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Montana 21st Century Community Learning Centers (21st CCLC)

2019 Grant Application Guidance

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OFFICE OF PUBLIC INSTRUCTION

 **Montana**
Office of Public Instruction
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Introduction:

Dear Potential 21st CCLC Applicant:

Thanks for accessing this guide to learn more about the 21st Century Community Learning Center (21st CCLC) program in Montana.

The 21st CCLC program is a U.S. Department of Education program funded through Title IV Part B of the Every Student Succeeds Act (ESSA). The purpose of the 21st CCLC programs is to support identified student populations across Montana in receiving out-of-school time programming to decrease academic achievement gaps, and increase their academic performance. This is done through a competitive grant award process administered by the Montana Office of Public Instruction (OPI), and the outcomes of the funded programs are reported back to the US Department of Education and congress on an annual basis to demonstrate the effectiveness of the local grantees in achieving this mission.

The OPI acknowledges this is a highly competitive process and strives for equal access to this funding. As a result, third party reviewers are hired to read and score the applications. It is imperative that the applicant clearly articulate the goals and activities proposed for their local program, as well as provide a detailed description of each section within the application so the readers can accurately score the applications based on the proposed activities. Please note, to ensure equal competition for new applicants who may not have past experiences to highlight, the application does not ask applicants to demonstrate past performance or successes as a grantee or program. The money is intended as seed money to assist programs with program startup, and thus, no priority is given to existing programs.

The OPI also requires each program to ensure that their budget accurately reflects the program costs it will incur to run a quality 21st CCLC program. Best practices are essential to quality programming, and programs must make certain their budget reflects those costs. As a result, the OPI encourages applicants to create budgets that cover the costs of the proposed activities outlined in the grant application and the operations of running quality programs that will achieve their proposed outcomes.

Further, the OPI understands the rural nature of Montana, and that many communities do not have the capacity to run their own 21st CCLC grants including all the administrative functions and data collection requirements. As a result, the OPI encourages consortia applications to streamline the administration of grants, while building capacity for local communities to host a 21st CCLC location while benefiting from the administrative support of a consortia model.

The OPI understands the challenges that come with a competitive process for these programs, and that despite the quality applications submitted, the lack of financial resources makes it impossible for all applications to be funded. We hope the resources contained in this guidance document, as well as on our website, are helpful to you as you write your grant. Please feel free to submit questions as they arise, and our staff will strive to get you responses to your questions quickly throughout the process. Those questions can be submitted through OPI21stCCLCAppFAQ@mt.gov.

We thank you for your interest in applying for this important program within your community.

Sincerely,

Tracy Moseman
Health Enhancement and Safety Division



GENERAL GRANT INFORMATION (MONTANA OPI 21st CCLC)

Who May Apply?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: local educational agencies, community-based organizations, non-profit agencies, city or county government agencies, Indian tribe or tribal organizations, faith-based organizations, institutions of higher education, for-profit corporations, or a consortium of 2 or more such agencies, organizations, or entities.

Application Open and Close Dates

The 2019 E-Grants application will tentatively **open on March 11, 2019**. The application must be electronically submitted through the OPI E-Grants system, **closing on April 29, 2019 no later than by 200 PM**. (Please watch for updates on our website, [21st Century Community Learning Centers](#).)

Submitting the Application

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.

Requested Intent to Apply

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, "Site Eligibility").
- 2) A verification you have previewed the training webinar (*Request for Application (RFA) Instructional Guidelines FY 2019*) found on the website <http://opi.mt.gov/Leadership/Academic-Success/After-School-Programs>
- 3) A verification you have previewed this Grant Guidance Document to assist in your grant writing.
- 4) A verification that you will submit questions regarding the RFA or competition process to OPI21stCCLCAppFAQ@mt.gov and the OPI will provide responses on the website within 24 hours.

Access to the E-Grants System

If your organization is *not* a school district, and has never applied for a grant through the OPI's E-Grants System:

- You must first go to the OPI [E-Grants Logon Page](#), to create a new user account. This account will assign your organization a LE number, and will provide access to the E-Grants application.
 - To create a new user account, click on "New User" under the LOGON header on the E-Grants Welcome page.
 - At the bottom of the text box that appears, click on "ADD NEW LEGAL ENTITY".
 - Complete the "NEW LEGAL ENTITY REQUEST"
 - Click on "SUBMIT TO OPI"



Equitable Distribution of Funds:

Montana strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse the funds. Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded. Per cost principles for equitable distribution in ESSA, the OPI, in meaningful consultation with the governor's office, reserves the right to adjust grant award values to ensure equitable distribution of funds. An applicant may be awarded only a partial amount of requested funds for as many high-quality programs as possible to operate throughout the state.

All eligible applicants, both new or continuation grants, may apply for 21st CCLC funds for the following purposes:

- To support previously funded programs and services; and
- To expand to new schools/sites.

Application Limit

A single population, e.g. specific grade, school, or district, can only be served by one grant. In the event, that multiple applications are received targeting the same populations, only one grant recipient will be awarded. The award will be based on the highest points awarded during the review process. The OPI reserves the ability to negotiate with applicants regarding populations served in the event there is duplication with new or existing grantees.

Site Eligibility:

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations only if the program will be at least as available and accessible to the students to be served as if the program were located at an elementary or secondary school (section 4204(c)).

The term 'eligible entity' means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

To apply for a Montana 21st CCLC grant, applicants must meet the following requirements:

According to ESSA 4203(a)(3)(A), eligible entities must serve:

“(i) students who primarily attend - “(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and “(II) other schools determined by the local educational agency to be in need of intervention and support; and “(ii) the families of such students;

In addition, once meeting these requirements, 4204(b)(F) requires “an assurance that the program will target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students”. In Montana, this means schools with a student body in which 40% or more students are eligible for free or reduced meals. Free or reduced counts should be taken from the OPI's AIM October snapshot.



(Site Eligibility – continued)

If your application proposes to serve one or more schools that have been identified as needing targeted supports for a specific sub population, your application must demonstrate how the population served within the 21st CCLC program will be comprised of at least 50% of students from that targeted population. For example, 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.

Minimum and Maximum Grant Awards

The minimum grant awarded will be \$50,000 per application per year (including continuation grants). No one organization or school district may receive more than a total of \$300,000 total per organization whether in one or multiple grants in one or multiple years.

Consortiums

A consortium is a group of two or more organizations who apply under one grant application with mutually agreed upon goals, objectives, budgets, and administration. Consortia may consist of multiple school districts, or school districts and community-based organizations, faith-based organizations, non-profits, private schools or a combination of any of the above. Priority points will be assigned if one member is a local education agency per ESSA 4204 (i)(1)(B)(i). (The above is not an exhaustive list). A consortium will have one fiscal agent, the applicant. If participating in a consortium, at least one representative from each entity must attend any required regional or state meetings, trainings, and conferences.

A consortium may apply for funding sufficient to support all of the organizations and/or school districts within its group (see recommended [Formula for the Number of Students](#) on pages 12-13); however, no one organization or school district within the consortium may receive more than a total of \$300,000 per year.

Memorandum of Understanding (MOU)

The MOU is meant to be used as a formal document in the creation of a consortium. All MOUs of organizations within a consortium must be written and signed prior to the submission of an application. Items to consider are staffing agreements, data collection and reporting agreements, Family Educational Rights and Privacy Act (FERPA), workers compensation agreements, fiscal agreements, hiring protocols and procedures, and any other items deemed necessary for actively collaborating as a consortium. If applicable, the MOU must outline the partnership for private school students to access services under this 21st CCLC program. A copy of the MOU must accompany the application.

Please note that an MOU is only required if you are applying as a consortium.

Private School Consultation and Equitable Share Agreements

As per federal regulation, public schools must consult with private schools in their service area to offer participation in Every Student Succeed Act (ESSA) Federal Programs. 21st Century Community Learning Centers (Title IV part B) is one of those federal programs within ESSA. This regulation pertains to all entities (CBO's, FBO's, charter schools, public schools, etc.) who choose to apply for 21st CCLC funds.

For those applying for funds, an Affirmation of Consultation with Private Schools form for the current year must be on file with the Montana Office of Public Instruction for the school districts named in the grant application.



(Private School Consultation and Equitable Share Agreements continued)

For questions if this file is current, please contact Amanda Domino at adomino@mt.gov. If your application is selected for funding, prior to the release of grant money through the Grant Award Notice, the following two forms must be submitted to the Title I office at the Office of Public Instruction for the year in which the 21st CCLC Program is funded:

- Affirmation of Consultation with Private Schools; and
- Title I Equitable Share Services Agreement document

Both forms must be filled out and complete by July 31st of each year. For questions regarding this process, please contact Jack O'Connor at joconnor2@mt.gov

Award Duration:

New Applications:

Montana will offer five-year grant awards.

Continuation Applications:

A renewal application is required annually. Following the fifth year, all programs must enter in to a new competitive competition for any future funding.

PROGRAM COMPONENTS

All grantees are required to provide **at least three³ of the following components**, one component of which must include core academic enrichment or academic support activities that are aligned to local, state, and federal academic standards and local curricula designed to improve student academic achievement (activity 1 below).

Per ESSA Section 4205. Local Activities: "Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

"(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

"(A) the challenging State academic standards and any local academic standards;

and "(B) local curricula that are designed to improve student academic achievement;

"(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

"(3) literacy education programs, including financial literacy programs and environmental literacy programs;

"(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

"(5) services for individuals with disabilities;

"(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;

"(7) cultural programs;

"(8) telecommunications and technology education

programs; "(9) expanded library service hours;

"(10) parenting skills programs that promote parental involvement and family literacy;

"(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

"(12) drug and violence prevention programs and counseling programs;



(Program Components continued)

“(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

“(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.). (ESSA) 4205(a)(1-14).”

Logic Model

In addition, all applicants must complete the [Local Level Activities section](#) of the Montana Logic Model, also known as the Montana 21st CCLC Evaluation Plan Table. This document addresses the goals and objectives of the 21st CCLC grant. A sample of the [Logic Model](#) is on our main web page (under the Grant Competition Information), and all applicants are encouraged to review this document before uploading their portion into the E-Grants application. Please note that the Local Level Activities section is available on the “File Uploads” page in the application.

Snack Requirements

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. <http://opi.mt.gov/Leadership/Management-Operations/School-Nutrition/School-Meal-Programs/Afterschool-Snack-Program>

Department of Agriculture funds are available for schools with 50 percent or greater free and reduced lunch eligibility counts. <https://dphhs.mt.gov/hcsd/childcare/cacfp/index>

Family Services Components

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement in their children’s education and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, programs are open only to adults who are family members of participating children. This component of the program is not intended to provide non-targeted programming such as GED.

Partnerships

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

³ Note that, ideally 21st CCLC programs will have most or all of the listed elements. That said, to be considered a 21st CCLC program for purposes of reporting and counting students attending it, the program must meet the minimum criteria specified above.



(Partnerships continued)

Please note that partnerships are expected to be highlighted within each application. Partnerships may be in the form of a formalized consortium, or through more informal agreements between the grant recipient and other community-based partners such as law enforcement, businesses, universities, tribal agencies or other youth serving organizations.

A *Partnership Signature Form* document is required by all applicants regardless if you are applying as a single applicant or a consortium.

21st CCLC grant applicants must provide a description of the partnership between a local educational agency, a Community-Based Organization (CBO), and, if appropriate, other public or private organizations (Section 4204(2)(H)).

If the local applicant is another public or private organization, the applicant must “(i) provide an assurance that its program was developed and will be 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 described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality, (ii) in alignment with the challenging state academic standards and any local academic standards.”

Experience and Best Practice

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local businesses can provide cash donations to supplement costs and provide long term sustainability for continuation reductions in funding and when the grant funding expires. Seniors, local colleges, community groups, and churches are good sources of volunteers.

Typical Operations

21st CCLC services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer), that reinforce and complement the regular academic programs of the schools attended by the students served.

It is *recommended* that:

- Programs operate, at minimum, an average of 40-60 hours per month.
- If offering summer programming, programs should operate at a minimum of 15 total days.
- Before school programs must operate at least one hour per day immediately prior to the start of school each day the program is offered.
- Programs that operate on weekends or during the summer should operate for at least three hours each day the program is offered.



(Typical Operations continued)

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

Example of Minimum Scope of Operations

The ABC Program at 123 Junior High School operates four days per week, Monday through Thursday, from 2:30 p.m. to 5:30 p.m. during the school year. Every other week, the program operates an extra two hours on Wednesdays. ABC also hosts parent nights, adds an extra hour every other week that showcases community partner programming.

Research suggests: more time spent in engaged and sustained learning activities yields greater benefits.

The majority of community learning centers funded directly by the U.S. Department of Education are open at least 15 hours per week. To ensure that children have ample extended learning time, the U.S. Department of Education believes that, based on their analyses of CCLC and other after school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

Centers should also consider offering online activities that can extend learning beyond program time.

Summer: Federal data collection requires a minimum of 30 days to report. However, for state reporting, we require all summer activity to be reported.

Program Attendance Requirements

All programs are required to report attendance for students participating in before school, after school, and/or other non-school activities. As requested by the OPI, all data must be submitted in the required format by the provided due date at 11:59 pm MST. Based on experience and research, the OPI recommends that programs require elementary student attendance every day and middle school attendance at least three days per week within a five-day per week program. The OPI also recommends that activities are developed that encourage students' participation in a minimum of 30 days per year, or 40-60 hours per month. The OPI monitors all grantees' programs, including their attendance data, and periodically contacts grantees about the accuracy and results of the attendance as part of ongoing monitoring.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21st CCLC program to have specific qualifications. However, if the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: two years of higher education, associate degree, or pass a formal assessment.



(Staffing Requirements continued)

In addition, if the 21st CCLC program uses volunteers, they must be appropriately qualified (i.e. background checks are strongly encouraged).

Experience and Best Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors.
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

GRANT APPLICATION BUDGET

21st Century Community Learning Centers (CCLC) grant funds are awarded on a competitive basis for a five-year period, and are disbursed monthly on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school students.

Community learning centers may apply for funding based on student attendance to support:

- after school programs during the regular school year only; and/or
- a before and after school program during the regular school year; and/or
- a program operating on weekends, school breaks, or early dismissal days as an extension of the before and/or after school program; and
- Programs that are operated in the summer (school year programming is required).

Formula for the Number of Students

NOTE: The funding formula below is meant to serve as guidance while developing your award amount request. It is a recommendation, *not* a requirement.

The funding formula of a program will be awarded on a basis of number of students served:

- up to \$7.50 per day x number of students anticipated to participate in the program x number of days the program will operate in the after-school hours; or
- up to \$10 per day x number of students anticipated to participate in the program x number of days the program will operate in both the before and after school hours;
or



(Grant Application Budget-Formula for Number of Students continued)

- Number of days the program will operate on non-school days (weekends, holidays, summer) x number of students anticipated to participate in the program x \$7.50 for a three-hour program or \$10 for at least a four-hour program.

Additional Required Budget Categories

Additional data that must be included in the application budget for funding:

- Evaluation:** It is **recommended** that *approximately four* percent of each site's total budget be reserved for federal, state, and local evaluation efforts.
- Professional Development:** *No less than five percent* of each site's total budget **must be** reserved by the grantee for training, staff development, and technical assistance.
 - Professional development must be related to the goals and objectives of the grant, as it pertains to the 21st CCLC afterschool programs.
 - Professional development funds expended under this initiative can only be used for 21st CCLC staff.
 - Grantees must budget to attend two regional trainings, and the 21st CCLC annual conference in Montana.
 - Additional resource: U.S. Dept. of Education ([You for Youth PD website](#))
- Access:** *Up to eight* percent of each organization's total budget **may be** used to meet local needs for:
 - transportation costs;
 - ensuring safety and accessibility of program facilities;
 - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; and/or
 - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
- Non-Direct Programming Costs:** *Up to 40* percent of each site's total budget **may be** used for non-direct programming costs (e.g. program oversight administration, data collection and reporting, policy and procedure development, coordination with the school district, fiscal components, and grant management)

Allocation of funding over the five-year grant for new applicants

Upon execution of a signed and approved grant contract, the grantee must complete the E-grants requirement and will be assigned to work with a grant manager for their budget requests.

Funding Flexibility

Grantees may move up to 10 percent between budget categories without an amendment, if required allocations for evaluation, professional development, access, and administrative costs are maintained.

Grantees that are local educational agencies (LEA) are permitted a certain amount of flexibility in their use of program funds, as follows:



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.

Grant Budget Restrictions

The 21st CCLC program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement. The OPI strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21st CCLC grants to drive away or supplant other programs.

An organization participating in the 21st CCLC program receiving funding for an after school or before and after school program may expend *up to* 40 percent of their annual funding for non-direct programming costs associated with the day-to-day operations of the program. Indirect costs are excluded in non-direct programming costs and can be taken in addition.

Experience and Best Practice

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

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for "afterschool snacks," and in some cases, to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. In no case, however, may 21st CCLC funds be used to supplant other federal activities.

[USDA Food and Nutrition Services Afterschool Snacks](#)

[OPI Afterschool Snack Program:](#) 406-444-3095

[Child and Adult Care Food Program:](#) 406-444-4347



Indirect Costs:

LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. Indirect costs are excluded in administrative costs.

For applications requesting the funding of multiple sites, funds calculated for non-programming/ indirect costs for each individual site may be combined for the purposes of overall site administration, e.g., one project director for multiple sites.

Grant Funds Carry-Over:

An organization that receives a 21st CCLC grant may use the funds for allowable costs only during the grant award period. Unexpended grant funds may *not* be carried forward in any fiscal year.

Program Income/Parent Fees:

In response to federal regulations, effective July 1, 2018, the Montana Office of Public Instruction will not allow program income to be generated for 21st Century Community Learning Center Programs and the students served within the program.

This does not prevent community organizations who receive 21st CCLC funds from generating income or charging for fees for other programs that they administer. Rather, it requires a clear delineation in budgeting between 21st CCLC Programs, from which no revenue may be generated, and other programs, from which revenue may.

Supplement vs Supplant:

21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using CCLC grant funds to pay for existing levels of service funded through any source.

Priority Points & Bonus Points

Priority Points: (Priority Points are assigned according to required priorities in the ESSA law):

- The OPI shall give 10 priority points to applications (A) 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)(1)(A)(i)(II). Third-party readers will determine the applicant’s eligibility to receive these priority points based on the response to this question under the Priority Points section of the application.
- The OPI shall give 10 priority points to applications submitted jointly by eligible entities consisting of not less than 1— “(i) local educational agency receiving funds under part A of title I; and “(ii) another eligible entity (ESSA 4204(i)(1)(B)). The OPI will determine if these criteria are met based on if the application is submitted as a consortium (on the Site Information page), and Memorandum of Understandings, MOUs, (on the Files Upload page) have been developed between consortia members. The OPI will determine the applicant’s eligibility to receive these priority points in an administrative section of the application.



(Priority Points-continued)

- The OPI shall give 10 priority points to applications submitted that “(i) 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. 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. The OPI will determine the applicant’s eligibility to receive these priority points in an administrative section of the application.

Bonus Points (Bonus Points are awarded based on OPI goals).

- Two bonus points will be given to a program which runs:
 - 10 hours per week; 28 weeks per year for the school year.
- Five bonus points will be given to a program which runs:
 - 6 weeks per year during the summer term (June 1 – August 31)
 - If multiple centers (within a consortium, or within a school district with more than one center) are offering summer programming at a single location, that is easily accessible to all the students from each school year center, that summer center will qualify)
- Five bonus points will be given to applications that were previously funded who met all data and evaluation reporting timelines.
- Five bonus points will be given to a new applicant.

NOTE: If multiple applications have the same final score, preference will be given to the application representing equality in funding distribution based on size, and geographical location.



21st CCLC PROGRAM SPECIFIC ASSURANCES

In addition to the general assurances required by all grant applications received by the OPI, the following 21st CCLC program specific assurances will be required with each application:

1. That the program will take place in a safe and easily accessible facility
Section 4204(b)(2)(A)(i).
2. That the 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; 4204(b)(2)(D)(i-ii)
3. That the program will target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students; Section 4204(b)(2)(F)
4. 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)
5. That the program or activities shall measure student success that is aligned with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A).
6. That the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application; 4204(b)(2)(L)
7. That the program will comply with all OPI data collection and reporting requirements including submitting all data reports before or by 11:59 PM on the due date.
8. That the program will require all data collection and reporting staff to follow the Family Education and Rights Privacy Act (FERPA)
9. That the program will participate in two required regional meetings per year and one state conference.
10. That the program will enroll in and complete the online Y4Y Summer Learning Course by September 30th. Failure to complete this course will result in the OPI restricting access to funds until documentation of course completion is provided.
11. That the program will not collect program income to be generated for 21st Century Community Learning Center Programs and the students served within the program. This does not prevent community organizations who receive 21st CCLC funds from generating income or charging for fees for other programs that they administer. Rather, it requires a clear delineation in budgeting between 21st CCLC Programs, from which no revenue may be generated, and other programs, from which revenue may.

GRIEVANCE PROCESS

If a grantee, individual, or organization feels the OPI or another organization has violated a specific law or regulation, follow this complaint process. For details go to the Montana OPI [State and Federal Grants Handbook, Complaints and Hearings \(200.4\)](#)



SAMPLE-LOGIC MODEL LOCAL LEVEL ACTIVITIES

MONTANA 21ST CCLC EVALUATION PLAN TABLE- (Logic Model)

FEDERAL OBJECTIVE 1: PARTICIPANTS IN 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS WILL DEMONSTRATE EDUCATIONAL AND SOCIAL BENEFITS AND EXHIBIT POSITIVE BEHAVIORAL CHANGES.

GOAL 1: STUDENT'S IN 21ST CCLC PROGRAMS WILL SHOW IMPROVEMENT IN ACADEMIC ACHIEVEMENT.

Indicator	Local Level Activities
<p>GPRA 1.1.1. The percentage of 21st CCLC participants who meet or exceed the proficient level of performance on State Assessments in reading/language arts will increase by 5% annually</p>	
<p>GPRA 1.1.2. The percentage of 21st CCLC participants who meet or exceed the proficient level of performance on State Assessments in mathematics will increase by 5% annually.</p>	



POLICIES

Funding Carry-Over Policy

21st Century Community Learning Centers (21st CCLC) 21 CCLC Funding Carry -over Policy

Effective Date: December 21, 2017 | Owner: 21st CCLC Education Program Representative

I. POLICY:

It is the policy of the Office of Public Instruction's 21st CCLC program to not allow grantees to carry over funds from one program year to the next. Any unspent funds will be re-allocated through mini-grants among existing grantees through an application process for purposes of funding training and professional development as well as STEM related activities.

II. APPLICABILITY:

This policy applies to all Montana 21st CCLC programs throughout their awarded 5-year grant cycles.

III. CLOSING:

Questions related to the implementation of this policy should be directed to the 21st CCLC Education Program Representative.

IV. REFERENCES:

[21st CCLC Non-Regulatory Guidance](#) (pg. 30, G-12)

V. ATTACHMENTS

None

Karin Billings

Karin Billings, Division Administrator
Office of Public Instruction
Health Enhancement and Safety Division

Dec. 21, 2017

Date



Grant Renewal Policy

21st Century Community Learning Centers (21st CCLC) 21 CCLC Grant Renewal Policy

Effective Date: December 21, 2017 | Owner: 21st CCLC Education Program Representative

I. POLICY:

It is the policy of the Office of Public Instruction's (OPI's) 21st CCLC program that because of the vast size and geographical diversity of Montana coupled with the large number of LEA's across the state, Montana will award grants for five-year cycles, but will not authorize a non-competitive renewal upon the completion of the five-year grant under normal circumstances. Any grantee wishing to access funding beyond the five-year award must re-apply through the competitive process.

II. EXCEPTION:

The Montana OPI does reserve the ability to exercise a one-year non-competitive renewal in the event an annual competition cannot be facilitated. For example, a change in federal law may require changes to the competitive process which cannot be adjusted within the time necessary to run the competition.

III. APPLICABILITY:

This policy applies to all Montana 21st CCLC programs.

CLOSING:

Questions related to the implementation of this policy should be directed to the 21st CCLC Education Program Representative.

IV. REFERENCES:

[ESSA SEC 4203\(a\) \(8\)\(A\)](#)

V. ATTACHMENTS

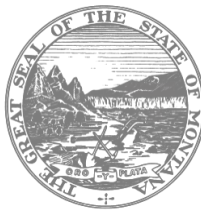
None

Karin Billings

Karin Billings, Division Administrator
Office of Public Instruction
Health Enhancement and Safety Division

December 21, 2017

Date



21st CCLC Definitions

Annual Performance Report (APR) Data: APR data is all the data that is reported to the federal government, including site and center information, 21st CCLC activities, attendance, staffing, teacher surveys, and assessment scores. The reporting of the APR data is broken into three terms: Summer, Fall, and Spring. The OPI's 21st CCLC staff submits all the APR data, collected from each center, into the federal "21APR" system.

Authorized Representative (AR): the AR is the official designation indicating the individual responsible for submitting official educational program documents and reports to the OPI. This includes the final application, and any amendments made throughout the grant cycle.

Center: is the physical location where the majority of the programming for the 21st CCLC after school activities occurs. There may be multiple centers within a site. For example, The Missoula, MT school district (the site) may apply for a grant, and set up two school centers (one at Franklin School, and one at Hawthorne School) within the district where students attend 21st CCLC programming.

Center Coordinator: A Center Coordinator is the person responsible for the daily operations and programming within an after-school center, including the supervision of the center's staff, data collection and reporting, and activities development. If the grantee has one center, the site director and the center coordinator may be the same person.

Community Learning Center (ESSA 4201(b)(1)(A-B)): "the term 'community learning center' means an entity that —

"(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that—

"(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

"(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

"(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development."

Consortium: a group of two or more organizations who apply under one grant application with mutually agreed upon goals, objectives, budgets, and administration. Consortia may consist of multiple school districts, or school districts and community-based organizations, faith-based organizations, non-profits, private schools or a combination of any of the above. A consortium will have one fiscal agent, the applicant. If participating in a consortium, at least one representative from each organization or district must attend any required regional or state meetings, trainings, and conferences.

Continuing School Improvement Plan (CSIP): (Administrative Rules of Montana (ARM) 10.55.601) "To ensure continuous education improvement, the Montana Board of Public Education established the requirement for a continuous school improvement plan. The school district and each of its schools shall develop, implement, and evaluate continuous school



(21st CCLC Definitions-continued)

improvement plans and make the plans available to the public. These plans shall be reviewed on a yearly basis to reflect a continuous improvement process.” For more information go to the OPI website: [OPI Continuous School Improvement Plan](#)

Family Educational Rights and Privacy Act (FERPA): “(FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.” Taken from [“What is FERPA?”](#)

NOTE: All 21st CCLC staff that are working with confidential student information (e.g. attendance data collection and reporting) need to have an understanding of the requirements of the FERPA.

Fiscal Agent: a Local Educational Agency (LEA) or other organization acting as the financial representative of a 21st CCLC grant. This is the same as the Grantee Name.

Fiscal Year: The 21st CCLC fiscal year runs from July 1, 20XX – June 30, 20XX. All program funds must be used within the fiscal year, and cannot be rolled over into a new fiscal year.

Grant Cycle: Each 21st CCLC grant runs for a 5-year cycle. At the end of the grant cycle, a program can submit a new competitive application for another 5 years. Programs are required to submit a renewal application annually.

Program Year: The 21st CCLC program year runs from June 1, 20XX – May 31, 20XX. The program year is broken down into three terms: the Summer Term (June 1, 20XX – August 31, 20XX); the Fall Term (September 1, 20xx – December 31, 2-XX); and the Spring Term (January 1, 20XX – May 31, 20XX).

Site: is the fiscal agent of the grantee. The site organization is the primary grant applicant. The site may also be the location of one of the centers.

Site Director: The person hired to manage all aspects of the grant including but not limited to staffing, grant management, program administration, sustainability planning, and supervision of all staff (including Center Coordinators, data collection and entry staff, assistants and others). The site director may be the same person as the AR.

Supplement not Supplant: Under the federal “supplement not supplant” requirement, 21st CCLC grantees may use grant funds only to supplement and to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of participating students. In no case may a school district use federal program funds to supplant – take the place of – funds from non-federal sources. Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other



(21st CCLC Definitions-continued)

federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.