Instructions" link at the top of the page for information on completing and uploading the forms back into the application.

Do you have a guidance logic model template for the 21st century grant or do we come up with one of our own? How can I get the template?

The Logic Model template for the application can be found under the File Uploads tab. There is a link to open the Logic Model on the page. You can download the document, complete it, save it, and then upload the document back into the File Uploads tab.

I wondered if there is a fillable word logic model document. The one in EGrants is a PDF, and I wanted to make sure if I cut and paste into it, you will see all the information, if the scroll part always works or not.

We have placed a Logic Model, as a Word document, on to the 21st CCLC website. You can download the Word document, complete, save to your computer, and then upload the completed form into the E-Grants application. You will upload the form under the Upload Files tab in the application.

In other logic models I've completed, there was just once chart for all the activities. Because these activities are broken out by objective (and therefore there are many charts), I find myself wanting to put the same activities under several objectives. For example, "Extended Summer Library Hours" goes on nearly every page. Should every objective of the logic model list each activity that pertains to it, therefore creating a comprehensive but redundant collection of pages, or should each activity only appear once across all the objectives?

There are no requirements, but best practice would be to repeat your activities under each objective for a comprehensive view of your program services and activities.

I have typed the Logic Model 3 times now... it has taken hours. When I save it, I lose random information. The first time I failed to print it so had to do most of it all over. The second time I printed it so had something to copy, same with the third time. I don't know what to do. Can I scan the printed copy in my documents and attach it that way? I really need to move on to actually writing the grant.

If the completed Logic Model will not save, you can print the document, scan it into your documents files, and then upload it into the application.

Will it be possible to upload more than 1 MOU?

Yes, you can upload more than one Memorandum of Understanding (MOU). MOUs must be uploaded one at a time, and each one cannot be larger than 3MB.

I am applying as a consortium this year. Do I need to complete a logic model for each site?

There is only one Logic Model per grant applicant, not by each center.

In the logic model it asks for a minimum of 60 hours of programming per month, and running 10 hours per week which is considered acceptable to receive bonus points, will not add up to 60+ hours per month. How does a program reach 60+ hours per month during afterschool hours?

The 60+ hours per month in the logic model is a five-year indicator to work toward our state goal, but the bonus points for the grant application are for programs that run a minimum of 10 per week for 28 weeks per year during the school year.

Budget Pages

Budget Detail

When using the formula with the projected number of students, do we look at the previous years of kids attending only 30+ days or more or all the attendees?

Since this is a new application, you should base the formula on how many 30+ day students you are proposing to serve each year within the new 5-year grant cycle.

In the past currently funded sites could only ask for the amount they received in the previous grant cycle. If we expand services, will we be allowed to ask for a larger amount to cover those services?

This is a new grant application; therefore, you may apply for up to $300,000 per organization.

When completing our budget do we calculate a one-year budget, or do we show funding for five years?

When completing the budget, calculate a one-year's budget.

I am trying to input our budget, and I am using Object Code 600 for supplies, but I cannot find the Purpose category that accurately reflects materials (robotics kits, etc.)

Please use Purpose Code 10 for supplies related to instruction.

I am not sure what Object Code and Purpose Category to use for Grant Evaluation.

Please use Object Code 300 for contracted services if you are hiring an outside evaluator and Purpose Category 23. If you are writing evaluation into an existing employee's functions, you would use Object Code 100 and purpose code 23. Remember for every 100 Object Code you also need to allocate benefits under Object Code 200.

Since we have past history with the budgets, are we to budget close to our combined individual budgets from the past, or can we budget differently (as a new applicant)?

Using the grant guidance for budgeting (see pages 5 & 11), you may apply for up to the maximum award amount allowed per new sub-grantee application.

Does the $300,000 maximum per organization represent the total annual amount that an organization can receive for all of its 21st CCLC grants, or is it the maximum strictly for a

new grant awarded under this competition? (My organization has 2 current 21st CCLC grants that have a future expiration date – can I still apply for the full $300,000 for a new grant?)

The $300,000.00 maximum per organization represents the total annual amount that an organization can receive for all its 21st CCLC grants. Within one organization, if Grant award A = $100,000.00 and Grant award B = $50,000.00, then an application funding amount for a new grant, Grant C, may be for up to $150,000.00. Please see the webinar slide on Grant Award Amounts under "Grant maximum per organization".

If funds are requested by an applicant for a collaborating organization (i.e. school, other agency, etc.) for services specific to the successful completion of this project, are those subcontracted funds counted in the $300,000 received by the applicant organization?

Yes, those subcontracted funds are counted in the $300,000 received by the applicant organization. The budget includes all costs for running the project including any sub-contracts.

If every site in a consortium is paying a different salary, do we have to break down each site's salaries and benefits in the budget narrative or can we do a lump sum staff budget for each site?

If every site in a consortium is paying a different salary, the applicant must provide a detailed breakdown of salaries and benefits for each center on the *Budget Breakdown* page. You can summarize the staff budget for each site on *Budget Detail* page.

When working with the consortium and reporting the expenses as authorized representative, we will be showing salaries and benefits for another site which are not our salaries. However, the salaries and benefits will then show up on our Trustees Financial Statement as well as the statements of our consortium's school participant. Do we have to break down each object code in our accounting system, or should we record in our accounting system as a contracted service, but report it as salary for the grant? How will that work? The separate site will be processing their payroll and expenses for their employees, but billing us, the authorized rep, since we are in a consortium.

As far as documentation such as time cards and receipts for supplies and training for the separate site, do we need to have a copy for our records?

As I understand it, School District "A" will receive & administer the grant. The grant will cover some payroll cost for School district "B".

In this case…

==School District "A"== would transfer money to School District "B" with the following coding:

> **Expenditure:** 15-434-62xx-930
> > Fund 15
> > Prog 434 Title IV, Part B, 21st Century community Learning Centers
> > Function 62xx-Resources Transferred to Other School Districts or
> Cooperatives

Object 930-Federal/State Grant Resources Transferred to Other Districts
or Cooperatives

School District "B" would receive the money as...

Revenue: 15-5700 (Resources Transferred from Other School Districts or
Cooperatives)

School District "B" would pay teachers' salaries using the grant funds...

Expenditure: Fund 15

Prog – under the program the teacher salaries/benefits are allocated to

Function - under the function the teacher salaries/benefits are
allocated to

Object – using the object associated with salaries & benefits

PRC should be assigned so you can track the revenue source to the expenditure

As far as documentation, School District "A" should retain documentation as to the purpose of the transfer.

Does this paragraph mean that a 21st CCLC applicant can budget funds to purchase or help the school purchase new curriculum to be used during the school day? Such as, year 1, purchase new math curriculum for grades K-12. Year 2, purchase new reading curriculum for grades K-12. Year 3, purchase new science curriculum for grades K-12, etc. Would there be limitations on the amount provided from 21st CCLC funds?

> *School-Wide Programs: LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21st CCLC award.*

21st CCLC funds are to be used explicitly for before-school, after-school, and summer programming. These dollars cannot be used for school-day expenses. Programs are encouraged to collaborate with other ESSA programs to ensure continuity of service delivery. For example, Title I and 21st CCLC funds could be used in conjunction to support an out-of-school time summer program.

In the following statement, can you please define what is included in local public funds? (per the following item from the Grant Guidance document.) "That the funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar program; 4204(b)(2)(G)" Can private funds be supplanted? Regardless of whether the answer is yes or no, can you please define private funds related to this grant?

An LEA may use program funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may an LEA use federal program funds to supplant funds from non-federal sources, including state or private funds. Private funds are defined as sources of funding typically granted or donated to an LEA by third parties, outside of general state resources, to fund specific program activities.

What are the stipulations for paying the Administration of the School district (Authorized Representative) a stipend for their involvement in Supervising the Grant Director? If they are allowed to be paid a stipend, is there a maximum dollar amount they are allowed?

On our website, please review the Request For Application (RFA) webinar information concerning supplementing vs supplanting to be sure the additional salary would not fall under the supplanting restriction. If not, it would be allowed, but please note that time and effort records will be used during monitoring to ensure that the time billed against the grant is in alignment with the supervisor's role. Whether this is billed as a stipend or incorporated into their salary is decided on by the school district.

Please clarify. I was a bit confused about a previous question about budgeting for transportation as a consortium. Do you mean, for example, that if you only budget for a total of $300,000 for a consortium, you can still ask for 8% of the total of allowed for the two organizations in the consortium, like 8% of $600,000? So, that leads to my next question, what you can ask for when budgeting for 40% of administration for a consortium? Is the same guidance used as in the previous question regarding transportation? Such as, if we budget for $600,000 total for a consortium, and we are allowed to apply for $900,000, can we budget for 40% of the $900,000 even if we are only asking for the $600,000?

You can budget up to 8% of the total amount you are requesting for the grant. The same is true for all the categories (e.g. administration); you can budget your percentages according to the total amount being requested. For an example, if you are requesting a total amount of $*300*,000.00, you can request up to $24,000.00 (8% of $300,000) for transportation, and up to $120,000 (40% of $300,000) for administration.

In a consortium, can the Director's hours be distributed between the different categories? Such as splitting the salary up between local evaluation efforts, professional development, and administrative costs.

How the director's time is allocated in the budget between categories is a local decision, as long as it is agreed upon by the consortium.

Our school does not have an indirect cost assigned. How do we get this?

The system will use your agency Indirect Cost Rate to calculate the IDC rate. The OPI will load the new rates in May into E-Grants once we receive the rates from each LEA. If you are awarded funding, you will be allowed to enter a budget amendment to receive your approved IDC rate. If you are not a school district, you will need to send OPI a letter with your approved IDC rate and the OPI will load the 2018-2019 rate into the system. You would then be able to submit an amendment in E-Grants to access your IDC rate. Please note, no IDC rate can be awarded higher than 8% for non-school districts.

Can we put in for indirect costs? At the bottom of the page it says it is allowed, but I cannot put numbers in the boxes, and when I enter an amount on the right hand total column, it won't save.

The system will use your agency Indirect Cost Rate to calculate the IDC rate. The OPI will load the new rates in May into E-Grants once we receive the rates from each LEA. If you are awarded funding, you will be allowed to enter a budget amendment to receive your approved IDC rate. If you are not a school district, you will need to send OPI a letter with your approved IDC rate and the OPI will load the 2018-2019 rate into the system. You would then be able to submit an amendment in E-Grants to access your IDC rate. Please note, no IDC rate can be awarded higher than 8% for non-school districts.

Budget Break-Down
Can the fiscal agent set up 21st Century reimbursements to other organizations in the same consortium as contracted services?

No, the fiscal agent needs to set up 21st CCLC reimbursements to other organizations in the same consortium using the individual budget codes applicable to the items being listed. For example, supplies, salaries, benefits, transportation, etc. Under the Budget Break-Down tab, provide budget details in each category for each organization within the consortium. For example, for each center, list the Salaries and Benefits for each employee within that center.

Budget Summary

Priority and Bonus Points
If one of the schools has had limited services for the junior/high school students and we opt to expand those services to those students, does that qualify us to apply for the 10 priority points? Or if we expand our services to vulnerable populations such as homeless or students at risk of dropping out, would that qualify us for those 10 priority points?

If you specifically address and reflect in detail, in the needs assessment, how you will be expanding services to these vulnerable populations, then that would apply to the priority points.

I have a question regarding one of the priority point questions. The grant indicates, "The OPI shall give 10 priority points to applications submitted that (1) are, as of the date of the submission of the application, not accessible to students who would be served; or (ii) would expand accessibility to high-quality services that may be available in the community." This one does not make sense in its entirety. The first part we do not understand. Can you explain?

NOTE: In the 2019 application, the OPI will determine if this criterion is met based on if the applicant's Populations/Needs Assessment answer demonstrates that the program will be serving a new population of students or is expanding accessibility of high-quality services from previous years. The OPI will determine the applicant's eligibility to receive these priority points in an administrative section of the application.

This language was taken directly from ESSA. 4204(i)(C) (i) and (ii). The OPI will take this section and split the scoring rubric into two sections each worth 10 points. The first section will give 10 points the application is submitted jointly by eligible entities consisting of not

less than 1 local education agency receiving funds under part A of Title I and another eligible entity.

An additional 10 priority points will be awarded to applicants demonstrating that the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served or would expand accessibility to high-quality services that may be available in the community. To clarify, this section addresses the need to expand services to populations not currently being served by 21st CCLC programs. This could be new schools, grades, sub populations, or other targeted populations.

I currently receive funding for a PK-12 school district. I have one center located in the elementary school, but my attendance has grown, and I need to add another employee and location. I would like to, with the new grant process, open a second site for grades 6-12 in our high school and continue our first site for grades PK-5 in the elementary. Would this be considered adding a site, population, or programming to meet the requirements for bonus and priority points, or could this be considered a consortium of the two schools within the district.

Also, could adding transportation be considered expanding accessibility to the programming?

Since this is a new grant application, you may increase the budget request; however, since a program serving this population (PK-12) has existed in previous years, no bonus points would be awarded.

There is a section to address transportation in the application, and it is counted within the base points; therefore, no bonus points will be awarded for transportation.

What are the scoring criteria that will be used by reviewers to determine whether an applicant will be able to receive the priority points in the category in which "applications proposing to target services to (II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and ''(ii) the families of students described in clause (i);" 4204(i)(I)(A)(i)(II)?

This is a zero or 10-point section based on the third-party readers' determination if the applicant proposes to target services to one or more of the identified populations

Assurance, Common & Program

Amendment Description

Submitting the Application
Once I have resolved issues concerning the Files Upload page, will the application's submission go through?

Please make certain that the Authorized Representative has completed the Common and Program Assurances pages, and then conducts the final submission of the application to the

OPI. A message confirming the submission of the application to the OPI will show on the submit page.

I received a question from someone in my region concerning submitting the grant, and then having to send a printed copy of the grant into your offices? I have not read this myself or seen the verbiage to suggest this, but I wanted to send this in and have it answered.

The school district's or the organization's Authorized Representative (AR) must submit the application to the OPI. The AR may provide rights to another person to complete the application; however, once that person submits the application, it will go directly to the AR, who must complete the final submission to the OPI.

Please Note: **No hard copies, faxes, or email will be accepted, nor any proposal submitted beyond the time stamp due date.** Exceptions may be made in the event technology errors are preventing submission, and approval has been granted in writing by OPI staff prior to the grant deadline.

Application

History

Page_Lock Control

Application Print

Consortiums

Where can I find a blank copy of the Memorandum of understanding? On last year's grant the upload under MOU is a copy that is titled Commitment to Partner? Is this what I need? And where do I find it?

We do not supply a template for the Memorandum of Understanding (MOU). The partnering consortia entities must develop the document including all of the agreed upon details within the document. For more information, please refer to the MOU section on page 7 of the "*2019 Grant Application Guidance*", located on our website, http://opi.mt.gov/Leadership/Academic-Success/After-School-Programs

I am the Superintendent of 2 Districts, and Elementary and High School. We have had a 21st Century grant for many years at both districts (one campus but 2 sites). As I go to apply for the competitive grant, do I need to fill out the application for BOTH districts, or can I fill out one comprehensive application that then I could add a site to the application?

You may complete one application with both the districts in one application. Since they are different districts, you will need to complete a Memorandum Of Understanding (MOU) between the two schools. Each school can be listed as a Center in the application.

We are applying in the competitive grant and have previously had the grant serving k-6. Our 5-8 school is in a separate building. Can we add this as a new or would it be considered existing because the 5-6 have been able to attend the program in the elementary? The high school is a separate district. Can I apply as a consortium with the high school? The high school has not been involved in 21st since 2001 grant cycle. The students attending the high school are from two other grade schools that do not have 21st funds. Would this be considered a consortium for the points, while also serving a new population for the points?

The students in the 7-8 grades would be considered new students as would the high school students. Since the high school is a separate district, you can apply as a consortium with the high school. Please remember that you must create a Memorandum of Understanding (MOU) with the high school district, outlining everyone's responsibilities within the consortium. We do not supply a template for an MOU (see grant guidance).

We are planning on applying as a consortium with a community based organization. We are currently in the last year of our 21st CCLC grant and would like to know if we should apply as the fiscal agent or should the community based organization be the applicant?

The answer to this question is dependent on the school and community-based organization's decision on what the best organizational structure is for both entities. Either entity can be the fiscal agent. After the decision is made, please ensure that the Memorandum of Understanding (MOU) covers all the components listed in the MOU section of the 2018 Grant Guidance Document (pg. 6). The Grant Guidance document is posted on the 21st CCLC website, under the 2018 E-Grants Application Information.

Our District is applying for a competitive consortium grant. We are also hoping to continue our renewal grant. Can you clarify the process for applying for each? Are two applications required or redundant?

Please complete the new competitive consortium grant application; in addition, complete the continuing application. If the new competitive consortium grant application is awarded funding, then the continuing grant will be closed.

How do the suggested hours of operation per month/number of days apply to consortiums? Do our total program time across multiple centers need to meet these thresholds or does each individual center need to ideally be operating 60 hours per month, etc.?

Each center enters their own typical operations in the E-Grants application. The application will be evaluated based on each location's hours of operation, independent of other centers within the consortium.

Does each center that provides services in a consortium have to provide a snack daily on program days? What about centers that are only offering before school programs for attendees who would typically be utilizing school breakfast?

The before school programs need to partner with the school's breakfast program; The after school and summer programs need to provide snacks either through the School

Snack Program, the Child and Adult Care Food Program (CACFP), or the summer food program.

If a proposed consortium consists of three schools (School A, School B, and School C), and the primary school's (School A) population comprises 60% of the total enrollment of all three schools combined and meets the eligibility criteria, is the consortium eligible for funding even if Schools B and C do not meet all the eligibility criteria (specifically the 40% F/R meal rate)?

If you are applying as a consortium, the primary school (the school population that comprises at least 50% of your total enrollment) must meet the eligibility criteria outlined on slide 13 of the Application Guidance Webinar (posted to the OPI 21st CCLC website).

For consortiums, can each organization access their own google docs for APR data reporting?

Yes, the local consortium determines who will have access to which Google docs, and the state evaluator will send an invite for each designated person to access the spreadsheets.

How will partners in the consortium share data confidentially? Will there be an option through E-Pass?

Yes, partners in consortiums may share data confidentially through the ePass secure email system; however, please note: any time student level data is being shared, contact your school district's superintendent for information on the local district's policies and procedures. In addition, as per the Title_IV Part B Assurance #8 states "the program will require all data collection and reporting staff to follow the Family Educational Rights and Privacy Act (FERPA)."

If the Authorized Rep (AR) submits a request for another individual (in the consortium) to have access to the grant application, can the permissions be for the 21st CCLC grant only and not the entire school districts grants?

If the AR submits a request for another individual (in the consortium) to have access to the grant application, the permissions will extend to the entire school district's grants. The permission cannot be limited to only the 21st CCLC grant application.

I am applying as a consortium this year. Do I need to complete a logic model for each site?

There is only one Logic Model per grant applicant, not by each center.

I am applying as a consortium this year. One of the schools that I would like to include does not have a 40% free and reduced lunch rate but is a Title 1 school. Can I apply for this school?

If you are applying as a consortium, the primary school (the school population that comprises at least 50% of your total enrollment) must meet the eligibility criteria outlined on slide 13 of the Application Guidance Webinar (posted to the OPI 21st CCLC website).

In a consortium, can the Director's hours be distributed between the different categories? Such as splitting the salary up between local evaluation efforts, professional development, and administrative costs.

How the director's time is allocated in the budget between categories is a local decision, as long as it is agreed upon by the consortium.

If a grant is awarded to a consortium for less than the amount requested, will OPI make the determination as to how much each organization in the consortium receives or will that be up to the members of the consortium? For example, if School A's population comprises 70% of the population to be served and School B's population is 30%; then the funded amount would be dispersed according to those percentages?

If a grant is awarded to a consortium for less than the amount requested, it is up to the members of the consortium to determine how much of the funding is distributed to each of its organizations.

We are looking for the 'Partnership Signature Form' and currently not finding that within the resources we are checking - can you please direct me to the appropriate location? This would be the document for consortium's to both sign, correct?

No, the document that an applicant applying as a consortium needs to submit is a Memorandum of Understanding (MOU) created by and agreed upon by all partnering organizations who will be a part of the consortium. Only those applicants who are applying as a consortium need to submit an MOU. The Office of Public Instruction (OPI) does not supply a template for the MOU. Items to consider in drafting the MOU include staffing agreements, data collection and reporting agreements, confidentiality, workers compensation agreements, fiscal agreements, hiring protocols and procedures, and any other items deemed necessary for actively collaborating as a consortium. Once the MOU has been created, it should be saved on the applicant's computer, and then uploaded into the File Uploads page under "Partner Agency Memorandum of Understanding".

The Partnership Signature Form (The Collaboration Signature Page) is required by all applicants, and it contains all partners with your program who have agreed to provide a service to your program sometime during the year. Examples may be 4-H, Local Rotary Clubs, Local private entities, community members, and any other persons who may contribute to your program.

We are a community organization and faith based school. How do we obtain the October AIM Snapshot to obtain our free and reduced lunch rates?

As a private school, your free-reduced meal eligibility students will not be listed in the AIM system. The AIM system only contains data from public schools. The OPI does not collect any demographic data on private school students.

We propose a nonprofit community partner and/or a consortium. If our partner provides state assistance to some families in need (scholarship grants) for portions of an existing after school program would you define the families served by a portion of the grant as

supplanting, or rather simply expanding services that the state provides a portion for already?

It is not supplanting if you are expanding services or populations served; therefore, if you are using 21st CCLC funds to *expand* the program, it is not supplanting, but the 21st CCLC funds cannot be used to cover the piece of the program that is currently being supported by the scholarship grants.

If we unite with another organization, will we take their free and reduced lunch students into account in addition with our unique students identified by our school district Title I forms?

Our office is not aware of what comprises private schools' Title I forms. If you unite with a local public school, you will use their free and reduced eligible students' percentage for their students who attend your program. To calculate the free and reduced eligibility count for the students in the private school, use the figure from the schools those students *would attend* if they attended a local public school.

NOTE: To apply for the 21st CCLC grant, if your organization is not partnering with a local public-school district, then the local public district must provide documentation that they have determined that the private school is in need of intervention and support. This justification can be entered in to the Needs Assessment section of the grant application.

Additionally, our existing afterschool program serves multiple children from the surrounding school district. How do we ensure their count is included in ours? Will you send me the OPI AIM October snapshot please or a link to it? We believe we have a 40% poverty rate.

If you have public school students participating in the afterschool program, you will need to partner with the local public schools where the students attend, and obtain the necessary free/reduced meals status counts and any other Needs Assessment data through the local public-school district. **NOTE:** Please refer to Every Student Succeeds Act (ESSA) 4204(b)(2)(D) on the OPI's 21st CCLC website.

Private Schools
Can you please explain the process for completing the "Affirmation of Consultation" with private schools?

The district must send out the intent to participate in federal programs forms to the private/non-public schools. Those schools then send the forms back to the district. The district then uploads the information into the OPI web application. The district then sets up meetings with the private schools to set up the programs. The consultation forms and equitable share agreements are then sent to Jack O'Connor, joconnor2@mt.gov , as the private school ombudsman, for approval.

If I am a private school, how do we apply?

1) Request New Vendor Documents from Amanda Domino at adomino@mt.gov
2) Once approved, you can:

a) apply as a consortium with a local education agency (LEA),
Or

b) Engage in a conversation with the LEA, and receive a written letter from the LEA illustrating that your school is in need of intervention.
And

c) Meet the 40% Free/reduced meals eligibility for the students being served.

I am just trying to figure out if we are eligible to apply for the 21st Century Community Learning Center grant. We are a private school, but we are within the district of a public school. Online we read that only one grant per school district is granted but since we are not affiliated, does that still stand?

Yes, that answer still stands. A private school may avoid competing with a local public school by applying for the grant as a consortium with the local public school. The ESSA law states that applicants must provide "an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students" ESSA 4204(b)(2)(F). Creating a consortium with the local public school enables the applicant to ensure that most of their participants attend schools eligible for programs under section 1114.

If you choose not to apply as a consortium with the public school, then the ESSA law states that the State educational agency will make awards to "other schools determined by the local educational agency to be in need of intervention and support; and the families of such students" ESSA 4203(a)(3)(A)(II). This is the section that enables a local public school to recommend a private school or other school, in need of intervention, who would otherwise not fall under section 1114.

As a private school, why is the district we are in responsible for stating whether we have a need for intervention - which determines if we can even apply for 21st century? The district we are in can directly compete for funding.

A private school may avoid competing with a local public school by applying for the grant as a consortium with the local public school. The ESSA law states that applicants must provide "an assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students" ESSA 4204(b)(2)(F). Creating a consortium with the local public school enables the applicant to ensure that most of their participants attend schools eligible for programs under section 1114.

If you choose not to apply as a consortium with the public school, then the ESSA law states that the State educational agency will make awards to "other schools determined by the local educational agency to be in need of intervention and support; and the families of such students" ESSA 4203(a)(3)(A)(II). This is the section that enables a local public school to recommend a private school or other school, in need of intervention, who would otherwise not fall under section 1114.

Can you please send me the data spreadsheets you need us to fill in for our Title I count, and any other data needed for the upload, since we are a private school we aren't in the October Snapshot.

Private school participation in Title I, Part A requires that the local school district provide a Title I program at the private/nonpublic school. Please refer to this attached document, Private School Participation in Title I, for more information.

How do you answer the information regarding free/reduced lunch percentage when you have a private school that does not have that information?

If you are applying as a consortium with a private school, use the free/reduced lunch eligibility percentages from the main applicant (public school) of the grant.

Miscellaneous

When I log into egrants it gives me two options for schools. X Elementary and X High School. Since we are filling out the grant as a district/community, which box do I mark to work on the grant?

You may apply under either school. The lead entity is a local decision.
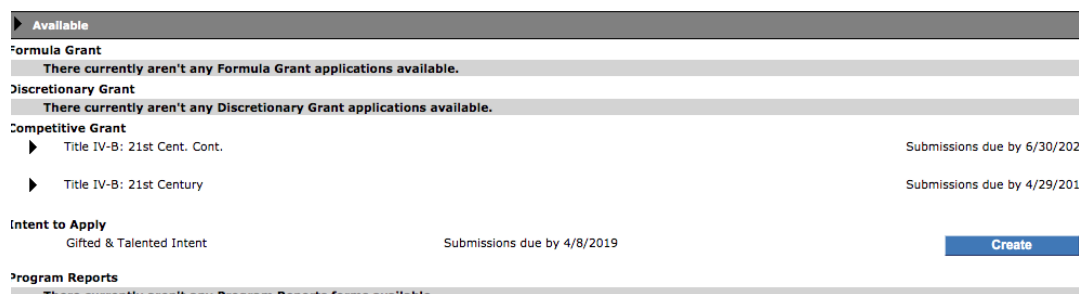
I've attached a screenshot of the available grant applications. What is the difference between the application due on 6/30/2020 and the other, due on 4/29/19? (Also, is the first grant actually supposed to be due on 6/30/2019?) I'm very new to the grant writing process, and am trying to ensure I don't miss anything important.

The submission dates are the absolute cut-off dates for the applications (for administrative purposes). The "Title IV-B: 21st Century" is the Competitive Grant for applicants applying for a new 5-year grant. The "Title IV-B: 21st Cent. Cont." is the application that existing grantees submit annually to update information on their plans for the upcoming grant period (within their 5-year cycle).

I understand that we need to login to E-grants to access the grant application. Where do we go from there?

If you have never applied for grant funds through the OPI's E-Grants system, email Amanda Domino, adomino@mt.gov , for the necessary paperwork.

Once your school's Authorized Representative has provided you access to work on the application, you can create a new application in the E-Grants system through the following steps:

1. Logon to E-Grants with your user name and password
2. On the Menu List page, select "eGrants Access/Select"
3. On the "Organization Search Results" page, click on the radio button in front of the school or organization name that you want to use to create a new application
4. Click "Select"
5. On the E-Grants Access Select page, next to the "Select Fiscal Year", click on the drop-down arrow and select "2020"
6. Under "Available", select the "**Title IV-B: 21st Century**" application
7. In the text box, enter the name for your new grant application
8. Click on the drop-down arrow in the "Select Project" text box and click on the option provided.
9. Click Create. This will open the application for you.
10. After you log out of the system the first time and then re-enter into the application to continue your work, you will need to go to the "E-Grants Access Select" page (steps 1-4), and enter the current fiscal year (2020). The 21st CCLC application you created will show under the "Competitive Grant" section.
11. Click on the arrow to the left of the application, and click "Open" (blue text box under Actions)

If an existing 21st CCLC sub-grantee, still within their 5-year cycle, wants to join up with other entities to create a consortium; therefore, having to create a competitive application, can they also complete the continuing application in case the new consortium is not awarded a grant?

Some sub-grantees, who are still in their 5-year cycle, may choose to apply in the competitive grant this year, so that they can create a consortium with other entities. The sub-grantee should also complete the continuation grant application. If the competitive application for the consortium is awarded a grant, the sub-grantee that was still within their 5-year grant cycle will forfeit the remaining years of their continuation grant. Therefore, the continuation grant will be closed. If the competitive grant is not awarded, the sub-grantee within the 5-year cycle can continue to complete the remaining years left in their original grant.

I wanted to reach out and see if there is a link to apply to be a Peer Reviewer for the 21st CCLC competitive grant? Myself and two of my colleague's review for several other states.

We are using a third-party reviewer to score our applications. We will pass on your question to them.

I created an application, but it is not showing up, so I can begin working on it, what else do I need to do?

If you are having technical difficulties accessing the application, please review the RfA video on our 21st CCLC website.

Can you please send me the excel spread sheets or google docs that we need to submit our data in to you?

The Excel Attendance spreadsheet and the Activities & Staffing Google Docs spreadsheet are only for grantees for submitting their Annual Performance Reporting (APR) for entry into the United States Department of Education's 21st CCLC APR database. However, see the link to the "Sample Attendance, and Activities & Staffing Spreadsheets" under the FAQ link on the website to view screenshots of the documents showing what data must be collected and reported to the OPI.

Is there a way we can view the application questions while pending approval to access the application?

Yes, you can begin completing the application questions by opening the Application Scoring Rubric on the first page of the 21st CCLC website, under the 2018 E-Grants Application Information. Each question in the rubric correlates to a question within the application. Save your answers, and when you receive access to E-Grants, copy/paste your answers into the appropriate text boxes in the application.

If a grant proposal is not fully funded, how will applicants know which sites/strategies/budget items should be removed? Will we receive explicit feedback from OPI, or will that be at the discretion of the applicant?

The OPI would notify the applicant of any budget items that are dis-allowed per grant guidelines; then it would be at the grantee's discretion where to make other cuts to the budget.

Our team is working on their grant application and one question came up about surveys. When it comes to measurement, it talked about conducting surveys 2 times a year; once in the spring and once at the end of the summer. We have never done an end of summer one, just the ones in the spring. Will the spring one be reopened for summer participants or will you be offering a separate summer survey?

There will be only one set of surveys per year, in the spring. Surveys will be sent for each of the following groups: School Administrators, Center Administrators, Center Staff, School-day Teachers, Students, and Parents.

We would like to expand 21st CCLC services to "X" Elementary School, would it be considered supplanting if we replace grant funding from a previous year?

If the previous grant is still running the program at "X" Elementary School, you can't offer the same services to the same population with 21st CCLC funds; however, if the previous year's grant is ending, then you may use 21st CCLC grant funds to run the program. You may also use 21st CCLC funds to expand the services or the population served at the "X" Elementary School.